

Guidelines for Educators



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1 Stages to become a Mentor Tutor for youngsters

Definition for a Mentor- a person who is experienced, qualified and knowledgeable in a professional field relevant to the mentee, who offers guidance and support (CEDEFOP, 2008).

Becoming a JuCiVol mentor requires to follow three main stages:

First stage- being aware of the topic of Volunteering –its definition, its characteristics, having some figures and statistics (qualitative with the profiles of volunteers & quantitative with the number of volunteers in the country and the proportion of youngsters among volunteers).

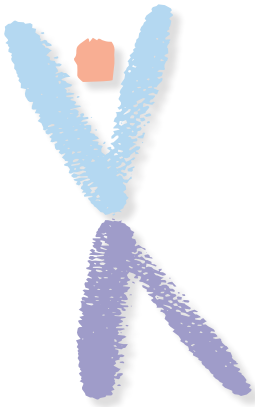
Second stage- being informed of the link between Volunteering and non-formal & informal learning, being able to explain the competence approach and the key competences with a focus on social & civic competences and sense of initiative and entrepreneurship.

Third stage- knowing the opportunities of a voluntary experience in terms of educative and professional future for the youngsters with a focus on Vocational Education & Training (VET) and Valuing Prior Learning (VPL) in order to provide a relevant support for youngsters.

In complement to a theoretical approach, a very practical approach has to be conducted by mentors among youngsters as the questions and objections may vary depending on the profiles and context of the presentation.

1

Stages to become a Mentor **Tutor for youngsters**



In Spain

In order to be a tutor/mentor in the official education system, individuals shall have the requirements established by the Spanish Law on Education and the Spanish Law on Volunteering. In the informal context, individuals do not need these requirements, and their work as a tutor/mentor cannot be officially recognized. Individuals with volunteering experience (in any and/or all the three stages) may act as “tutors” or “mentors” but they cannot officially work as tutors or mentors.

In France

The mentors/tutors in France have two different profiles. Firstly a classical one– professional working with youngsters in sensitive urban areas (missions locales, associations for youth or organization for youth information) interested by the Volunteering approach as a means to acquire a professional experience. Secondly, youngsters who have had a voluntary experience - volunteers in the sense of “bénévole” in associations or volunteers in the sense of “volontaires” having been involved in a civic service (national or European). Both profiles have to attend training sessions delivered by people familiar with the JuCiVol approach, together with youngsters, in order to be able to repeat it afterwards.

In Italy

Volunteering or third sector has been regulated by law n. 266/91 and subsequently by the law n. 460/97, cd. law onlus, aimed at promoting the resources of associations, voluntary work, cooperation and social entrepreneurship. The professionals involved in the sector are multidisciplinary with different skills including doctors, nurses, social workers, psychologists, coaches, counselors, spiritual assistants and volunteers. In Italy mentors provides support such as:

- Promotion and orientation: orientation activities for individuals and groups; promotion of volunteering among young people;
- Training: free courses, seminars and meetings
- Communication, information and documentation about:
- Projects to bring together those who wish to put some of their time at the service of solidarity and voluntary associations.

Programs to bring students closer to the world of solidarity and acquire training credits.

In Slovenia

Jucivol mentors are recruited among the professionals active in the NGOs and mentors in educational institutions that work with youngster from migrant background or coming from sensitive areas. We plan to invite willing young people who underwent the Jucivol training to become mentors after finishing mentoring training.

In Cyprus

The process for recruiting mentors in Cyprus is done through the 'Training Development Research Center' of PVCC. The Center announces the available positions calling the interested educators, which are accredited trainers by the Human Resource Authority of Cyprus, to submit their expertise and interests in the volunteering sector. In this way, the Center established a strong network of mentors/trainers with expertise in particular dimensions of volunteering work. Additionally, some of the youth organizations in Cyprus established their own networks of mentors with expertise in non-formal education and training, volunteering and other social issues, working on the youth development of competencies.



2 Successful / unsuccessful volunteering experience with youngsters

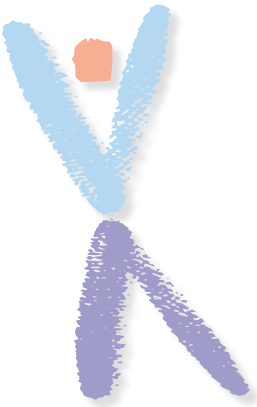
Successful experiences:

- Youngsters suggested to organize an action among disabled children in the hospital of their city. They had in mind to tell them fairy tales to distract them when their parents are not present at the hospital. We have been working for 3 sessions, 3 following weeks. They were very creative. They brought a lot of materials, games they could find at home, some makeup and costumes. It was really nice to see how inspired they have been.
- Youngsters decided to make a show for elderly in the retirement house of their city. As they came from various backgrounds, and had different countries of origins, they decided to create a fashion show with traditional clothes coming from their countries of origins. They selected the young women and relevant music according to the country. After several weeks of rehearsal, the final show was a total success.

Unsuccessful experiences:

- We offered to explain some youngsters the benefits of a voluntary action. They didn't see the point to do something for nothing. They found it stupid and useless. In the beginning they were 15 students. After 2 sessions they were only 5 students. The third session no one came. They had only critics and objections to any suggestion we could make. We had to give up. Afterwards we realized the presentation was too theoretical.
- On the occasion of the show to be organized for the school, we decided to ask for students on a voluntary basis. Youngsters were only interested by the budget of the show. They didn't stop talking about the money the artists would be paid for the music, for renting the equipment, for the food and drinks. We decided to forget our idea and to avoid mentioning any financial information.

2 Successful / unsuccessful volunteering experience with youngsters



In Spain

Successful volunteer experience: 18 year old African youngster who collaborated with Association Hechos and also was a volunteer in a center with young people with intellectual disabilities. He was very fond of sports and organized a basketball team with young people. When the hours of training arrived, all the users were waiting for sports, something that had never happened before. For the boys and girls of the center it was an educational experience and full of values of effort, companionship, etc.

Unsuccessful experience: A young Romanian woman who had always shown a great interest in helping the elderly and had an opportunity with the Limes Association to start developing a volunteering mission with elderly people. The young woman was very enthusiastic, but hardly the elder person the young Romanian was not yet fluent in Spanish and communication was very difficult.

In France

Successful volunteer experience: a young woman of 27 years old with a professional experience of three years in a hotel in the UK decided back to France to re-engage in studies at the University (Master). At the same time, she involved in an association promoting diversity among pupils in primary and secondary schools. High level sport woman in Kick boxing, she organized some events for her club. She was a seasonal volunteer for a music festival (during summertime)

Unsuccessful experience: A young French man, 25 years old, previously civic volunteer for an organization in Essonne. He wanted to become a volunteer in his neighborhood (a council of citizens meant to involve inhabitants). He had a lot of ideas and proposals especially to implement a website to spread the word on the activities of the council. He didn't receive any feedback from the other members, was discouraged after two months and finally dropped out.

In Italy

Successful volunteer experience: A young girl (27), struggling to complete her university studies in Arts decided to undertake a volunteering activity with a cultural no-profit association in the field of cultural events organization. This provided her not only with a direct contact with people in needs (target of the events) but also an on-field practical experience in events design and management and she decided to speed-up her university path in order to try to get into the labour market as an event manager.

Unsuccessful experience: A young Romanian man (28) without previous volunteering experience but with high initiative and a very positive attitude, tried to involve his community in a suburban area of the city of Rome in volunteering activities. Unfortunately the feedback he received was very reluctant. Part of the problem probably is the tense relation among communities in that particular area. After 6 months of attempts, he decided to quit.

In Slovenia

Successful volunteer experience: 25 years old Albanian mother of two has started to volunteer in the Community Center. She has not only skilled herself in different handcraft but also mastered Slovenian language and developed organizational skills. She was the one who made everyone feel comfortable and welcome therefore became an unofficial mentor of other Albanian women. Gaining self-confidence she decided to search for a job despite the traditional role of woman in her community.

Unsuccessful experience: 19-year female who migrated to Slovenia as a child has dropped out from the high school at the age of 17. She decided to volunteer in the daily community center and help children of Albanian background by teaching them Slovenian. Since the children were - in her opinion - unmotivated and disobeying she felt unsuccessful and left her volunteering service.

In Cyprus

Successful volunteer experience: A 21 years old Cameroonian man living in Cyprus, and who followed the training programme for youngsters, registered as a volunteer, after the training and the directions of the trainer, in the Volunteerism Center in Nicosia and he immediately gained a volunteering position in an NGO working on human rights and migration. The NGO, in return, assisted the young man to enter the University and he is now pursuing a BA degree in social work with low fees.

Unsuccessful experience: A 26 years old young and well-educated Cypriot woman, a registered volunteer in an organization working on health issues for the last three years, expressed his disappointment and frustration because the organization calls her to volunteer only during the periods of fund-raising campaigns, while she is convinced that she is able to offer much more for the organization than participating in fund raising only.



3

Meaning of Volunteering for Youngsters

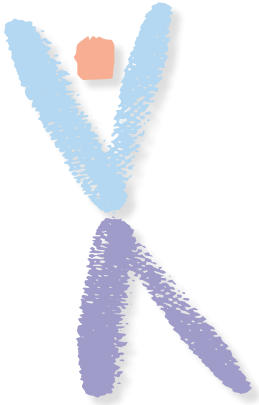
Part of the skills and competences acquired through volunteering are personal, other are collective. Being a volunteer means defending a cause and so being an active citizen. Volunteering is a key issue in many fields of social activities as it is the touchstone of associations that have developed in all the European countries since the past thirty years. The International Year for Volunteering celebrated in 2001, and then the European Year of Volunteering in 2011 have enhanced the role and importance of volunteering in many countries worldwide.

Thanks to the involvement of millions of people in associations, foundations, mutual societies, social cooperatives, volunteering has become a social phenomenon. It is no more an activity devoted to a happy few, the so called "Leisure Class". Confronted to the environmental deterioration, the economic disparities, the belligerent militarism, the racial tensions, the gender biases, the religious hatreds, many citizens' groups put forward education as the solution to solve or at least understand these global issues.

Education has a double meaning: education in mind (literacy and numeracy) and in the heart (character, goodness, civility and values). In this regard, volunteering covers both aspects while promoting an ethics of honesty and truthfulness, of being "responsible and accountable, fair and equitable, respectful and mindful, compassionate and caring". Therefore the main concerns of the European Commission is to "raise awareness of the positive contribution made by voluntary work to informal education, particularly for young people". Especially for youth, a voluntary activity may enhance teamwork and cooperation, participation, solidarity, innovation, tolerance and mutual understanding in a multicultural environment and in different social fields.

3

Meaning of Volunteering for Youngsters



In Spain

To be a volunteer has helped me to have more capacity to listen, to be more supportive, and to have more generosity. I also believe that I have acquired more responsibility, and I have learned to be more consistent in my life and have more capacity for effort.

In France

Being involved among other youngsters to enhance a voluntary spirit has been a meaningful experience for me as I didn't know it could be considered as a professional experience before testing the JuCiVol. Learning by doing is the best way to test the benefits or main barriers we have to overcome when we decide to join an association to defend a cause we believe in- whatever the cause, such as sport for all.

In Italy

When I arrived in Italy from my Country all I was looking for was a job. Any kind of job. Going through the JuCiVol training helped me to understand that I was looking at things from an incomplete perspective. There are a lot of other things I can learn and that all of them may be useful also to find a job.

In Slovenia

When I fled from my home country I left behind many people and things that I liked, along with my dog. Living in an asylum home I've missed the nature a lot therefore I felt really happy when I got the possibility to work as a volunteer at the ZOO. I not only enjoyed but also learned to be caring, reliable and respectful.

In Cyprus

I used to spend a lot of my time around the cafeterias in the city center doing nothing but getting bored. Two years ago, a friend, a Red Cross volunteer for years, asked me to give a helping hand in order to distribute the food supplies that Red Cross collects for the poor families. I went to help and since then my whole life has changed. I continued to collect and distribute food supplies to those in need but I also participated in other programmes of the Red Cross. It is like an alternative way of living your life; it is a fulfilling experience. From boredom I turned my life into something meaningful'.



4

Supporting and motivating volunteers & Reasons for leaving or remaining volunteers

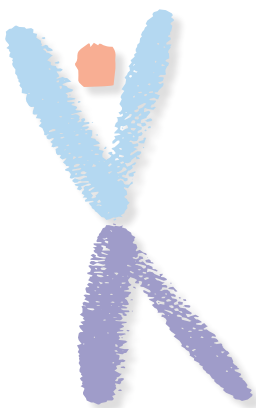
Motivations for being a volunteer

- Willing to defend a cause we think we could make a difference concretely for others (elderly, disabled, migrants...).
- Willing to be an active citizen and address critically the challenges of current societies (protection of environment, peace, human rights...).
- Willing to work with others on a concrete action on the ground (literacy, education to health, sport practice...).
- Willing to acquire an experience and competences that might be useful for a professional or educative future (especially for youngsters who don't have any relevant professional experience).
- Willing to meet people we wouldn't have the opportunity to meet in our family or social background.

Reasons for leaving

- Lack of time especially when the main activity is unpaid – this is the case for many youngsters who are looking for a job or a training or who are students.
- Lack of communication with other volunteers and difficulties to find a role to play and to develop a sense of responsibility in a not for profit organization especially for youngsters without a previous volunteering experience.
- Lack of support provided by the personnel (both volunteers and paid staff) of the organization as they are often busy and are more concerned by the public to be addressed than by the volunteers to be supported and accompanied.
- Lack of confidence linked to the lack of experience in the field and of understanding of the environment.

4

Supporting
and motivating
volunteers &
**Reasons for leaving
or remaining
volunteers****In Spain**

Reasons that motivate young people to stay: (i) they like the tasks they do; (ii) they feel useful and grateful; (iii) It improves one's quality as a person; (iv) they can share their opinions with others; (v) It contributes to happiness giving one's time to those who need it without any charge; (vi) It is a new experience to meet new people who need help; (vii) it helps discover new things about yourself; (viii) It contributes to creativeness; (ix) It can help to find a job.

Reasons that motivate young people to leave: (i) I have been asked more involvement and more time than we had agreed; (ii) It was not very clear the tasks and functions that I had to perform; (iii) I had to leave due to lack of coordination in the planning of volunteering, many days I was alone without any responsibility; (iv) I liked it a lot but I had to leave it for lack of time, my job required many hours and weekends; (v) it is a way to make people work without paying a salary.

In France

Reasons that motivate young people to stay: the first reason is to be convinced by the cause defended by the association (education or sport for all, culture for all...), another reason is be supported by other volunteers or paid staff in the association (with sometimes a training), a third main reason is to feel useful with the public the association is addressing (tangible impact), another specific reason is to acquire a professional experience that may be value in a professional future or for finding a Master (it may make a difference with other candidates)

Reasons that motivate young people to leave: bad spirit among the association with the feeling to be "bowling alone" (constant disputes and never ending discussions), no recognition of the work done that may even be used by others without telling this was not their work in the first place (lack of intellectual honesty), difficult publics who take for granted that they have to be helped (they behave as "consumers" of the voluntary service), a lot of time spent in transport to reach the association and therefore few time with publics (especially in cities around Paris or any other big city with rush hours or few means of public transport).

In Italy

Reasons that motivate young people to stay:

1. Develop skills: Volunteering allows you to test your talents on the field, and to learn new skills that you can then spend in the rest of your life, at work, in your studies.

2. Networking: creating a network of relationships is certainly not unimportant especially for employment purposes.

3. Acquire self-confidence: Volunteers are motivated because they work for a cause they truly believe in. When one is able to work for a cause close to one's heart, one feels a sense of realization in seeing the effect that our good work has on others.

4. Rooting oneself in one's community: Sometimes we take for granted the community in which we live. It is easy to be disconnected from the problems facing your community. Volunteering can fill this gap.

Reasons that motivate young people to leave:

1. Employment: the volunteering path seems to be too far from the employment urgency

2. Time management: it is already very difficult for me to manage my family needs and I can't stand the risk of disappointing the people I'm volunteering with

3. Negative feedback: I receive negative feedback from the other, they do not share my spirit and this makes me feel alone.

In Slovenia

Motivations of socially isolated people for being a volunteer: i) I like to meet new people. Family raising takes all my time so I don't have time to socialize and don't know anyone here. Volunteering gives me opportunity to go out of the house. ii) Working with children makes me happy and gives me new energy. When I got a possibility to volunteer with them I decided in the minute. iii) While volunteering I've learned many new things and got to know some people who can help me to find a job.

Reasons for leaving the volunteering: i) I raise my children alone since my husband works till late at night and there is none of my family nearby. Most of my volunteering was scheduled in the afternoons. I couldn't leave my own kids alone to help other people. ii) I couldn't afford to volunteer since my family struggle to get through the month. Therefore I decided to find a paid work. iii) My language knowledge is very basic therefore I need more time for a school work. School is first.

In Cyprus

Motivations for being a volunteer (as recorded in the World Volunteering Café): (1) accreditation/recognition of skills in non-typical learning/environments, (2) establishment of the institution of volunteering awards, (3) collaboration/connection of youth activities with regional schools, (4) volunteering activities that attract the interests of the youth, (5) volunteering activities appropriated for all ages, (6) continues training of volunteers, (7) opportunities for youth initiatives, (8) participation of youngsters in decision making, (9) awareness-raising in relation to the benefits of volunteering, (10) governmental financial support of NGOs/associations/youth clubs and (11) recognition of volunteering experience as work experience.

Reasons for living (as recorded in the World Volunteering Café): (1) disappointment of youngsters from bad volunteering experiences, (2) lack of common vision and collaborative spirit, (3) non-professional management of NGOs and volunteers, (4) lack of supervision of volunteers or negative supervision, (5) irregularities taking place in NGOs, (6) financial issues and need of survival of youngsters, (7) language issues, (8) the outdated volunteering system, (9) bad reputation of organizations and (10) recycling of persons in the sits of organizations' boards of directors.



5

Volunteering: some ideas

Volunteering in Sport

- Teaching the rules and supporting the practice among young members of the association.
- Being a referee during amateur competition as this is compulsory.
- Organizing the yearly event of the associations which may be a main source of financing.

Volunteering in Culture

- Organizing visits of museums, famous places, exhibitions, city tours for people who couldn't afford it.
- Publishing a weblog for the members of the association to inform them of the events and the needs of human resources.
- Fundraising among sponsors.

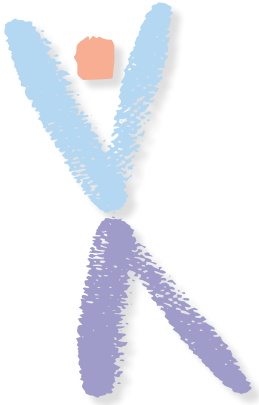
Volunteering in Environment

- Implementing campaigns to inform the general public of different threats on nature.
- Conducting actions on the ground to clean a river, to protect a land, to rehabilitate a house or special place.
- Informing the media to protect animals that might be in danger or have been abused.

Volunteering in Education

- Teaching a national language to migrants to support them in their administrative process or integration.
- School mentoring among children for helping them make their homework.
- Publishing a regular newsletter or electronic review to share thoughts with other on some issues.

5

Volunteering:
some ideas**In Spain**

Social Volunteering:
One youngster who participated in the Seminars proposed a Volunteering Action Plan to sensitize the local population about the problem of West Sahara and the Sahraouian population who life in refugee camps.

In France

Volunteering for migrants: many associations address different kinds of profiles- refugees, asylum seekers, economic migrants or family gathering migrants. Each time the type of support is different and therefore the kind of skills and competences to be asked/acquired by volunteers in order to feel useful.

In Italy

Become a voluntary guardian of an unaccompanied minor: many Italian Regions are publishing selection notices to register in the register of voluntary guardians for unaccompanied migrant minors, as required by law 47/2017.

In Slovenia

Volunteering in Education: A lady of migrant background who learned Slovenian language in the Daily centre in Ljubljana decided to volunteer in the same centre as a tutor and teach Slovenian language new migrants of various backgrounds.

In Cyprus

One participant suggested the initiative of a volunteering project for the observation and recording of bird species and marshes/bioreserves of Cyprus raising, at the same time, awareness among the population, and particularly among hunters and their associations, about the bird species that are currently in danger of extinction.



6

Building a volunteering action together with youngsters

JuCiVol mentors are asked to check with youngsters:

1) The time they can dedicate to a volunteering

per week- 2 to 3 hours and each day to be selected

per month – 2 to 3 days

2) The experience they would like to acquire

In Culture, example of relevant experiences

In Sport, example of suggested missions

In Environment, example of issues to be tackled

In Art, example of concrete actions to be conducted

3) The use they could make of such a voluntary experience

Educative purpose: for their studies,

Professional purpose: for an employment

Personal purpose: to tackle a specific issue they are faced

To or their family or friends

Social purpose: to contact and socialize with other people, from different social and cultural backgrounds

4) The competence they would like to acquire

taking into account the educative and vocational background,

Being able to define a potential job or employment to apply for

5) The level of competence to be achieved

Level 1- assisted competence

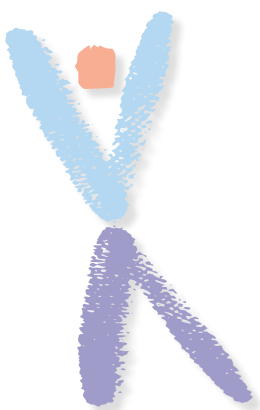
Level 2 - collective competence may be enough

Level 3- autonomous competence may be required

Level 4- expert competence- would be a plus

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

6 Building a volunteering action together with youngsters



In Spain

With the title of Enjoy Basquet, a young migrant woman elaborated a Volunteering Action Plan to coach pre-adolescents and adolescent children to play basketball. Through this volunteering she wishes to develop social, civic and entrepreneurial competences (KC 7 & KC8) among participants: improving their capacity to analyzing and solving problems, learning new activity, being creative, more committed, showing empathy, organizing and planning, teamwork and autonomy, ability to manage stress and frustration. The activity is one hour per week 40 minutes of training (games, etc.) and 20 minutes dedicated to basketball games

In France

Many youngsters were interested to work for or with other youngsters, as they considered it would be easier for them. They were shy to address adults or any person suffering from a main disease (drugs, alcohols ...). Sport was also an attractive field of involvement. On the basis of a more familiar public or activity, it is easier to suggest a voluntary action. A main basis is also the personal or family background of the youngsters especially if they have a migrant background.

In Italy

Arts&Culture seemed to be one of the easier and most effective field of volunteering. Especially supporting cultural associations in the design and management of small-scale events (small concerts, fairs, small markets) with the purpose of raising money for people in need. Thanks to the volunteering plan, a young girl decided to try to undertake a vents manager career. The Arts&Culture sector usually provides an environment and an audience already positive to a volunteering, supportive and no-profit approach.

In Slovenia

A young migrant woman elaborated in the Volunteering Action Plan to teach Slovenian language to other Muslim women of her community. By using computers and other digital devices (KC 4) she'll try to improve her own and participant's language skills (KC 1 & KC 2) providing the basis for the development of social and civic competences (KC 7 & KC 8). This will demand her time management, organizational skills and public appearance. Her goal is to improve their self-confidence and give them opportunity to get involved into the community.

In Cyprus

The Action Plan of a young participant in the training, with a sport educational background, consisted of a week-based training and bodyweight programme for the children in the community where he lives. According to his Action Plan, his purpose is to contribute to the tackle of childhood obesity in Cyprus, which is among the highest in the EU. He expects that he will acquire vocational competences out of it and be able to pursue funds for research on childhood obesity.



7

Training for Mentors/ Main Points

1st step (JuCiVol tool & process)- detailing a voluntary experience

- Asking appropriate questions to youngsters.
- Making them speak of their experience.

2nd step (JuCiVol tool & process) - making the link between the missions/experience and competences acquired by youngsters

- Key competence 6 – social & civic competences.
- Key competence 7- sense of initiative and entrepreneurship.

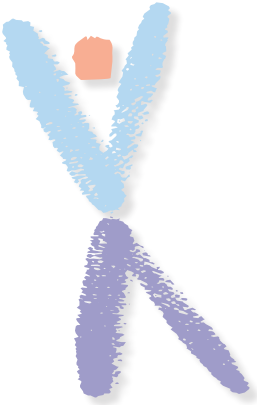
3rd step (JuCiVol tool & process)- assessing level of competence

- Level 0- “I am not competent”.
- Level 1 – “I can do if I am assisted”,
- Level 2 “ I can do with others”.
- Level 3- “ I can do by myself”.
- Level 4 -“I can explain to others”.
- Level 5 -“I can create a genuine experience”.

4th step (JuCiVol tool & process)- building an action plan

- Scenario 1- looking for a job in the field of the voluntary experience gained by youngsters is relevant enough.
- Scenario 2- looking for a vocational education & training as the competence needs to be assessed and validated to make a transition with the labour market.
- Scenario 3- starting a Valuing Prior Learning (VPL) process with a diploma/certification linked to the voluntary experience acquired by youngsters.

7 Training for Mentors/ Main Points



In Spain

First step: knowing the context of volunteering at the local (Burgos), regional (Castilla y León), national (Spain), European and international levels.

Second step: Focus on the practical meaning of social & civic competences and entrepreneurship competences: volunteering helps to socialize, contributes to discover new skills, to learn about new issues, to be creative.

Third step: identify the level of competence following the model provided.

Fourth step: development of an individual and/or collaborative Volunteering Action Plans that were officially presented in Burgos to public and academic authorities, stakeholders and Advisory Board: Justification; Objectives Target Groups; Contents; tempos; resources; and evaluation.

In France

First step: the context of volunteering is important as it is different in a small or big city

Second step: volunteering as an informal/ non formal learning is not easy to understand. It is clearer when we express the experience in terms of competences. The Key competence KC6- social & civic competences and KC7- sense of initiative and entrepreneurship are meaningful as examples of the competence approach

Third step: the level of competence is understandable thanks to the 5 levels suggested

Fourth the Action Plan is meaningful as it gives a sense to all the process and it insists on the circular approach of the pedagogical approach

In Italy

Basically in Italy the suggested steps were followed. Some differences in terms of focus:

Step1: Clarify the relevance of volunteering for employment purposes, highlighting the relevance of key competences (not only the technical ones)

Step2: volunteering regulatory framework and context. Providing details on the local context.

Step3: identification of attitudes, sectors of intervention, skills needed.

Step4: match between people and volunteering organizations

Step5: sharing and agreement between volunteers and organizations for the definition of a volunteering programme

Step6: volunteering programme development, monitoring and evaluation.

In Slovenia

First step: introducing volunteering under the Volunteering Act (2011) and the formal context of volunteering in Slovenia, volunteering organizations in local context

Second step: Volunteering as a mean of informal learning and improvement of 8 key competences (stressing KC 6&7); Volunteering as an opportunity to become part of the community, to get to know local people, potential future employers, master new skills, to lead initiatives

Third step: identifying personal (dis)advantages of an individual participant, identifying possible access for further education/employment

Fourth step: preparing a Volunteering Action Plan:

SWOT analysis: internal and external elements that can contribute or obstacle the realization of my VAP

In Cyprus

Getting to know the content in which volunteering in Cyprus takes place is the first step. The second step goes around the acknowledge of volunteering as an act of informal, non-formal learning. It also includes the information on and the pursuing of the key competences by volunteers in a given volunteering act. The third step includes the assessment of the key competences that the individual gains out of his/her volunteering experience. The final forth step is all about the construction of an action plan as an act that may guide the volunteer for further action and volunteering experiences.



8

Benefits/limitations/ challenges for mentors: **personal/ professional/ social levels**

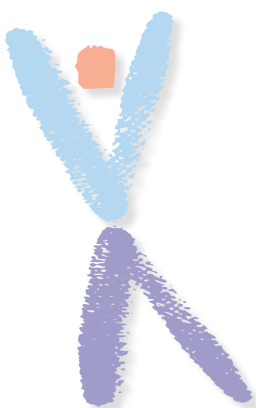
Benefits identified by mentors who have been through the JuCiVol process

- On a **personal** level: "I could work on my own motivations and I have discovered the reason why I wanted to work with youngsters especially those living in sensitive areas".
- On a **professional** level: "I didn't know there existed so many diverse ways to acquire a professional experience, especially through Volunteering".
- On a **social** level: "I knew a voluntary experience was a social experience but I couldn't imagine the many networks we could build with a volunteering".

Challenges to be overcome by mentors who have tested the JuCiVol approach together with youngsters:

- On a **personal** level: "I was not so confident when some youngsters asked me if I have been a volunteer myself and the reasons why I have decided to be involved. This was too personal. I couldn't share this kind of information".
- On a **professional** level: "I was not so positive when I told them that a voluntary experience could be as solid as a normal paid work".
- On a **social** level: "we are used to working with the same profile of colleagues, volunteering is challenging as you meet very diverse profiles of people".

8 Benefits/limitations/ challenges for mentors: **personal/ professional/ social levels**



In Spain

Benefits:

- Personal level: The contact with volunteers gives me dynamism, it makes me more positive.
- Professional level: It helps me to innovate and use new technologies.
- Social level: Volunteers usually connect very well with the users.

Limitations:

- Personal level: It is difficult on many occasions to follow their rhythm.
- Professional level: Technological gap
- Social level: Lack of knowledge of all the associations and resources available.

Challenges:

- Personal level: to adequate volunteering work to the beneficiaries, to the goals of the association and of the volunteer.
- Professional level: To give them responsibilities.
- Social level: Promote meetings between volunteers in different associations to share experiences.

In France

Benefits:

- Benefits (personal level): I liked to work with youngsters with diverse profiles
- Benefits (professional level): I didn't know the competence approach
- Benefits (social level): I was not aware of the many associations in my neighborhood

Limitations:

- personal level: I was not able to answer the many questions asked by the youngsters
- professional level: I am not sure I could explain alone the portfolio (4 step) approach
- social level: few associations open to youngsters.

Challenges:

- personal level: being able to share my thoughts and opinions
- professional level: being able to express a voluntary experience in terms of competences
- social level: being able to work efficiently in a group.

In Italy

Benefits: (personal level): it was helpful to tune with people with different mindset

Benefits (professional level): it was very interesting because it gave me new tools to work in guidance and counseling.

Benefits (social level): knowing better volunteering sector opened a new way to look at my community and its different shades.

Limitations (personal level): sometimes cultural differences were too big to deal with, more time is required.

Limitations (professional level): sometimes I can't let young people understand how important could be volunteering for employment, I don't have the right background and tools.

Limitations (social level): usually volunteering organizations are not opened to accept methodologies and programs other than their ones.

Challenges (personal level): try to be opened enough to overcome and even valorize cultural differences

Challenges (professional level): the match between volunteering activities and the employment needs.

Challenges (social level): to engage in volunteering the whole community ("community engagement") not only individuals.

In Slovenia

Benefits:

- personal level: It helps me to be more respectful and attentive to people of different cultural background.

- professional level: I really like to mentor volunteers, I get many new insights about my professional work and the society while working with them.

- social level: Not only me and the volunteers but mostly the users gain so much from the volunteering.

Limitations:

- social level: It is very challenging to overcome barriers in some organizations to accept the migrant volunteers.

Challenges:

- personal level: How to balance between my personal life and volunteering.

- professional level: How to find the right volunteering experience to fit the individual volunteer.

In Cyprus

The Jucivol approach provides the change for rethinking volunteering practice itself and the way mentors could and/or should approach youngsters during the mentoring processes. The training programme and its approach is new in the Cypriot context and very promising. It provides a welcoming environment for youngsters and invites both youngsters and mentors to explore the multiple directions of volunteering experience and the use of competences one acquires for further individual development.



9

Knowing and upscaling **Jucivol**

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

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

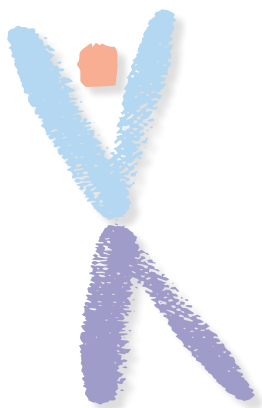
Both the Training and Mentoring were tested among youngsters and professionals in the 5 countries partners.

The Mentoring consists of a document of 23 pages explaining:

- The methodological approach and strategy :
 - o **Theoretical reference for the mentoring**: Non-formal and informal learning & Informal education.
 - o **Practical approach**: pedagogical approach & content of the sessions for the mentoring. .
- The levels to be implemented:
 - o **Macro-level**: knowing the institutional environment for implementing the Jucivol process.
 - o **Meso-level**: finding relevant infrastructures/organisations – associations, employment & youth agencies.
 - o **Micro-level**: identifying appropriate profiles for professionals- teachers & educators – to support youngsters.

The results of the testing conducted in the 5 countries are explained and a glossary with relevant notions used is provided at the end of the mentoring to improve the methodology.

9 Knowing and upscaling Jucivol



In Spain

In Burgos, Jucivol has participated in the following events: (i) meeting of the Social Council of the city of Burgos (19 December 2017); Solidary Week at the UBU (24 October 2017 & 2018); Volunteering Fair at the UBU (19-23 February 2018); Collaboration with the "XV Marcha Solidaria UBU-Bangalore", to support the project UBU-Bangalore that provides resources to street children in the city of Bangalore (India); Collaboration with the International Day of Social Education celebrated in the Faculty of Education of the University of Burgos.

In France

The intensive testing implemented in Lourdes (Hautes Pyrénées) in partnership with the Cité Saint Pierre (Secours catholique) and the mission locale (Lourdes & Tarbes and the neighborhood) should be used in order to identify and value the experience and the competences acquired by youngsters thanks to their involvement as volunteers- especially for the Cité Saint Pierre as they have a crucial need for volunteers to fulfil the many tasks required for welcoming more and more numerous pilgrims coming from Europe and worldwide.

In Italy

In Italy a network of stakeholders was activated with the aims of involve a wide variety of organizations:

- Training providers
- Labour Agencies (public and private)
- Social cooperatives
- Organizations specifically active in the volunteering sector
- Public employment services
- Professionals: psychologists (counseling, coaching)
- Schools
- Social innovation organizations
- Universities
- SPRAR (Asylum seekers and refugees).

The overall objective was to secure the highest degree of input for exploring upscaling opportunities.

In Slovenia

In the Asylum Home Ljubljana Slovenia Jucivol training was held under the frame of the program *Assistance in accommodation and care for applicants for international protection*. Following the initiative of the Jucivol mentors of the above mentioned program introduced volunteer activities to their regular program. In Jesenice Jucivol has took part in the project OrientAkcija (OrientAction) aiming to socially activate women with migrant background providing daily activities for them.

In Cyprus

The Cypriot Jucivol team established an advisory group with members representing a variety of youth, volunteering, women, governmental, non-governmental organizations and independent authorities, carried out a round table event named 'World Volunteering Café', which went beyond all expectations in terms of participation, interest and contribution in the discussion themes, and presented the outcomes of the Jucivol project in a conference on volunteering and philanthropy organized by the Cyprus Sociological Association and the European University Cyprus.



10

Making a bridge with other **EU** projects & **EU tools**

In complement to the JuCiVol approach, several European projects or tools have been designed in the past 10 years focused on Volunteering or on action implemented by youngsters on the ground

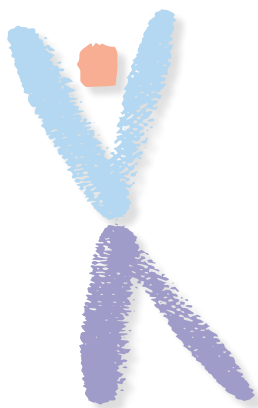
- **VAEB (Leonardo da Vinci, 2003-2006, led by iriv in 7 countries):** a portfolio to identify and assess a voluntary experience
- **Success at School through Volunteering (Comenius, 2012-2014, led by the UoN in 6 countries):** a training for youngsters to prepare them to a voluntary experience in order to improve their skills & competences
- **Schola (Erasmus +, 2016-2018, led by the College Blaise Pascal in 5 countries):** a mentoring for educators outside and inside school to support students in a volunteering and assess their competences

Other tools have also been designed to value/assess skills & competences gained thanks to a volunteering experience:

- **Europass:** offers the possibility of creating your CV online:
<https://europass.cedefop.europa.eu/documents/curriculum-vitae>
- **Youthpass:** provides a Certificate depending on the type of the project, the role taken by a group leader, a coach, a mentor, a trainer, etc..
<https://www.youthpass.eu/en/Youthpass/>
- **Migrapass:** a portfolio to value experiences gained through transnational migration

10

Making a bridge with other EU projects & EU tools



In Spain

The ERASMUS+ project "Destination eValidation" (2012-2014) counted with the participation of a Spanish partner (The "Fundación CV Pacto Empleo" Valencia, Spain) has developed an online tool for the validation of volunteering competences which allows visualizing competences acquired through volunteering and gives the user feedback in which competence level s/he is located (<http://validationforvolunteers.eu/>).

► Vol + program that puts in value the experiences and competences that are acquired through the solidary task; it is accessible through the Platform of Volunteering of Spain

In France

A portfolio for students willing to improve their educative future or to make a transition with the labour market led by AnimaFac, a network of students associations, with iriv conseil (Bénévolat et Compétences, 2010-2011)

The portfolio VAEB (assessing a voluntary experience for a professional perspective) with a description of the tasks fulfilled, a selection of 20 competences (transversal ones) relevant in any voluntary experience and an action plan (to be able to have a reflexive approach on one's volunteering)

In Italy

AMICO (Erasmus+ KA2): has developed methodologies and tools for the design and development of mobility paths for university students, including volunteering experiences as internship and stages within volunteering organizations

Talking (Erasmus+ KA2): has developed a training (based on Transactional Analysis principles) for adult education sector to support them in the inclusion of young migrants in training activities.

In Slovenia

Eportfolijo (eP) is the main tool for evaluation of the acquired knowledge, skills and competences developed by the project Assessment and recognition of non-formal learning in adults 2012–2014. It is upgraded as a part of the project Expert support for the guidance and orientation activities and evaluation of non-formal education 2016–2021. <https://eportfolijo.acs.si/> SCHOLA project designed tools and methods for professionals in order to support them to identify and assess the skills and competences acquired through a volunteering and/or to be developed by youngsters through a volunteering and therefore to support their work among youngsters facing difficulties at school or already early school leavers. <https://www.schola-erasmus.eu/>

In Cyprus

The Pancyprrian Volunteering Council established a Volunteering Portal <https://www.ethelontis.net/homepage.php?Ing=EN> with funds from EEA funds, Norwegian Funds and the Government of Cyprus for the registration of volunteers, volunteering groups, the volunteering needs and the matching of needs and demands. It also provides information and material on volunteering and calendar of volunteering activities taking place in the Island.