EBOOK

KA2 PROJECT - GOOD PRACTICES FOR ADULT EDUCATION

Yes Volunteering

Guidelines for the management of volunteering programs

Leading organization

ITALY

Aurive

PARTNERS

AUSTRIA
InterAktion

PORTUGAL
Rightchallenge

TURKEY
Yasam Boyu

SPAIN
Deses-3

SLOVENIA
Drustvo Za Novo Mesto

VOLUNTEER MANAGEMENT GUIDELINES
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

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0 FOREWORD

In this publication, we present a collection of guidelines for the management of volunteering programs.

With this guidelines we want to provide social worker and the different stakeholders involved in the management of volunteering programs with updated suggestios, insights to further enhance the empowerment potential of volunteering programs toward greater impacts on inclusion results of disadvantaged adults involved in voluteering.

The exchange and the sharing of expertises and educational knowledges is a critical step in supporting lifelong learning chances for social worker and the main stakeholders involved in the management of volunteering programs toward the professional empowerment.

It is also crucial to make social workers profiles more trained, skilled and so effective to support disadvantaged adults involved in volunteering experiences aimed at the development of some soft and hard skills which can be relevant toward social inclusion.

This information will also help the "Yes volunteering" Erasmus+ Ka2 project Team and other social workers and trainers involved in adult education to improve the quality of volunteering programs, finding the best way to use volunteering as a tool to meet the empowerment needs of disadvantaged adults, with the needs of job seekers as well as the needs of employers and society who can provide inclusion chances for disadvantaged targets.

0. 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

DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO - Slovenia
http://www.nevladnik.info/si/

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

ASOCIACION DESES 3 - Spain
https://asociaciondeses3.wixsite.com/asociaciondeses3.

1. INTRODUCTION

1.1 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.

1.2   Overall aims of the guidelines

The E book with guidelines is aimed at providing a wide set of insights and suggestions to be used by social workers to address the learning needs of the volunteers, regarding the key competences needed to enter and to remain in the labour market. The goal is to provide useful ideas and reflections to those managing volunteering programs in order to further enhance the power of volunteering and to support the personal and the professional development of people at risk of exclusion.

The guidelines will help social workers and coordinators to increase quality in the management of all the different stages of a volunteering program :

- selection
- placement
- tutoring
- mentoring
- evaluation
- follow up

The specific goal is to provide guidelines and indications that can be useful to the different subjects (stakeholders) who are involved in volunteer programs in order to

provide them with indications to improve the inclusion of disadvantaged targets involved in volunteering programs for skills empowerment.

1.3 Our approach

The collection of guidelines was realized in a way to value the best practices available within the partnership managing the "Yes volunteering" program.

Each partner valued its own specific expertise and selected one of the 6 steps in volunteering programs management to collect specific guidelines for increased quality in the management of the assigned step in volunteering programs management, as following:

Tools for selection (SPAIN)

Tools for Placement - ITALY

Tools for Training - PORTUGAL

Tools for Tutoring/mentoring - TURKEY

Tools for Evaluation - SLOVENIA

Tools for Certification – AUSTRIA

Our approach was oriented to collect guidelines and suggestions regarding the improvement of the quality of volunteering programs not only by consulting social workers but also consulting other sort of stakeholders involved. By consulting different sort of stakeholders we tried to provide a vision that could represent different points of view including ideas and proposals for increased quality in volunteering programs coming from the following relevant community representatives:
-social workers who manage the programs;
- participants/beneficiaries of the volunteering programs (different types of volunteers, especially disadvantaged targets such as adults with difficulties in employment inclusion, young people with low qualifications and titles or people with a need for social inclusion).

1.4: The working method

The working method for the collection of these guidelines was based on the organization of focus groups in the six partner countries. Each partner had the task of organizing focus groups involving at least 20 different stakeholders in a way to consult them on a specific step in the management of volunteer programs (selection, placement, training, mentoring and monitoring, evaluation, certification step). The focus groups were organized with the aim of involving at least 20 stakeholders. Each country was free to decide how to organize these focus groups: either organising small groups of 4-5 stakeholders with multiple focus groups or a single meeting with 20 stakeholders. All the guidelines collected and the discussion results were oriented by the facilitator in a way to ensure that the indications were not referred to a generic quality improvement

in the volunteering programs management but specifically to collect ideas to improvement of the impacts of volunteer programs toward the skills empowerment and socio-occupational inclusion perspectives of disadvantaged adult.

In this framework each partner worked to collect some specific indications not on a general level but on the improvement of the inclusive capacity of volunteer programs towards fragile targets.

The working method in the management of these focus groups was based on the presence of a facilitator, that was a social worker included in the partner staff, who led the discussion in the groups, facilitating the emergence of points of view of the various stakeholders and stimulating the discussion from which the suggestions emerged. All meetings results were reported, and guidelines were drawn. Each facilitator had at his or her disposal a working outline that was structured on common draft contents. The common format was used by each focus group facilitator to collect some guiding principles on the management of each step of the volunteering program management, with specific regard to the following elements:

- suggestion on the professional profiles involved in each step of volunteering programs management: what some details about the characteristics the professionals involved in that step of management should have in order to improve the ability of the programs to support the inclusion of disadvantaged subjects,

- the analysis of time frames in which these activities could be managed (how long they should last and how they should be organized),

- the work themes,

- suggestion on the methods and tools to be used in the various steps (how to adapt working methods and tools to the specific needs of disadvantaged targets),

- innovative ideas to improve the inclusion impacts in the management of volunteering projects,

- an analysis of the expected impacts and added value in each step of volunteering programs management with respect to the objectives of skills empowerment in marginalized adults,

- emergence of strengths for the improvement and analysis of weaknesses,

- identification of opportunities and threats.

Chapter 2: OVERVIEW OF THE COLLECTED GUIDELINES FOR INCREASED QUALITY IN VOLUNTEERING PROGRAMS MANAGEMENT FROM EACH COUNTRY

Guidelines for the management of volunteering programs for skills empowerment in disadvantaged people - suggestions from the stakeholders

Working methods 1 selection

1)selection criteria

How should selection criteria be structured to allow inclusion of disadvantaged targets?

More than a real structure of the selection criteria, it is about promoting the selection itself, make the news about the recruiting known from disadvantaged people. Once the news is spread, it would be about motivating these people to go through the selection process, knowing that the criteria disposed to accept interested candidates for the proposed positions are taking into consideration disadvantages of any kind (economic, social, geographical, physical). Moreover, the structure of the selection criteria could eventually take into account to go from very transversal skills, like the soft skills and personal ones, to very technical and hard skills, as an expression of previous studies and experiences. Despite this, the focus shouldn't be the prior knowledge, but the personal attitude and motivation.

2)profiles involved in selection

What sort of profiles should be included in the selection to support inclusion?

All the profiles suffering any kind of disadvantage that could contribute to social exclusion should be taking into account: NEETs, migrants, disabled people, minorities, unemployed people, low qualified people. As for the counterpart, it is important to know that such kind of selection could be handled in terms of recruiters' personal and professional skills and the organization's resources. Mainly social workers, cultural mediators, tutors, facilitators and trainers, should be taken part in the process to guarantee support to certain disadvantaged profiles; in general, it is about people involved in the volunteering program that could solve practical issues for the marginalized candidates.

3)activities and tools used to select (e.g. interview by person, group interview, write test, other please specify; selection setting)

What sort of selection activities and tools are the most effective to include disadvantaged groups? How should this activities be structured?

The usual structure for several organizations leading a volunteering program is the following:

1st - candidates state their motivation to participate through the mail, phone-call or post mail depending on the resources their conditions allow them to express their willingness to take part in the process;

2nd - a face-to-face or online interview to meet them and for them to get to know the organization;

3rd - a few trial days to see if the volunteer to be actions match with the activities' workload.

At that point, most of the volunteers know what will be their tasks so usually the people that try, keep doing the activities. But, it is true that certain flexibility has to be taken into consideration since this selection process is about people facing disadvantages that could not allow them to have the Internet connection or economic availability to reach the organization's headquarter. For that, the entity selecting volunteers

should dispose of alternative tools to develop the interviews; for instance, some social workers could dedicate part of the selection process by helping the candidates to edit their CV, if they do not have the chance to do it by themselves and so, getting to know those people that way. For that purpose, there are several online tools that the social worker can propose to the candidates to use in order to successfully create their CV, such as https://www.iprepare.eu/

4) timing of selection

How much should last a proper selection process and when it should be realized respectful to the upcoming volunteering project?

The quicker the better! A leading organization has to avoid that the candidates change their mind during the selection process: about 2 weeks is the perfect duration a selection process should be, from the moment the candidates express their interest to the communication of the selection's results.

Other NGO's workers have different experiences, that include the involvement of the volunteers to be from the very program's applications, so as to better define their interests and practical needs.

5) selection topics

What are the most important topics / issueses to be tackled during a selection session

The most important aspect to be treated is motivation to take part in the activities, respect the schedule and the cohabitation with other volunteers, to get empowered and to represent the organization.

As for the main issues to tackle during a selection process, disadvantaged people are afraid of having to fill the lack of experiences during an interview and overwhelm their nerves in that situation.

6) methods and tools used to evaluate the selection path and impacts of the selection activities

What are the more effective methods and tools used to evaluate the selection path and impacts of the selection activities

There are very different methods to be applied for the evaluation of the selection process:

- Setting a round table among all the people of the organization involved in the selection process, together with trainers and other members acknowledged about the volunteering activities, is always useful to foresee which candidates would be contributing more to the program and the community, based on the information provided through CV, interview and informal chats with the candidate.

- Making lists of pros and cons for every candidate heard during the interviews or read through the application form and the CV. Then a comparative should be made among all candidates, always taking in mind the activities that have to be fulfilled as volunteers.

- A SWOT analysis of the candidates' good and bad attitudes respectful to the activities to be realized inside of the organization that lead the voluntary service can help to estimate the impact of their selection.

- Using a rubric with quantitative and qualitative indicators. In the first place it goes the candidate with the qualitative criteria and then it must be quantified his/her selection performance. In this way it can be have a numerical summation based on quantitative indicators.

| - | Waiting and see together with the selected candidates if there is something that could be improved for future selections. |

7) other relevant info (optional question)   **None**

8) Distinctive/innovative elements on how selection can be managed

Do you have any idea/proposal about innovative elements on how selection could be managed

There are several ideas that can be implemented, such as the usage of the video CV as an empowering tool for disadvantage people from the very selection process. It follows a pair of examples:

https://www.youtube.com/watch?v=1CdCllPDHTA&t=2s&ab_channel=DIONISIAFILMS%2CS.L

https://www.youtube.com/watch?v=kIUspHGnytI&feature=youtu.be&ab_channel=XFragileItalia

Further proposals:

- Group interviews are not that common, but it could have a point in term of velocity of the process and comfortability of the candidates, in not having to held the conversation all by him/herself.

- To design fictitious work situations so that the volunteers to be indicates how they would solve these situations.

- Asking the candidates to propose a personal project to be lead during their volunteer service inside the NGO, to know the true candidates' personality, interests and motivation to join the program.

- Picking a neutral setting for the meeting with the candidate, informal mainly.

9) Impact of the selection on the target group, community and stakeholders

What should be the impact of the selection on the different possible direct/indirect destinataries?

If the selection process has been carried out with the criteria established to achieve the program's objectives, the impact of the volunteers' activities on the community will be positive: the selected volunteers will be motivated to carry out the tasks and will have a positive attitude. The community will certainly benefit from meeting new people from so different and sometimes difficult backgrounds, possibly with another culture and different customs related to their disadvantages. As for the stakeholders, as part of the community itself, will benefit from the presence of volunteers.

10) Strengths

What should be the characteristics of how the selection can be managed that give it an advantage over others 4 the skills empowerment of marginalized adults?

Flexibility, openness, willingness to find real solutions, inside and outside the NGO are essential during a selection process that aims at empowering marginalized adults.

11) Weaknesses

What should be the characteristics of of how the selection can be managed that place the action at a disadvantage relative to others 4 the skills empowerment of marginalized adults?

Any selection criteria that might deepen the marginalization of the already disadvantaged adults; any prejudices and ideology against less fortunate people; linguistic barriers and previous knowledge

12) Opportunities

What could be the elements in the environment that the selection could exploit to its advantage

The limits and the difficulties that marginalized people bring in the organization create opportunities to learn something new and build the **extra support** those people need.

13) Threats

What could be the elements in the environment that could cause trouble for the selection process?

In general, a bad management of external procedures imposed to legitimize the volunteers' involvement, such as lots of **bureaucracy** papers, imposed visibility, misunderstandings with senior members of the NGO.

Working methods 2 placement

1)placement / matching criteria

How should placement criteria be structured to allow inclusion of disadvantaged targets?

Prefer hosting organization that guarantee the following conditions:

Select organization with proper availability of human resources with specific skills in mentoring disadvantaged target

select organization able to devote additional time to reinforced/enhanced mentoring/tutoring of disadvantaged targets

Prefer volunteer organizations with the right size of the volunteer organization (small organizations allow to be included in team with well established relationships)

Prefer placement in hosting organization having clear reasons for welcoming new volunteers

Prefer hosting organizations with well established relationships with the communities they work with

Prefer hosting organizations where the volunteer can start with tasks where he is assistant to an experienced worker and then at the end dealing with tasks allowing chances for increased autonomy

Prefer organizations devoting enough time to conduct in deep interviews with the potential volunteer in a way to know more about the volunteer skills, background, experience, personality, and learning goals

Organization should be able to offer customized training, guidance (in the placement phase a very careful analysis of the type of activity that the organization does, combined with the level of autonomy of the volunteer, is necessary. The problem is the autonomy of the young person. If the context is not structured to welcome them, they will feel not useful and it is not a meaningful and enhancing experience).

Prefer organizations able to ensure that they can offer the chance to join appropriate activities which are both challenging and rewarding

Quality placements must offer activities allowing that the volunteers can easily find chances to continue volunteering after the end of the volunteering program

Quality placement must be based on solidarity with volunteer and host to have a mutual learning experience

2)profiles involved in matching volunteer/hosting organization

What sort of profiles should be included in the placement process to support inclusion?

Before starting the volunteering experience, the tutoring part is the most important one in order to get to know the volunteer and to create a deep feeling between the volunteer and the tutor

Organizational leaders, such as the director or key board members a Volunteer Coordinator who will oversee the program and attend team of coaches, officials or existing volunteers who will support the young leader when on placement

Mentor, who will be later in charge of welcoming the volunteer and introducing them to the hosting org must be involved from the placement so to ensure that all appropriate policies are in place to provide a safe and positive experience.

Staff members. A selection of the people who better know what work will need to be done by the volunteer and who will cooperate with him during the program, so their involvement is vital. Also, by involving staff members in the placement process, it will be possible to better explain to the volunteers their activity plan, and this will help alleviate fears that volunteer workers might not be aware of the hosting company culture as well as of the expected tasks.

Finally including staff members in placement, the activity plan will be more jointly developed, so to be closer to the volunteer's best interest, as well as in the interest of hosting organization. So, it is necessary to prepare the receiving structure for the involvement of the host in the structure, who knows that it must be a help, but they also must help the young people

3)activities and tool used to realize the placement

What sort of placement activities and tools are the most effective to include disadvantaged groups? How should these activities be structured?

Placement activities to ensure quality in volunteering programs for disadvantaged target should be the followings:

- careful analysis of connection between cv and vacancy.

- guided tour to the hosting.

- matching software by devoted online platform (using key words from the volunteer and hosting org profile)

- involvement of the hosts beforehand to outline well the activities to be done and the matching with the young person, invite them to reflect on the fact that the person to be included must be supported and maybe think of a person who has the aptitude for welcoming (tutor). The tutor should not be chosen at random, but whoever is mentoring should do it with awareness and social commitment, to put the young person in the best possible condition and the young person can learn from it.

4) timing of placement

How much should last a proper placement process and when it should be realized respectful to the upcoming volunteering project?

A placement process should last enough to devote proper time to each one of the main placement steps, as following: analyze and collect in deep details from written application (30 min cv and motivation analysis + 1 hour of interview with organization staff members and volunteers).

In the process of getting to know the young person, perhaps one meeting is not enough because it is a phase in which the young person must be helped to make him/her talk about him/herself talk to the organization and begin to give evidence of what he/she already knows how to do. The young person knows how to present himself and arrives ready because he has already done this phase of emergence (skills and knowledge).

Criminal checks, which are done through the police department, are called for in some cases, such as when the volunteer will be working with children.

Orientation of volunteers to introduce them to the hosting organization's culture, mission, strategy, and activities (these generally lasts an hour or two and includes a tour of the facilities, and introduction to important staff members.

Volunteers in this moment can be provided with copies of written materials (for example a manual describing the hosting organization main activities and current projects).

Design of personal project for the volunteer (confrontation and analysis to learn more about personal profile of the volunteer and learning goals).

The organization should have great flexibility on project goals; the project should not be too rigid to have the ability to adapt to volunteers (People's needs and what they can offer emerge in the field, i.e., while the experience)

Design of activity plan for the volunteer with a collection of tasks in connection with learning goals

Design and signature of the agreement with rights and responsibilities for the hosting, sending organization and for the volunteer

Another important time to complete the placement should be devoted to connecting the potential volunteer to other staff members. Preparation of all staff would be necessary, not just the operators who will be responsible for the person.

Finally, some time should be spent to offer answers to any questions which should arise from the volunteer.

5) placement topics

What are the most important topics / issues to be tackled during a placement session?

Personal profile of the volunteer (skills, interest, attitudes, difficulties, fears, expectations)

Volunteers learning goals

Hosting organization culture, mission, strategy, main activities

Proposal for activity plan

Proposal for monitoring, tutoring, training, follow up plan

Logistic details

6) methods and tools used to evaluate the placement path and impacts of the placement activities

What are the more effective methods and tools used to evaluate the placement path and impacts of the selection activities?

Evaluation of the quality and results of placement process can be done by using the following tools

- interviews with the volunteers and hosting org tutor (to check about the coherence between expectations and impacts related to placement) → also moments of open sharing are needed, where problems arise or the path that is happening in the host organization, and they should be expanded with all staff surrounding the volunteer.

- there should be tutoring of the trainee and of the tutor himself in progress to support these people along the way so that the experience is formative and can create energy for subsequent insertion.

- project duration (quality of placement directly impacts on the motivation for the volunteer and the hosting org to complete the project according to the planned duration and activities)

- impacts (qualitative and quantitative impacts) on personal and community empowerment

7) other relevant info (optional question)

8) Distinctive/innovative elements on how placement can be managed

Do you have any idea/proposal about innovative elements on how placement could be managed?

Innovations are needed to make it easier for disadvantaged people to get involved in their community.

Ict tools and platform can be used to improve availability and clarity around open volunteering opportunities which are available and open access to disadvantaged targets

9) Impact of the placement process on the target group, community and stakeholders

What should be the impact of the selection on the different possible direct/indirect destinataries?

Impact on the target group

Quality placement of disadvantaged targets in volunteering program will impact in increased chances for the volunteer's to be empowered in the key skills relevant for better inclusion in the labor market

Impact on the community

Quality placement of disadvantaged targets in volunteering program will impact in increased awareness of the community about the power of volunteering to create more sustainable and inclusive community

Impact on the stakeholders

Quality placement of disadvantaged targets in volunteering program will impact in increased chances for cross sectoral cooperation for community stakeholders in social policies, lifelong education and training, job services, and community services.

10) Strengths

What should be the characteristics of how the placement process could be managed that give it an advantage over others 4 the skills empowerment of marginalized adults?

Strengths element for quality in placement process 4 skills empowerment are the capability of:

-matching the skill set, talents, and personal gifts of the volunteer with the communities needs

-provide positive role models, committed to lifelong learning for personal empowerment and to active citizenship and participation (so to influence the disadvantaged targets to further commit in personal and community empowerment)

-provide chances for visibility of the positive impact that volunteering program had on personal empowerment and inclusion of disadvantaged targets

-invest more in the motivation, education and training of the staff involved in the management of volunteering programs addressed to disadvantaged targets (so to have a greater capacity to deliver inclusive volunteering programs

-embrace social inclusion as one of their core values in the overall organization policies and strategies

-design tailor made inclusion programs

11) Weaknesses

What should be the characteristics of how the placement could be managed that place the action at a disadvantage relative to others 4 the skills empowerment of marginalized adults?

There is a delicate balance while structuring the placement and activity plan in hosting company, and it not easy to design a proper volunteering program for a disadvantaged target (it is not easy to not to give a volunteer more work (or more challenging work) than he can realistically take on.

12) Opportunities

What could be the elements in the environment that the placement could exploit to its advantage

Design of specific programs which are customized on inclusion needs specific social groups and are structured and implemented in a way to overcome psychological and practical barriers.

13) Threats

What could be the elements in the environment that could cause trouble for the placement process?

The main trouble is to create the proper basis to keep the volunteer connected to the hosting org and community starting from the beginning. Important for the volunteer is to be provided with the chance to see the impact of his/her own volunteering activity, so to be involved in a well-run program able to generate real community impact as a result of the voluntary service so to keep the volunteers like to feel they are involved with something useful, and not that they are wasting their time in an inept organization.

Working methods 3 training

1) training criteria

How should training criteria be structured to allow inclusion of disadvantaged targets?

No matter what the target is, the most important thing is to guarantee the quality of the training content and how it is delivered.

Maintaining a supportive learning environment that promotes inclusion and that makes the trainees feel comfortable, welcomed and that their skills are useful is also essential.

The training criteria and content should always be tailored to the target of each training session. It will not be the same for everyone. For the inclusion of disadvantaged targets, it is important to understand their needs which can be achieved first and foremost through communicating with them and assessing what their specific needs are. Accordingly, to decide the structure of the training criteria, it would be interesting to conduct a small research (which can be done by only engaging the targets in a conversation or in a more formal way, such as making a quiz) in order to find out what their training needs are.

Having the support of public bodies or other entities can help in finding disadvantaged targets that may be interested in volunteering and in disseminating the training activities.

Making potential volunteers understand their own qualities and how they can be used for volunteering can be a motivating factor for the targets to get involved in volunteering.

The use of technology is also a good way for inclusive volunteering.

2)profiles involved in the training of volunteers

What sort of profiles should be included in the training activities to support inclusion?

Volunteering is beneficial for everyone and, as such, every profile should be included in the training activities.

Sometimes it is possible to notice that there is a gap in communication or a difficulty in forming bonds between the volunteers and the groups receiving the volunteer's support that comes from the difference in backgrounds. It is, therefore, particularly relevant to include in the training volunteers that come from advantaged backgrounds, sensitize them and train them to deal with situations they may not have experienced before and that they may not understand.

Young volunteers or other groups without or with little work experience are also an important group to include in training, as they tend to have less developed soft and hard skills. The training will be helpful both for the volunteering experience and for any other future endeavors, be it professional or not.

3)activities and tools used to do the training (e.g. peer to peer training, individual or group training sessions, training resources, training setting, other please specify;)

What sort of training activities, tools and methods are the most effective to include disadvantaged groups? How should these activities be structured?

Group activities that are engaging and promote socialization and sharing ideas should be prioritized: group discussions, group games, icebreakers, brainstorming sessions. It would be interesting to introduce the community to the volunteers during training so that they can better understand their needs.

Individual activities are also important and volunteers should also prioritize themselves and focus on self-development in order to be able to make the most of their abilities and maximize their impact as a volunteer. Reflection about the issue their work is about and self-reflection are necessary.

When face-to-face training is not possible, online training can also be provided. This can be done, for example, through an online learning platform. Trainers can create their own online courses or resources. (Some online courses useful for volunteers are already freely available in platforms like FutureLearn or OpenLearn.)

There are many online tools that can be used for training, such as storage tools (e.g.: dropbox, youtube channel, google drive), videoconferencing tools (e.g.: zoom, skype) or tools like google forms for creating surveys.

Some free tools that can be used for developing resources are kahoot and learningapps, and powtoon (for creating videos).

Mentoring is an essential part of volunteer training. Having someone experienced guiding the volunteers and supporting them in their journey can make the volunteers feel at ease and get better training, since their mentor has already been through similar experiences.

The trainees should always be included in the training. Their learning needs and wants should be assessed.

Different teaching styles should be attended to in order to engage every type of learner. This could include, videos, presentations, games, case studies, reading articles, quizzes…

A experience-based learning approach should be included in the training of volunteers.

4) timing of training

How much should last a proper training process and when it should be realized respectful to the upcoming volunteering project?

In some cases, just one or two sessions could be enough, but how long training is depends on the role of the volunteer. Some require more training than others, so it could also be, for example, a week-long training.

No matter how comprehensive the training is, the volunteers' time should always be respected and, as such, it would be good to keep the find a balance between length and quality of the training (keeping the training as short as possible but always maintaining the better quality possible).

Having a pre-training session could be helpful. This could be an introduction to the organization and to the project. It will also help potential volunteers decide if they really do want to dedicate themselves to the project.

Training should be continuous, as it is important for volunteers to keep developing their knowledge.

5) training topics

What are the most important topics / issueses to be tackled during the training of volunteers

The first step should be to address the organization, teach the volunteers who we are, what our mission is and what we do. Then, what their role and responsibilities will be, followed by a training session on how to develop the knowledge and skills necessary. Also, explaining how their work will contribute to the community can be a motivating factor for the volunteer.

Knowledge of first aid procedures is important for many types of volunteering, just as what to do in emergency situations.

Some volunteers have noticed a lack of psychological training for some of the circumstances they have to deal with. It would be important to implement training that could help them be prepared for stressful situations.

Although some technical skills are necessary for some types of volunteering, there should be a focus on

practicing and developing the volunteers' communication and other soft skills that are crucial for their volunteering activities.

When volunteers are working with other people, it is more important than ever that their communication skills are up to the part and that they are able to listen to the target groups actually are, instead of just assuming what those are based on personal experience.

The training should be adapted to the role of the volunteer.

When the volunteering work is in a multicultural environment, it is essential to prepare the volunteers to deal with different cultures and to teach them about the cultures they will be in contact with.

6) methods and tools used to evaluate the learning path and impacts of the training activities and impacts of the training activities

What are the more effective methods and tools used to evaluate the training path and impacts of the selection activities?

Collecting feedback from the participants. (E.g., What did they learn? Were the topics addressed relevant? Do they feel like they are prepared for their role? Is there something that should be included in the training but was not? Do they think that the training will help them perform better?)

This can be done through formal means, such as surveys or informal means, such as conversations.

We can assess the impact of the training by observing the volunteer's performance and if they are able to apply what they learned during the training.

7) type certification released

What sort of certification outcomes is the most effective to support inclusion of disadvantaged target of volunteers?

It is difficult to give a formal certification that will uphold in other settings, as to officially certify a volunteer there are different requirements that also depend on the country's legislation. However, it is always possible to provide a certificate of participation and one that recognizes the knowledge and skills that the volunteer developed. This will also be a motivating factor for volunteers, since they will have a document that proves their experience.

For volunteers, certificates that prove their interpersonal skills and their technical skills would be an important addition to their CV. This could also be a means of inclusion for disadvantaged volunteers or those who do not have much working experience because it gives them proven experience.

8) other relevant info (optional question)

9) Distinctive/innovative elements on how training can be managed

Do you have any idea/proposal about innovative elements on how training could be managed?

The key to successful training is to find out what best motivates the trainees, the strengths that each one has and how they can use them. Therefore, it would be interesting if the training was managed in a tailored way, that is, if the training could be structured in a way that would be adaptable to each volunteer. This could be done, for example, by assessing each volunteer strengths and interests at the beginning of the training and then assign them a more experienced volunteer with a similar profile. For the initial assessment that determines a volunteer's strengths, it could be done using an innovative method, such as gamification. For example, an online escape room that builds a profile of the volunteer. Although, this method would be valuable in any part of the training.

10) Impact of the training on the target group, community and stakeholders

What should be the impact of the training process on the different possible direct/indirect destinataries?

The training should make the volunteers better skilled to perform their activities and to deal with the stress that these may cause. It should make them aware of their own abilities and of the importance of what they are doing to the world. Training should make volunteers feel empowered.

Through training, volunteers should be capable of using their skills to make a positive impact not only on the community where they are acting, but also on themselves through self-development.

On volunteers, training should improve their confidence in themselves and in their ability to perform their tasks.

Training is also an important step for organizations because it can significantly increase volunteer's retention and motivation.

11) Strengths

What should be the characteristics of how the training could be managed that give it an advantage over others 4 the skills empowerment of marginalized adults?

Using innovative training methods will make volunteers want to engage in the training and give it an advantage over traditional training.

If the training is focused on the development of skills that are not only required for the job, but that also are helpful in other settings, such as the job market, it can raise the interest of a higher number of people, including those who may want to volunteer but do not because are too invested in their professional development. This would be especially helpful for marginalized adults, as not only does the training give them the opportunity to acquire and develop skills, but it is also a means of integration.

12) Weaknesses

What should be the characteristics of of how the training could be managed that place the action at a disadvantage relative to others 4 the skills empowerment of marginalized adults?
If trainers do not listen to the volunteers needs and assess them, it is highly unlikely that the training will be successful or that trainees will find it interesting. Likewise, an impersonal training program will not engage the volunteers and the chance of retaining volunteers will be lower.

13) Opportunities

What could be the elements in the environment that the training could exploit to its advantage?

If there is access to facilities where group activities can be practiced, they could be used as a place where volunteers can gather to learn as a group and work on their interpersonal skills.

Having creative and skilled trainers that can deliver the training in an engaging way will raise the volunteers' interest, make them more comfortable to actively participate in the training, posing questions and sharing their ideas.

14) Threats

What could be the elements in the environment that could cause trouble for the training process?

Not having enough staff to deliver the training could pose a threat. While the training can be delivered online through self-directed learning, promoting engagement between new volunteers and more

experienced staff can create a bond that will support the new volunteers and motivate them.
The lack of material resources can also negatively impact the efficacy of a training program. It is important to do a budget list and plan the training carefully to be able to have a positive impact and to show the volunteers that their training is taken seriously and valued by the organisation.

Working methods 4 tutoring/monitoring
Tutoring criteria
How should tutoring criteria be structured to allow inclusion of disadvantaged targets?
2)profiles involved in the tutoring/monitoring of volunteers
What sort of profiles should be included in the tutoring activities to support inclusion?
3)activities and tools used to do the tutiring / monitoring (e.g. peer to peer tutoring, individual or group tutoring sessions, tutoring resources, tutoring setting, other please specify)
What sort of tutoring activities, tools and methods are the most effective to include disadvantaged groups? How should this activities be structured?
4) timing of tutoring/monitoring
How much should last a proper tutoring/monitoring process and when it should be realized respectful to the upcoming volunteering project?
5) tutoring/monitoring topics
What are the most important topics / issueses to be tackled during the tutoring of volunteers
6) methods and tools used to evaluate the impacts of the tutoring/monitoring activities
What are the more effective methods and tools used to evaluate the impacts of the tutoring / monitoring activities?
7) other relevant info (optional question)
8) Distinctive/innovative elements on how tutoring/monitoring can be managed
Do you have any idea/proposal about innovative elements on how tutoring/monitoring could be managed?
9) Impact of the tutoring/monitoring activities on the target group, community and stakeholders
What should be the impact of the tutoring/monitoring process on the different possible direct/indirect destinataries?
10) Strengths
What should be the characteristics of how the tutoring could be managed that give it an advantage over others 4 the skills empowerment of marginalized adults?
11) Weaknesses

What should be the characteristics of of how the tutoring could be managed that place the action at a disadvantage relative to others 4 the skills empowerment of marginalized adults?

12) Opportunities
What could be the elements in the environment that the tutoring could exploit to its advantage

13) Threats
What could be the elements in the environment that could cause trouble for the tutoring process?

Working methods 5 evaluation

1) evaluation criteria
How should evaluation criteria be structured to allow inclusion of disadvantaged targets? The evaluation criteria must be tailored to suit all volunteers involved in the project, including those coming from vulnerable groups. For example, if our volunteer is deaf, we would structure their evaluation in a way of written assessment; if the volunteer is blind, we would prepare verbal assessment. Basically, if the volunteer who participated in the project came from a vulnerable group, we would offer him the possibility of evaluation in a way that is adapted to his obstacles.

2)profiles involved in the evaluation of learning results and impacts of volunteering programs
What sort of profiles should be included in the evaluation activities to support inclusion?   In the evaluation activities we should always include professionals, such as social workers, cultural mediators, psychologists, special pedagogues, social pedagogues, teachers, language teachers. It depends on the fact, who your volunteers are and what are their needs and disadvantages.

3)activities and tools used to support the evaluation process (e.g. peer to peer, individual or group evaluation sessions, evaluation resources, evaluation setting, other please specify)
What sort of evaluation activities, tools and methods are the most effective to include disadvantaged groups? How should this activities be structured?   It again depends what are the disadvantages that the volunteers are facing. If they have troubles with communication in the local area, we suggest having an evaluation session in a group with the translator or cultural mediator present; sometimes it is better that evaluation process is done by staff member and volunteer alone. It also depends a lot on the activities that volunteers were involved in, how well they connected among each other, it depends also on their personality traits. The setting where evaluation takes place, must be comfortable for all participants that are involved in the evaluation process, so that everyone can express their opinion freely and without any reservations. If volunteers can use digital tools and are ICT skilled, we can also prepare the evaluation online using different tools; the evaluation of the activities can also be anonymous. Usually methods such as interview, questionnaires and surveys are used. If interview is used, we would

suggest one-to-one approach (staff – volunteer) and as for questions that are asked during the interview, we would suggest for the staff to prepare an outline but also adjust the questions regarding the answers the volunteers are giving.

As for the questionnaires or surveys, when you are preparing them, always keep in mind what you want to achieve with it.

When staff wants to carry out the evaluation activity and notifies the volunteers about their intention, bear in mind to keep the atmosphere light so that your volunteers will not feel like they are attending the execution

4) timing of evaluation

How much should last a proper evaluation process and when it should be realized respectful to the upcoming volunteering project?

The evaluation of the project should start at the beginning of the project. At the beginning staff should have preliminary interview with volunteers to see what their wishes are, their expectations, skills, objectives, if they "fit" into the project itself. Throughout all the project, staff should evaluate (either in group or individually) the processes in the project, the well-being of volunteers … At the end of the project, the staff should again evaluate the whole project with their volunteers to get all the necessary data to evaluate the success of the project.

5) evaluation topics

What are the most important topics / issueses to be tackled during the evaluation of learning results and impacts of volunteering programs?

Firstly, whoever prepares the evaluation of the project, should keep in mind why they are doing the evaluation, what questions do they want to tackle and what will they do with the data collected during the evaluation. The most important topics that staff should evaluate with their volunteers should be well-being of the participants and volunteers involved in the project, efficiency of the volunteers, overall satisfaction (with the participation in the project, relations between staff, other volunteers, users), also personal growth of the volunteer, issues they faced, positive and negative aspects of the project, people involved…

6) methods and tools used to evaluate

What are the more effective methods and tools used to evaluate learning results and impacts of volunteering programs?

The most effective methods and tools are interviews, group discussion with staff and volunteers involved in the project. Usually, volunteers give more feedback if the evaluation is done verbally. If the evaluation is written, the most effective tools are questionnaires. The easiest to prepare, but not as efficient, are close ended; they are also the easiest to get results from. If you want to receive more information regarding the evaluation of the project, the questionnaires used should not be close ended but open ended, where the participants have the possibility to write their own answers. If the volunteers in the project are good at using ICT you can also prepare surveys online with using different tools and apps.

7) other relevant info (optional question)

8) Distinctive/innovative elements on how evaluation can be managed

Do you have any idea/proposal about innovative elements on how evaluation could be managed?

As mentioned above, you can always use different apps to receive evaluation report from the users, volunteers and anyone else, who was involved in the project.

9) Impact of the evauation activities on the target group, community and stakeholders

What should be the impact of the evaluation process on the different possible direct/indirect destinataries?

The impact of the evaluation process on volunteers should be their self-assessment and self-acceptance of their personal growth that happened during the project; they should see how much their personality developed and they should recognize their achievement; on the staff involved – they should see if they were successful in managing the project, if they were successful with dealing with any issues, problems… that might occur (with volunteers, users, stages of the project), they should also see if the objectives were accomplished or if they failed.

10) Strengths

What should be the characteristics of how the evaluation could be managed that give it an advantage over others 4 the skills empowerment of marginalized adults?

With the evaluation we can find out what were the problems the project faced, and how to improve the project so that it can be continued with other volunteers. If the project's evaluation is ongoing throughout the whole project, you can resolve all the issues and help the marginalized volunteers that are volunteering in the project; by doing that the results of the final evaluation are better and also it is not very likely that volunteers would leave the project before the end of it.

11) Weaknesses

What should be the characteristics of of how the evaluation could be managed that place the action at a disadvantage relative to others 4 the skills empowerment of marginalized adults?

The weaknesses of the evaluation could be receiving insufficient information from the volunteers, also the information received could be inaccurate or misleading. One of the weaknesses that could emerge from the evaluation are biases (towards the project, other volunteers, staff…).

12) Opportunities

What could be the elements in the environment that the evaluation could exploit to its advantage

One of the elements in the environment could be acceptance of the volunteers and the project in local area, the other one is efficiency of the volunteers. If local population and the users would find the volunteers as approachable, friendly, helpful and overall, very efficient, the praise of the volunteers as newly emerged part of the project could help the organization to keep the volunteers. Also, if the users felt connected with volunteers and the project itself, they would show interest to continue using your services or even join as volunteers in other projects

13) Threats

What could be the elements in the environment that could cause trouble for the evaluation process?

If you as a member of the staff do not have any interest of knowing your volunteer and there is lack in communication, there is a big possibility that this volunteer will not feel wanted and they could, because of the disappointment, evaluate the project and staff with negative connotation. Also, the threat of the evaluation could be conflicts among the people (staff, volunteers, users) involved in the project.

The choice of the evaluation method could also present the trouble for the evaluation process. For example, if you have 10 volunteers working in a project, and your chosen evaluation method is survey by which you want to get insightful answers, you should not be asking questions, such as the education of the person answering the survey. Usually, people answer more truly and precisely if survey is anonymous so you as the assessor will not receive the insightful answers when there is huge chance that you would be able to guess who answered which survey.

Working methods 6 certification (e.g. peer to peer certification, group certification, other please specify)

1) certification criteria

How should certification criteria be structured to allow inclusion of disadvantaged targets?

Certification criteria should be formulated in such a way that any person from the group could understand it no matter the degree of education or language barrier. At the same time it should give the participants an explanation about the role of each certification and how it can be achieved on different levels. Regarding the structure itself, the certification process should be separated in different categories like personal growth (referring more to abstract concepts and emotional), working in teams and development of new or old practical skills. These categories should be divided or formed like in a scale where the people can choose what they think it defines them and at what level. Same if the evaluation is done by a youth worker or mentor for the volunteer.

2)profiles involved in the certification of learning results and impacts of volunteering programs

What sort of profiles should be included in the certification activities to support inclusion?

Mentors, coaches, youth workers, people that have the skills and the knowledge to guide the volunteers on their process of self-assessing their skills, competences, knowledge taking care at the same time of their needs. If it would be to create the profile of a person that should be included in this process would be a patient one, a good listener, knowing to ask the right questions, warm and positive that would encourage the person or the group to share their experiences and assess them. All these characteristics are also supporting inclusion.

3)activities and tools used to support the certification process (e.g. peer to peer, individual or group certification sessions, certification resources, certificatio setting, other please specify)

What sort of certification activities, tools and methods are the most effective to include disadvantaged groups? How should this activities be structured?

Depending on the group and the background of the people involved, as well as on the volunteering activity itself can be used different evaluation processes like group evaluation or one on one with a mentor. Regarding the methods there are many ways it can be done like journaling, presenting a small artistic moment in front of the others, through non-verbal communication, choosing cards that describe themselves or the skills that they acquired. The efficiency of the methods and tools while working with a disadvantaged group depends on the group itself, as you need to use different methods and tools depending on your specific group and their needs. For example, if you have a group of refugees that are not speaking good the common language you need to use more non-verbal methods and tools, games, cards through which they can express easier.

Regarding the structure, it should start with a warm up and simple general activities and slowly slowly getting to activities that give more insight and make them reflect more on themselves.

4) timing of certification

How much should last a proper certification process and when it should be realized respectful to the upcoming volunteering project?

The length of the certification process depends on the length of the project the volunteers were involved in. If we are thinking at the certification process as an evaluation, then for a longer project it should be done more shorter evaluations once a month or at few months, while for short projects at the end of the project a longer evaluation.

5) certification topics

What are the most important topics / issuees to be tackled during the certification of learning results and impacts of volunteering programs?

Personal growth, team work, communication in different situations and environments, self-efficacy as well as technical and digital skills depending on the project the volunteers were involved in. There should be a separation between the theoretical, practical and emotional competences one acquires during a volunteering project.

6) methods and tools used to evaluate the certification *results and impacts*

What are the more effective methods and tools used to evaluate the certification results and impacts?

The most effective methods and tools are the questionnaires and focus groups as you can use them to assess the results and impacts of the certification on a personal level as well as on the job market and formal education reaching a bigger group of people that has received a similar certification.

7) other relevant info (optional question)

8) Distinctive/innovative elements on how certification can be managed

Do you have any idea/proposal about innovative elements on how certification could be

managed?

An idea could be evaluation through behavioral observation where the volunteer could be evaluated according to his/her behavior in an informal setting as this is the place where the people are expressing freely without being biased. The observation should be done during a longer period of time. For example, you can see in such setting, informal leader skills that are not appearing in other settings or types of evaluations.

9) Impact of the certification activities on the target group, community and stakeholders

What should be the impact of the certification process on the different possible direct/indirect destinataries?

There should be a positive impact as the certification process is creating more awareness of one self's competences, skills, knowledge which can help the volunteer in his/her future path, being it in formal education or job market, as well as helping the employers to have an overview over somebody's skills and competences in a more organized and clear way.

10) Strengths

What should be the characteristics of how the certification could be managed that give it an advantage over others 4 the skills empowerment of marginalized adults?

This type of certification offers more insight information about the person, as well as more information about the skills, competences and knowledge as it follows a self-assessment process and a feedback one at the same time. The certificate is presented from 2 perspectives, an inside one done by self-reflection and an outside one, done by observation and feedback by the youth workers, mentor or coach.

11) Weaknesses

What should be the characteristics of of how the certification could be managed that place the action at a disadvantage relative to others 4 the skills empowerment of marginalized adults?

It is not so broadly recognized as the other types of certification and some jobs, institutions might not take it into consideration as it is a new type of certification. General labor market and formal educational system are not familiar with it.

12) Opportunities

What could be the elements in the environment that the certification could exploit to its advantage

Depending on the process of certification, the environment can play an important role. Some elements could be the space, sound, visual elements that can bring an important contribution to the whole process of certification and create a special space that will help the volunteers and the youth workers immerse in the activity and create a more meaningful evaluation process. For example, having the process in an open space

in the nature or in a big bright room with Ambiental music.

13) Threats

What could be the elements in the environment that could cause trouble for the certification process?

The same elements that could bring an advantage, could be a disadvantage also, for example a too noisy space, a small room, a disorganized space can distract the process of certification.