

JuCiVol

a mentoring for educators to support youngsters in a volunteering
iriv Conseil, lead partner, October 2017



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Summary

- 1. Introduction- a mentoring for educators**
- 2. Macro-level- knowing the institutional environment for implementing the JUCIVOL process**
- 3. Meso-level- finding relevant infrastructures – associations, employment & youth agencies**
- 4. Micro-level- identifying an appropriate profiles for professionals- teachers & educators – to support youngsters**
- 5. Theoretical reference for the mentoring- Volunteering, Non-formal and informal learning & Informal education**
- 6. Practical approach - pedagogical approach & content of the sessions for the mentoring**

Annexes

- A. A bottom up approach - testing the JUCIVOL mentoring in the 5 countries – feedbacks received from professionals**
- B. Glossary relevant for understanding the mentoring**
- C. Bibliography for further information**
- D. European team – examples of professional profiles for mentors**

Main points for designing a mentoring for professionals working with youngsters “at risk”

The framework of the mentoring is divided in 6 main parts:

- 1- **Introduction**- general provision for understanding the mentoring
- 2- **Macro-level**: the national environment – as a first step, professionals must be aware of the institutional and/or legal framework off Volunteering in their respective countries and its official recognition especially in the Education & Training perspective
- 3- **Meso-level**- as a second step, professionals must know the characteristics of the voluntary organisations – the most relevant for welcoming youngsters and so for them to acquire a voluntary experience
- 4- **Micro-level**: as a third step, mentors must be able to set an “ideal profile” of professionals working with youngsters “at risk” - their profile and requirements to support properly youngsters in the JuCiVol process
- 5- **Theoretical reference for the mentoring – Volunteering issues** , Non formal and informal learning & informal education and Intercultural learning
- 6- **Pedagogical approach for the mentoring**- a 3 step approach is designed together with the content of the 5 sessions to be followed by professionals to support properly youngsters

Annexes

- **Feedbacks received for the mentoring on the ground**- during the testing among professionals- educators in a broad sense
- **Glossary- key definitions** relevant for mentors to go further in the theoretical & pedagogical content
- **Bibliography** & list of relevant projects
- **Competences gathered to design & test the JuCiVol approach- the European team**

1. Introduction- general provision

The Junior Citizens through Volunteering (JuCiVol) project refers to the recommendation published by the European Commission at the end of the European Year of Volunteering (EYV2011) “*Volunteering is a creator of human and social capital. It is a pathway to integration and employment and a key factor for improving social cohesion. Above all, volunteering translates the fundamental values of justice, solidarity, inclusion and citizenship upon which Europe is founded into action*”. Therefore the JuCiVol project is meant 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 as a first public professionals working with youngsters considered “at risk” as are in a disadvantaged social position because of their migrant background or because they are living in underprivileged neighborhoods. They may have been excluded from school without any diploma and belong to the so-called category of “Not in Education nor in Employment or in Training” (NEET).

The JUCIVOL designs a mentoring for professionals- teachers and educators - combining both a theoretical approach in reference to the European framework, and a practical approach to support those professionals to identify and assess experience & competence linked to a voluntary involvement on the basis of the training for youngsters designed in complement to this mentoring and addressing youngsters. The better educators are aware of the main difficulties faced by their public in the learning process, the better they will be equipped to offer an innovative way based on volunteering understood as an alternative and innovative learning strategy.

The first aim of the mentoring is for the first public of the JUCIVOL, professionals- teachers & educators – to be able to identify the main obstacles to an effective volunteering or more generally to the application of the associative right among youngsters who are less sensitive to this fundamental right for European citizens. The idea is to improve their access to political, economic, cultural and educational rights thanks to a voluntary action on the ground. The knowledge of such barriers and obstacles to become a volunteer are fundamental to support youngsters.

Another main aim of the mentoring is for teachers & educators to be familiar with the Copenhagen process meant to combine a formal learning – acquired at school or in any formal training- with a non-formal and informal learning - acquired outside school or in untraditional learning environment such as associations. The Bologna process, focused on formal learning, is more familiar to teachers and educators especially with the expression of the diploma and qualification in terms of competences. The Copenhagen is complementary especially in the Valuing Prior Learning process that might be much relevant for the profiles of youngsters addressed by the JUCIVOL as they are reluctant to traditional form of learning- in class rooms.

A third main aim of the mentoring is therefore for educators to be supported to apply properly the training designed for youngsters (first output of the JUCIVOL) considered at risk of exclusion. The training is therefore a constant reference of the mentoring. All along the process, many tools & methods might be identified in order to complete the pedagogical support suggested by both the training & mentoring designed for the JUCIVOL. This is a proactive process- professionals are asked to complete their mentoring with any relevant tool or strategy they may find to achieve the goal of the JUCIVOL- offering an alternative strategy to youngsters at risk to be included bot socially and professionally thanks to a volunteering.

2. Macro-level- knowing the national environment

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

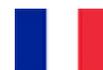
On the occasion of the European Year of Volunteering (EYV 2011), national reports were published in the 27 countries of the European Union detailing: general information on volunteering and volunteers (definition, history, voluntary activities), institutional framework (main organizations relevant & any national policy or programmers), legal framework (law, legal provisions), plus the economic, social and cultural dimension of volunteering (funding, key benefits) and its official recognition in matters of education & training (volunteers' skills and competences within the national educational & training system). These reports should be main pedagogical supports for professionals as they need to be updated and illustrated with concrete examples selected on their own experience.

Professionals must also be familiar, on a macro-level, 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 & 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.

Legal framework for volunteering in the different countries



volunteering is one of the main components of the Spanish third sector and is regulated by the National Law 6/1996, 15th of January (*Ley Nacional 6/1996 sobre Voluntariado*) replaced by a new Law in 2015 updating the context of a volunteering.



no legal framework for volunteering but a main reference law for associations- the 1901 Act which states that an association must be created and managed by volunteers benefiting from some provisions (social time, VPL...) with some specific laws adopted since.



The Pan Cyprian Volunteerism Coordinative Council Law of 2006 is the most significant legislation- it gives a definition for a volunteer together with the organisation of the voluntary sector in Cyprus



the legal basis is the law 266/91 defining 6 main criteria: composed of volunteers, with a legal form compatible with solidarity, with democratic principles, gratuitousness, driven by a solidarity purpose with official obligations to 6



the Law on Volunteering of 2011 (updated in 2015) is the first one to have regulated the wider areas of socially beneficial work and defines volunteering as socially beneficial work of the individual and voluntary organisations, whose activities, knowledge and experience to contribute to raising the standard of living of individuals and society

3. Meso-level- finding relevant infrastructure

Volunteering infrastructure is a combination of organisational structures and support mechanisms which together provide the enabling environment needed to encourage and adequately support volunteer involvement for the benefit of society as a whole. Organisational structures composing the volunteering infrastructure include volunteer-involving organisations (such as voluntary organisations, public and private, non-profit and for-profit institutions) and support organisations (such as volunteer centres, volunteer development agencies, umbrella organisations, and networks) at all levels (international, European, national, regional, and local) adopting a Multi-level Governance approach. Volunteering infrastructure fulfils several key roles which make it fundamental for the further development of volunteering across Europe, among which: provision and/or facilitation of quality volunteering opportunities ; support for volunteers (such as training, counselling, evaluation etc.) ; matching the supply and demand of volunteering ; capacity building and good practice exchange among volunteer-involving organisations ; removal of barriers to volunteering ; awareness-raising with regard to the value of volunteering for both the individual and the society and ; influencing policy environment in areas where volunteering takes place in order to build an enabling environment where volunteering can flourish (European Volunteer Center, 2017).

Professionals must know the different kinds of not for profit organisations in their country:

- 1- Umbrella organization- also called “national Volunteer center”- each national body is member of the European Volunteer Center
- 2- Single organizations on a local, regional or national level- they are managed by a board of volunteers - a list is available on line
- 3- Organizations of international solidarity- their volunteers are usually highly qualified and older than the “average” volunteer

Voluntary organisations in the different countries



a voluntary organisation is an organisation legally constituted, a corporate entity, non-profitable and carrying out activities of general interest. There is a registration system where some ministries register voluntary organisations according to their main range of activities.



an association is the main infrastructure of not for profit organisation supporting and welcoming volunteers. The 1901 Act establishes the right of every citizen to be a member (passive role) and/or to become a volunteer (active role)



since 1925, there have been several legislation relevant pertaining to voluntary activities, non-profit organisations and the voluntary sector (1925: Charities law ; 1930: the Clubs Law ; 1989: the Pan Cyprian Welfare Council Law establishing competences of the council for voluntary sector)



Voluntary organizations (*organizzazioni di Volontariato- OdV*) gather 6 different legal entities: association, social promotion association, volunteering service centers, social cooperatives, non-profit entities and foundation.



Slovenian legislation does not recognize the term “non-governmental organization”- instead there are three main legal entities: associations, foundations and private institutes. Since 2006, the cooperation must follow the rules published by the Volunteering Ethics Code.

4. Micro-level- insisting on relevant profiles

The mentoring addresses the first **direct public of the JuCiVol**: professionals working with youngsters- educators in the broad sense - local networks in school/outside school. They need to be supported and better equipped. Through the JuCiVol process they will be prepared to support youngsters to be involved in a voluntary experience and to assess this experience and express it in terms of skills & competences.

The professionals to be involved in the JuCiVol process is composed of teachers and educators- working with youngsters in civil society organizations, neighborhood and school councils.

The main requirement for those professionals working with youngsters “at risks” to support them on the JuCiVol process are the following:

- 1- **how to reach youngsters**- being able to identify the main obstacles to the effective exercise of volunteering- especially the unpaid part as this might be a way for many youngsters to be reluctant to such an activity
- 2- **how to explain the positive outcomes of volunteering and participation in associations of the civil society** – having a learning approach in terms of alternative education with a way to re-engage in training or professional activity
- 3- **how to offer concrete opportunities to youngsters on the ground to enhance volunteering** – being able to propose a concrete and appropriate voluntary action in order to provide to youngsters a relevant experience in the perspective of the recognition of volunteers’ skills and competences within the national educational and training system

Recognition of volunteers’ skills in the different countries



volunteers’ skills and competences are not accredited/recognised within the context of the national education and training system as such but there are some developments. Nevertheless it is recognised that participating in voluntary activities gives an individual confidence, dignity and expertise



the value of the volunteering experience has been recognised in a pioneer legislation for assessing non formal an informal learning- the 2002 social modernisation law on VAE (validation of experience) which allows an access to a diploma or qualification on the basis of a voluntary experience



the PVCC (umbrella organisation for voluntary organisations) offers a series of education and training opportunities for volunteers and voluntary organisations through its training, development and research centre.



Volunteering in relation to young people is particularly viewed as a civic experience- an opportunity to sensitise them to become responsible citizens and been concerned by vulnerable citizens (elderly, migrants...). Several training opportunities are offered to volunteers.



Recent educational reform has given voluntary work an important place in the educational system- it is now part of the compulsory curricula in general secondary schools and certain types of high school.

5. Theoretical reference for the mentoring

In the first place, mentors to support educators must have as main reference the **European Year of Volunteering (2011)** and the GHK study (2010) with its main outputs- national reports published.

A Commission-initiated study estimated that in 2010 some 100 million Europeans are engaged in voluntary activities. Nevertheless peoples' participation in volunteering varies widely across the European Union. In many European Member States, adults aged between 30 and 50 years are the most active although the number of younger is increasing. Volunteering takes place in many sectors- the biggest area for volunteering is sport, followed by social care, welfare and health.

On the basis of the GHK study and the study conducted by the Johns Hopkins University (Baltimore, USA, 2011), one of the potential obstacles to volunteering is a lack of recognition. Skills that are gained through volunteering activities are not always sufficiently recognized or given credit.

As outlined by the EU “Volunteering is a creator of human and social capital. It is a pathway to integration and employment and a key factor for improving social cohesion. Above all, volunteering translates the fundamental values of justice, solidarity, inclusion and citizenship upon which Europe is founded into action. (.../...) Indeed, volunteering activities are implicitly linked with many European Union policy areas- such as lifelong learning, rural development and sport- where they add a valuable dimension to European Union programmes”.

In particular the active participation of young people in society can be fostered through volunteering. If youngsters are well informed about voluntary activities they are likely to continue to be active volunteers – they are one of the priorities of the youth policy cooperation process.

Source: EC (2011), Communication on EU policies and Volunteering, Brussels & GHK

In the second place, mentors must be familiar with the **European Guidelines for validating non-formal and informal learning** (2009 & 2015)

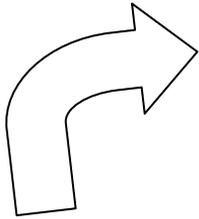
They are meant to enhance the Copenhagen process and promote European cooperation in Vocational Education and training (VET). A voluntary experience is the best example of on non-formal and informal learning. Experts in lifelong learning suggest a variety of pedagogical tools & strategies used to identify and assess such learning such as portfolio, interviews... already experienced in the different European countries mainly to promote Valuing Prior Learning for learners who may have been reluctant to formal learning (acquired at school). A recommendation of the Council of the European Union (2012) points out the importance of actively involving the voluntary sector in the implementation of validation: “youth organizations and civil society organizations should promote and facilitate the identification and documentation of learning outcomes acquired at work or in voluntary activities, using relevant Union transparent tools such as those developed under the Europass framework and YouthPass”. Validating non formal and informal learning can have two main forms (formative and summative) : the formative approach to assessment (1) is important as it draws attention to the identification of knowledge, skills and wider competences, a crucial part of lifelong learning ; the summative validation (2) needs to have a clearly defined and unambiguous link to the standards used in the national qualifications system (or framework). These two approaches for assessing non formal and informal learning don't lead to a certification. (Cedefop , 2009 & 2015)

In the third place, mentors must be familiar with **Intercultural learning** (Lafraya, 2011)

It has been central to European youth work. Since the beginning (after the Second World War) it has played an essential role in countering stereotypical and prejudicial racist views and therefore trying to undo the damage caused by racial ideologies. In today's globalized world, Huber & Reynolds underline that individual require special skills for intercultural learning and dialogue within multicultural communities and societies. Associations or any not for profit organization may be the place for the implementation of intercultural learning on a local level. The status of intercultural learning has grown both politically and in terms of policy for Youth (EC, Kiev, 2008)

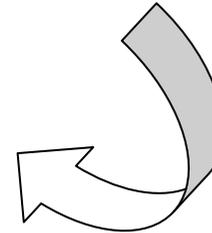
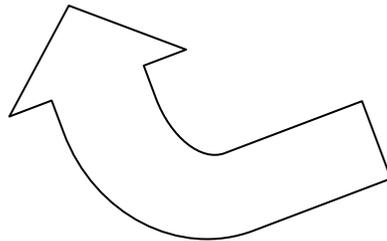
6- Mentoring – a 3 step approach

1st step- being able to implement a formal and informal learning process & being aware of the role of informal educator identifying difficulties faced by youngsters and supporting them in a voluntary experience
(Sessions 1&2)



3rd step- reflexive process on one's mentoring
(Session 5)

- Question 1-** what have I learnt through the JuCiVol
- Question 2-** what have been the positive/negative points
- Question 3-** what is the most relevant achievement?



2nd step- being able to identify and assess the skills & competences acquired thanks to this volunteering – on the basis of the training for youngsters (tool designed as 1st output of the JuCiVol)
(Sessions 3 & 4)

- linked to educative reasons*
- linked to social reasons*
- linked to economic reason*

Sessions for the mentoring - methodology

5 sessions are required for the mentoring among professionals – it is suggested 2 sessions just with professionals (sessions 1 & 5) & 3 sessions gathering professionals and youngsters (sessions 2,3 & 4) - but it is flexible according to the educators needs & profiles.

Suggestion of points to be followed in the learning session

- **session 1** : explaining the general context of a mentoring taking into account the specificities of the JuCiVol- explaining non formal and informal learning & informal education to educators to help them support youngsters
session only with educators
- **session 2** - supporting educators to identify the main difficulties faced by youngsters “at risk”
Session gathering educators & youngsters
- **session 3**: supporting educators to apply properly the tool & process designed by the training - from a voluntary experience to relevant skills & competences
Session gathering educators & youngsters
- **session 4** : supporting educators to build an action plan for youngsters on the basis of the identified competences based on the voluntary experience
Session gathering educators & youngsters
- **session 5** : being able to conduct an appropriate self-assessment after having supporting educators- a reflexive approach - **session only with educators**

Work to be done by tutor/trainer during the sessions: taking notes of the feedback received from the youngsters and problems faced

Learning outcomes expected for educators: being able to support youngsters with a special profiles in an innovative learning process- a volunteering based on a concrete experience

Main objectives

The mentoring for professionals working with youngsters- educators in a broad sense- is the second output expected for the JUCIVOL. Closely linked to the training for youngsters- first output achieved for the JUCIVOL- the methodology may appear similar but the learning outcomes (LO) differ: The mentoring aims at:

- Being able to understand volunteering as an innovative learning process and the competences gained thanks to voluntary activities as a way to acquire non formal and informal learning by youngsters
- Being aware that supporting youngsters “at risk” in their voluntary experience is therefore a way to behave as non-formal educator with the benefits it may imply compare to more traditional other learning
- Being able to identify the main difficulties faced by youngsters considered “at risk” as they are in a disadvantaged social position - because of their migrant background or because they are living in underprivileged neighborhoods.
- Being able to apply a pedagogical guidance within existing associations insisting using properly a tool & process designed for the training of youngsters to support them in their volunteering (1st output of the JUCIVOL)
- Being able to implement a reflexive approach on the basis of the feedback mentors & tutors have received & will receive from youngsters (during their testing) and after having been through the 3 step approach of the mentoring
- Being able to build and enrich a network to support the sustainability of the innovative learning process offered by the JuCiVol in a longer term - transversal approach among key stakeholders (thanks to session 1 in particular)

Session 1 – being aware of the role of educators & teachers as non-formal educators

Mentoring in VET is generally understood as a process whereby an experienced VET teacher/trainer is given responsibility for helping the beginning teacher/trainer/educator by providing emotional, social (introducing beginners into the institutional norms and values of the organization/domain of activity) and professional level support (Gray & alii, 2013).

One of the most important challenges that education policy makers have had to face in the past years has been to find ways to increase recognition of the value of non-formal education among young people. It is essential for the personal development and life-long learning of individuals. The inadequacy of courses dedicated to civic issues in further and higher education institutions to ensure active citizenship among young people is also symptomatic of the need for complementary non-formal education methodologies where the skills and competences necessary to be an active citizen in society are acquired. Not only “academic qualifications” but also practical skills are not so easy to be taught and learnt in formal education as they are learned through “hands-on” practical experience and thus more effectively gained in non-formal environments (Youth Forum Jeunesse, 2003).

As far as the JuCiVol is concerned, the educators must be aware and properly trained to be able to support youngsters in valuing their voluntary experience in terms of skills and competences in order to work with them on Vocational Education & Training (VET) opportunities as a volunteering may be considered as a relevant professional experience if the outputs are clearly identified.

Practical way to proceed

Duration: flexible according to the educators needs and expectations- 45 minutes to 2-3 hours (or more)

Roundtable among educators : presenting themselves and asking their knowledge on volunteering as a non-formal learning and/or education

- **Volunteering such** as involvement, active citizenship....
- **Volunteering as** a non-formal and informal learning
- **Supporting Volunteering** as a part of non-formal education

Work in small groups with educators

on the basis of the national report for volunteering in their country, mentors are asked to work on the following topics:

- **Volunteering** and its recognition in their respective countries
- **Volunteers** and the role they play in the city, society...
- **A voluntary experience** – have they been volunteers? do they know people who volunteered ?

After a short concertation among educators, the mentor gives key data on informal and non-formal learning, non-formal education and the role played by volunteering in this perspective :

Learning outcomes

- general knowledge on volunteering with clear information on the institutional framework
- clear understanding on the legal/official recognition of a voluntary experience

Session 2 – supporting educators to identify difficulties faced by youngsters

A mentor may help educators acquire new subject knowledge. However, her/his role is much wider than this. The relationship between mentor and learner (educator) is a much more interpersonal one, in which the mentor provides personal support and reassurance, in part, to boost the confidence and self-esteem of the learner. The primary aim of the mentor is to ease the passage of a novice VET teacher into the profession. (Gray & alii, 2013)

In a first step, educators have to identify the main difficulties faced by youngsters in order to suggest an appropriate strategy

- 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 JUCIVOL to overcome these barriers

- a) a volunteering as a way to renew with an educative path,
- b) a volunteering as a way to meet people from various backgrounds and diverse profiles
- c) a volunteering as a way to acquire a relevant professional experience and therefore to increase one's employability
- d) a volunteering as a way to speak and communicate in the national language

Practical way to proceed

Duration: flexible according to the educators needs and expectations- 45 minutes to 2-3 hours (or more)

Plenary session: explaining the main obstacles to become a volunteer for youngsters “at risk” of exclusion

In small groups: asking educators to work in two parts-

- 1- the Pros- all the reasons why youngsters would become volunteers
 - o Meeting people with different profiles
 - o Defending a cause
 - o Being useful to vulnerable people (elderly, sick people...)
 - o Acquiring an experience on the ground in a field of activity
- 2- the Cons- all the reasons why youngsters wouldn't become volunteers
 - o unpaid activity they couldn't afford
 - o an activity requiring skills or qualifications
 - o an activity for people with a specific “profile”
 - o a “trap” to do something for nothing

Presenting the results of the small groups in plenary session

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

Learning outcomes

- Being aware of the main motivations and main obstacles to become a volunteer
- better understanding of the assets & drawbacks of such an activity for youngsters “at risk”

Session 3 – applying the 4 step approach designed by the training for youngsters

Main point to keep in mind when following the 4 step approach suggested by the training designed for the JUCIVOL:

- 1- for detailing a voluntary experience - **1st step of the tool & process**- educators & teachers will have to ask appropriate questions to youngsters in order to make them speak of their experience in both a precise and synthetically way
- 2- for selecting relevant missions and making the link between the missions and key competences 6 or 7- **2nd step of the tool & process**- educators & teachers have to explain in an easy and clear way the content of each of the two key competence using the EU framework with a relevant example understandable by youngsters
- 3- for assessing the level of master of the competence acquired by youngsters according to the 5 level grid – **3rd step of the tool & process**- educators & teachers must ask relevant questions to youngsters to check its reality- the difference between a collective & autonomous competence is sometimes tiny
- 4- for building an action plan taking into account different scenarios – **4th step of the tool & process**- educators & teachers must be very clear on the most achievable scenario taking into account a short term, medium term and longer term approach. During the process, educators & teachers may swap from one scenario to another as the learning process is not linear and one “new” experience may be decisive for youngsters.

Practical way to proceed

Duration: flexible according to the educators needs and expectations- 45 minutes to 2-3 hours (or more)

Plenary session : explaining the 4 step approach of the training for youngsters designed in the first step of the JUCIVOL

In small groups: mentors are asked to : prepare a list of missions commonly offered in association trying to illustrate them with concrete examples for instance by interviewing associations; express the missions in terms of competences ; suggest an assessment on the basis of a tangible experience

Presenting the results of the small groups in plenary session

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

Brain storming among mentors

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

Learning outcomes

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

Session 4 – building an action plan with youngsters

In order to design a relevant action plan, it is crucial for educators & teachers to be familiar with the competence approach as it is transversal to the JuCiVol process.

In complement to the definition given by the Cedefop (glossary), the term may be used with different meaning- a casual everyday use as a synonym for ability, a technical use within vocational education and training (VET) and a more developed use to denote the ability to meet complex demands within a given context.

Competence is understood not merely as a matter of skills applied in a given context but as a combination of attitudes, knowledge, understanding and skills applied through action in any relevant situation. Competence is the capacity to respond successfully to types of situations which present tasks, difficulties or challenges for the individual, either singly or together with others. Since situations of the same type may vary in a range of different ways, competence is always susceptible to enrichment or further learning through exposure to, and acting in response to, this variation. (Huber & Reynolds, 2017).

Therefore the action plan to be built by educators & teachers together with youngsters may vary depending on : the level of experience & 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 & tasks) with tangible results- suggestion: applying for a job in the labour market employment or for a training to validate the competences
- 3- **Scenario 3**- relevant voluntary experience (time, tasks, responsibility) with tangible and valuable results- suggestion: initiating a Recognition of Prior Learning to have an access to a diploma or qualification

Practical way to proceed

Duration: flexible according to the educators needs and expectations- 45 minutes to 2-3 hours (or more)

Plenary session : explaining the competence approach and the 8 key competences with a focus on the “soft skills” acquired through a volunteering (attitude, behaviour, feelings...) as opposed to “hard skills” focused on a professional know-how and expertise

In small groups: asking educators to work on the two key competences selected for the JuCiVol : KC6- social and civic competence or KC7- sense of initiative and entrepreneurship and in addition to the intercultural competence defined as a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others (Huber & Reynolds, 2014).

Presenting the results of the small groups in plenary session

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

Learning outcomes

- general knowledge on 2 main key competences relevant for volunteering
- understanding the competence approach and applying it to a specific activity- volunteering
- being able to assess a voluntary experience in applying a specific process
- being able to support youngsters in the Recognition of Prior Learning on the basis of a voluntary experience

Session 5 – reflexive process

The last session is dedicated to a self-assessment of the educators & teachers after having supported youngsters on the ground reminding of the different learning outcomes achieved through the process:

- 1- **LO1**- better knowledge on non-formal and informal learning and the informal & non formal education
- 2- **LO2**- better knowledge and awareness of volunteering as a main activity to enhance active citizenship and intercultural learning
- 3- **LO3**- being able to identify the main obstacles faced by youngsters whatever the kind of barriers- educative, social, economic or cultural
- 4- **LO4**- being able to identify a relevant voluntary experience in terms of tasks to be fulfilled, responsibilities to be assumed and tangible outputs to be achieved
- 5- **LO5**- being able to apply a specific tool & process to identify and assess a voluntary experience on the basis of the JUCIVOL tool – a 4 step approach – inspired by the portfolio process and following a grid of levels of competences
- 6- **LO6**- being able to build an action plan with youngsters considered “at risk” on the basis of the voluntary experience they have acquired and to make concrete suggestions
- 7- **LO7**- being able to apply the SWOT analysis approach & to have a critical thinking on their professional practice and therefore to have a feedback on one’s own professional practice

Professionals –educators & teachers having followed at least 3 out of the 5 sessions recommended by the JuCiVol are delivered a certificate by the organisation habilitated to support them – one of the 5 partners of the European team with the compulsory mentions (logo, number of the project, description of tasks, length of time...)

Practical way to proceed

Duration: flexible according to the educators needs and expectations- 45 minutes to 2-3 hours (or more)

Plenary session : reminding of the different aims of the mentoring, applying the SWOT analysis and implementing a self-assessment

In small groups: asking the professionals to

- 1- **Step back:** What have the different sessions & support provided brought them- positive/negative points
- 2- **Go into further details - SWOT analysis-** what were the Strength/ Opportunities/ Weaknesses/ Threat identified during the mentoring ?
- 3- **Apply the assessment to themselves-** what have they learnt or what should they change in the future to improve their support to youngsters?

Brain storming with educators

- How far the JUCIVOL project may have helped them to clarify their thoughts and ideas, open doors or perspectives on a specific kind of learning (non -formal & informal) - volunteering ?
- How far they have improved their professional practice with a focus on the support provided to youngsters “at risk”?
- How far they have appreciated being informal educators” and how would they define this pedagogical approach?

Learning outcomes

- Being able to assess a training activity
- Being able to apply to oneself the assessment
- Being able to anticipate a change in the role I play- from mentee to mentor

Annexes

- A. Testing & piloting the JuCiVol approach in the 5 countries
 - a. Profiles of the mentors involved
 - b. Feedbacks gathered by the JUCIVOL team among professionals working with youngsters in order to illustrate the theoretical approach and give “flesh and blood” to the project
- B. Glossary relevant to understand the theoretical and pedagogical approach applied in the JUCIVOL mentoring
- C. Bibliography- key notions and definitions useful for mentors
- D. Key projects relevant for the mentoring- ideas of tools & strategies already applied in the different countries
- E. Professional profiles of the team to give an idea of the experience and competences relevant to train mentors

A- Testing & Piloting the mentoring

1st step- selecting 15 educators-tutors/trainers- working with youngsters “at risk” – living in disadvantaged area or drop outs or NEET- profiles described in the training (October-December 2017)

2nd step: learning session implemented among educators-tutors/trainers. It aims to: identify specific problems faced; explain the mentoring approach; discuss relevant strategy to support youngsters ; enrich the mentoring designed. Methods: Practical exchanges, theoretical contributions ; learning by doing strategy (November 2017 – May 2018)

3rd step – gathering feedbacks received through national sessions ; identifying common issues ; exchanging on good practices ; enriching the mentoring for educators. Methods: Conceptual contribution, workshops, pedagogical productions- (May 2018)

4th step – validating the final version of the mentoring for educators on the basis of the testing conducted in the 5 countries ; elements of practices ; good practices and methods ; additional pedagogical tools & strategies to support educators. Methods: analysis of practices, conceptualization, theoretical contributions (deadline- June 2018)

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

After the testing, an enriched version will be published taking into account the outputs to be achieved during the testing of the mentoring- grid to be fulfilled :

Detailing the professional profiles of mentors

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

Explaining difficulties faced by mentors

- 1st difficulty
- 2nd difficulty
- 3rd difficulty
- Other difficulties

Feedback & recommendation received from mentors

- 1st feedback or recommendation
- 2nd feedback or recommendation
- 3rd feedback or recommendation
- Other feedback or recommendation

Methods or tools relevant for the JuCiVol mentoring

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

1- Testing in Spain



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conducted by the team of the

2- Testing in France



Conseil

conducted by the team of the

3- Testing in Cyprus



ΠΕΟ

ΙΝΣΤΙΤΟΥΤΟ ΕΡΓΑΣΙΑΣ ΚΥΠΡΟΥ

conducted by the team of

4- Testing in Italy



conducted by the team of the

5- Testing in Slovenia



conducted by the team of the

General conclusion

common points in the 5 countries



B - Glossary

Assessment - either the process of appraising knowledge, know how, skills and/or competences of an individual against pre-defined criteria – typically followed by validation or certification or total range of methods used to evaluate learners' achievements (CEDEFOP 2002)

Assessment of competences- sum of methods and processes used to evaluate the attainments (knowledge, know-how and/or competences) of an individual, and typically leading to certification (evaluation is used for assessing training methods or providers)- CEDEFOP

Certification of competences - process of formally validating knowledge, know-how and/or competences acquired by an individual following a standardised assessment procedure. Certificate results in the issuing of certificates or diplomas by an accredited awarding body- CEDEFOP

Competence - Proven and demonstrated ability to apply knowledge, know-how and associated knowledge in a usual and/or changing work situation- CEDEFOP

Formal education- education acquired at school or in any official educative Institution with an official curriculum and system of inspection of educational institutions by external bodies (Huber & Reynolds, 2014)

Informal education - education acquired with exchange with friends, parents, colleagues and within actions undertaken alone. Informal learning continues throughout life (lifelong learning) and adults are more likely to take responsibility for their own learning by seeking new experiences and interactions with people (Huber & Reynolds, 2014)

Non formal education- activities which focus on the attitudes, knowledge and understanding, skills and actions. The planning is governed by pedagogical traditions which are both general and specific (Huber & Reynolds, 2014)

Formal learning- learning typically provided by an education or training institution structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective (Cedefop, 2002).-

Informal learning- learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and does not lead to certification. Informal learning may be intentional or non-intentional (or incidental/random) (CEDEFOP 2002)

Non formal learning- learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element (something described as semi-structured learning). It is intentional from the learner's perspective. Non formal learning does not lead to certification- CEDEFOP

Learning outcome- All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective (CEDEFOP 2002)

Lifelong learning- All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective (CEDEFOP 2002)

Mentoring – guidance and support provided to a new entrant (ie someone joining the institution/organization) or to someone as a part of professional development and support, by an experienced person who acts as a role model, coach or confidante (CEDEFOP, 2008)

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

Validation of informal/non formal learning- the process of assessing and recognising a wide range of skills and competences which people develop through their lives and in different contexts, for example through education, work and leisure activities- CEDEFOP

Valuing learning - the process of recognising participation in and outcomes of (formal, non-formal, informal) learning, so as to raise awareness of its intrinsic worth and to reward learning- CEDEFOP

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D - Key EU tools and strategies & European projects

1- Europass- A document to present your skills and qualifications effectively and clearly: Create your CV (+ cover letter) online ; Update your CV (PDF+XML) online ; Template and instructions : Examples further information- <https://europass.cedefop.europa.eu/documents/curriculum-vitae>

2- Youthpass- Participants of approved projects of Erasmus+ Youth in Action and of the Youth in Action programmes have the right to receive recognition for their participation and learning in the projects. The Youthpass Certificate is the instrument which has been developed for this purpose. Depending on the type of the project this role can be taken by a group leader, coach, mentor, trainer, etc.. further information- <https://www.youthpass.eu/en/Youthpass/>

3- European projects relevant for the JuCiVol

3.1 Success at school through Volunteering – SAS (Comenius, 2012-2014); initiated by iriv conseil together with the University of Northampton in 6 EU countries): Volunteering approach as an alternative pedagogical approach to struggle against Early School Leaving (ESL) with training sessions for youngsters 14-20 years who might be faced to difficulties at school to re-engage with school further information on: www.successatchool.eu

3.2 The Schola project (2016-2018)- initiated by iriv Conseil together with the Collège Blaise Pascal (Massy, Essonne) in 6 EU countries. It aims at ; equipping educators/youth workers with all competences and skills needed to deliver high quality services and address increasingly diverse needs e.g those posed by multicultural societies. further information on: <http://www.schola-erasmus.eu/>

3.3 BUONE PRATICHE DI RICONOSCIMENTO E VALIDAZIONE DELLE COMPETENZE NEL VOLONTARIATO ITALIANO – (Italy)- a series of good practices in Italy to evaluate competencies and skills gained through volunteering experiences- an overview of competencies and learning in various contexts such as formal, informal and non-formal learning with a full list of projects and tools to evaluate competencies

3.4 CESVOT - SKILLS OF VOLUNTEERING (Italy): a model of analysis of the training needs of Daniel Boggiani 2011 Research on volunteering, with passages on skills.- http://www.cesvot.it/repository/cont_schedemm/6721_documento.pdf

3.5 Le z drugimi smo-SI (<https://lezdrugimismo.si/>) - Slovenian project implemented by ZRC SAZU, focused on migrations and volunteering

Any other projects implemented in the social, educative or professional sectors and which promote the civic and social involvement of youngsters through a voluntary experience or to enhance the competence approach among youngsters with a focus on key competences may be added.

E- Professional profiles of the team as example of mentors for the JUCIVOL



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DE BURGOS dr Monica Ibanez among the University of Burgos (UBU) holds a PhD in Anthropology (1999) at the University of Chicago and is currently professor of Sociology where she is the head of the department of Sociology. Her research focuses on the construction of social imaginaries and the ways in which these constructions affect the everyday life of a given social group. She has published several articles on these topics. She is a member of several international associations, such as ISA, ECPR, and IMISCOE among others and she has been peer reviewer of several academic publications.



iriv Conseil – dr Bénédicte HALBA (PhD in Economics, University Paris I Pantheon Sorbonne- 1997) is the founding president of the Institute for Research and Information on Volunteering (iriv) which celebrates its 20th birthday (1997-2017) and director of iriv Conseil. She has been a lecturer at the University since 2000 in Europe (France, Austria, UK) nad has published several books and articles on Volunteering and Lifelong learning. The pioneer project she initiated in 2003 in 7 EU countries- Assessing a Voluntary experience (VAEB) was awarded for excellent practice in Helsinki in 2006.

Further information on : www.JuCiVol.eu



ΙΝΣΤΙΤΟΥΤΟ ΕΡΓΑΣΙΑΣ ΚΥΠΡΟΥ

Loucas Antoniou holds a PhD degree in Sociology from the Department of Sociological Studies at the University of Sheffield, a MA degree in Applied Sociology from the University of Indianapolis & a Bachelor's degree in Social Sciences from Cyprus College. He has an expertise on research methodology and on evaluating processes. He initiated & participated in research & education programmes as an expert evaluator



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This second output –mentoring for educators- is implemented for the

- First framework designed by iriv conseil – June-August 2017
- Framework enriched/discussed with the team & updated- September- October 2017
- Framework translated in the 5 languages- November 2017
- Tested among tutors in the 5 countries – November 2017- April 2018
- Feedbacks collected and included by iriv conseil – May -June 2018
- Final version – June –July 2018

The first users of the mentoring are professionals – educators & teachers supporting youngsters “at risk” in their social and professional inclusion



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