JUCIVOL | JUNIOR CITIZENS THROUGH VOLUNTEERING

General
Introduction

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1) Identifying gaps/problems:

Our pedagogical strategy Jucivol has been inspired by the need to create a tool and a method that promote the participation of youngsters (especially those living in vulnerable situations) in volunteering activities as a means to fight youth marginalization and exclusion which may derive into cases of radicalization and violence.

Contemporary society offers European youngsters many opportunities, while at the same time youngsters also have to face difficulties. Thus, for instance, the Report on the implementation of the EU Youth Strategy on May 2018 indicates how Young Europeans have been the first victims of the austerity measures: lack of investment in education and culture, unemployment, cuts in social services: almost one out of three young persons between 18 and 24 years old is at risk of poverty or social exclusion. As regards to access to the labour market, in 2016 the youth unemployment rates (age group 15-24) of the EU were 18.7% as compared to 15.6% in 2008; moreover, employed youngsters face precarious working conditions in terms of wages, stress, and contract length. It is not strange, then

that these young Europeans find it difficult to feel part of the society and that frustration increases[1].

How social exclusion affects youngsters is context-dependent. Thus, for instance, the Italian and Belgian cases presented at the above mentioned Conference, show how in Italy many young people living in a state of exclusion and marginalization are exploited by criminal networks while in Belgium young people in vulnerable conditions become an easy target for terrorist organizations and criminal networks. In the national contexts where we carried out the implementation of Jucivol, youngsters' marginalization and exclusion also shows certain particularities. As we will show in the next chapter, in the local contexts of Burgos (Spain), Paris (France), Rome (Italy), Ljubljana (Slovenia), and Nicosia (Cyprus), the opportunities offered to youngsters and challenges they face show certain peculiarities.

As regards to the ways in which we can fight against youth's marginalization, there is a common agreement that, first, to engage in intercultural dialogue between different cultures, places, and quarters constitutes the path to break down any form of prejudice (not just racial but of class, gender, origin, language spoken), and to prevent marginalization and criminalization of young people[2]. Today's European society is a digital society (e.g. many administrative procedures and informational research are carried out through digital technology online), and it is a multicultural society, a space where individuals and social groups with different cultural practices not only live together but *want* to live together and share the social space on the basis of conviviality. However, this conviviality is not always what happens in a number of European cities. Indeed, as the Mayor of Mechelen-Belgium, Bart Somers, pointed out at the Conference "Overcoming Youth marginalisation" (organised by HRYO the 3rd May 2017 and gathering judiciary experts, policy makers and first line practitioners), "in many cities people don't live *with* each other but *next to* each other, in archipelagos of monoculture societies"[3].

And second, as youngsters themselves indicate, "living in a modern Europe is about the ability to adapt to the environment" and the need to acquire transversal skills and competences is today more important than never[4]. The need to develop these skills and competences was incorporated in the European Framework on Key Competences and acknowledged that besides *knowledge of facts*, European citizens also need to acquire certain *skills* that "allow full participation in society and successful translation in the labour market", such as critical thinking, ability to cooperate, creativity, problem solving. In short, skills that further social cohesion. The framework was first defined in 2006 and has been improved in several occasions, such as in 2016 and 2018 with a reframing of key Competences. In this last recommendation, the Council emphasized that competences are dynamic and that competence requirements are different as regards to the particular step of the life of an individual (age, life and work project), and as regards to the social and political context. Indeed, these competences have to be developed and updated throughout the lifetime to be able to face change resiliently. The new framework on Key competences for lifelong learning defines the following 8 Key Competences:

1) Literacy competence;

2) Multilingual competence;

3) Mathematical competence and competence in science, technology and engineering;

4) Digital competence;

5) Personal, social and learning to learn competence;

6) Citizenship competence;

7) Entrepreneurship competence; and

8) Cultural awareness and expression competence.

That these key competences are transversal means that they can and should be learnt, achieved and used in different everyday life situations. Thus, for instance, mathematical competence does not only refer to mathematical empirical knowledge but also to the "ability to develop and apply mathematical thinking

1 http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+RE-PORT+A8-2018-0162+0+DOC+XML+V0//EN&language=en#title2)

2 https://europa.eu/youth/de/article/39/46010_en; http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A8-2018-0162+0+-DOC+XML+V0//EN&language=en#title2

3 https://europa.eu/youth/de/article/39/46010_en

4 https://www.aegee.org/policy-paper-the-importance-of-transver-sal-skills-and-competences-for-young-people-in-a-modern-europe/

[…] to solve a range of problems in everyday situations". Similarly, citizenship competence does not just refer to the voting rights of individuals, but also to "fully participate in civic and social life", and entrepreneurship does not only refer to the ability to start a business but also to the "ability to work collaboratively"[5].

Even though the teaching and learning of these competences has been included in the national legislation on education of EU member states, a study carried out by the Association des Etats Généraux des Etudiants de l'Europe/European Students' Forum, youngsters indicate that they are not satisfied with the ways in which these relevant skills and competences have been incorporated within formal and non-formal education. On the one hand, they argue, in most formal settings the teaching and learning of these transversal competences has been deterred in favour of teaching and learning knowledge of facts. And, on the other hand, the competences acquired in non-formal settings are not usually officially recognized (only 15,4% says that skills and competences learned in non-formal education have been recognised by their university)[6]. Youngsters suggested several proposals: increasing financial support, providing courses on transversal skills in and outside university, recognizing non-formal and informal learning, and creating awareness among students on the importance and opportunities regarding transversal skills.

Jucivol partners consider that promoting volunteering among youngsters as a kind of non-formal and informal learning may constitute an excellent means to acquire these transversal skills and key competences which are based on the need for personal fulfilment and development, active citizenship, social inclusion and employment and which are part of a lifelong learning process. In addition, volunteering may be an excellent opportunity for youngsters living in vulnerable situations to socialize in culturally diverse settings, to work in collaboration with others, to solve difficulties, to gain professional experience, etc.

The main aim of the Jucivol strategy is to foster a cohesive European society and democratic values. It focuses on the

acquisition and improvement of key competence 6 "Citizenship competence"[7]; and key competence 7 "Entrepreneurship competence". The choice of these two competences was induced by the target groups with whom we have experimented the strategy: youngsters living in vulnerable conditions and who may be at risk of social exclusion and marginalization, and professionals, teachers, educators, working with them. Jucivol partners have also built a robust network of stakeholders that include a wide array of professionals, educators, representatives of local institutions, organizations and associations, academics, youngsters and individuals who are sensitive to these issues, and who have had the opportunity to meet in national advisory boards.

We believe that it is essential that those youngsters who may feel excluded are aware of the Fundamental Rights of the EU and that they are entitled to these rights notwithstanding their cultural identities, ethnic origin, or socioeconomic class and status (key competence 6 –citizenship competence). Also, it is crucial to recognize the skills and ideas that these youngsters have already acquired and that they learn how to transform these ideas into practices, such as a volunteering action plan, that have value for others (key competence 7 –entrepreneurship competence).

In the following chapters we present a national overview on volunteering and youth in the five local contexts where Jucivol has been implemented analysis (Chapter 1), followed by a description on the methodology we have developed and implemented (Chapters 2 and 3), and ending with the conclusions and some recommendations to different social and political actors.

In addition to this e-book ,the Project Jucivol also has a webpage (www.jucivol.es) and five national blogs which are accessible through the webpage. If you are interested in other results produced by Jucivol, please go to http://www3.ubu.es/jucivol/results/ where you could find our main tools available in five different languages plus English:

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5 Council Recommendations of 22 May 2018 on key competences for lifelong learning (2018/C 189/01)
6 https://www.aegee.org/policy-paper-the-importance-of-transver-sal-skills-and-competences-for-young-people-in-a-modern-europe/

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7 Before the definition of the new framework in May 2018, the denomination of competence 6 was "social and civic competences". Throughout this text we will refer to both citizenship competence and social and civic competences to refer to the same key competence 6.

● Training for Youngsters: available in English, Spanish, French, Italian, Slovenian and Greek.

● Training for Professionals: available in English, Spanish, French, Italian, Slovenian and Greek.

● Protocol for Experimentation with Youngsters: available in English

● Protocol for Experimentation with Professionals: available in English

● Guidelines for Mentoring: available in English, Spanish, French, Italian, Slovenian and Greek.

● Guidelines for Training: available in English, Spanish, French, Italian, Slovenian and Greek.

● European Network for Youth and Volunteering, ENYV You are welcome to use and distribute our tools!

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1 Volunteering In Five National Contexts: **Spain, France, Italy, Slovenia & Cyprus**

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As shown in the Introduction above, the European Union has implemented several initiatives to promote volunteering among the European youth and has created a common framework to which all EU member states subscribe. Yet, in our analysis on volunteering at the national, regional and local levels, we found certain peculiarities in the ways in which volunteering is legislated and implemented in the five national contexts where Jucivol has been carried out: Spain, France, Italy, Slovenia and Cyprus. Thus, in addition to the diverse social, cultural and economic conditions of each participating country, we have detected minor, although significant, specificities regarding the legal background and the interpretation of volunteering and volunteers that shape how individuals, social groups, organizations and associations develop and/or participate in volunteering programs. Furthermore, the different trajectories and expertise of partners in the field of youth and volunteering have brought different insights to the issues and objectives of Jucivol: to struggle against radicalization and to promote an active participation in civic life. This diversity regarding the geopolitical contexts and the group knowledge and expertise has further enhanced Jucivol in, at least, three main ways: first by questioning the unicity of concepts such as youth and volunteer and apprehending their local meanings; second, by adapting the tools and testing sessions to the local contexts; and, third, by sharing different perspectives, knowledge and proficiency in the fields of youth and volunteering.

1.1) Legal Background

As regards to the legal background, we can first establish a differentiation between those national contexts where there is a specific law on volunteering (Spain, Italy, Slovenia and Cyprus) and those where volunteering has not (yet) been legislated (France). (i) Among those with national legislation on this field, the earliest legislation on volunteering is that of Cyprus, where volunteering-related-legislation relates to British rule of 1925[8]. In Italy and Spain legislation on volunteering dates back to the 1990s with the Italian Law 266/1991 (25 March 1991) and the Spanish Law 6/1996 (January 15 1996) on Volunteering[9]. Slovenia shows the most

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8 Later, the first framework appeared in 1989 with The Pan Cyprian Welfare Council Law (152/89). More recently, the law of 2006 recognizes the Pancyprian Volunteerism Coordinative Council (PVCC) as the supreme coordinating body of volunteering in the Republic.

9 This law of 1996 was replaced by the Law 45/2015 (October 14 2015) on Volun-

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recent development of legislation in volunteering with the Law on Volunteering on 5 March 2011[10]. (ii) In France, the lack of a specific law on volunteering is supplied by a few specific provisions and by the law of 1901 which is the foundation of the associative life and serve as a general framework for voluntary activities.

National legislation and provisions integrate different aspects such as who can be a volunteer, what type of programs can be supported by the institutions, as well as the activities which can be officially recognized. As regards to who can be a volunteer, in all contexts but Cyprus, it has been established a minimum age at which individuals can become volunteers. Thus, whereas in Cyprus a volunteer means every person who offers, without any financial or other exchanges, services or means to individuals or groups or to the society in confronting social needs, in Slovenia, France, Italy and Spain the minimum age for volunteering is 16 years old, although there are some peculiarities: (i) in Slovenia and France younger people than 16 years old may also participate in volunteering activities but they require parental consent; (ii) in Spain, there is a further differentiation between youngsters from 16-18 years old who need the consent of a parent or legal guardians, and minors between 12 and 16 who, besides the consent of a parent or legal guardians, need an external assessment to determine the appropriateness of the voluntary activity. In addition, legislation in (iii) Slovenia and Spain also specify that minors can engage in voluntary activities only if these activities contribute to their educational and personal development, if they do not pose a threat to their health and do not prevent them to fulfil school obligations. (iv) In Slovenia, the the Act on Public Interest in the Youth Sector (Zakon o javnem interesu v mladinskem sektorju) further introduces youth volunteering as one of the core areas of youth policy. Furthermore, (v) the Italian and Spanish legislation also excludes from volunteering individuals with a criminal record.

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teering in order to take account for the global and local sociocultural, economic and political transformations. In addition to this national legislation most Autonomous Communities and municipal councils have developed specific volunteering laws which, in many cases, transfer competences on volunteering to the local municipalities. Thus, for instance, In the local context of Burgos where Jucivol was implemented, the Law *8/2006 del voluntariado* also applies.
10 Legislation updated in April 2015.

1.2) Local interpretations

The understanding of volunteering and of a volunteer also shows certain peculiarities in the five national contexts where Jucivol was implemented: (i) in Spain, Slovenia and Italy, legislation in volunteering do specify that volunteering is not a paid activity and that it is done freely, excluding any kind of subordinate or patrimonial relationship. (ii) Cyprus presents the broader understanding of the profile of a volunteer: every person who offers, without any financial or other exchanges, services or means to individuals or groups or to the society in confronting social needs. (ii) In the French context, there is a further distinction between "Bénévolat" and "Volontariat" even though both notions include freedom, not for profit, altruism, for the general interest, in a not for profit (public or associative) body.

The type of volunteering programs and institutions active in the field of volunteering also show certain particularities. (i) Spain and Italy show certain similarities, especially regarding the high number of Church-related and, more generally, charitable organizations that channel volunteering activities. In both cases, the majority of volunteering activities (up to 55% as in Spain) is concentrated in a few large entities, and the remaining percentage is grouped into small entities of various types (e.g. migrant associations, cultural and youth organizations). (ii) In France, it is mainly associations, which carry out studies on this subject, although political organizations are also active in improving and promoting the voluntary sector. There are also research institutes such as iriv for volunteering , and the social economy laboratory of University Paris I. (iii) In Spain, France and Slovenia, the majority of volunteering is done in the field of social services, whereas in (iv) Cyprus the largest percentage are active in the sector of Health. As regards to the official recognition of volunteering activities, (v) only the Spanish legislation establishes the imperative that volunteering activities must be carried out within an organization in order to be officially recognized.

1.3) Partners' background and expertise

Besides these similarities and particularities in the field of youth and volunteering, partners have also different trajectories in the field of youth and volunteering both as a field of empirical research (e.g. research on volunteering, contributions to reports), and/or as

a field of practical action (e.g. developing volunteering programs and/or promoting volunteering activities). In this regard, the nature and expertise of the different organizations that participated in the project has contributed to gain new perspectives and to activate and upscale previous experiences and knowledge. Thus, while some organizations have a broad expertise in youth and volunteering (the University of Burgos, Iriv and Erifo), other organizations may have less expertise in the field of volunteering (the Slovenian Academy of Arts and INEK-PEO in Cyprus), which is supplied by their expertise in other areas, such as youth and employment studies and programs. Among those with large expertise, as a higher education institution, the University of Burgos in Spain brings to Jucivol its broad experience in the field of youth and volunteering: research projects, contributions to municipal reports, international, European and national volunteering programs[11]. The private non-profit research institute Iriv (France), brings in its contribution to public debate to promote the volunteering through public conferences and other sensitization campaigns, its expertise in European projects on this subject, and its experience in training programs for volunteers and employees[12]. Similarly, the private non-profit research institution Erifo (Italy) has contributed with their experience in national and European projects on youth and volunteering[13]. Although the Academy of Sciences in Slovenia is not directly involved in volunteering, the partners who actually participated in Jucivol have gained expertise in the field though their implication in other European volunteering-related projects[14]. Cypriot partners, for whom this was the first time that their institute INEK-PEO carried out a project on volunteering, have brought to Jucivol their knowledge and practical expertise in youth and employment.

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11 At the University of Burgos (UBU), volunteering activities are organized through the Centro de Cooperación y Acción Solidaria (Cooperation Centre and Solidary Action) and through the Unidad de Atención a la Diversidad (Department of Attention to Diversity). Besides volunteering programs, they also organize courses on volunteering and social sensitization activities.

12 Iriv has drawn up an inventory of voluntary work in France and in the world and it has coordinated and participated in many European volunteer projects (e.g. VAEB, Bénévolat & Campétences, Schola and Succes at school).

13 ERIFO's experience in the field started with the "Civil Service Apprenticeship (CSA)", carried out in the framework of the Programme Leonardo 2004-2007. In parallel with the national experience, with the project CISESK, Certification of Civil Services non formal and informal Skills Transfer.

14 The Schola project is focused on examining the creation of tools and approaches for professionals and teachers in schools as well as for educators outside educational institutions in order to identify and evaluate the skills and competencies that young people gain with volunteering.

To conclude, we face a diverse yet comparable national contexts as regards to four fundamental aspects: (i) the profile of volunteers: in all countries but Cyprus minimum legal age for volunteering is 16 years old; (ii) the meaning of volunteering as an activity that is done freely and must not involve a subordinate and/or paid activity; (iii) the understanding that volunteering is a multifaceted activity (economic, sociocultural, political) that involves different social actors (universities, research centres and institutes, non-profit organizations); and (iv) the benefits of volunteering to achieve and/or to improve the 8 key Competences.

2

Methodology

dr. Bénédicte Halba
Iriv conseil, Paris, November 2018

The Junior Citizens through Volunteering (JuCiVol) project has meant to strengthen the culture of democratic values, fundamental rights and raised awareness on an active Citizenship by enhancing volunteering and participation in associations among youngsters. It has addressed youngsters "at risk" because they are in a disadvantaged social position – for instance due to their migrant background- or because they are living in underprivileged neighborhoods- the so-called "sensitive urban areas" usually in the suburb of big cities.

As both factors may affect an academic success or the overall learning process, they may also have an impact on how these youngsters identify with the democratic values of European societies. The assumption was that a voluntary involvement in the civil society -such as in not for profit organizations – may constitute a powerful means to promote active citizenship among young citizens, especially those who might suffer froam discriminatory practices.

In this chapter we intend to explain the theoretical references of the JuCiVol approach combining both institutional references (official sources published by European Institutions) and pedagogical references (tools & strategies designed in other past or on going EU projects mainly in the framework of the Lifelong Learning Programme) in order to underline the added value brought in the designing of the Training for Youngsters & Mentoring for professionals.

1- Institutional references

The theoretical references of the JUCIVOL are very linked to three main public policies- the first one is the defense of Democratic Values and Struggle against any kind of discrimination; the second one is focused on Participation and active Citizenship; the third one is inspired by the lifelong learning approach and mainly the Copenhagen process (non-formal and informal learning).

1.1 As far as the first topic is concerned, the main European references in the field of Democratic values are the Charter of Fundamental rights (2000)- (2000/C364/01) and the Handbook on European non-discrimination law (2010). The main goal of the JUCIVOL is to subscribe to the Strategy for the effective implementation of the Charter of Fundamental rights by fighting against discrimination in civil society, promoting a better interfaith

and intercultural understanding and improving tolerance in the European Union thanks to a voluntary involvement. The main challenge is to promote the inclusion of youngsters living in sensitive areas and/or sharing a migrant background who are faced to social and economic exclusion as target groups and beneficiaries of the Charter. According to the European Non-Discrimination Law (second main reference), with the entry into force of the Lisbon Treaty, the Charter of Fundamental Rights of the European Union became legally binding. Furthermore, the European Convention on Human Rights also fostered increased knowledge of common principles developed by the Court of Justice of the European Union and the European Court of Human Rights, which have become central principles for the proper national implementation of the standards on non-discrimination.

This main reference to the defense of Democratic values has been a transversal pedagogical approach for the JuCiVol both in designing the training for Youngsters and mentoring for professionals as the project was clearly presented as a European initiative submitted in a specific program meant to tackle the issue of "preventing violent radicalization and promoting democratic values, fundamental rights, intercultural understanding and active citizenship". This reference has raised some questions as some stakeholders, especially in sensitive urban areas, clearly showed their reluctance to be considered as a territory with a specific threat due to the profiles of its inhabitants - with a migrant background belonging to religious minorities. For instance in France, the issue was most sensitive in 2017 with a series of terrorist attacks of the years 2015 & 2016. It was therefore most necessary to make another clear reference to a more "neutral" topic such as participation and volunteering as a way to involve on the ground inhabitants. Nevertheless many professionals and youngsters involved in the testing of the training and mentoring (detailed in chapter 3) have shown their interest to know the theoretical background of the Fundamental rights. The European reference opened the discussion to know the national impacts of such a European framework. They were explained in which ways the two European Directives of 2000 on anti-discrimination issues have both been transposed into national laws.

1.2 as far as participation and active citizenship are concerned, the key references are the communications published at the end of the European Years dedicated to Volunteering (2011)- EYV2011 and to

Citizenship (2013)-EYC2013. They both subscribe to the Commission's interest in promoting participation and volunteering in associations, platforms and organizations of the civil society as key activities in strengthening the culture of Cizenship. The JuCiVol has aimed to contribute to broadening this culture of involvement by making social integration and cohesion a shared responsibility. The European Commission has made a strong reference to this associative right and to the benefits that it entails to disseminate and promote them in the EYC 2011 & 2013. In complement national initiatives have been implemented in the 5 countries of the JuCiVol as reminded in the Training and Mentoring (edited by iriv, October 2017) and in a more easy way in the two guidelines after the testing (edited by iriv, November 2018). A comparative overview on the legal framework on Volunteering was attached to the Training for Youngsters & Mentoring for professionals (iriv, August 2017). This legal background has been very much appreciated by target groups and stakeholders involved in the JuCiVol who were not aware of these European initiatives. It seems they are not very popular and hardly known on the ground. This is a pity as they may provide some meaningful illustrations and examples of best practices in other countries, often more convincing that theoretical explanations.

Volunteering as a means of enrichment was underlined by the European Commission at the end of the European Year of Volunteering (European Commission, 2011) stating *"recognition of the competences and skills gained through volunteering as non-formal learning experiences is essential as a motivating factor for the volunteers and one that creates bridges between volunteering and education"*.

Volunteering is not a marginal phenomenon. In 2011, there were between 92 to 94 million adults involved in volunteering in the 27 countries of the European Union. This, in turn, implies that around 22% to 23% of Europeans aged over 15 years are engaged in voluntary work (GHK, 2010). On a collective level, volunteering is linked to the idea of active citizenship and social participation - social capital. The concept of social capital has been studied by sociologists as the main consequence of voluntary involvement. Helmut K. Anheier (Anheier, 2005) defines social capital as *"an individual characteristic and refers to the sum of actual and potential resources that can be mobilized through membership in organisations and through personal networks. People differ in the size and span of their social networks and number of memberships.*

Social capital captures the norms of reciprocity and trust that are embodied in networks of civic associations, many of them in the non-profit field, and other forms of socializing". Volunteering is seen as an important factor for gathering people from different backgrounds - age, sex, education, and culture – together, to build up social connections and social ties. Volunteering is therefore an essential resource for social understanding and social cohesion, inclusion and integration.

Being a volunteer is a means to acquire skills and competences**.** On an individual level, volunteers acquire and develop specific skills and competences – human capital (Halba, 2006 & Halba, 2012). The concept of human capital is an economic concept focused on skills and competences (Riboud, 1975). In a lifelong learning perspective, meant to build a knowledge society, it is important to be able to identify and value all the experiences and knowledge acquired in different places: school, work, social activities in order to express them in terms of skills and competences that will be understandable and valued in the labour market but also for social and educative purpose.

1.3 A third main reference is the promotion of European cooperation in non-formal and informal learning (Copenhagen process).The emphasis of the EU policies since 2006 has been the development of key competences and the building of innovative pathways to improve the situation among member states with high ratios of youth unemployment or high share of youngsters Not in Education nor in Employment nor in Training (NEET) in the 20-34 years population.

As reminded in the European framework "Eight Key Competences "Each citizen needs a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world. Education in its dual role, both social and economic, has a key role to play in ensuring that Europe's citizens acquire the key competences needed to enable them to adapt flexibly to such changes. Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. The main aims of the EU Reference Framework are to : identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge

society; support Member States' work in ensuring that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life and which forms a basis for further learning and working life, and that adults are able to develop and update their key competences throughout their lives; provide a European-level reference tool for policy-makers, education providers, employers, and learners themselves to facilitate national- and European-level efforts towards commonly agreed objectives ; and provide a framework for further action at Community level within the Community Education and Training Programme.

The JuCiVol has decided to focus on two main key competences (KC) "Social and Civic Competence" (KC 6) and "Sense of initiative and enterprise" (KC7). They refer to transversal competences most necessary to participate in an effective and constructive way in social and working life. They are particularly significant as a means to address and eventually to solve conflict. They are valued in a variety of social & economic contexts, from everyday life to artistic activities to the labour market, contributing to social dynamism, promoting resilience and facilitating governance. They support individuals by making them aware of the context of their lives and their work, helping them to seize opportunities and to respond creatively to current challenges such as youth unemployment. They may also constitute a foundation for the development of further specific skills and knowledge required to establish and/or to contribute to entrepreneurial activities

Volunteering constitutes a way to acquire an experience and gain special competence, especially on key competences 6 & 7, social & civic competences and sense of initiative and entrepreneurship. This is commonly shared in many European countries - volunteering has become a main trend. Taking into account that the average profile of volunteer is still a man, aged 35-55 years, qualified, employed, living in medium sized cities, the challenge to be faced is to include other and diverse profiles: younger, less qualified and living in sensitive areas (mostly in the suburb) thanks to relevant stakeholders in the different countries.

In this perspective, the JUCIVOL designs both a training for Youngsters focused on a voluntary experience and a mentoring-

an educative support for professionals working with youngsters. The training for youngsters designed by the JuCiVol- this present document- combines both a theoretical and a practical approach through Volunteering as an informal and formal learning that enhances both social inclusion and improves one's professional future. In the first place a theoretical background is designed and in the second part it is tested among the relevant target groups. In this spirit, the practical part will be enriched and improved during the testing- some main results and added tools or main references will be included in the annex as illustration of such improvement.

During the JuCiVol project the European framework on key competences was updated (May 2018) and the Council Recommendations are perfectly in the spirit of the main issues tackled by the JuCiVol approach especially its articles "2.7- fostering the development of citizenship competences with the aim of strengthening the awareness of common values, as referred to in Article 2 of the Treaty on European Union and the Charter of Fundamental Rights of the European Union"; and "2.8. increasing the awareness of all learners and educational staff of the importance of the acquisition of key competences and their relation to society". The article 2.5 addresses the JuCiVol first target groups- youngsters as it insist on "nurturing entrepreneurship competence, creativity and the sense of initiative especially among young people, for example by promoting opportunities for young learners to undertake at least one practical entrepreneurial experience during their school education". A Voluntary experience may be the way to tackle this issue.

2- Pedagogical references

Two main outputs were designed thanks to the JuCiVol – a training for youngsters and a mentoring for professionals working with them. They have upscaled previous EU projects: a pioneer VAEB project (Leonardo da Vinci, iriv & alii, 2003-2006) meant to assess a Voluntary Experience in a professional perspective and the SAS project (Comenius, University of Northampton with iriv & alii, 2012-2014) which designed training sessions to initiate youngsters at school to Volunteering. In complement the JuCiVol approach was also enriched by the outputs of another project – SCHOLA (Erasmus +, Collège Blaise Pascal with iriv & alii, 2016-2018) which didn't

address the same target groups- younger students (before 16 years) and other profiles of educators (mainly teachers in secondary school and some professionals in associations)

2.1 The first main reference for the JUCiVol especially to to build the training was the portfolio designed under a previous European project, under the framework of the Lifelong Learning programme, the VAEB project (led by iriv & alii, 2003-2006). It has been pioneer as it has designed the first tool and method to identify and assess a voluntary experience in Europe (awarded in Helsinki in 2006 for its contribution to address the priorities of the Copenhagen process to promote an enhanced European cooperation in Vocational Education and Training). The portfolio & guide have been designed by a European team gathering 7 EU members (France, Austria, Germany, Hungary, Italy, Poland and UK) to identify a volunteer's experience, to express it in terms of competences in order for the volunteers to enhance a professional or educative future (Halba, 2006: 135-145; Halba & alii, 2007). Its innovative approach consisted in valuing non-formal and informal learning on the basis of a voluntary experience. It addressed mainly youngsters, women and long-term unemployed people. It used self-evaluation of skills and competences by volunteers themselves thanks to the portfolio approach.

2.2 The second main reference for designing the Training but also the mentoring was the Success at school project (Comenius, led by University of Northampton with iriv & alii, 2012-2014). It aimed at designing an alternative pedagogical approach for youngsters facing difficulties at school, based on a voluntary experience to help them change their image and perspectives, to be proud of themselves, self-confident in valorising the special learning outcomes gained through a voluntary experience. A second main challenge of the SAS project was to offer a mentoring for their educators in order to enhance the sustainability of the SAS strategy, combining a practical and theoretical content in order to fully involve youngsters and enhance the empowerment process. In the SAS approach, youngsters are put in a position of being actors. Together they design an associative project they will be able to implement among existing associations or in an association they could create. It is possible for youngsters to create their own association in France. This was the "applied part" of the proposed training course. In complement during the testing of the JuCiVol approach (cf chapter 3) each partner has used

relevant national tools and strategies relevant either to tackle the Key competence issue (such as the CLEA framework in France) or the Assessment of a voluntary experience (such as eportfolio in Slovenia or portfolio Anifamac in France).

2.3 a third reference taken into account during the designing of the Training & Mentoring of the JuCiVol was the Schola (Erasmus +, led by Collège Blaise Pascal with iriv & alii, 2016-2018). This project aimed at designing a tool and a method for professionals – educators at school and outside school- to equip them to identify and assess skills and competences acquired by youngsters thanks to an extra-curricular activity. The activity selected for the Schola was a volunteering as it has been proven to be an innovative pedagogical approach for acquiring a non-formal and informal learning (European Year of Volunteering, EC, 2011).

Following the VAEB and Success at school through Volunteering projects, the Schola approach is as well an "alternative" kind of pedagogy based on the free will of educators and youngsters. It is not compulsory otherwise it would lose its main purpose, involving youngsters on a voluntary basis to join extra-curricular activities with the support of educators also recruited on a voluntary basis. For both youngsters and educators the mutual reward is to have the opportunity to work differently with each other's and together with different professionals. If the involvement is voluntary, they have to respect a mutual agreement: the educators agree to support youngsters to re-engage them at school and youngsters agree to be active students, attending regularly the pedagogical sessions and willing to implement an action on the ground for others - in associations, at school or in any other relevant place.

The main difference between the Schola and the JuCiVol is the profile of the audience: both youngsters and professionals. In the Schola youngsters are aged 14 to 16 years old. They are prepared to become volunteers themselves when they have the legal age- it usually corresponds to the end of a compulsory education and therefore to be able to be paid for an activity (with some exceptions for children in artistic careers). For the JuCiVol, youngsters correspond to a NEET profile and are in a phases of transition into the labour market - some may have already dropped out since high school, others have dropped out from University, others have decided to change their professional future or to re-engage

in education after a break. Professionals are also educators in a wide sense- any person working with youngsters (public or private sector).
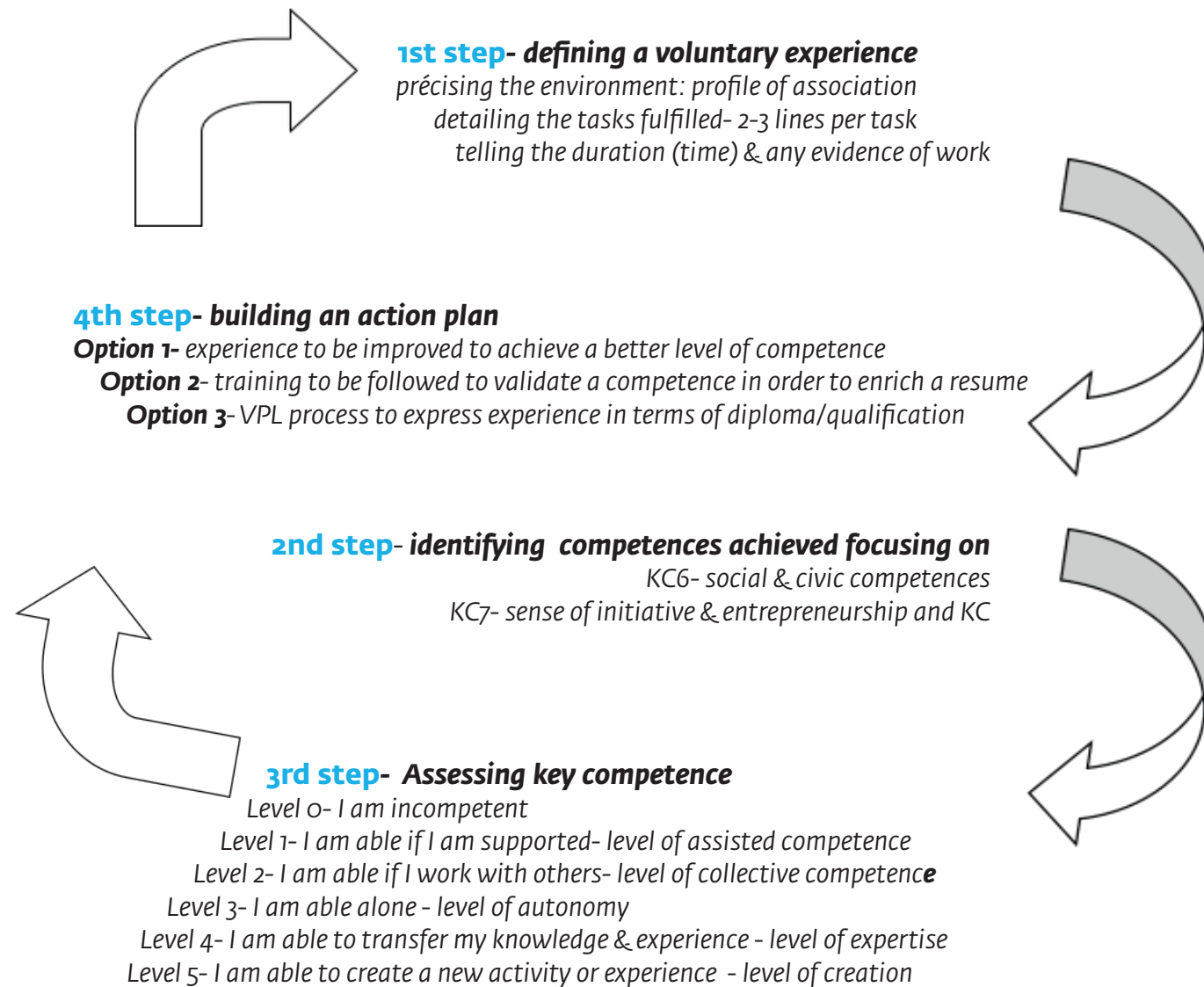
3- Added value provided by the JuCiVol Training for youngsters & Mentoring for professionals

The portfolio designed for the VAEB (2006) and the Training & mentoring for professionals designed for the Success at School through Volunteering-SAS (2014) have been adapted to the specific audience of the JuCiVol- youngsters living in sensitive urban areas with a NEET profiles and to professionals working with them – educators in a wide sense - various professional profiles from teachers at school, trainers in training bodies or social workers in associations or organizations working with youngsters such as the missions locales in France.

The format of both the Training and Mentoring (which doesn't exceed 30 pages) was adapted to their specific profiles in order to keep the process as simple and easy to use as possible. It was up to each of the partners, taking into account their national specificities and professional experience to enrich the content of the suggested training sessions- there shouldn't be "one single way" but as many ways as profiles under the condition that the 4 step approach (for youngsters) and the 3 level approach (for professionals) would be respected as this was the very core of the JuCiVol approach.

3.1 The portfolio process- 5 main points to be taken into account

A- The 4 step approach. The 3 main steps from experience (step 1) to competence (step 2) to action plan (step 3) was respected but one additional step was added: assessing competences (with the 6 levels of competence)

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

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

1st step- *defining a voluntary experience*
précising the environment: profile of association
detailing the tasks fulfilled- 2-3 lines per task
telling the duration (time) & any evidence of work

4th step- *building an action plan*
Option 1- *experience to be improved to achieve a better level of competence*
Option 2- *training to be followed to validate a competence in order to enrich a resume*
Option 3- *VPL process to express experience in terms of diploma/qualification*

2nd step- *identifying competences achieved focusing on*
KC6- social & civic competences
KC7- sense of initiative & entrepreneurship and KC

3rd step- *Assessing key competence*
Level 0- I am incompetent
Level 1- I am able if I am supported- level of assisted competence
Level 2- I am able if I work with others- level of collective competence
Level 3- I am able alone - level of autonomy
Level 4- I am able to transfer my knowledge & experience - level of expertise
Level 5- I am able to create a new activity or experience - level of creation

B- The circular approach was also an added value compare to the VAEB portfolio which has designed a classical and linear approach - one part after the other. It means that the process itself enriches the learner- when achieving the 4 steps after the relevant training sessions (they may vary in number and length of time depending on the profiles of the youngsters) the learner has acquired a learning experience. In complement, the sessions must be enriched by exchanges among learners and with professionals; sometimes face to face meeting may be needed as youngsters need to be personally supported especially when they feel lost or have already dropped out, they suffer from a lack of confidence.
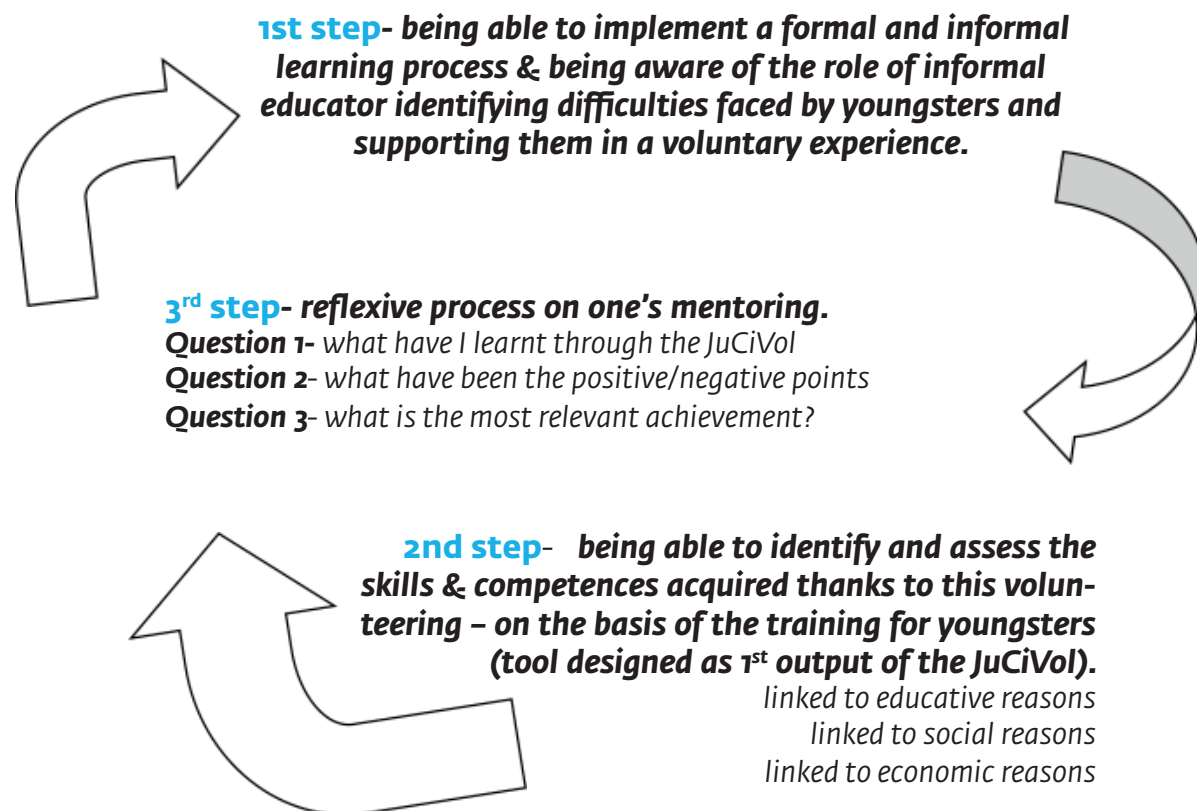
C- The collective approach suggested by the training sessions is also meaningful as it corresponds to a Volunteering involvement. The first aim of the mentoring is for the first public of the JUCIVOL, professionals- teachers & educators – to be able to identify the main obstacles to an effective volunteering 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.

D- The self-assessment is also a main point suggested by the JuCiVol approach. Youngsters are asked to express the competences they have acquired thanks to a volunteering and at the same time to assess its level of mastering. When they don't have any experience it corresponds to a " level-0"-incompetent which means they are not yet competent. As soon as they have gained a first experience they reach the "level-1"-assisted competence. A "level 2" corresponding to a collective competence is enough to take advantage of a voluntary experience - it enriches their social capital. A "level 3" –the level of autonomy is the required level to enrich their human capital (education and/or relevant professional experience).

E- The dynamic process. The idea of the portfolio is to be both a tool and a process. It insists on the fact that a voluntary experience as any kind of learning is a dynamic process which requires to be constantly updated. A competence is not achieved once for ever- it has to be constantly questioned, updated, and enriched. It may be for altruistic purpose- in order to be more efficient to address the audience of the association (mostly

people in need or vulnerable). It may be for utilitarian purpose- the better the level of competence achieved, the more opportunities for youngsters in terms of action plan- better chance to find an employment or a training or to re-engage in education. Especially if they are interested in a Valuing Prior Learning Process (VPL) they will be asked to fill demanding form so going through the JuCiVol portfolio may be a kind of rehearsal for them. Many councilors for youngsters recommend the use of diverse tools and strategies to be able to introduce oneself in the labour market – for a training body, for creating their own activity (in any fund raising activity) or for finding an educative path (a diploma or qualification corresponding to their voluntary experience).

3.2 the 3 level approach for mentors

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.*

3rd step- *reflexive process on one's mentoring.*
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).*
linked to educative reasons
linked to social reasons
linked to economic reasons

The mentoring for professionals- educators in a wide sense- combines 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 the voluntary involvement. 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. It may be combined with other informal and non-formal learning.

A main aim of the mentoring is for educators to become familiar with the Copenhagen approach combining a formal learning (Bologna process)– acquired at school or in any formal training- with a non-formal and informal learning - gained outside school or in untraditional learning environment such as associations. The Bologna process, is more familiar to teachers and educators - expression of diploma & qualification in terms of competences. The Copenhagen process is meaningful in the Valuing Prior Learning process relevant for youngsters reluctant to traditional form of learning- in classrooms.

A third main aim of the mentoring is for educators to be supported to apply properly the JUCiVol training designed for youngsters considered "at risk of exclusion". The training is therefore a constant reference for 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.

In order to gather information in the 5 partner-countries (Spain, France, Cyprus, Italy and Slovenia) three information-levels were taken into account: the macro-level, the meso-level and the micro-level. The macro-level sets the top-down approach. The other two levels (meso- and micro-levels) are directly involved in the bottom-up approach.

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The macro-level concerns the general background in which the JuCiVol approach- Volunteering & the Learning process attached to it could be implemented. It presents and explains the legislation adopted, mainly in the past ten years, on a national level, in order to offer a legal background for youngsters to have an access to a diploma or certification on the basis of the experience they have gained during leisure time activities including voluntary involvement. Validating non-formal and informal learning has been seen, in most of the European countries, since the beginning of the 21st Century, as a way of improving lifelong and life wide learning (Cedefop, 2009). Many questions were asked: the key national legislation governing Volunteering & Key competences, the key organisations involved in the support provided to Volunteers and Voluntary organisations (mainly associations) and as a result if any national report existed (apart from the reports published on the occasion of the European Year of Volunteering in 2011), the national strategy driving the legislation, how far the legislation correlated to equality and diversity legislations in the country.

The meso-level is focussed on the organisations (not for profit bodies) and the professionals working in them to implement practically, on the ground, the JuCiVol process. This is the intermediate level between institutions (in charge of legislation and rules) and the individuals (Youngsters/Volunteers) . There is a wide range of policy-makers and practitioners involved in developing and implementing Volunteering depending on the national traditions (new legislations or more ancient one such as in France 1901 for the first association act). 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)

Last but not least, the micro-level focuses on the individuals, the professionals working with youngsters- educators in the broad sense - local networks in school/outside school. it was important to know who informed them on the JuCiVol, how far the information was accessible, the main motivations for becoming a volunteer (e.g. access to associations, training for improving a voluntary experience, etc.), the institutional barriers to Volunteering (depending on the learning context but also the working context), the personal barriers (self-confidence, family support…), the key people youngsters usually address and who would support them when they apply for a Volunteering, which role they play in the process, if any training existed. The bridge between a voluntary experience and the competence approach was clarified- especially the national process (if it existed) to recognize and value a voluntary experience.

Both training and mentoring have been updated after the testing was implemented in the 5 countries in order to provide concrete feedbacks and concrete illustrations. The JuCiVol outputs- training & mentoring were not theoretical designs without any link with reality. This is a main point to be kept in mind. The training and mentoring are methodological basis which require be constantly updating and enriching with new tools & strategies relevant in the non-formal and informal learning. The European framework on key competences updated last May 2018 and the Council Recommendations reminds the value of a volunteering in a lifelong learning perspective*"The importance and relevance of non-formal and informal learning is evident from the experiences acquired through culture, youth work, voluntary work as well as grassroots sport. Non-formal and informal learning play an important role in supporting the development of essential interpersonal, communicative and cognitive skills such as: critical thinking, analytical skills, creativity, problem solving and resilience that facilitate young people's transition to adulthood, active citizenship and working life (2). Establishing better cooperation between different learning settings helps promoting a variety of learning approaches and contexts"*

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3 Implementation In The Five National Contexts

Testing Of The Jucivol Approach Among Mentors And Youngsters

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Social inclusion of all young people, including those with a migrant background and living in sensitive areas, is a key aim of the EU Youth Strategy (2010–2018). JUCIVOL approach follows these recommendations, stressing the importance of acquiring key competences as an important part of non-formal learning through volunteering for all the young people, especially those of migrant background or living in sensitive areas. Non-formal learning responds to the opportunities and challenges raised by the increasing numbers of young migrants and refugees in the EU much better than formal learning. In three of five countries participating in JUCIVOL a significant number of non-nationals – in Italy (5.0 million), Spain (4.4 million) and France (4.4 million) – lives, together with Germany (8.7 million) and the United Kingdom (5.6 million) – representing 76% of the total number of non-nationals living in all of the EU Member States (cf. Migration 2017: 14).

Among them are many young people who were hit by the economic crisis particularly hard. In March 2018, 3.5 million young people (aged 15–24) in the EU were unemployed (Factsheet May 2018). Unemployment among native-born youth with immigrant parents is almost 50% higher than among other young people in the EU (Indicators of immigrant integration – Settling in 2015, joint OECD and European Commission study, after EU Youth Report 2015: 9). The situation differs also among different member states. The highest unemployment rate of the young non-EU-born population was recorded in Spain (42.0%), while in France, the unemployment rate of the young EU-born population was substantially higher than for the native-born population. It is in Spain and Italy that the unemployment rate of the native-born population was substantially higher than for the EU-born population (Migrant integration 2017: 20). In Cyprus, employment rates among the non-EU-born were higher than among native-born by more than 12 pp and in Italy and Spain the non-EU-born had a higher youth employment rate compared to the young native-born as well, but the differences were below 7 pp. (Migrant integration 2017: 22)

In total, 13.7 million of young people in the European Union are neither in employment nor education or training (NEETs) (Eurostat 2014). Young people with a migrant background are among those groups that are more likely to become NEETs ('NEETs', Eurofound, 2012 and OECD, 2015). In 2015, about 14% of the native-born young people aged 15–29 in the EU were NEETs. This share was

significantly higher for the foreign-born young population and in particular for those not born in the EU, for which it exceeded 24% (Migrant integration 2017: 38). Among NEETs, there are many early leavers from education and training aged 18–24, having attained at most lower secondary education and not being involved in further education or training. In 2015, among the EU Member States for which the data are available, the highest shares of foreign-born early leavers from education and training were found in Spain (33.3%) and Italy (31.3%) (Migrant integration 2017: 37). In these two countries, the highest shares of the non-EU-born population having attained only pre-primary, primary and lower secondary education are recorded – in Italy (51.0%) and Spain (45.5%) (Migrant integration 2017: 32).

Most of the youngsters with migrant background have very limited economic resources therefore finding a job constitutes a priority for them. A portion of youngsters who participated in JUCIVOL trainings already had work experience in their countries of origin at skilled and non-skilled jobs but are unsuccessful in finding a job in new environment. Even employed young people with high qualifications work in sectors other than their specialization or in part-time employment and short time contracts with very low remunerations and work benefits due to their migrant status in the country, work permits and the incompetent command of the national language.

The validation of academic credentials from non-EU schools and universities is a long process that deters the integration in the labour market and in higher education of newly arrived young migrants; thus, these youngsters can neither apply for a job based on their skills nor can they continue their formal education. Because of the employment in low skilled jobs, with temporal work contracts etc., the migrant households have been more vulnerable to the economic crisis and to 'in-work at-risk-of-poverty'. The greatest differences between foreign- and native-born populations in terms of 'in-work at-risk-of-poverty' were found right in the four of the JUCIVOL partners' states: Spain (21.1 pp), Greece (18.0 pp), Italy (16.4 pp) and Cyprus (15.5 pp) (Migrant integration 2017: 51).

Close to 27 million people in EU are 'at risk of poverty or social exclusion' (AROPE), referring to the situation of people who are either at risk of poverty or severely materially deprived or living in a household with a very low work intensity. The AROPE rate for foreign citizens aged 20–64 in the EU was significantly higher (39.5%) than the corresponding rate for nationals (23.4%). The population of non-EU citizens was particularly affected by the high AROPE rate (48.4%) (Migrant integration 2017: 46). Moreover, poverty rates are higher for young people than for the overall population and involuntary part-time work or protracted temporary positions expose this generation to a risk of long-term poverty (Eurostat 2014).

The life situation of young people 'at risk of poverty or social exclusion' affects their social life and civic engagement. The gap is widening between young people who study, are confident in finding a job and engaging in social, civic and cultural life, on the one hand, and those with little hope of leading a fulfilling life and who are at risk of exclusion and marginalisation, on the other. If more than half of Europe's young people (53%) are involved in organised activities, with participation in sports clubs (29%), youth or leisure-time clubs (20%) or cultural organisations (15%), the number of participants among the youngsters with migrant background is significantly lower (Factsheet May 2018). Newcomer young migrants who migrate alone also have to face a set of constraints derived from their lack of support from relatives, neighbours and friends. Not only the lack of financial resources but also the lack of time constitute a big obstacle to engage in any sort of social activity, especially volunteering, because most of these young people are more inclined towards finding paid work because of insufficient financial situation of their households. Entering the job market means becoming independent and assuming new responsibilities in terms of sustaining the significant costs of living independently.

As perceived during the implementation of the JUCIVOL process, national and micro level context significantly impact especially the young people's lives. Inactivity, poverty and exclusion do not strike evenly despite the fact that those starting life with fewer opportunities tend to accumulate disadvantages. Inactivity of the young people is correlated with their feeling of helplessness and powerlessness. Therefore, also the organized programs seemed to be often not successful enough. In some countries, e.g. in Italy, the NEETs participants following a one-year professional path including training, internship, professional support or support for an educative or formative path are faced with huge social and economic issues and the rate of dropping out is high. The whole situation also affects their self-motivation and self-esteem so the complex situation

combining external and personal struggles has to be approached from different starting points.

Young migrants may also be affected by their legal status. The life of those youngsters who have an irregular status, and/or who are waiting for the resolution of their refugee status or application for asylum is a life of uncertainty, especially among these youngsters who do not have the support of relatives.

In addition to all economic factors measured, young people with migrant background have to overcome a set of obstacles and difficulties derived from the social imaginary that is sometimes still charged with racist stereotypes and negative connotations that exceeds in times of economic crisis when there is a competition between local and migrant workers to access the labour market.

They often have to overcome linguistic barriers as well. Among those youngsters who have arrived to new countries in the last years, language may constitute an obstacle to interact with other local youngsters and to apply for a job. However, the knowledge of the language does not automatically integrate migrant youngsters in the local society; in fact, the so-called second generation migrants also face stigmatization and social exclusion despite the knowledge of the national language. Among these youngsters, the main obstacles are their poor socialization with other local youngsters and their difficulties in participating in and/or enjoying the leisure time activities that local youngsters organize. Not joining particular activities and socialization contexts may result in low socialization with the local population. Sometimes, religion may play an important role by shaping the contexts of socialization. Low socialization affects limitations in social networks, playing an important role in the unsuccessful attempts of the young people of finding a job.

While younger children take part in an organized network of public and non-government organizations, youngsters find themselves in a situation of social marginalization either because of NEET or the traditional role of the Muslim females who do not participate in the life outside their traditional society structure. Lacking support from their employed husbands – usually with low-paying jobs– and extended family in helping them with child caring hindered their potential public involvement and engagement in social activities.

The situation of economic and social marginalization often turns into the inability to access information, such as being aware of the possibilities of participate in different kind of (free of charge) activities and gaining new knowledge and skills. The lack of knowledge is another barrier for participating in this type of activities. Even though young migrants benefit from volunteering activities, they do not know that they also can be volunteers. Volunteering is often seen as an additional activity you perform after your job, to help others and not in order to acquire relevant skills and competences. In the experience of the mentors involved in the sessions, volunteering is rarely associated with the acquisition of key competences that can be used in the labour market. In this sense, JUCIVOL has constituted an excellent tool for raising awareness on the possibilities of volunteering open to them.

Overcoming Difficulties Using The Jucivol Approach

JUCIVOL project outputs of WP2 'Building a Mentoring for Educators', aiming at empowering teachers and educators with knowledge that will help them support youngsters in their volunteering experience, and 'Building a Training for Youngsters', to strengthen the culture of democratic values, fundamental rights and raise awareness on an active citizenship by enhancing volunteering and participation in associations among youngsters and to promote volunteering as informal and formal learning that enhances both social inclusion and improves one's professional future, prepared by Iriv Conseil, were complemented with 'Protocol for Implementation of Mentoring for Educators to Support Youngsters in Volunteering' and 'Protocol for the Implementation of the Training for Youngsters to Support Them in Their Volunteering', developed by the ZRC SAZU. In order to empower the teachers and educators with knowledge that will help them support youngsters with migrant background or living in sensitive areas in assessing key competences acquired through their volunteering experience a three-step approach was created. These three steps were divided into five mentoring sessions:

Step 1: Being able to implement the formal and informal learning process and being aware of the role of an informal educator identifying difficulties faced by youngsters and supporting them in

their voluntary experiences

Session 1: Being aware of the role of educators and teachers as non-formal educators

Session 2: Supporting educators to identify difficulties faced by youngsters

Step 2: Being able to identify and assess the skills and competences acquired by volunteering and on the basis of training for youngsters

Session 3: Introducing the 4-step approach of the JUCIVOL training for youngsters

Session 4: Building the action plan

Step 3: Reflexive process

Session 5: Reflexive process (What have I learnt through the JUCIVOL approach? What have been the positive and negative aspects? What is the most relevant achievement?)

Among all 5 partners – in Spain, France, Italy, Cyprus and Slovenia – the testing of mentoring took place between January and October 2018. The sessions were attended by the professionals from 38 different organizations, mainly NGOs, non-profit associations, educational organizations and volunteering organizations. The structure of the professionals in charge of the implementation of the mentoring among professionals working with young people with migrant background or from sensitive areas corresponded to different national contexts, varying from professionals in the field of career-vocational education and guidance (Italy), to experts in volunteering and civic volunteers (France), researchers in the field of ethnology and anthropology (Slovenia), sociologist from the Equality Department (Cyprus) to the professionals and lecturers under the frame of the University of Burgos (Spain). In addition to professionals, more educators were involved within the frame of JUCIVOL to provide smoother and enriched process of testing of the trainings. All of the people in charge of training have dedicated many efforts to social issues, especially with youngsters of migrant background, unaccompanied foreign minors and youngsters from sensitive areas, and participate actively in volunteering themselves.

Most professionals who attended the JUCIVOL mentoring sessions perceived the JUCIVOL tool as something that was missing to this moment from the pool of their educational material and was necessary in performing an inclusive training with youngsters. They viewed the tool as well structured and corresponding to their needs in working with the youngsters not acquainted with volunteering. They recognized the tool as a starting point for them to rethink volunteering in new terms, influencing them to engage or reengage differently in providing assistance to youngsters.

Professionals mentioned the relevance of including the framework of civic competences in the tool because it helps to understand the multiple dimensions of belonging. They were also positive about the four-step approach of the training for youngsters, especially the reflexive process; however, they also pointed out that this is the most difficult step among youngsters with migrant background because of different understandings of social practices. Some professionals also suggested further upgrading of the tool to adapt it even more to the youngsters' necessities, based on their composition (nationality, culture, religion), in order to better match their needs. After a group discussion open to the entire audience, it would be necessary to give youngsters more time to develop their personal reflections on what they have learned in the sessions. To increase awareness on this subject, it is also necessary to stimulate a personal reflection on what has been learned. Many professionals found the tool to be very useful for the implementation and adaptable to be used in other contexts. Overall, mentors appreciated both the formal and the substantive aspects of the sessions, so the way the course was structured and the relevance of the information that were provided.

With regards to the testing sessions, mentors highlighted that mentoring sessions were well structured; they liked that the sessions emphasized the actual needs of socially excluded young people in local contexts. Training sessions provided an open stage for discussion and exchange of good practices in motivating socially isolated youngsters for volunteering. Some of them believed that changes in the length of different sessions may be an advantage for the success of the project, e.g. reducing the time of Session One, where it is explained what volunteering is, in favor of more concrete activities. Following the same line, it may be useful to extend the time for Session Two, where the mentors need to express

the reasons behind the choice of becoming a volunteer, and Session Four, where mentors are instructed to orient and accompany the young person in the drafting of the Action plan. Promoting and extending the time available for the activitiesof small group activities in these sessions would be a key element for informing young people regarding the issues connected to volunteering. As remarked by the mentors, it is fundamental to stimulate a personal opinion on what has been learned on the topic of volunteering to enable young people to use the skills acquired in real life. The SWOT analysis approach as a final session seems to be a very good add-on, as it represents a transversal approach to be used in any type of activity and is also a way to assess the learning outcomes achieved through the mentoring – among youngsters but also among the trainers/mentors themselves. The reflexive approach and the critical thinking about his or her own professional practice is a main achievement of the mentoring.

The important part of the JUCIVOL mentoring sessions was to treat professionals as competent partners with valuable experiences. Therefore, they had enough time to narrate about their experiences and share good practices in working with youngsters in danger of social exclusion. The JUCIVOL mentoring and training sessions should represent an interactive process, which is aimed at raising the awareness of youngsters on volunteering issues. Therefore, mentors should provide horizontal communication, group discussion, group activities, social games, making the path of learning as interactive and democratic as possible. Mentors should give priority to practical aspects of the learning, rather than theoretical ones. Instead of providing too many theoretical information to young people, it is better to see how these elements work in their real life and to understand concretely how the eight key competences work in everyday life. Mentors should raise awareness on volunteering as a road to cross in order to gain personal esteem, new knowledge, skills and competences and better access to the labour market, which should be a pleasure, a personal investment for a brighter future as an active citizen.

In addition to the three-step approach in addressing the professionals working with youngsters with migrant background, JUCIVOL team also developed a four-step approach of motivating and counseling youngsters with migrant background or coming from sensitive areas in gaining competences through their

volunteering experience. Following the aim of the project, which is to avoid radicalization and to fight against social exclusion of the youngsters, the output of WP2 'Building a Training for Youngsters', prepared by Iriv Conseil, was complemented with 'Protocol for the Implementation of the Training for Youngsters to Support Them in Their Volunteering', developed by the ZRC SAZU.

The four-step approach was presented to youngsters in 5 sessions:

Step 1: Defining a voluntary experience

Session 1: What is Volunteering – definitions

Session 2: Why being a volunteer – motivations

Step 2: Identifying competences achieved, focusing on KC 6 (Social & civic competences) and KC7 (Sense of initiative & entrepreneurship)

Session 3: What are the competences acquired thanks to volunteering – Education & Training

Step 3: Assessing key competence

Session 4: From the experience to the competence – assessing volunteering

Step 4: Building an action plan

Session 5: SWOT analysis – Action plan

Implementation Of The Trainings For Youngsters

A total of 173 youngsters aged 18–30 participated in the testing of the JUCIVOL training, following the 'Protocol for the Implementation of the Training'. They were of various national backgrounds, in addition to the French, Spanish, Cypriot, Italian and Slovenian youngsters, also the youngsters from Albania, Syria, Morocco, Mali, Guinea, Côte D'Ivoire, Latin America, Ukraine, Yemen, Romania, Greece, Cameroon, Bosnia and Herzegovina, Iran, Iraq, Algeria, Dominican Republic, Serbia, Macedonia and Kosovo. Most of them belong to the group of NEETs (Not in Education, Employment or Training), some of them are in the process of schooling and some

who are well-educated are working low payed jobs. The majority of them were lacking knowledge on volunteering, but some of them are experienced volunteers working systematically in particular positions in their areas of interest.

At the first meetings, regardless of the national contexts, the main questions concerning the relationship between participating in JUCIVOL and finding a job arose. It was in this context that the explanation of key competences represented a challenge in so far as these competences show how having a job does not automatically mean to be integrated in and to belong to a given local community. Therefore, the most important aspect has been raising the awareness about volunteering activities and the relevance these experiences may have for building social and civic consciousness. The explanations about volunteering, regarding its different types, the official recognition as an informal learning and as professional experience and the explanations on the levels of competence that can be achieved through volunteering answered their questions about the meaning of volunteering and about the reasons of why to be a volunteer. Some of the participants were convinced by volunteering and understood the opportunity it could bring them for a professional future, but few of them remained more interested in the internship or any paid professional experience. Some youngsters were interested in the Key competence approach as a way of valuing their voluntary experience in terms of competence for finding a training or employment. Some of the youngsters decided to find a voluntary mission in their neighborhood and they will use the portfolio to value their existing voluntary experience and to enrich it in the future.

Many youngsters said that the training session they followed includes the most important dimensions related to volunteering. Many young people mentioned, in addition, that the discussion on the obstacles that young people face in their volunteering action was very beneficial, rewarding and useful and that it was the first time they had the chance to discuss this topic at open floor extensively. The vast majority of the youngsters viewed the training as very useful for them in relation to their future volunteering plans because it goes through a systematic way of providing guidance to young people to enter volunteering. Some young people reported that they had difficulties understanding the connection between the key competences and volunteering and the logic of considering

key competences when acting on volunteering. They did not see volunteering as a way of using it for personal development but rather as a moral obligation. Therefore, an attempt was made to clearly point out a direct connection between particular volunteering experience and competence(s) gained.

Few other youngsters viewed the step on the assessment of their volunteering action as a means towards their further action in volunteering. The discussion on the topic revealed that these youngsters never engaged systematically in volunteering within the structures of a voluntary organization. Rather, their previous experiences in volunteering were based on the opportunities for helping people in need on the spot or helping with the organization of sport events or cleaning of parks and beaches or fund raising for a certain purpose. Most of them viewed the training as a starting point or a way to boost their volunteering action in a more constructive way.

Because of the great cultural differences, some of the participants did not fully understand the need for organized volunteering. They were suspicious about the volunteering organizations stressing the moral obligation of the family to fulfil all the needs of one person, while others stressed the benefits of unorganized volunteering on the spot. Some of them understood that the implementation of the training may provide the opportunity to those youngsters doing nothing or little for their communities to be more active, change their lifestyles and contribute to the community. Some viewed it as an incentive to work on expanding their social network and to try to meet their possible future employers. The training was seen as a first step towards the inclusion into local society in which they had not been trying to take part before.

Many youngsters discussed the manner in which the training was implemented, such as open-discussions and group exercises, different from traditional teaching methods, such as lecturing all the time. For numerous participants who had been negatively inclined to formal education the training was one of the first positive experiences with (non-formal) education. Different group exercises, games providing psychosocial support, open-discussions and the use of IT changed their view on learning. Many of them expressed their gratitude for being listened to, for many of them, this was the first time they could openly discuss the obstacles they face in the society.

ADAPTATIONS MADE IN THE PROCESS AND STRUCTURE OF TRAINING

In general, the structure of the training sessions implemented in most national contexts followed the structures as recommended by Iriv Conseil and the development of the output of WP2 'Building a Training for Youngsters' as well as the recommendation in the 'Protocol for the Implementation of the Training', prepared by the ZRC SAZU. However, the training was sometimes adjusted in order to meet the particular needs of the youngsters in respective countries.

Adaptations in the process of training

In Spain, two Pilot Trainings at the University of Burgos were organized aiming at: (i) spreading the word on the project JUCIVOL; (ii) sensitization among university students on the value of volunteering as a non-formal means to achieve and improve civic competences; (iii) sensitization among youngsters on fighting against violence, radicalization and social exclusion; (iv) providing the information on volunteering programs open to youngsters. Those were intensive 2 ½ hour workshops, where the main framework of volunteering in Spain and the European key civic competences, focusing on social and entrepreneurial competences, were presented. Following the recommendations of tutors and experts, a decision was made to organize training seminars with small groups of youngsters, up to 15 participants. In addition, the JUCIVOL extensive seminars were intended as an intercultural experience and exchange among local and migrant youngsters to promote social relationships based on respect and tolerance, where the youngsters could know each other, share their experiences and fears and respect their opinions, as well as to improve key civic competences by sharing their experiences, fears, doubts and knowledge.

The protocol was upgraded by tutorials to help the youngsters to design their Voluntary Action Plan based on their previous experience and/or preferences and to define the ways in which they would improve the civic competences they had chosen. These tutorials included weekly communication through two whatsapp

groups, where tutors and youngsters exchanged information on certain events (e.g. a Cartoon seminar in the public library), pictures and sometimes just a few words of courage. The whole process of training acquired its recognition in a public presentation of youngsters' Volunteering Action Plans to stakeholders, authorities and professionals together with Diploma awards.

Adaptations in the structure of the training

All partners adjusted the time devoted to each training session based on the situation and the needs of a specific group and discussions developed.

In the **Session One** of the training, a section was added presenting legal framework of volunteering in the respective country, in Cyprus also statistical data on the profile of volunteers and the distribution of volunteering among the different sectors of volunteerism. Compiling specific situations, the trainer provided the basic information needed so that the youngsters could register their interest in volunteering in Cyprus as a means of encouraging youngsters to start their volunteering action on the spot.

Session Two was devoted to the motivations and barriers that can incentivize (or prevent) a youngster to become a volunteer. In Italy, students were divided in pairs in which they had to point out on a single card the three motivations which are the most important for the topic, such as generosity and altruism. On the another card, the youngsters were asked to name three main barriers that can prevent them from doing so, namely the lack of time, the idea of doing something for nothing and the fear that volunteering requires skills that they do not have. Once they finished this exercise, the students were asked to explain to the class why they had chosen those three words and why they are so important for them. This brainstorming was very useful to make the youngsters understand that there are numerous motives for being engaged in an activity such as volunteering and to understand which are the main barriers and how to solve them (for example, the barrier "lack of time" can be solved by better organizing your free time).

Session Three was devoted to explaining the eight key competences of the European citizenship and the impact they can have in ordinary life was enriched by the competence card game. In Italy, the youngsters were divided into four groups of five people, and the cards were divided among groups. Those cards were used to make the competences acquired through non-formal adult education, association work or volunteer work concretely visible and they concretize which are their eight competences of the active citizenship as stated by the EU. Similarly, in Slovenia, the participants had to match a particular volunteering activity with the appropriate card presenting one of the eight key competences.

Session Four was about discussing different ways of assessing the competence concerning volunteering activities. Indeed, this session was useful in defining the necessary tools to design an action plan, which was developed in Session Five. Thanks to the support of a power point presentation, the fourth step of the JUCIVOL project was presented to the youngsters, who actively participated in the session, asking concrete questions about how to define this strategy.

Session Five, devoted to the SWOT analysis, proved to be too short to meet the need of the youngsters in larger groups to develop a Voluntary Action Plan. With the help of the mentor, the youngsters were asked about all the points that compose a SWOT analysis, whether they are applicable to the action plan proposed. This step is important to realize what they have learned from this experience and whether they are able to put it into practice. In particular, the SWOT analysis was conducted by asking the youngsters what they think that are Strengths, Opportunities, Weaknesses and Threats of the voluntary experience they previously analyzed. The participants learned the importance of values, such as inclusiveness and self-enrichment as the main positive aspects of the experience, in addition to the concrete skills they have learnt during the overall sessions. This was an opportunity to confront themselves in an open space and to put in practice what they have learned from the session with mentors. Furthermore, the youngsters particularly appreciate these activities because they have discovered the importance that the experience of volunteering can have on them, providing useful skills that can be used in the job search.

Apart from recommending the methods for applying the training in the 'Protocol for Implementing the Training', the methods that encourage active involvement of participants, such as open dialogue, on the spot presentations by the participants on specific topics that they were able to do and storytelling on youth volunteering experiences were used. When faced with language barriers, photo speech using appropriate photos and cards presenting volunteering activities and key competences proved to be very useful. Combining drawings in order to express someone's view on the discussed topic made the participation of the people with limited language knowledge easier. During the sessions, diverse methods were implemented, from traditional ones, such as card games and brainstorming in order to stimulate interactions, to modern ones, such as videos and a series of slides. The use of these instruments in all the activities was fundamental to improve the knowledge of youngsters about the issue of volunteering and to enable them to design the final action plan.

As the suggested protocol seems to be in some parts too complicated, the French partner used the simplified version of it for the testing of the trainings. To complement the training designed, Iriv Conseil suggested some meaningful tools, such as the portfolio VAEB (Iriv et al. 2003–2006) or a portfolio designed together with ANIMAFAC (2010–2011), addressing mainly students. In France, it was suggested to use the framework designed by the network APP on key competences as well, as it is better known by the French audience.

Conclusions On The Testing Of The Jucivol Approach

During the testing of the implementation of the trainings, some obstacles had to be overcome regarding

> i) *holding the attention of participants for a longer period*: taking into account the administrative situation of most of the youngsters, waiting for the resolution of their asylum applications, their priorities focus on finding a job

and learning the national language; in other words, they want to be autonomous, not having to depend on the associations that provide them shelter and other services (food, weekly allowance, classes). On the hand, since in Slovenia, the difference between the minimum wage and the social subsidies/welfare is very low, the youngsters are demotivated to be active in job hunting. Moreover, youngsters, especially migrants, may have moved to a different city during the course of the training. Youngsters may lose interest in the project; to keep up their enthusiasm, these extensive training workshops require a close monitoring for a long period of time, something that is not always possible.

ii) *assessing the volunteering experience*: Diversity in the groups and the national contexts revealed the importance of mentoring the youngsters through the volunteering experience. Following "learning by doing" approach, the youngsters should realize the action plan created during the JUCIVOL sessions, demands a high involvement of the mentors or tutors in supporting them in the process of the volunteering on the ground through a longer period of time.

iii) *personal drawbacks*: In some cases, what could be recognized is the lack of motivation among the youngsters, insufficient involvement, their skepticism about their own involvement in volunteering activities, originating from the lack of confidence. Moreover, some of them were questioning the position if they do not find any "paid" activity because of their lack of experience and qualifications; they did not see how they could find a "voluntary" activity as well for the same reasons. The lack of interest in volunteering was based on their unsuccessful facing with difficulties in the learning process.

However, from the answers to the questionnaire submitted to participants of the mentoring and training sessions, a very positive conclusion about the impact of the activities promoted by the JUCIVOL project might be drawn. Each participant of the

sessions was submitted an evaluation questionnaire, in which they were asked to express their satisfaction on a scale from one (not satisfactory at all) to five (very high satisfaction). The majority of the participants appreciated the overall activities of the course. In addition, the vast majority of the participants exhibited an impressive interest in the idea of volunteering as a means of further developing their personal skills. While the assessment of improving the acquisition of social and entrepreneurial competences in practice accessed the range of the project, the participants gained new skills and learned how to get involved in volunteering activities of the respective countries. In Cyprus, for example, after providing the information how to register their interest for becoming volunteers, the majority of the participants of the JUCIVOL training went through the registration process immediately.

The testing of the mentoring and training displayed a meaningful content and usable structure of the developed JUCIVOL approach. During the process of testing, valuable feedbacks, mostly regarding the time management of certain sessions and stressing of some parts of the content were gathered. The proposed protocols for the implementation of mentoring and training provide the firm bases for the implementation of the sessions. The need for a dynamic interactive process, using traditional and new methods and technologies, proved to be a crucial element of the training attractive enough for the youngsters. The positive feedback on the testing sessions allow us to consider that the JUCIVOL approach can be reproduced in other contexts, keeping in mind that it may be adapted to the group to which it will be provided.

The JUCIVOL training proved to be an effective tool for helping youngsters to develop their personal skills, gain competences and expand social network in order to maximize the potential for their civic involvement, secure quality, full-time work positions and avoid social exclusion and ghettoization.

CHAPTER IV

4

Conclusions &
Recommendations

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The ultimate aim of the last section of the publication is to deliver a set of recommendations that will potentially empower youth volunteering in the EU. The recommendations are directed to policy makers and stakeholders dealing with the volunteering sector and to professionals working with youngsters and volunteering illustrated separately in two parts. The intention of the Jucivol working team in issuing these recommendations is to mobilize the European stakeholders to act accordingly in order to encourage the civic participation of youngsters through their participation in volunteering act. Volunteering activity, we believe, is an expression of civic participation and EU Member States shall remain committed to the European fundamental values by facilitating youngsters' participation in society in the best way possible. We believe that EU Member States and EU Institutions shall make every effort in providing information to all young people living, studying and working in the EU on volunteering activity and opportunities and access to volunteering training and education. We also strongly believe that an emphasis shall be given by every Institution at every level of governance for the inclusion of the marginalized groups of young men and women in volunteering; volunteering may provide opportunities for youngsters for a smoother integration in society and prevent negative social phenomena and behaviours such is radicalization, delinquency and violence. Youth training on volunteering should be provided uneventfully because training is a means towards the increase of volunteering activity in the Member States but it also contributes to the quality improvement of volunteering experiences of youngsters, at the same time.

Almost two decades after the United Nations' International Year of Volunteering (2001) and seven years after the European Year of Volunteering (2011) and the reported positive outcomes derived from both, European Union shall taxi interinstitutional procedures to renew its commitments for the promotion of the common European ideals such as active citizenship and volunteerism. We, as a European team working on youth, volunteerism, non-formal and informal training, aspire to see actions and decisions that accomplish the EU ideals and create better conditions for all those working on volunteering sector. We aim to see the empowerment of youngsters and an enlarged youngsters' civic participation. Therefore, the recommendations we issued shall be considered as our humble attempt towards such an accomplishment. We know

that it is ambitious and we know that it is often difficult to make policy changes at both the EU and national levels as it is difficult to convince policy makers for the recommended policies but to invest resources as well. However, the experiences that we gained as a team from the implementation of the Jucivol project during the last two years, our commitment to the idea of volunteerism and our strong determination to work for positive changes mobilized the team to recommend the specific policy measures in the hope that they will be reached and considered by stakeholders, policy makers and professionals working on volunteerism.

We would like to make clear, however, that by delivering these recommendations, we do not intent to question or underestimate, by no means, the previous work that has been achieved by EU Institutions, EU Member States and other organized groups and individuals on volunteering, especially after 2011 and the European Year of Volunteerism. On the contrary, we appreciate all efforts made by all; after all, as a working group we made the best use of the previous work done around volunteering to built our own initiative. The experiences we gained, however, by the implementation of the project and the focusing on particular dimensions of volunteerism were the stimulus for issuing these recommendations, which we believe they could potentially help the empowering of volunteering in the EU. The two lists of recommendations are not exhaustive by no means and shall not be viewed as a to-do list but they should be selectively used by the receivers according to the needs of each institution or Member State as the progress of each State on volunteering is found at a different stage.

Recommendations for Policy Makers and Stakeholders

The following recommendations are directed towards stakeholders and policy makers in the European Union working with and for the further development of the EU volunteering sector.

- The recognition of the skills that are gained through the participation in voluntary activities is still pending in many EU Member States. Member States shall make sufficient steps to recognize and give credits of the experiences of youngsters in volunteering.

- A well organized and governed voluntary sector increases youngsters' opportunities for employability and contributes towards the reduction of unemployment rate. Therefore, Member States and European Institutions shall make every effort to the overall development of volunteerism.

- The recognition of volunteering experience as work experience is also an important action for the employability of youngsters and the reduction of unemployment. Therefore, State and European Institutions shall take appropriate action and collaborate with employers and employers' associations towards such an end.

- The National volunteering frameworks shall be reinforced with provisions that concretely influence appropriate environments for the promotion of volunteerism and seriously consider the participation of youngsters representing their respective communities. Youngsters at the 'risk' of social exclusion shall be included in the development of inclusive voluntary environments.

- The financial and technical support of Youth Organizations in promoting volunteering is key component for the increase of volunteering in the Member States. State Annual Budgets shall provide targeted budgets for Youth Organizations to support them in accomplishing this end.

- The collaboration of Youth Organizations at the local, regional, national and European levels in promoting and empowering young people in their volunteering shall be also be supported by National and European Institutions.

- The collaboration of Youth Organizations with the organizations of civil society, particularly with the organizations working on the well-being of different vulnerable groups of individuals, shall be also supported by the National and European Institutions. This is considered the best way to identify the real voluntary needs allowing Youth Organizations to act in accordance to the current volunteering needs in their respective locations.

- Member states shall consider the undertaking of broad awareness raising campaigns on volunteering. A considerable

number of young people in the EU lacks basic information on volunteering such as information on how to become volunteers, the obstacles that young people encounter in their volunteering action and the benefits a volunteering experience implies for the individual and the society.

● Member States shall also consider targeted awareness raising campaigns directed to particular groups of the population that are underrepresented in the overall state percentage of volunteers in promoting equal opportunities for all, social coherence and the sharing of responsibility for the well-being of all in the society, the care of those in need, the protection of the environment, etc.

● State and European Institutions shall seriously and constantly promote volunteering training and education among the population and among young people and marginalized youngsters in particular. Volunteering training and education is the foundation towards positive change in every society and should be supported technically and financially by the Member States.

● Organizations hosting volunteers shall be well informed about the rights and commitments of volunteers and make every effort to provide the required guidance to new volunteers by appointing these responsibilities to permanent staff or more experienced volunteers of the organization.

● Member States and EU Institutions shall explicitly and publicly recognize the role of youngsters in the development of the volunteering sector. Initiatives for celebrating youth volunteering could be included in the list of actions of public recognition as could be the establishment of youth volunteering awards but the inclusion of youngsters in decision making processes on issues that concern their volunteering action as well.

● Independent voluntary authorities in all Member States shall promote the visibility of the voluntary work achieved by youngsters through the use of media and social media in particular.

● It is recommended to all Member States to organize public hearing events with the participation of all

stakeholders in the volunteering sector in order to examine the progress of work achieved since 2011, to define national priorities, to examine possible ways for the promotion of volunteering among youngsters, to set or amend national volunteering action plans and initiate processes for the amendment of the national volunteering frameworks as required.

● European Institutions shall also promote research-based knowledge on volunteering and youth. The impact that the funded European projects on volunteering convey for youngsters and the society shall also be an issue of scrutinization.

● The role of Youth Mentors/educators/teachers in volunteering is also fundamental as they train, support, encourage and empower youngsters in their volunteering. Therefore, Member States shall officially recognize their contribution towards the development of volunteerism as they shall recognize the qualifications mentors possess in doing so. The agency of youth mentors in promoting volunteerism shall be recognized and this is the minimum Member States shall do for them.

Recommendations for Professionals working with Youngsters

The following list of recommendations are directed to a broad audience of professionals working with youngsters including teachers at all levels of the education rank, educators, social workers or other professionals working for school councils, municipalities, NGOs, volunteering authorities, national volunteering boards, informal training and education trainers, VET providers and occupational guidance professionals. The recommendations intend to motivate the professionals to rethink their roles as mentors/trainers/educators and take further and focus action in performing their mentoring with youngsters for better results and outcomes.

● Mentors/educators working with youngsters need to invest time for participating in specialized mentoring training (as the one issued and implemented by the Jucivol project). Mentors shall pursuit to participate in specialized

training and educational programmes and view their personal development, and the upgrading of their skills and qualifications as part of their roles as mentors. No matter the experience one possesses with mentoring with youngsters, the participation of a mentor in a specialized mentoring session may provide new opportunities for action and help others by sharing own knowledge and experiences. Apart from pursuing participation in training, mentors shall demand themselves by their institutions and structures the organization and implementation of specialized mentoring sessions.

● Networks and/or forums of youth mentors are totally absent from the European societies. The establishment of such networks by mentors' initiatives are highly recommended as they may promote the sharing of practices, knowledge and expertise at regional, national and EU level, increase volunteering among youngsters and improve the quality of experiences of young volunteers.

● A good knowledge of the national and EU volunteering framework is core prerequisite for every professional providing mentoring and guidance to youngsters. Mentors thus shall follow all the developments and amendments in relation to the frameworks that define the volunteering action in their respective locations.

● Qualifications and skills related to guidance, networking, assessment of experiences, placement, supervision and follow up, and the structuring and modification of action volunteering plans for youngsters are core skills for every youth mentor.

● The relation of training taking place in nonformal settings and the acquisition of the 8 key competences with the experience of volunteering shall be well understood by mentors and transferred to youngsters in every opportunity.

● Strong networking of mentors with the civil society organizations including NGOs, associations, institutions, philanthropic organizations and other organized entities and bodies, is key for knowing the real volunteering needs in a given location/society, a dynamic means towards the

promotion of young volunteering and the way for influencing positive societal change.

● Youth mentors and educators shall pursue the contact with all group of youngsters that represent the communities/societies/organizations that they work for. Groups of youngsters at 'risk' of exclusion or social marginalization such as youngsters with migrant and/or minority backgrounds, NEET youngsters, youngsters living in non-privilege or remote areas, the disable youth, ex-prisoners and the unemployed youth are recommended groups that need the attention of youth mentors.

● The European societies and Institutions shall view youth mentors and educators as agents of social change and social coherence working for the benefit of the Union and the implementation of the EU ideals and values. Therefore, they should provide all means, financial, legal and technical, in supporting this important role that mentors carry for the European societies. Youth mentors and educators, from their point of view, shall fully recognize the agency they carry and pursuit/demand/insist themselves by the states and the EU Institutions the support they need in order to perform their work in the best way possible.

5

References

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1) Where and How to volunteer:

1.1.- Spain:

Besides the webpages of the largest organizations with volunteering programs (Red Cross, Caritas), the Volunteering Platform of Spain (PVE) is, without a doubt, the main reference for the coordination of voluntary action in Spain. The Youth Institute (INJUVE) also constitutes a good source to find information on and access to official volunteering programs available to youngsters. At the regional level, each Autonomous Community has its own legislation regarding volunteering and volunteering platforms comprised of local associations.

- http://www.plataformavoluntariado.org/ The *Volunteering Platform of Spain* (PVE) is a non-governmental organization that coordinates the promotion and dissemination of volunteering and solidarity action at the state level. The PVE was created in 1986 and, at present, it is integrated by 79 nationwide organizations as well as by more than 29,000 regional and provincial associations and platforms.

- http://www.injuve.es/participacion-y-voluntariado The *Youth Institute* is a public body, attached to the Ministry of Health, Social Services and Equality, whose main activity is aimed at promoting actions for the benefit of young people. It has a section on cooperation and volunteering.

- https://juventud.jcyl.es/web/jcyl/Juventud/es The *Institute of Youth of Castilla* y León is the governing body of the Junta de Castilla y León responsible for youth policies in this autonomous community. It has Youth Sections at the provincial level where they offer information and advice regarding courses, volunteering programs, and fellowships among others.

1.2.- France:

France Bénévolat: national center for volunteering.

Espace Bénévolat in Paris: regional level.

Mairie de Paris : local level

1.3.- Italy :

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

- CESVOT: One of the most important one is Cesvot, a national organization which is organized at territorial level. The centers have to organize, to manage and to provide technical, training and information support services to promote and strengthen the presence and role of volunteers in all Third Sector bodies. The CSVs operating in 2017 are 65, divided into all Italian regions, with a network of over 370 branches and 900 employees,

- www.volontariperungiorno.it: is an association located in Milan. It actually represent the biggest association in Italy for what concerns supply and demand matching. Since its birth it has involved almost 17,000 volunteers in the realization of more than 2700 activities proposed by over 650 registered associations,

- PROVACI: is a project of volunteering developed mainly in the South of the country. The objective of the project is to promote volunteer experiences through a system of research, allocation and valorization of the voluntary service. The platform promotes the meeting between organizations and volunteers identified on the basis of specific skills.

For what concerns the institutional level, the two main Ministry involved are the Ministry of Labour, which is implied in what concerns the regulation and promotion of volunteering activities, and the Ministry of Health.

1.4.- Slovenia:

The main agency in charge to provide information for Youth volunteering is Zavod Voluntariat, Service Civil International (SCI) Slovenia.

- Slovene Philanthropy, Association for Promotion of Volunteer Work, Voluntariat, Ljubljana

- Mladinsko informativno svetovalno središče Slovenije, Ljubljana

- Young dragons, Ljubljana

1.5.- Cyprus:

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

2) Academic Literature on Volunteering

2.1.- Spain

Recent publications that address the main issues for youth volunteering.

- New areas of volunteering:

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

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

- Certification of competences through volunteering:

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

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

   - Sociodemographic characteristics of volunteers in Spain:

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

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

2.2.- France

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

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

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

2.3.- Italy

Recent publications and researches:

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

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

- "*Volontariato e innovazione sociale oggi in italia*", by Ugo Ascoli and Emmanuele Pavolini, Bologna, Il Mulino, 2017.

2.4.- Slovenia

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

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

Prostovoljstvo mladih: programski dokument. (2012),Where Ljubljana: Mladinski svet Slovenije = National Youth Council of Slovenia.

2.5.- Cyprus

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

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

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