

4.3 External evaluation questionnaire

This questionnaire should be filled in by **tutors** of volunteers willing to undertake a validation path of competencies.

For clarifications, refer to the VOYCE Project "Manual for Validation of Young Volunteers' Competences".

Information on the volunteer

Name	
Surname	

Information on the tutor

Name	
Surname	

Information on the volunteering activities carried out

Name and address of the organization in which the volunteer experience took place

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Period in which the volunteer experience took place

from		to	
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Description of the activities and roles of the volunteer (maximum 1/2 page)

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Evaluation planning

Date of this evaluation	
Is this the 1 st evaluation? If not: when were the previous ones?	

Have you established with the volunteer to repeat this evaluation? If yes when?

today	Month 1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12

Section 1) - COMPETENCES

How to fill in this section:

Column A) lists the 8 key-competences for lifelong learning of the EU;

Column B) contains some sub-competences corresponding to each key-competence;

Column C) lists 3 behaviors corresponding to each sub-competence.

Column D) "frequency of behavior" should be filled in by declaring how often each behavior is performed by the young volunteer. There is a scale of 6 frequency levels among which you have to choose - plus a non relevant/ non applicable choice. Possible answers are:

- Not applicable (behaviour not applicable to you / to the volunteering experience);
- Never (absent behaviour);
- Very Rare (behaviour implemented very rarely);
- Sometimes (behaviour implemented only from time to time);
- Often (behaviour implemented frequently);
- Very often (very frequent and almost spontaneous behaviour);
- Always (behaviour always implemented, with no exceptions);
- Non relevant/not applicable (the item is not applicable in this volunteering experience)

Column E) "Acquirement of competencies": taking into account the answers to column D) please declare which sub-competencies you feel the volunteer has acquired by choosing one of the following options:

- Acquired;
- Not acquired;
- In progress (not acquired yet, but I feel the volunteer is improving).

In Column F) "Argumentation/Remarks" you can freely write considerations that help you to deepen what you have stated in D) and E) and to explain the volunteer's strengths / weaknesses related to each competence.

A) Key competences	B) Sub-competences	C) Competences in action / behaviors	D) Frequency of behavior	E) Aquirement of competencies	F) Argumentations / remarks
Communication in the mother tongue	Interpersonal communication	She/he adapts her/his language to the characteristics and specificities of her/his interlocutor			
		She/he can catch the attention of her/his interlocutor			
		She/he understands and defines the need of hers/his interlocutor			
	 ¹			
	Public speaking and dissemination ability	She/he writes for the organization where she/he volunteers project proposals, activity reports, etc.			
		She/he prepares the texts for the organization's online communication tools: website, social networks, newsletters, etc.			
		She/he rises to speak in public to express her/his point of view			
...					
Communication in foreign languages	Capacity of intercultural mediation in the following languages ... (specify)	She/he performs interpretations for foreigners taking in consideration their cultural background			
		She/he provides to foreigners practical information on local legislation and services			
		She/he accompanies foreigners to local services and facilitates mutual understanding between them and the staff of those services			
		...			
	Public speaking and dissemination ability in the following languages ... (specify)	She/he is able to take part in trans-national meetings and activities using a foreign language			
		She/he is able to create texts of emails or leaflets in a foreign language			
		She/he rises to speak in public to express her/his point of view in a foreign language			
...					

¹ For each sub-competence it is possible to add up to 2 other related behaviors

	Technical use of the following foreign languages ... (specify)	She/he is able to correctly understand and fill in European documents (Europass, Youthpass, application forms, etc)			
		She/he can write the minutes of a meeting			
		She/he correctly understand and use the technical language of the specific sector she/he works in			
				
Mathematical competence and basic competences in science and technology	Management of accounting related activities	She/he manages the petty cash book of the organization where she/he volunteers			
		She/he prepares the expenses sheets of projects			
		She/he prepares the annual account and balance sheet of the organization where she/he volunteers			
		...			
	Scientific and technical competences related to volunteering	She/he analyses information before making up a decision			
		She/he knows where she/he can find information about cultural/social specifics of groups she is working with			
		She/he can critically reflect on a process she/he is involved in			
				
Digital competences	Advances use of ICT instruments/ tools	She/he performs calculations and data processing using spreadsheets or database software			
		She/he uses graphic software to create promotional material of the organization where she/he volunteers			
		She/he manages and updates the website and/or social networks of the organization where she/he volunteers			
		...			
Learning to learn	Propensity to change / flexibility	She/he is able to respond easily to changes and new situations			
		She/he produces original ideas and help introducing innovations in the organization where she/he volunteers			

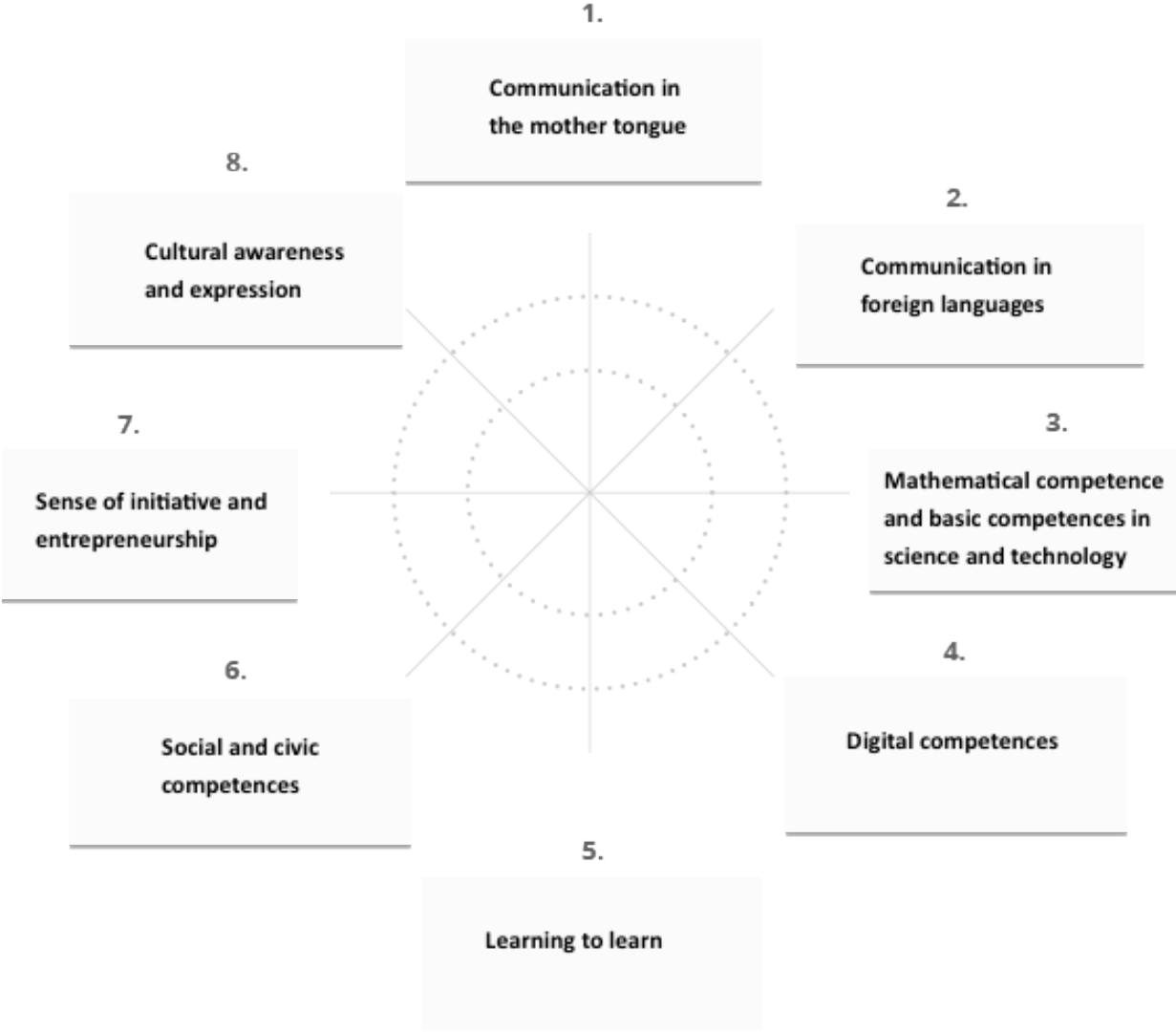
		If necessary, she/he modifies her/his behaviour in order to achieve the expected results and seize new opportunities			
		...			
	Propensity to learn new things	She/he know how to identify her/his significant needs for learning			
		She/he knows how to look for training opportunities that may be useful to improve her/his knowledge			
		When there is a topic she/he don't know she/he does some researches in libraries or on the internet			
		...			
	Learning by experience	She/he uses any volunteering or work experience as a learning opportunity			
		She/he tries to learn from the others, including peers and tutors			
		She/he reflects and learns from both success and failure (her/his own and other people's)			
		...			
Social and civic competences	Active citizenship	She/he actively takes part in groups and associations working in social, cultural, environmental field			
		She/he participates to collective decision, listening to others' point of view			
		She/he tries to motivate other people to act and commit themselves to improve things			
		...			
Relationship skills		She/he develops relationships based on dialogue and active listening			
		She/he easily empathizes with people of different cultural backgrounds, age, educational level, social conditions			
		She/he establishes positive relationships with the disadvantaged people she/he meets in the organization where she/he volunteer			
		...			
Intercultural capacity		She/he can communicate without knowing the specific language			

	She/he is aware of some stereotypes (including her/his own)			
	She/he can interpret some cultural codes (gesture, vocabulary, behaviour, etc.)			
	...			
Self confidence / optimism	She/he is aware of the faculties she/he can rely on			
	She/he reacts constructively to daily unpredictable events			
	She/he finds out how to deal with problematic situations without discouraging her/himself			
	...			
Sense of responsibility / reliability	She/he keeps to her/his commitments			
	If the situation requires it, she/he does an extraordinary effort			
	She/he manages situations and information that require reliability and confidentiality			
	...			
Team working	She/he contributes to creating an atmosphere of cooperation within the group where she/he does her/his activities			
	She/he works together with the other members of the group to achieve common goals			
	She/he tries not to enforce her/his point of view and mediate between different members of her/his team			
	...			
Negotiation ability	She/he facilitates constructive and participatory discussion			
	She/he seeks and proposes shared solutions and positive compromises			
	When discussing, she/he tries to find an agreement between the different points of view			
			
Critical thinking	She/he is always looking for explanation which is not obvious			
	She/he considers different points of view before making a decision			
	She/he is open to listening without prejudice			

		opinions that are different from hers/his			
		...			
	Security management	She/he avoids behaviors that puts her/himself and the people she/he work with at risk			
		If in the organization where she/he volunteers she/he sees a situation that seems risky to her/him, she/he'll point it out to the rest of the staff			
		She/he proposes solutions in order to reduce/avoid possible risks			
		...			
Sense of initiative and entrepreneurship	Ability to meet objectives	She/he correctly interprets the instructions she/he receives for an activity			
		If she/he wants to achieve a result she/he reflects on the means to achieve it			
		When she/he does an activity she/he is determined to make it work			
		...			
	Initiative and autonomy	If there is something to do, she/he will intervene without waiting for someone to ask her/him			
		She/he decides to deal with the problems she/he encounters and tries to find solutions			
		She/he likes to be the one that proposes ideas, proposals and solutions			
		...			
	Decision making	She/he makes sure she/he has all the information needed before making a decision			
		She/he takes the responsibility of deciding in order to achieve the best result			
		When others are undecided she/he can convince them of the goodness of her/his proposal			
		...			
Leadership	She/he is good at motivating people who work with her/him				
	When she/he is working with her/his peers she/he tries to set an example for them				
	She/he express proposals that can arouse consensus and collaboration				

		...			
	Problem solving	When she/he meets a problem, she/he is focused on identifying its essential aspects			
		She/he usually finds practical and effective solutions			
		She/he knows how to organize her/himself to solve a problem			
		...			
	Planning ability	She/he relates the activities to be done with the available resources (time, instrumentation, collaboration, expenses, etc...)			
		When she/he has a goal to achieve, she/he sets up a program of activities to be carried out and monitor the progress			
		She/he can arrange her time so as not to neglect any activity			
		...			
Cultural awareness and expression	Good knowledge of artistic and cultural languages and use of such languages in the field of volunteering	She/he learned to know and appreciate new expressive languages (music, theater, visual arts and entertainment)			
		She uses cultural and artistic languages during her/his volunteer activity (music, theater, visual arts and entertainment)			
		She/he learned new things from meeting with other cultures			
		...			

Now please use the target diagram to express how much you think the volunteer acquired the 8 key competences. You should mark each key-competence: the most you think she/he acquired the competence, the closest to the center of the target.



Section 2 – SHE/HE LEARNED

In this section, you can tell what you believe the volunteer learned (beyond the 8 key competences) from an operational point of view.

The areas of learning that we give below are not complete; they only serve to provide some examples.

Areas of learning	Describe the things you think the volunteer learned
Social area	Examples: <ul style="list-style-type: none"> • She/he learned to plan and manage socialization activities for the elderly • She/he learned to plan and run creative workshops for people with disabilities •
Educative area	Examples: <ul style="list-style-type: none"> • She/he learned to teach my language to immigrants • She/he learned to provide teaching support to children at risk of school dropout •
Intercultural area	Examples: <ul style="list-style-type: none"> • She/he learned to provide migrants with information and guidance on local services in a clear way and that takes into account cultural diversity • She/he learned how to program and manage intercultural workshops in schools •
Health area	Examples: <ul style="list-style-type: none"> • She/he learned how to make first aid interventions in case of emergencies • She/he learned to provide information and guidance on blood donation •
Cultural area	Examples: <ul style="list-style-type: none"> • She/he learned to catalog and order books, CDs, documents within libraries and documentation centers • She/he learned to inform and guide visitors in museums and archaeological sites •
Organizational area	Examples: <ul style="list-style-type: none"> • She/he learned how to manage a digital and / or paper archive • She/he learned how to organize and manage public events •
Fund raising and project design area	Examples: <ul style="list-style-type: none"> • She/he learned how to plan and manage fund raising campaigns • She/he learned to write project proposals and submit them to potential donors •
Project management area	Examples: <ul style="list-style-type: none"> • She/he learned to plan activities, resources and timing of projects • She/he learned how to monitor and evaluate a project •

Insert, if necessary, other specific areas in order to describe the most important learnings acquired by the volunteer.