EBOOK

KA2 PROJECT - GOOD PRACTICES FOR ADULT EDUCATION

Yes Volunteering

Volume 2
Voluteering & skills empowerment in international setting

Leading organization

ITALY

Aurive

PARTNERS

AUSTRIA
InterAktion

PORTUGAL
Rightchallenge

TURKEY
Yasam Boyu

SPAIN
Deses-3

SLOVENIA
Drustvo Za Novo Mesto

MANUAL
KA2 Erasmus Plus

Cooperation for the exchange of good practices
Capacity Building in the field of Adult education

this is volunteering ..
"The meaning of life is to find your gift. The purpose of life is to give it away."..
*— **William Shakespeare***

Feedback testimonials (staff members and participants in volunteering programs)
See video interviews to the following links:
https://yesvolunteering.weebly.com/best-practices.html

Participating organisations

This publication is addressed to youth workers, educators, people working in a third sector organisation, coach or mentor, learner in non-formal education and anyone interested in developing non formal activities for the empowerment of soft skills in disadvantaged people.
This project would have been impossible without the support and collaboration of the coordinator and partner organizations' staff from the drawing up to the implementation.
The organisations' staff of the promoter and partner organizations have actively contributed to the creation of this manual.

The Aurive social cooperative - Italy
The Social Cooperative Aurive started in 2007 as an entity to manage the National Civic
www.aurive.it

Yasan Boyu Egitim Dernegi - Turkey
http://www.yasamboyu.org

Rightchallenge - Associação - Portugal
www.rightchallenge.org

Društvo za razvijanje prostovoljnega dela Novo mesto - Slovenia
http://www.nevladnik.info/si/

InterAktion - Verein für ein interkulturelles Zusammenleben - Austria
www.verein-interaktion.org

Asociation Deses 3 - Spain
https://asociaciondeses3.wixsite.com/asociaciondeses3.

Overview of the project

"Yes volunteering" wants to improve models and methods to use social and cultural volunteering as a tool to train excluded people to active citizenship for personal and community empowerment. Volunteering is nowadays a tool for participation in society in various fields, establishing itself as an enriching experience that allows the development of social skills and competences.

This is why we want to confront on the power of volunteering as a tool for adult education and to equip, especially unemployed adults with skills and competences, which will help them to strengthen their sense of citizenship, responsibility and initiative; improve their media literacy and critical thinking; digital and organizational skills; their career possibilities on labour market, give a chance to gain international experience, develop their tolerance and sense of solidarity and widen their horizons. Project venue in the Novara and Verbania Province, Italy, with 5 partners, 1 Turkish, 1 Slovenian, 1 Portuguese, 1 Austrian, 1 Spanish. Partners from 6 countries want to confront on the differences between volunteering systems, tools and perceptions in their countries.

The project support the transferability of learnings gained thorough volunteering experiences to other dimensions of people's life. Specifically we will look for ways to maximize the benefits of volunteering in terms of social integration and re-engagement, civic participation, mobility, employability opportunities.

That is attempt to face the European and global crisis, which specifically affects low qualified and low skilled people, starting from the development of their resources for active participation in socio economic framework. We want to give to the unemployed adults the instruments to improve their abilities and skills of democracy participation, leadership, cooperation, also becoming active to improve the social and economic territory they belong to.

The project also target staff in adult education and volunteering organisations from partner countries who will receive training on the methodology and the topic of enhancement of learning outcomes in volunteering services.

This manual is one of the final deliverable of the project. It is available on-line for free beyond the project's lifetime.

Chapter 0.1: What is a best practice?

We can define a best practice as "a good model to follow", superior to any alternatives available in a given time. A *best practice* is characterized by the capacity to work well and to produce good results in various context: it is really adaptive, this is its strength.

A best practice is thus a successful experience, which has been tested and validated, that deserves to be shared and known by the largest number of people in a manner that everyone can benefit from it.

In order to recognize a good practice, it could be useful to follow some guiding criteria:
- Clear definition of aim, goals, and impact we want to achieve;
- Clear definition of activities to be carried out (direct/indirect beneficiaries, stakeholder, participant, media involvement);
- Effective, efficient and successful;
- Socially sustainable;
- Technically feasible;
- Replicable and adaptable

It is very important to take into account that each context has its own elements and peculiarities, for this reason a best practice needs different ways to be realized. A successful history is often a participated history, therefore the engagement of different personalities and professionalism in the implementation of a best practice is definitely a successful factor.

Our selected best practices

Selected best practices refers to models and methods for using social, cultural, environmental volunteering as a tool to train people who are normally excluded from active citizenship, toward the empowerment of their personal resources as well as of the community resources.

Criteria for considering the proposed volunteering programs as a best practice are the following:

-the volunteering program included disadvantaged people (unemployed adults, adults with low skills and competences, with migrant background, with disability condition, etc.);

- the program allowed the development of multiple skills and competences in the target;

- skills developed within the volunteering program are transferable to other dimensions of people's lives;

-the volunteering program was beneficial for the participants in terms of social integration and reintegration, civic participation, social mobility opportunities.

Chapter 0.2: What is disadvantage?

There are a lot of ways to define "the disadvantage" and very often these ways depend on the point of view we assume, focusing on what does or doesn't this concept include.

In general terms, a disadvantage is a specific *unfavourable condition* of a person – or a group of people - compared to other people due to causes of very different origins (family factors, cultural factors, linguistic factors, health condition factors, etcetera,).

The disadvantage lay bare the difference among the peoples in terms of opportunities, in different fields (school, job, social sphere etc.)

The challenge here will be not to remove the causes of the disadvantage, but setting up innovative proposals – *best practices* - in order to provide disadvantaged people with enhanced or new skills useful to help them in overcoming the specific barriers they face.

Chapter 0.3: What is skills empowerment thourgh volunteering in disadvantaged people?

Often, it is not easy to motivate disadvantaged people to involve in training paths, internships, volunteering or working experiences. Nevertheless we know that it is really important for a trainer or a social worker to be more and more aware about the tools he can use to support *a personal development path*, having in mind multiple tools so to be able to arrange *customized learning paths* for different targets and different learning/personal development goals.

For this purpose, the volunteering is a powerful tool and it has been shown that volunteering experiences have a great impact and succeed in increasing motivation and commitment of disadvantaged people in personal development paths.

This is why it is important to value best practice of volunteering programs to spread different experiences in which volunteering had a great impact and succeed in increasing motivation, commitment and inclusion skills of disadvantaged people.

Therefore, we can say that the volunteering is effective tool for skills empowerment in order to:

- include adults at risk of exclusion (e.g. low skilled, low qualified adults) in non-formal training path;
- help disadvantaged people to gain useful insights to re-program their choices and explore different interests;
- develop skills which are also valuable in view of a better professional integration;
- help citizens at risk of exclusion to get in touch and integrate with other social groups, expanding their local network;
- provide opportunities to break down social barriers and to promote greater cohesion and personal well-being within our communities;
- promote intercultural, intergenerational integration;
- enhance active citizenship and the creative contribution of disadvantaged people within the belonging community;
- improve media literacy, critical thinking, digital and organizational skills of disadvantaged people;
- create more spaces for disadvantaged people to interact with the reference local administrations which will help them strengthen their sense of citizenship, responsibility and initiative;
- improve possibilities of disadvantaged people to integrate into the labor market, giving the possibility of acquiring experiences
- provide disadvantaged people with some guidance chances by expanding horizons.

Chapter 0.4: What is skills empowerment thourgh volunteering in international settings?

The added value of volunteering in international settings in term of personal empowerment?

International volunteering added value is mainly related to the chance for the volunteers to develop new skills while volunteering in another country and so in a different cultural framework.

Specifically international volunteering positively impacts on the following skills relevant toward increased employability chances:

- Cross-cultural learning
- Creative problem solving
- Adapting to a new environment
- Communicating with people at all levels
- Working in a diverse team.

Chapter 0.5: Best practices of skills empowerment thourgh volunteering in international settings from 6 countries

Best practice of volunteering in international setting in Turkey
Program /project title: Project Writing Summer Camp 2019
Working methods 1 - selection (details call promotion:
1) selection criteria: A google form was created and applications were collected on social media. **2) profiles involved in selection:** Generally, students studying at the university that speaks English are preferred. A large number of applicants have been coincidentally students of the Middle East Technical University. **3) activity used to select (e.g. interview by person, group interview, write test,other please specify): a**fter the applications were collected, those who were not university students and did not speak a foreign language were eliminated. Then, the determined people were reached via e-mail and they were informed that they were accepted to the summer camp. A preliminary meeting was held before starting the training with the accepted ones.
Working methods 2 - placement (details about:1)profiles involved in matching: **2)activity used to placement (placement based on analysis of connection between cv and vacancy; guided tour to the hosting, matching software by platform):**
As a result of occasional consultations with university students, it was learned that they wanted to participate in project writing training but could not participate because it was expensive. Thereupon, our organization, the European Social Development Academy (ASGA), organized a free Project Writing Summer Camp.
Working methods 3 - training
1) training setting e.g: on line training; group sessions: Trainings were held face to face. However, e-mail was used with the participants who could not attend the training for various reasons for some days. **2) duration: n. of weeks & hours*week:** The trainings were held in July and August 2019, for 8 weeks, between 5 am and 5 pm, 5 working days per week. **3) profile of the trainers:** The trainer was a staff of our organization who had an immense experience in writing projects, and also had the task of sharing his experiences with others. **4) training goals:** The aim of this education is to increase the employability of university students with different skills after graduation. **5) training contents:** During the trainings, topics such as what is a project, how to read the grant call text, how to have a project writing logic and how to write IPA projects are discussed. In addition, information about Erasmus + projects has been provided. **6) methods used to evaluate the learning path:** The participants were asked to write feedback to evaluate the training method. **7) type certification released:** After the training, the participation certificate was prepared by ASGA and presented to the participants.
Working methods 4 - tutoring/monitoring
1) tutoring/monitoring goals : The aim of these trainings is to increase the employability of university students by equipping them with new soft and hard skills. **2) monitoring setting e.g : on line monitoring; group session:** The monitoring of the

participants was done through homework. They were asked to write projects and their success was evaluated on the projects they wrote. In addition, thanks to the daily signatures collected in the trainings, the relationship between participation in education and success was evaluated.

3) tools: Classical technological devices were used as tools in the trainings; laptop and projector. Apart from these, two types of training kits were used as training materials. The first training kit is training materials developed by our specialist. The other kit is developed by other institutions and organizations and are allowed to be used publicly.

4) timing of tutoring: For 8 weeks, 5 days a week, 5 hours of training was provided every day.

5) profile of the tutor: Graduated from two universities; both engineers and lawyers; have 20 years of experience in project development and have approved high-budget projects.

6) other relevant info

Working methods 5 - evaluation

1) evaluation subjects: Evaluation can be done in two ways. In terms of both the personal development of the participants and the curriculum that the trainer implements.

2) evaluation goals: Thanks to this evaluation, it was aimed to evaluate the success of the participants as well as the adequacy of the curriculum applied by the trainer.

3) evaluation settings:

4) tools: Feedbacks were collected from the participants.

5) evaluation timing: Feedback was collected in the middle of the trainings.

6) profile of the evaluator: Evaluator is the person who gives training. Graduated from two universities; both engineers and lawyers; have 20 years of experience in project development and have approved high-budget projects.

7) other relevant info

Working methods 6 - certification

1) list the certified skills e.g hard/soft skills: Thanks to this summer camp, both hard and soft skills of university students have been developed. Knowing how to write a project is a hard skill. However, knowing the implementation of the project is a soft skill. Throughout the camp, participants were trained in both.

2) tools: Certificates of Attendance

3) profile of the certifier: The certificate has been issued and presented by ASGA. ASGA has many years of experience in the project industry. Also, to be recognized by people in many different places in Turkey, there is the validity of certificates issued by ASGA.

Working methods 7 - follow up

1) list the certified skills e.g Project development and design, project implementation

2) tools : e-mail and telephone communication & face to face meetings and trainings

3) profile of the certifiers: The certificate has been issued and presented by ASGA. ASGA has many years of experience in the project industry. Also, to be recognized by people in many different places in Turkey, there is the validity of certificates issued by ASGA.

4) other relevant info

Total grant awarded at national level:

The Project Writing Summer Camp was realized with the financial resources of ASGA and has not received any grant.

Sustainability perspectives:

We still continue to communicate with the participants of the Project Summer Camp, and one of them is currently working as salaried staff at ASGA. Thanks to our positive and negative aspects we saw in the Summer Camp, we carried our trainings to a better point.

Impact of the project on the target group:

After graduating from college, students gained new skills that they can equip themselves in the job search process. In this way, their employability was increased.

Distinctive/innovative elements:

This Project Writing Summer Camp is one of the first project spelling training given free in Ankara. This is what differs from other trainings.

Impact of the project on the community:

The number of people who know how to write projects has increased among university students.

Impact of the project on the involved stakeholders:

The recognition of ASGA among university students has increased, and after this camp, many students have stated that they want to do an internship in ASGA.

Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of young people

Thanks to this camp, university students realized that there were other ways of working in the private sector than being civil servants. They stated that they became stronger as their knowledge about writing and implementing projects increased.

Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized adults

The weak point of this camp was that it coincided with a long term holiday. Students experienced low motivation after the festive holiday, which coincided with the last time of education.

Opportunities: elements in the environment that the project could exploit to its advantage

It is evident that even English students add synergy to the institution. This is a great opportunity.

Threats: elements in the environment that could cause trouble for the project

No threats were encountered because this camp is already over.

Best practice of volunteering in international setting in Italy
Program /project title "**European voluntary service for young people with fewer opportunities" CSV INSUBRIA "Centro di servizio per il Volontariato dell'Insubria"**
Format: volunteering program in the frame of European voluntary service now European Solidarity Corp specifically designed and managed in a way to support the inclusion of young people with fewer opportunities and special needs.
Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test,other please specify)
Target group of the program: Around the 20% of the young people involved in the volunteering programs managed by the organization are young people with fewer opportunities. The strategy toward the inclusion of disadvantaged young people in Eu mobility is based on the enhanced synergy with the main local community stakeholders, with special regard to the complementarity with territorial services such as training agencies, public job services. The target group is made up of young people with fewer opportunities including young people facing different sorts of obstacles and barriers to access and the use of mobility programs. The fewer opportunities situations also include physical and cognitive disability, but the target mainly includes situations of social, economic, educational marginality or marginality connected to geographical isolations. An example: in Italy, where Eu mobility especially after graduation it is not so common, it happens to meet young people willing to go abroad but limited by family obstacles. Often this condition is connected to uncomfortable situations in the young person, such us early school leaving. Disadvantaged condition connected to low qualification and title is often further increased by a specific cultural context in the belonging family, where learning mobility is not considered by parents as a real inclusion or personal empowerment opportunity. **Working methods for selection:** The status of the personal situation of each potential volunteer is discussed person by person, with an open mind attitude.
Working methods 2 placement (details about: 1)profiles involved in matching 3)activity used to placement (placement based on analysis of connection between cv and vacancy; guided tour to the hosting, matching software by platform)
1)profiles involved in matching -Tutor from the sending organization -Other reference persons from the living country, who informed the volunteer about the volunteering opportunity and connected him together with the sending organisation -Tutor from the hosting organization - sometimes psychologist (in the case of young people with mental disease) **2)activity used to placement (placement based on analysis of connection between cv and vacancy; guided tour to the hosting organization, matching platform)** The placement activities are based on an in-depth and punctual knowledge of the young people interested in volunteering in a way to detect any disadvantageous conditions that risks not emerging from a basic knowledge (e.g. economic or educational difficulties). Special attention is devoted to collect information on the volunteer situation and background

to guarantee to all young people to be supported in any sort of special need. It is designed a customized tutoring plan which is tailor made and agreed in accordance with the sensitivities of the young people themselves ad well as to their real needs.

In order to identify the disadvantage issues, an initial questionnaire is submitted to the candidates.

In addition, the disadvantageous conditions are also detected by an in-depth reading of the candidates' CV and by the analysis of their personal life path, as it is described in the motivation letter.

The special needs related to any disadvantage condition are also carefully investigated by the operators, during a Skype interview which is normally proposed during the selection phase.

Finally, the international partnership and significant alliances with the staff of the sending organization, provide some additional relevant information and context data wich are usefu to early identify, starting from the selection phase the possible presence of disadvantaged conditions. All the collected informations are then evaluated to identify the real possibility of including the volunteer with any sort of disadvantaged condition in a voluntary program suitable for adequately support the identified special needs.

The result of the process is a good quality assessment of the needs of the future participants. The assessment outcome is used to identifying the appropriate solutions that may be necessary to make the project accessible, as well as the needed competencies and the tools that the volunteer do not have yet and need to develop.

Working methods 3 training 1) training setting e.g : on line training; group sessions; 2) duration: n. of weeks & hours*week 3) profile of the trainers 4) training goals 5) training contents 6) methods used to evaluate the learning path 7) type certification released

Training is realized in intensive sessions in the first months. Training contents include overall introduction to the hosting country culture + overall introduction to the hosting organization framework + overall introduction to the assigned tasks.

Working methods 4 tutoring/monitoring 1) tutoring/monitoring goals 2) monitoring setting e.g : on line monitoring; group sessions; 3) tools 4) timing of tutoring 5) profile of the tutor 6) other relevant info

Specialised mentorship of the volunteers. Special attention is devoted to provide good quality mentorship as key element toward the goal of increasing chances for inclusion in volunteering of people with additional tutoring needs. Monitoring setting is designed and implemented in close connection to the specific needs of the volunteers so it is a customized path.

Working methods 5 evaluation 1) evaluation subjects 2) evaluation goals 2) evaluation settings 3) tools 4) evaluation timing 5) profile of the evaluator 6) other relevant info

Evaluation is organized also creating spaces for enhanced interactions among participants in the same volunteering program, as well as with representatives of the hosting and sending organizations. In the described framework each involved stakeholder is provided with the chance to reflect upon how to better include and value the difference and the special needs of each volunteer. Evaluation was conducted by means of different approaches: written evaluation, video evaluation with interviews–that were be conducted by participants themselves, as well as by mean of some group meetings.

Working methods 6 certification 1) list the certified skills e.g hard/soft skills 2) tools 3) profile of the certifier 6) other relevant info

It is possible to divide the certification process with participants in different parts. One part

includes the learning dimension. One part is more focused on the competencies developed by the volunteer toward increased inclusion chances in the belonging living area. The certification process is done through written certification released by using the devoted Youth pass platform.

Working methods 7 follow up 1) list the certified skills e.g 2) tools 3) profile of the certifiers 4) other relevant info

1) list the certified skills
8 key competences
2) tools
Youth pass
3) profile of the certifier
the certifier are the tutors from the hosting and from the sending organization, working together with the volunteer.

Sustainability perspectives

The Eu is increasing the amount of grants devoted to the inclusion of people with fewer opportunities with the purpose of contributing to building a moe inclusive Europe for vulnerable targets.

Impact of the project on the target group

Learning outcomes 4 the volunteer:
The volunteers acquire some like skills as well as some soft skills which will increase their future inclusion chances on the labor market in a substantial way, by encouraging lifelong and work based learning.
In fact the volunteering program offered to young people with fewer opportunities are first of all a way for the volunteers to explore new centres of interest that may have an impact in their future professional lives.
- The EVS experience it is also a chance for the young people to get inspired by new ways of dealing with learning difficulties and thus to improve their learning to learn skills. On the other side, disadvantaged volunteers are inspired by people they were working with, benefiting from the exchange with peer ages non facing fewer opportunities conditions.

- The EVS is finally a way for young people with fewer opportunities to expand their personal network, by meeting people, that could be part of their professional network.

Distinctive/innovative elements

The added value of the program:
-flexibility in terms of management process , with possibility to adapt each management step to the volunteers special needs;
-more accessible volunteering projects (length of the activities, diversification of the partnership and increased capability of including diversity of the participants); the implementation of additional training activities with special regard to information days, seminars, guides, study visits.

Impact of the project on the community

Increased accessibility of inclusion opportunities for disadvantaged people facing difficulties.
Community benefits cause volunteers are allocated in placements in community based
projects.

Impact of the project on the involved stakeholders
The management system was setted with a multi-level approach sharing information not only with the sending and hosting organisations directly in charge of the volunteer but to cascade it down to other organisation and in particular to other Ngos and bodies that work directly with young people in particular with those one with fewer opportunities. Information about EVS opportunities designed and managed to support inclusion of young people with fewer opportunities were shared not only in schools and universities but also in non formal settings so to reach young people with fewer opportunities who are not normally included in education or training (information was spread in community centres, job centres, or common places in rural isolated communities or deprived areas of the country).
Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of marginalized adults
1) At the end of the volunteering program, and upon the return of the volunteer to the country of origin, the hosting organization and sending organization jointly discussed in a way to find out how to support the volunteer in the closing phase of the volunteering experience, also assisting him in the re-elaboration of the volunteering experience, also increasing the awareness of the learning results.
Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized adults
Often the fewer opportunity condition occurs only in itinere, during the project implementation and not ex ante. Before the begin of the project. In this case, the disadvantaged condition is usually connected to a an emotional fragility or a deprived family condition. The detection of the fewer opportunities condition only during the project implementation phase and not in the preventive phase often compromises the possibility of immediately activating the additional support tools needed to properly facilitate the volunteer well-being and the best overall training quality of the international volunteering programs involving young people with fewer opportunities.
Opportunities: elements in the environment that the project could exploit to its advantage
EVS or European solidarity corp projects including disadvantaged volunteers brings clear benefits for participating organizations, especially in terms a higher focus on diversity and improved crisis management capacity. EVS projects including volunteers with fewer opportunities are also positive for local communities where they take place, cause volunteers with fewer opportunities can be invited and supported to share their own story in the frame of informative events. Informative events held with disadvantaged volunteers acting as testimonials contributes to motivate other young people with fewer opportunities to volunteer, and to improve their attitudes toward intercultural learning and European mobility.
Threats: elements in the environment that could cause trouble for their project
Volunteering programs including disadvantaged volunteers requests a big effort in terms of additional and customized tutoring, monitoring, training activities. In case of lack of additional resources devoted to support the additional activities needed to support the volunteers in their special needs, this sort of programs are not easily sustainable in a long term perspective only with the hosting and sending organization volunteer resources, also cause professional social workers are needed.

Best practice of volunteering in international settings in Slovenia
EVS: project RESPECT
EVS (European Voluntary Service) and ESC (European Solidarity Corps) projects are carried out within the Erasmus+ Youth in Action Programme. EVS is intended for young people between 18 and 30 years old, enabling them informal education within the international volunteer project. By participating in EVS and ESC projects youngsters get an opportunity to meet youth all over Europe, gain precious work and volunteer experiences, learn or improve knowledge of foreign languages, and experience independent living abroad. Volunteers get to know other cultures, and get involved in the process of global learning, diminishing prejudice and stimulating personal growth. Work experiences gained in those projects increase their employment prospects, which is one of the main programme's goals! The RESPECT project aimed to link the empowerment of migrants/Roma and public awareness through various activities co-created by European Solidarity Unit volunteers, as two complementary approaches that implemented the idea that social integration works as a two-way process of joint learning and adaptation between migrants/Roma and the general public ("learning culture") and thus contribute to more effective social integration of migrants/Roma, promotion of solidarity, tolerance and social cohesion. The project thus responds to the important needs of society, contributes to the strengthening of the community and at the same time enables volunteers to gain useful experience, skills and competencies for their personal, educational, social, civic and professional development, thus improving their employability.
Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test, other please specify)
The preparation of the volunteer was provided by the host organization in cooperation with the support organizations, which provided the volunteer with key information regarding the European Solidarity Corps and the volunteering activity, including the information package of the European Solidarity Corps. Prior to departure, the participant received clear information on the activities of the European Solidarity Corps, in particular on tasks, accommodation and other organizational and logistical matters, training and support. We prevented risks and crises already in the preparation phase by regular contacts of the volunteer with the mentor, by providing all necessary information, by encouraging regular contacts of the volunteer with the support organization, regular communication between the host and support organization, by listening to the needs of the volunteer, their ideas and joint planning of the content of the work program, thus ensuring the active participation of volunteers in the preparation and planning of activities and project ownership. There was no requirement of the Slovenian language knowledge or preparation for the upcoming tasks. Like in the previous EVS and ESC projects, we invited future volunteers to a preparatory visit, which was intended to get to know each other, present tasks, local community, accommodation options ... and check the motives and expectations of the volunteer, partly also setting the first learning goals. On this occasion, we also checked whether the participant was provided with appropriate support and preparation, so that any shortcomings could be eliminated in a timely manner. Despite the fact that the preparatory visit is a great expense for our organization, it has

proven to be a good practice in risk prevention, as it eliminates dilemmas, clarifies expectations and enables a mutual conscious decision based on what is seen and experienced.

Communication with project partners took place through established channels (e-mail, telephone, skype) and in person. Communication with support organizations was particularly intense in the preparatory phase, for which the partnership is convinced of how important it is for the continued success of the whole project - from information, motivation, to volunteer selection and thorough joint volunteer preparation, which always takes place in the host organization, precisely in order for the selected volunteer to receive key first-hand information and to get to know the environment in which he/she comes in. As the activity took place in accordance with the expectations of all stakeholders, in accordance with the set goals, communication took place from time to time for monitoring the volunteers' activities, but also, if necessary, for the purpose of motivating, supporting, helping to resolve conflict situations ...

All young people can participate in our programs, even those with fewer opportunities. Volunteers are selected in a fair, transparent and impartial way, regardless of their ethical affiliation, religion, sexual orientation, political beliefs ... We do not require prior qualifications, level of education, special experience or language skills. However, we want to host young people who have the joy of working with children/young people and who accept the differences between people, cultures, etc. Desirable qualities are self-initiative, engagement and intercultural awareness. Depending on the group they work with and the program itself, any interest/hobby of the volunteer is welcomed (dancing, singing, theatre, sports, film, ICT skills ...).

Working methods 2 placement (details about: 1)profiles involved in matching 3)activity used to placement (placement based on analysis of connection between cv and vacancy; guided tour to the hosting, matching software by platform)

The final selection of two volunteers, namely from Serbia and Bosna and Herzegovina, was decided by the team involved in the implementation of the programs for migrants and Roma – i.e. the persons who prepare, organize and implement the activities.

The Association for the Development of Voluntary Work Novo Mesto (DRPDNM) has taken responsibility for the application and for the quality implementation of the entire project, as well as responsibility for the content, financial and administrative part. The project coordinator took care of the quality implementation of the entire project; the project coordinator took care of the logistics, financial and administrative part in cooperation with the external accounting service (grant distribution, reporting, agreement with partners, accommodation, food, visas, insurance, participation of volunteers in trainings, etc). The volunteer was involved in the work process by a work mentor / professional, and the volunteer was supported by a mentor, a youth worker who is also employed by the organization, which provided the volunteer with comments from a former EVS volunteer (support in integrating into the local community, care for leisure and social network, support for the learning process, support in resolving possible crisis or conflict situations ...) In both support organizations, the project coordinator took care of the preparation, monitoring and involvement of the volunteer after the completion of the activity.

DRPDNM chose the Association of Slovenes of the Republic of Srpska Triglav Banja Luka (BiH)

and the Volunteer Center of Vojvodina (Serbia) as project partners, due to their mission and activities, which are largely in line with our mission and activities, especially in the field of work with children and young people and the promotion of intercultural dialogue and human rights.

Working methods 3 training 1) training setting e.g : on line training; group sessions; 2) duration: n. of weeks & hours*week 3) profile of the trainers 4) training goals 5) training contents 6) methods used to evaluate the learning path 7) type certification released

The project lasted for one year and in that one year DRPDNM hosted 2 volunteers, one from Serbia and one from BiH.

The volunteers were volunteering in the Day Center for children and Day Center for Roma children from Monday to Friday from 11.00 to 18.00. Both of the participating volunteers had help from so called work mentor and also from coordinator with whom they actively participated in everyday planning and executing the activities. They also had linguistic support during the whole training and learning lessons online and also offline with other volunteers at DRPDNM.

Both volunteers also had mentor, former volunteers that decided to stay in Novo mesto, to support them in daily life in local surrounding.

Typical activities that volunteers participated in were learning support for socially excluded children, assistance in the planning and implementation of activities for children, especially leisure activities for children: creative workshops, sports and social activities, dance, music, etc., which are largely left to the ideas and initiative of the volunteers. Depending on their skills, volunteers proposed new content and activities. Volunteers had the chance to learn Slovenian language offered by DRPDNM to the immigrants under the Assistance in the Integration of Foreigners program, and they were also assisted by the DRPDNM with organizing leisure and expanding social capital.

The whole program is developed and supported by five professionals and 10 lay workers.
Training goals:
The objectives at the level of volunteers involved are as follows:
1. By encouraging and creating voluntary opportunities for young people in solidarity projects, enable the acquisition of new knowledge, skills and experience for greater inclusion in the labor market, development of personal potential, self-confidence, creativity and a sense of social responsibility;
2. Strengthen and empower young people to become active citizens and to take responsibility for building a more inclusive society, supporting vulnerable groups and responding to societal challenges;
3. Strengthen youth mobility as the most effective tool on the path to independence, accountability and active citizenship.
Goals we pursue at the level of organization and societal challenges
1. Increase the social, cultural and human capital of migrants / Roma and thus strengthen their role and position in society (empowerment),
2. To provide the general public, especially young people, with a learning field for the acquisition of life competencies, especially civic and social (intercultural) and the promotion of voluntary work (and ESC).
The volunteering project undoubtedly had the greatest impact on the young volunteers who were involved in the project. Properly organized and managed volunteer work is an extremely

instructive and meaningful practice for everyone who enters this process - volunteer work promotes personal development, enables the acquisition of new knowledge, skills and experience, develops personal potential, self-confidence and creativity, enables young people to take over and plays an active role in solving problems in the environment, promotes social responsibility and develops solidarity both in the community and beyond. Volunteers gained many competencies by actively participating in programs for socially excluded children, especially social competencies for effective interpersonal interactions (communication and social skills, conflict resolution skills, ability to take different perspectives, interpersonal understanding, goal setting, decision making, self-confidence, prosocial norms), and at the same time they developed civic competences (skills of participation, learning to learn, giving initiatives, cultural awareness and its expression). Among the eight key competences, they also improved communication in a foreign language, ICT competences, learning to learn, and cultural awareness and expression. As a result of the acquired competencies (they were recorded in both Youthpass and Nefiks), they became more self-confident, improve and expand their opportunities in the labor market, and became more independent. We also highlight the expanded social network, intercultural awareness and social responsibility as an important effect of involvement in activities.

We also expected effects at the level of the organization, as the project contributed to the realization of the mission of the organization - involved and active individuals for an open society. Through their work in programs for the most excluded groups of children in the local community, volunteers upgraded existing activities for their greater involvement and at the same time promote solidarity, tolerance, intercultural dialogue and volunteering. In addition, the project contributed to improving the quality of youth work, strengthening our organization's capacity to act at EU level, and openness, cooperation and networking in terms of improving and upgrading programs and promoting examples of good practice.

Finally yet importantly, we recognized the effects from the point of view of society, which were, in addition to social participation of young people and a more positive attitude towards volunteering, greater involvement of young people and greater employability of young people in local communities and beyond.

Most visible results of the project:

- An upgraded program for the most excluded groups of children with at least two new contents;
- Conducted at least 15 workshops for the promotion of volunteer work and ESC and intercultural dialogue in Novo mesto primary and secondary schools;
- Two short films "Good vibrations" to promote volunteer work and ESC;
- 3 to 5 minute video on the activities and effects of the Day Centers;
- New employment or continuing studies.

Type of certificate: In the end, volunteers received Youthpass and also wrote their new-developed skills and competencies into Nefiks, E-Nefiks and IM-PROVE. Nefiks and E-Nefiks are non-formal Indexes and are a systemic tool for recording non-formal learning for young people from the age of 14 onwards. With the help of the index, an individual can systematically and in one place collect everything they have done in addition to the regular education system. In practice, this means that they enter all their non-formally acquired knowledge and skills in those tools.

IM-PROVE is a tool that translates volunteering experiences into the language of numbers and

skills so the volunteers can see how the volunteering experience helped them in developing their abilities.

Working methods 4 tutoring/monitoring 1) tutoring/monitoring goals 2) monitoring setting e.g : on line monitoring; group sessions; 3) tools 4) timing of tutoring 5) profile of the tutor 6) other relevant info

The tutors were available to the volunteers all the time during the project and the volunteers had the support of their sending organizations, if they would have needed the support. In addition, they had work tutors available for them to help them with the tasks and activities during their volunteering work in Day Centres.

Working methods 5 evaluation 1) evaluation subjects 2) evaluation goals 2) evaluation settings 3) tools 4) evaluation timing 5) profile of the evaluator 6) other relevant info

Evaluation was an integral part of all activities and took place on several levels, namely:
- at volunteer level by:
- checking the consistency between the expectations (already stated by the project participant at the introductory meeting) and the course of the project.
- checking the adequacy of events in relation to expectations and accepted answers.
- Analysis of new needs.
- Analysis of new significant changes.
- verifying the implementation of the plan.
- identifying progress, obstacles and new opportunities.
The evaluation of activities was carried out in accordance with the requirements of the quality standard for NGOs and was based on procedures and methods for monitoring the satisfaction of participants and the effectiveness of the implementation of processes.
- Immediately after the implemented activity at the level of participants (self-evaluation of all actors and user assessment) and quantitative information (facts). The process included meetings, evaluation lists, surveys, media responses, etc.
- After the completion of the content set of activities (interviews, meetings of the expert team with other stakeholders).
- At the end of the program (discussion of the annual report together with the employees and bodies of the association).
- General collection of feedback (system of complaints and initiatives).
- Regular internal audits of individual processes and programs.
Indicators and their values at project level:
- Number of implemented volunteer projects.
- The number of new content offered by volunteers in the program for socially excluded groups.
- Number of complementary activities carried out with the aim of promoting intercultural dialogue and volunteering / ESC.
- Number of project results to be disseminated.
- Number of informed young people.
- Number of partners involved.
- Number of publications in the media and social networks.
Indicators at participant level:
At the level of EVS project participants, the mentor and coordinator in cooperation with volunteers checked the realization of goals. In the goal setting phase, in accordance with the set goals, they also determined the indicators of achieving the goals for each volunteer separately:

- Number of independently conducted workshops for children.
- Knowledge of the Slovenian language.
- Extended social network / number of new friends.
- Number of new knowledge and competencies.
- Number of new entries in the E-nefix.
- Extended Europass /number of new entries.
- Number of jobs, continuation of studies or new project after completion of this project.

Working methods 6 certification 1) list the certified skills e.g hard/soft skills 2) tools 3) profile of the certifier 6) other relevant info

As described above, the volunteers received Youthpass and wrote their new-developed skills and competencies into Nefiks, E-Nefiks and IM-PROVE.

The volunteers learned new language – Slovenian and gained a lot of new skills and competencies that they wrote into the mentioned certificates. They improved their social competencies for effective interpersonal interactions (communication and social skills, conflict resolution skills, ability to take different perspectives, interpersonal understanding, goal setting, decision making, self-confidence, prosocial norms), and at the same time they developed civic competences (skills of participation, learning to learn, giving initiatives, cultural awareness and its expression). Among the eight key competences, they also improved communication in a foreign language, ICT competences, learning to learn, and cultural awareness and expression.

Working methods 7 follow up 1) list the certified skills e.g 2) tools 3) profile of the certifiers 6) other relevant info

After the end of the project and receiving the certificates, the participants also had help with preparing the CV.

Upon returning home they had help from their sending organizations, namely from the coordinators of the project to adjust the change of the environment.

Total grant awarded at national level

28.170 euros

Sustainability perspectives

The project RESPECT will be continued under the different name but DRPDNM will receive new ESC volunteers from abroad. In addition, the results of the previous EVS or ESC projects were impressive, and many volunteers decided to stay in Slovenia, namely in Novo mesto, where they got a job or after completing their EVS enrolled into the university in Slovenia and continued their studies. A volunteer from this project got a job in the DRPDNM as one of the coordinators in a Day Center for children.

Upon returning home, the volunteers usually continue with their studies or find a job much easier as they normally would; also they are still involved in volunteering projects in their local area.

Impact of the project on the target group

Volunteers were the heart of this project, were participants in project activities and at the same time took responsibility. The project was based on the principle of "youth for young people", as young people were at the same time actors - according to their abilities and knowledge, they prepared, developed and implemented project activities, and at the same time they were users and stakeholders.

The project undoubtedly had the greatest impact on young people joining EVS. Properly organized and managed volunteering promotes personal development, enables the acquisition of new knowledge, skills and experience, develops personal potential, self-confidence and creativity, enables young people to take an active role in solving problems in the environment, promotes social responsibility and develops solidarity in the community and also more broadly. By actively participating in programs for socially excluded children and young people, volunteers acquired many competencies, especially social competencies for effective interpersonal interactions) communication and social skills, conflict resolution skills, ability to take different perspectives, mutual understanding, goal setting, decision making, self-confidence, prosocial norms), while also developing civic competences (collaborative skills, learning to learn, giving initiatives, cultural awareness and its expression). They also improved communication in a foreign language, ICT competencies, learning to learn and cultural awareness and expression. They became more self-confident, improved and expanded their opportunities in the labor market, and became more independent. As an important effect of involvement in the activity, I would also point out the expanded social network and intercultural awareness and social responsibility.

The volunteering project for our organization represents an additional opportunity for the involvement of young people and the expansion and promotion of volunteer work among young people as the basic mission of the association. Primarily, international volunteers, through their presence in the program, carry out "intercultural dialogue and volunteer work", as in this way our users and all those who come into contact with the volunteer gain a useful intercultural experience, which is necessary for learning about cultural and behavioral diversity and patterns and thus learning tolerance. At the same time, international volunteers also mean strengthening partnerships, contributing to enhanced action at international level, enabling the exchange of experiences, ideas and knowledge, which results in diversity and the improvement of working methods. In addition, the project was not only an opportunity to develop social, cultural and human capital for all groups involved (youth, migrants, Roma, the general public), but we also understood the project as an opportunity to establish a dynamic, professional, open environment in our own organization. With the project, we not only responded to the needs of the local community, but we also implemented the model of a learning organization. By involving volunteers and connecting with other stakeholders in the local community and beyond, we have also strengthened our knowledge base (which we also want to export) and social capital, thus contributing to strengthening the positive image of the organization at home and abroad.

Distinctive/innovative elements

The volunteers came from two ex-Yugoslav republics, Serbia and BiH. Novo mesto and local area has the most immigrants from those two countries, so volunteers had the support from the immigrants as well and thus they found it easier to include into local society.

Impact of the project on the community

If Novo mesto wants to continue to develop, it will need to be better able to manage the potential of cultural diversity and use it to achieve economic prosperity, community cohesion and a better quality of life for all groups of citizens. In addition, the RESPECT project contributed to this. Awareness-raising raises awareness of integration issues in the general public and promotes sensitivity to the well-being of fellow citizens, while contributing to the

preservation of cultural and linguistic diversity, which is also one of the conditions for building tolerance, coexistence and peace among European nations. By developing the social, cultural and human capital of migrants / Roma, we strengthen their position and role, which enables them to make informed decisions and commit to a more active role in changing their situation and consequently greater inclusion. Both processes contribute to greater social inclusion of target groups and greater community cohesion in our local community.

Through awareness raising and information, we want to promote understanding, especially among young people, that the world is interdependent, to overcome negative prejudices and ethical stereotypes, and to promote the evaluation of differences and diversity. The project also contributed to the promotion of volunteering and EVS, changing attitudes towards volunteering and greater visibility of volunteering and the European Solidarity Unit as opportunities for non-formal learning, acquiring new knowledge and competencies for greater employability in the (European) labor market.

The project was designed to encourage and motivate all stakeholders, especially young people, for active citizenship, by engaging in decision-making processes both in our organization and in the local environment and through activities to encourage them to think critically about their role in society. And its active global role later in life. It has enabled young people to establish international contacts, take an active part in society and develop a sense of European citizenship.

It has given our organization, partners and associates an enhanced capacity to operate internationally to make it easier to offer activities and programs that are more responsive to the needs of individuals in Europe and beyond.

Impact of the project on the involved stakeholders

With the voluntary project we upgraded the existing activities to improve the situation of the most socially excluded groups in the local community, especially Roma and migrants, as by including volunteers in the programs of the Children's Day Center, Roma Day Care Center and Promotion of Intercultural Dialogue and Active Citizenship upgrade and expand to more effectively follow the needs of target groups to increase social, cultural and human capital, and further support these efforts with numerous activities to raise awareness among the general public and promote intercultural dialogue and volunteer work, especially among young people (we cooperated mainly with Gimnazija Novo mesto and the Novo mesto School of Economics). It is a peer learning that enriches young people by exchanging experiences, information and support, especially in the areas of volunteering, human rights promotion, intercultural learning and the inclusion of socially excluded groups.

Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of marginalized adults

EVS volunteers that came to Novo mesto had the non-stop support from their organizations and from DRPDNM. In addition, the valuable support came from the local community, especially from the immigrants in our local area.

Multiple areas of learning: the participants in the project learn many new skills and gain different competences. They do not only learn soft skills but hard ones too.

Learning by doing: the participants do not learn only the theory but they developed their own projects and executed them.

Flexibility: the staff that works with the participants adjusts the training and sessions to the needs of the participants and adapts it in that way that each of the volunteers gets the best

outcome in the program – in learning, working and possibly acquiring a job.
Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized adults
The most visible weakness of the project was the fear that volunteers would feel unwelcomed in local area and found it difficult to include themselves into the local society.
Opportunities: elements in the environment that the project could exploit to its advantage
The project was a benefit to other projects ran by DRPDNM, especially in the field of activities for children in Day Centers.
Threats: elements in the environment that could cause trouble for their project
- Non-motivation to engage in activities - Homesickness of the volunteers - Social exclusion of the volunteers

Best practice of volunteering in international settings in Spain
Program /project title
European Solidarity Corps / "Ideas and Dreams' factory. Put your ideas on the road"
Working methods 1 selection (details call promotion: 1) selection criteria 2) profiles involved in selection 3) activity used to select (e.g. interview by person, group interview, write test, other please specify)
In Deses-3 selection of international participants starts with a mail of interest from the candidate who saw the open call on social networks mainly. The responsible of the selection process answers with an application form to be filled form the candidate. If the motivational description is good, the responsible of the recruiter with the coordinator of the project interview the candidate through video call. After finishing all the calls to interview the trustworthy candidates, a time for decisions passes and all the candidates are e-mailed with the final results, whether positive or not.
Working methods 2 placement (details about: 1) profiles involved in matching 3) activity used to placement (placement based on analysis of connection between cv and vacancy; guided tour to the hosting, matching software by platform)
Deses-3 usually works with official project partners that implement their own media and networks. As hosting association, Deses-3 also uses its contacts to spread widely the call. The official platform of the ESC is actually the last media to use for placement, since thousands of candidates are registered and even with filters it is very difficult to find the best option. Also, for this kind of projects, it is used the European Youth Portal, in order to make the call more visible in Europe.
Working methods 3 training 1) training setting e.g : on line training; group sessions; 2) duration: n. of weeks & hours*week 3) profile of the trainers 4) training goals 5) training contents 6) methods used to evaluate the learning path 7) type certification released
The sending organizations are in charge of delivering a pre-departure training to volunteers. Whenever the sending entity is absent, the hosting organization assumes the control of the situation. As for on-arrival training and mid-term evaluation, it is the National Agency to perform the training by official call of the participants to their events. The 1st training lasts around 5 days, while the 2nd around 3. The NA trainers and facilitators are in charge of making sure that all the doubts of volunteers regarding their stay in a foreign country are fulfilled. Those trainers are specialists of these events and also very deeply acknowledged on all the aspects of the programme. The NA trainings mainly addressed the necessities of the volunteers to know how to act in difficult situations related to conflicts, health insurance, scheduled activities, agreements and cultural shock. Every session of the trainings are delivered through non-formal methods, but there is no certificate for this, since just one is filled at the end of the project thanks to a programme's tool that let the hosting organization to invite the volunteer to edit it with all the competencies the volunteer thinks to have developed. That certificate if the Youthpass and it is a recognition of non-formal experiences.
Working methods 4 tutoring/monitoring 1) tutoring/monitoring goals 2) monitoring setting e.g : on line monitoring; group sessions; 3) tools 4) timing of tutoring 5) profile of the tutor 6) other relevant info
The activities monitoring is based on checking that tasks given had been made with great results, that is why every activity has a supervisor to make sure that the volunteer doesn't feel

pressed by huge responsibilities. As for tutoring is more on informal moments, presentially, between the person in charge of the hosting association and the volunteer. Also, the sending organization is preferable to do it on video call or messaging with the volunteer, to make sure that all parties' expectations had been fulfilled. The activities monitor/supervisor can ask a weekly report from the volunteer: that is recommendable for long term activities. As for the tutor, during the adaptation period, this person follows the volunteer step by step until it comes the time to be asked from the volunteer to have a meeting if needed. It usually is a open-hearth conversation, in order for the tutor to know the reasons of the volunteer's frustration/happiness. The tutoring timing can chance respectfully to the exigences of the different volunteers. In order to be at volunteer's disposal every time he/she needs it, the tutor is a member of t he association, while the monitor could be internal or external to the entity. What is essential, despite everything, is that the volunteer is comfortable with his/her monitor and tutor; if the opposite happens, the association propose a change in the person in charge of the task.

Working methods 5 evaluation 1) evaluation subjects 2) evaluation goals 2) evaluation settings 3) tools 4) evaluation timing 5) profile of the evaluator 6) other relevant info

Every volunteer is provided with a diary, during his/her first training with the NA, where to take notes of all the activities made, the competencies developed and the feeling felt. From there the volunteer, before the mid-term evaluation event with the National Agency and at the end of the experience, with the fulfilment of the Youthpass, is asked to give feedback on the service made. The evaluation is made with the same profiles that recruited the candidates: it is a non-formal meeting where all the activities made are taken into consideration the experienced lived form the volunteer. Different dynamics, through the guide of the coordinator and recruiter, are performed to sum up what the volunteer get from this lifelong voluntary learning, so to be conscious of it.

Working methods 6 certification 1) list the certified skills e.g hard/soft skills 2) tools 3) profile of the certifier 6) other relevant info

The main certification for the ESC volunteering project is the Youthpass, this EU recognized certificate that allows the volunteer to list his/her skills, competencies and knowledge acquired in a non-formal context. As for Deses-3's project, the volunteer gets also a certificate per each local entity where the volunteer had been helping and letters of recommendation for any other job/study experiences he/she is planning to do afterwards. Certificates of attendance in volunteering projects are very well valued in several work context, that is why Deses-3 keep the contact with ex-volunteers, so for them to easily ask whenever they need to for further support from the entity.

Working methods 7 follow up 1) list the certified skills e.g 2) tools 3) profile of the certifiers 6) other relevant info

As it is known the Youthpass is a certificate that rounds on 8 key competencies:
-Multilingual competence.
-Personal, social and learning to learn competence.
-Citizenship competence.
-Entrepreneurship competence.
-Cultural awareness and expression competence.
-Digital competence.
-Mathematical competence and competence in science, technology and engineering.

-Literacy competence.

Despite these, the volunteer can also add further skills if relevant for his/her future.

As said before, the Youthpass is allowed to be edited from an official platform and the certifiers (hosting organization) has a certain number of licenses to do it. The certificate is edited in the first 2 pages from the hosting organization since regarding the general information on the entity, the activities schedule, the volunteer's data. The following pages are on the volunteer's good will to edit it in the most precise way and in the language that he/she prefers. Once edited, of course, the hosting organization check on the contents edited by the volunteer and finally delivers the certificate.

Total grant awarded at national level

7.486.707 is the amount if the national grant with respect to ESC volunteering projects in 2019.

Sustainability perspectives

The project proposal has to be approved, if not, there is no project. Mainly every year in the October round the Association has to apply for the grant, so to be sustainable in its overall management.

Impact of the project on the target group

Asociación Deses-3 deals with an international volunteering project that involves very different target group, from European Youth, to locals, from disabled people to abandoned animals.

That is why it is difficult to assess the impact. What is remarkable is that a big network is always created around the figure of the volunteer, either local and international, building long lasting links.

Distinctive/innovative elements

What is not that common on this kind of Programme is the re-insertion of volunteers after the volunteering project. Deses-3, apart from guiding in the process of CV shaping and job placement of the volunteer who almost finished his/her service, takes the chance not to make those resources lost. Volunteers received, as well as sent somewhere else, are usually asked to join the permanent staff, as trainer, facilitator, partner in his/her own country of origin, project manager and so on. This way, in the case the volunteer doesn't know what to do, the association can give a help at least until the situation is somehow getting better for the volunteer and his/her ideas are coming back clear.

Impact of the project on the community

In Medina del Campo a lot of citizens get in contact with Deses-3's volunteers because the volunteers are asked to take part in several local initiatives, apart from their hosting entity. The volunteers work in:

- Local Development Department of the City Council of Medina del Campo;
- Ascedis, Association for the independence of mentally disabled people;
- SCOOBY, animal shelter;
- Scouts of San Juan de la Cruz;
- Rueda Wine Route.

Impact of the project on the involved stakeholders

As soon as the local agents get in contact with the volunteers and their effective contributions, they are very well disposed to provide the volunteers some tools that can make their life easier. Apart from the Youth Card for discounts in travels and museums, ESC volunteers in Deses-3 get the municipality swimming pool's entrance, theatre and cinemas entrances, charity events invitations, bikes, guided touristic visits, out town visits and others that may occur in the

moment on the project.
Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of marginalized adults
Volunteers empower their public speaking, self-confidence, team working, communication, networking, foreign language management, decision-making, learning awareness, civic responsibility and self-critical spirit.
Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized adults
It happens that some volunteers lost interest in what they are doing and they simply quit.
Opportunities: elements in the environment that the project could exploit to its advantage
Volunteers usually get stimulated from the friendly international environment and decide to open their own association back home or they join some international network to keep working in this.
Threats: elements in the environment that could cause trouble for the project
The worst that can happen is that the project proposal got refused and doesn't receive any grant for future development. For the association it could be difficult not to be able to count with those HHRR.

Best practice of volunteering in international setting in Portugal
Program /project title
Para Onde?
Working methods 1 selection (details call promotion: 1) selection criteria 2) profiles involved in selection 3) activity used to select (e.g. interview by person, group interview, write test, other please specify)
There is a minimum of 18 years for programs in countries considered "developed" and 20 for countries considered "developing", however, this information is not binding for all organizations or exclusion factor. Some projects accept volunteers under the age of 18, provided they have the authorization of the Education Officer. Others accept families, or are appropriate for children. Some camps are also suitable for volunteers with special needs or reduced mobility. The activities are already predefined and it is normal to work between 20 and 40 hours during the week. In your free time, you and the rest of the volunteers can rest, explore the surroundings, do workshops, etc. We also promote, whenever possible, socializing with the local community, so that you can really get to know the culture while volunteering.
Working methods 2 placement (details about: 1) profiles involved in matching 3) activity used to placement (placement based on analysis of connection between cv and vacancy; guided tour to the hosting, matching software by platform)
All applications are examined by Para Onde? and the host organisations. In this way, they are able to match the volunteer's skills with the organisation's needs. This might involve a CV analysis by both organizations and then face to face interview in order to confirm this skills and ensure a good match between the volunteer and the organization.
Working methods 3 training 1) training setting e.g : on line training; group sessions; 2) duration: n. of weeks & hours*week 3) profile of the trainers 4) training goals 5) training contents 6) methods used to evaluate the learning path 7) type certification released
Every month Para Onde? conducts at their office at least 1 pre-departure training for volunteers who will participate in international projects. This training lasts about 4 hours and they use an innovative and interactive methodology, based on learning through theatre, experimentation and debate. This is a generalized training, which addresses issues that they consider essential to participate in a volunteer program and transversal to all projects, regardless of the country or context where the volunteers go - key attitudes, expectations management, conflict management, communication, among others. Participation in pre-departure training is mandatory, especially for those who have never had an international volunteering experience or have never travelled abroad.
Working methods 4 tutoring/monitoring 1) tutoring/monitoring goals 2) monitoring setting e.g : on line monitoring; group sessions; 3) tools 4) timing of tutoring 5) profile of the tutor 6) other relevant info
Para Onde? doesn't handle any kind of of volunteer tutoring, leaving that role for the hosting organizations. They will only receive a periodic evaluation of the volunteer and a final report on the work done by the volunteer and a final evaluation of their work and impact on the

project.

All of these are handled by the host organization, and the profile of the tutor/evaluator will depend on the type of volunteer program the volunteer took part of.

Working methods 5 evaluation 1) evaluation subjects 2) evaluation goals 2) evaluation settings 3) tools 4) evaluation timing 5) profile of the evaluator 6) other relevant info

Evaluation is done on the host organization side, Para Onde? taking no part in it.
This evaluation is then relayed to Para Onde which will use to make their internal assessment of the volunteer and evaluate their continuation inside the organization and potential to be send and integrated in new volunteering opportunities.
The profile of the evaluator depends on each volunteer program.

Working methods 6 certification 1) list the certified skills e.g hard/soft skills 2) tools 3) profile of the certifier 6) other relevant info

Para Onde?'s volunteer programs offer no kind of certification.

Working methods 7 follow up 1) list the certified skills e.g 2) tools 3) profile of the certifiers 6) other relevant info

Being one of the biggest shortfalls of this program, there is no certification of skills.

Total grant awarded at national level

Para Onde? is a non for profit organization that receives no formal funding.
They are partnered with some organizations like the Service Civil International which integrates many volunteer programs, Gap Year Portugal, a Portuguese organization that offers gap year programs and Consulta do Viajante which offers the travel medic check ups for all volunteers.
Also, participants need to pay a fee of 85€ to support administrative costs.

Sustainability perspectives

Even with no type of funding, Para Onde has been able to keep partnering and sending out volunteers every years, and in doing so proving the long-term sustainability of the program.

Impact of the project on the target group

This project creates an opportunity for any young person to take part of an international volunteering program, giving them the opportunity to both meet a new country and reality as well as helping improve that community. This provides them with new skills, even though they are not certified. The range of skills acquires greatly depend on the volunteering program they are involved in.

Distinctive/innovative elements

This project lacks innovative elements.

Impact of the project on the community

This Project impacted the community in many ways, but the main one was the creation of synergies between different volunteering organizations such as SCI, Gap Year Portugal, Espaço C3. This greatly improved the reach of the program which, in turn, brought more people who acquired more skills.

Impact of the project on the involved stakeholders

The stakeholders get to provide their base many opportunities in volunteering while developing their managerial skills. While Para Onde gets to work on these skills while also providing an important opportunity to many people, they also get to develop their network and overtime create new opportunities.

On the hosting organizations side, they get to receive volunteers to help them develop their program and communities, providing international cultural exchanges, that can create long

lasting changes on a international setting.
Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of marginalized adults
The main strength of this project is that it provides any person with the opportunity to do volunteering in an international setting. It also incorporates the creation of international networks which provide with the much needed cultural exchange, while also providing organizations with the supply of volunteers needed to cater their necessities.
Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized adults
The main weakness of this project is the lack of certification of all the volunteer work.
Opportunities: elements in the environment that the project could exploit to its advantage
Being an international opportunity, this in turn will gather the attention of friends of volunteers who will want to join and create an ever bigger network of volunteers.
Threats: elements in the environment that could cause trouble for the project
The lack of certification and formal funding may lead the termination of the whole project. On one hand, the lack of certification may lead volunteers to see this program has frivolous, and on the other hand the lack of funding may threaten operations if faced with though economic problems.

Best practice of volunteering in international setting in Austria
Program /project title
Points4Action
Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test,other please specify)
Young people, aged between 13 and 19 years and seniors with immigrant and non immigrant background creating an intercultural group.
Working methods 2 placement (details about: 1)profiles involved in matching 3)activity used to placement (placement based on analysis of connection between cv and vacancy; guided tour to the hosting, matching software by platform)
The only criterion is the age of the youngsters. We do not organize special interviews. Once a month we are organizing a start workshop at which they need to participate before they can begin working with the elderly.
Working methods 3 training 1) training setting e.g : on line training; group sessions; 2) duration: n. of weeks & hours*week 3) profile of the trainers 4) training goals 5) training contents 6) methods used to evaluate the learning path 7) type certification released
We are cooperating with 20 partner organisations throughout Graz some of them also have an international dimension cause are part of international networks. Youngsters can pick their venue, after a get to know each other day, intensive contacts between youngsters and seniors can develop. Usually they pick a venue, which is close to their homes or schools. Training setting, tools and methods are designed to enhance the intercultural dimension which is represented in the group of participants.
Working methods 4 tutoring/monitoring 1) tutoring/monitoring goals 2) monitoring setting e.g : on line monitoring; group sessions; 3) tools 4) timing of tutoring 5) profile of the tutor 6) other relevant info
Before they can participate in the project, young people need to take part at a start workshop, which is organized by LOGO jugendmanagement. During the workshop they are introduced with all the details of the project and the most important things of the intergenerational work. After this workshop they can decide if they want to participate or not. They apply for a volunteer´s card and when they pick it up, we have one-to-one conversations with them to make sure they understand every aspect of their engagement.

LOGO jugendmanagement acts as a facilitator between the volunteer and the organizations taking part in the project. Each volunteer receives a mentor in the respective organization. |
| **Working methods 5 evaluation 1) evaluation subjects 2) evaluation goals 2) evaluation settings 3) tools 4) evaluation timing 5) profile of the evaluator 6) other relevant info** |
| The learning process, the competences and skills acquired are discussed and observed during the start workshop and continuously during one-to-one conversations. Intercultural skills are evaluated with additional attention. |
| **Working methods 6 certification 1) list the certified skills e.g hard/soft skills 2) tools 3) profile of the certifier 6) other relevant info** |
| Volunteers receive a volunteer´s card and if requested a confirmation of their engagement. |
| **Working methods 7 follow up 1) list the certified skills e.g 2) tools 3) profile of the certifiers 6)** |

other relevant info
N.A.
Total grant awarded at national level
Through public funding – approx. 15000 EUR – costs for the earned points
Sustainability perspectives
For many youngsters this is the first step into voluntary work. Long lasting friendships develop between seniors and youngsters. Volunteer's involved in this program are also supported to introduce and eventually support them to further enhance the empowerment process by mean of a volunteering program abroad in international setting.
Impact of the project on the target group
Volunteers gain a variety of competences such as organizational and communication competences and new experiences. Especially the experience of intergenerational work can have a strong impact on their lives. They learn to be empathic and are more willing to help other people and strengthen their self-confidence.
Distinctive/innovative elements
We work with very young people, the points they receive for their engagement make the participation for them more attractive and also valuable. This system attracts more young people and opens the door into volunteering from a young age.
Impact of the project on the community
On one hand seniors have the opportunity to spend their time with younger generations, share their stories and their knowledge. And on the other young people become active citizens, involved in the activities of the municipality and are contributing to the well-being of their community.
Impact of the project on the involved stakeholders
Partner organizations (shops and other venues in Graz): they make it possible for young people to collect points and use them in their shops (restaurants, sports facilities and other shops). These points are being financed by the public funding – the City of Graz.
Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of marginalized youngsters
This project is a steppingstone into volunteering for young people. Their participation develops into a long-term engagement as volunteers in different areas. At a certain moment, the collected points do not play an important role anymore as youngsters recognize the importance of their contribution and the skills they have learnt.
Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized youngsters
Lack of digitalization (data, ID etc.) which might be a problem when contacting youngsters once they have started.
Opportunities: elements in the environment that the project could exploit to its advantage
Digitalization would be the highest priority. In this way we could improve the administrative work, the coordination, monitoring and evaluation, we could support the volunteers better and prevent dropouts.
Threats: elements in the environment that could cause trouble for ther project
Covid-19 or any other diseases, since seniors belong to the high-risk group. Loss of funds.

Conclusions

The social workers who participated in the project have all seen and experienced the importance and possibilities of non-formal learning trough volunteering programs.

In non-profit Ngos, in programs jointly managed with public bodies, and education centres, in connection with public institutions, the staff members and the involved participants could see with their own eyes how in other countries public bodies and non-profit and public can support disadvantaged people to foster their personal development, self-esteem and motivation by joining some community services programs. In all countries volunteering can be valued to connect personal and community benefit. Moreover it is important to emphasize that volunteering programs and so the selected best practice have an high level of transferability, starting from the fact that in each there are some community needs and some groups which can become active to value their resources to answer to upcoming needs. It is also clear that through the use of volunteering programs, the phenomenon of social and working exclusion of disadvantaged people can be reduced.

The selected best practice also highlight that there is an high potential also in terms of social innovation by volunteering, according to the great variety of models, formats, target groups and activities which are included in the volunteering programs which are here presented.

The project has been an enrichment for both the participants, for the hosting organisations and for the social workers, trainers who had the chance to get to know best practice of volunteering for skills empowerment from different countries .