



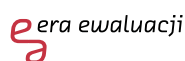
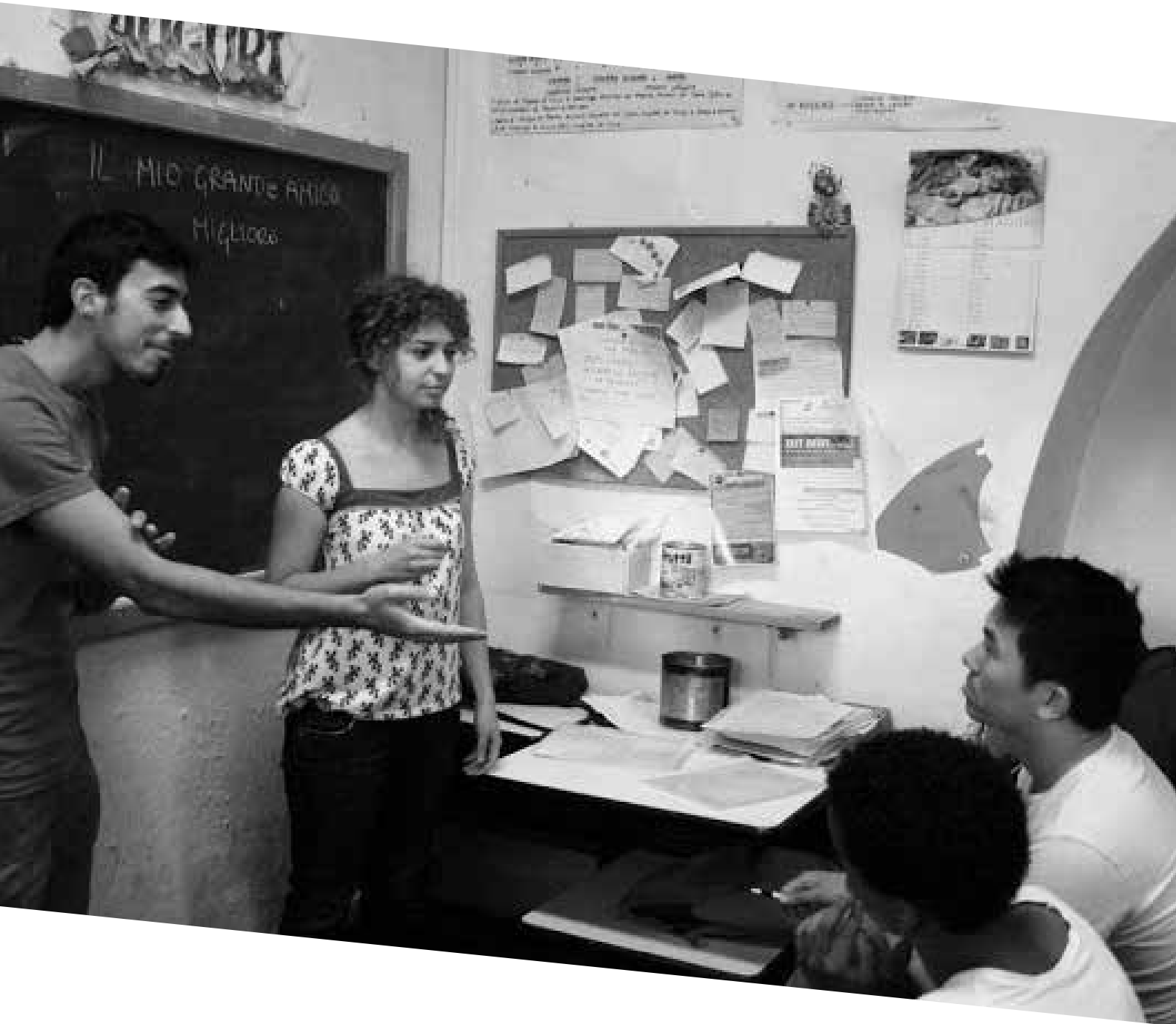
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VOYCE PROJECT

MANUAL FOR THE VALIDATION OF VOLUNTEERS' COMPETENCIES

DRAFT DECEMBER 2017 





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INDEX

1. INTRODUCTION	4
1.1 VOYCE project	5
1.2 Key concepts on the validation of competences	7
1.3 Purpose of the manual	11
1.4 Manual and web platform	12
2. CHARACTERISTICS OF THE VALIDATION MODEL	13
2.1 Flexibility of the model	14
2.2 The actors of the process	15
2.3 Which competences to evaluate	17
2.4 Timing	19
2.5 How to evaluate and measure competences	20
2.6 The final certification	21
2.7 The importance of the network	22
3. THE VALIDATION PROCESS: PHASES AND TIMETABLE	23
3.1 Involvement / training of the actors	25
3.2 First evaluation questionnaire	26
3.3 Second and third evaluation questionnaire	27
3.4 Interview with the supervisor	28
3.5 Identification of acquired competences and certificate preparation	29
3.6 Timetable of the validation process	31
4. ANNEXES	32
4.1 Definition of competences	33
4.2 Self-evaluation questionnaire	39
4.3 External evaluation questionnaire	48
4.4 Certificate	56
4.5 Example of completed self-evaluation questionnaire and certificate	58
4.5.1 self-evaluation questionnaire	58
4.5.2 Certificate	69

INTRODUCTION

1



1.1 VOYCE project

This manual is one of the main results of VOYCE, a project co-financed by the European Commission, Erasmus+ program, strategic partnerships in the field of youth. The project started in October 2016 and will end in September 2018.

The project is implemented by a **partnership** of 8 organizations, covering 5 EU Member Countries.

- Italy: *CESV - Service Centre for Volunteering*: (applicant); *CPIA 3 of Rome* - a public school for the permanent training of adults.
- France: *CEMEA Centre and CEMEA National Association*: 2 organizations with a long experience in non formal and informal education of youths through creative activities
- Spain: *Fundacion Docete Omnes* - vocational training school for disadvantaged people; *Cibervoluntarios* - association of volunteers specialized in ICT instruments.
- Poland: *Era Ewaluacji* - small enterprise specialized in studies on formal, non formal and informal education
- Portugal: *Instituti Principe Real (IPR)* - organization that implements services and training for youths at risk and disadvantaged categories.

The issue dealt by VOYCE is the validation of the competencies achieved by young volunteers.

The objectives of the projects intends to:

- create practical and innovative tools to be used to validate the competencies of young volunteers;
- promote the use of such tools among the organisations that deal with young volunteers and among public institutions;
- connect young volunteers who have acquired new competences and companies interested in hiring them.

Target groups of the project are:

- European youths who volunteer and are interested in having their competencies validated; a particular attention will be paid to disadvantaged youths and even more to asylum seekers, refugees, immigrants;
- organizations hosting volunteers, that will have a key role in the assessment and validation of their competencies
- public institution in charge for planning and implementing educational policies;

- companies recruiting young people.

The **expected results** of the project are:

- 1) creation of innovative tools for the validation of the competencies acquired through voluntary activities;
- 2) promotion of a link between young volunteers and labour market;
- 3) training of youth workers on the use of the developed tools;
- 4) dissemination of tools and experiences of the project among all subjects potentially interested: public institutions, firms, third sector, volunteers.

There will be 5 different **intellectual outputs**:

- O1 Research on the validation of competencies acquired in voluntary work
- O2 manual for the validation of competencies
- O3 Interactive platform for the validation of competencies online
- O4 guide for “Mentors of pathways of emergence of learning”
- O5 training module “Skills in Action: re-investment of volunteers’ skills in your life”

2 **transnational training** courses will be addressed to a group of 25 youth workers from all participating countries. Each course will have a duration of 5 days.

- C1 training course on validation of learning
- C2 training course on emergence and re-investment of competencies

Finally, the project will organize 5 **multiplier events** for the dissemination of outputs and results. There will be in particular 2 transnational and 3 national events. The events will involve a composite audience made of young people, volunteer organizations, institutions, etc.

1.2 Key concepts on the validation of competences

In this paragraph we will introduce some key concepts that are the basis for the validation of competencies. We will start from the official definitions provided by the EU institutions.

A first distinction concerns the concepts of learning outcomes, knowledge, skills and competence (Source: “The European Qualifications Framework for Lifelong Learning (EQF)”, EU, 2008):

- **“Learning outcomes”** means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence;
- **“Knowledge”** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;
- **“Skills”** means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- **“Competence”** means the proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

Another fundamental definition concerns learning contexts. In the CEDEFOP (European Center for the Development of Vocational Training) Glossary, published in 2004, some definitions of formal, non-formal and informal learning are provided:

- **Formal learning** is distinguished from other types of learning by 4 distinctive elements: place where it takes place, structured and organized planning, awareness by the learner and issue of certifications and formal qualifications.
- **Non-formal learning** is distinguished from the formal one because it does not have a structured and organized planning and because it does not issue certifications and formal qualifications. Furthermore, the place of learning is not decisive.

• **Informal learning** appears to be unstructured: it happens unknowingly, in everyday life (family, work, free time) and does not, of course, issue any type of certification.

The concept of **recognition of learning achieved in non-formal and informal contexts** is becoming increasingly important within European strategies for lifelong education and training. Some milestones are:

- 2004 Conclusions on common European principles for the identification and validation of non-formal and informal learning;
- 2005 - 2007- 2010-2014 CEDFOP Inventory on Validation of non-formal and informal learning;
- 2009 - CEDEFOP “European guidelines for validating non-formal and informal learning.

A crucial step is the Council Recommendation of 20 December 2012 on the “validation of non-formal and informal learning”. The main objective identified by this recommendation is: “to establish, by 2018 - in accordance with national circumstances and specificities and in the way they deem appropriate - modalities for the validation of non-formal and informal learning that enable people to:

- a) obtaining validation of the knowledge, skills and competences acquired through non-formal and informal learning, including, where appropriate, through open educational resources;
- b) obtain a full qualification or, where appropriate, a partial qualification, based on the validation of non-formal and informal learning experiences, without prejudice to other relevant Union legislative provisions, in particular Directive 2005/36 / EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications.”

The documents elaborated by CEDEFOP, are a fundamental reference point for the validation of competences; in fact, these documents identify four phases for the validation process (source: European guidelines for validating non-formal and informal learning, CEDEFOP 2015):

• **Identification.** Validation necessarily starts with the identification of knowledge, skills and competence acquired and is where the individual becomes increasingly

aware of prior achievements. This stage is crucial as learning outcomes differ from person to person and will have been acquired in various contexts: at home, during work or through voluntary activities. For many, discovery and increased awareness of own capabilities is a valuable outcome of the process.(...)

- **Documentation.** Documentation will normally follow the identification stage and involves provision of evidence of the learning outcomes acquired. This can be carried out through the 'building' of a portfolio that tends to include a CV and a career history of the individual, with documents and/or work samples that attest to their learning achievements. Validation needs to be open to various evidence types, ranging from written documents to work samples and demonstrations of practice. This evidence must provide sufficient insight into the learning outcomes acquired: simply listing job-titles or positions will not be enough.

- **Assessment.** Assessment is normally referred to as the stage in which an individual's learning outcomes are compared against specific reference points and/or standards. This can imply evaluation of written and documentary evidence but might also involve evaluation of other forms of evidence. Assessment is crucial to the overall credibility of validation of non-formal and informal learning.

- **Certification.** The final phase of validation is linked to the certification – and final valuing – of the learning identified, documented and assessed. This can take different forms, but is commonly the award of a formal qualification (or part-qualification).

CEDEFOP also points out some crucial conditions for the validation process (source: Validation of non-formal and informal learning in Europe – a snapshot, CEDEFOP, 2007):

- Validation must be voluntary;
- The privacy of individuals should be respected;
- Equal access and fair treatment should be guaranteed;
- Stakeholders should establish systems for validation;
- Systems should contain mechanism for guidance and counselling of individuals;
- Systems should be underpinned by quality assurance;
- The process, procedures and criteria for validation must be fair, transparent and underpinned by quality assurance;
- Systems should respect the legitimate interests of stakeholders and seek a balanced participation

- *The process of validation must be impartial and avoid conflicts of interest;*
- *The professional competences of those who carry out assessments must be assured.*

The already mentioned Council Recommendation points to the importance of actively involving the voluntary sector in the implementation of validation: *'[...] youth organisations and civil society organisations should promote and facilitate the identification and documentation of learning outcomes acquired at work or in voluntary activities, using relevant Union transparency tools such as those developed under the Europass framework and Youthpass'*.

Finally, again in the CEDEFOP documents (Validation of non-formal and informal learning in Europe – a snapshot, CEDEFOP, 2007) we find an interesting statement about the peculiarity of recognition of non-formal and informal learning acquired in volunteering and in the third sector: *"The voluntary (or 'third') sector plays an important role in promoting validation of non formal and informal learning. Non-governmental organisations involved with adult and lifelong learning exemplify this, as do organisations working in youth sectors. All these organisations see non-formal and informal learning as important outcomes of their activities that need to be made more visible. The distinction between identification and documentation, on the one hand, and assessment and certification, on the other, is important in this particular context. It is commonly asserted that learning experiences from voluntary work should be valued in their own right and not assessed according to standards developed for formal education and training. Validation in the third sector might also include recognition of social and civic competences as well as soft and life skills gained in informal and non-formal settings, and through activities organised by the third sector (i.e. volunteering). Several approaches in this sector aim at identifying and documenting learning, as with Youthpass. Differentiation between the stages of validation and clarification of the ultimate purpose of validation can accommodate these different possibilities by creating arrangements that do not necessarily formalise non-formal and informal learning in this context."*

1.3 Purpose of the manual

Though out the entire EU, over 1 out of 5 young people regularly performs volunteer activities. Such activities are highly educational and could have a very positive impact on the personal growth and on the professional future of the young people.

Unfortunately, the organizations which host volunteers are usually not very aware of the importance of validating competencies and do not invest resources to cope with the issue. Furthermore, validation tools are few and inadequate: even the models created in these years for the validation of the learnings in informal and non formal contexts deal with the volunteer sector marginally. On the other hand the volunteer sector has some peculiarities and needs ad hoc instruments.

This manual aims at meeting these needs by offering a specific tool for recognizing the competencies acquired by young people thanks to volunteering activities. An instrument that, as explained later, is flexible and adaptable to the different contexts in which the volunteers are engaged.

The manual also aims at enhancing the kind of experiences - typical of volunteering - in which young people are driven by an inner motivation and by their values. We do believe that validation of competencies can demonstrate that thanks to volunteering, young people can build crucial and lasting transversal skills which are essential for self-knowledge and useful for the job system.

1.4 Manual and web platform

It should be remarked that VOYCE project has simultaneously created two practical tools for validating the competences of volunteers. In addition to this manual (intellectual output O2 of the project) it is online at the address (not online yet) the web platform (output O3).

Compared to the manual, the platform will have a series of additional features:

- it will be possible to modify and complete over time the validation of competencies. It will be possible to update the initial assessment by adding new acquired competencies;
- young volunteers will be allowed to create a public profile that can be visited by companies and human resource managers.

The manual and the platform are two separate tools. However - to the users' discretion - they can also be used in an integrated manner:

- one may decide to use only the manual and its annexes in off-line mode or printing the materials;
- one can carry out the entire process through the web platform;
- one can use the manual at a first stage and then transfer the data to the online questionnaires, as the methodology and forms coincide. This is our suggested choice, because it allows to get familiar with the validation model easily and without having an internet connection.

CHARACTERISTICS OF THE VALIDATION MODEL

2



2.1 Flexibility of the model

The validation model described in this manual is to be considered flexible and adaptable to the needs of each organization hosting volunteers. Without prejudice to the methodology of the model, some elements such as questionnaires, timing, subjects involved, may in fact be modified and adapted freely. For example, an organization working in the field of environmental protection can include in questionnaires and evaluate sub-competences or behaviors relevant to this specific field.

Obviously the model and the questionnaires can be simply used as they are: these tools are ready to use and designed to be suitable for a large number of organizations. In this way we wanted to meet the needs of organizations that do not have the competences or the time to structure a validation model tailored on their own needs.

2.2 The actors of the process

One characteristic of this validation model is the participation of several actors in the evaluation of competences. We do believe that the discussion between these actors can make the evaluation process more complete and objective.

We will distinguish between those who are the fundamental actors of the process - without which validation cannot be accomplished - and additional actors - whose participation is not essential but can enrich and improve the process.

Fundamental actors

- The **young volunteer**: a person who carries out volunteering within a given organization and for a certain period of time. He/she is the main actor of the process, as her/his competences are being evaluated. This model is especially designed for young people between the ages of 16 and 30. However the model may be used - perhaps appropriately adapted - for volunteers of different ages;
- The **tutor**: this is a person who guides the youth during volunteering, giving instructions and monitoring his work. He/she can be both a volunteer and a worker of the organization where the volunteer experience takes place. The tutor's main requirement is to have spent with the volunteer a minimum of 4 hours per month during the volunteering period;
- The **supervisor**: his/her role is to compare - at the end of the validation path - the competences' evaluation of the volunteer with that of the tutor. If the judgments diverge, she/he will try to deepen its reasons and facilitate a shared solution. The supervisor may be part of the organization hosting the volunteer or be an external expert. He/she does not need to know the volunteer or the tutor. Preferably he/she should be an expert in evaluation, and / or training, and / or orientation.

Additional actors

- **Peers**: these are other volunteers who worked side by side with the young volunteer and can provide their point of view on the competences they acquired;
- **Users**: these are the users of volunteering activities (obviously where the volunteering project is directed to natural persons). In some cases other actors could represent the users' point of view, such as family members of users, school teachers, or social workers. This might be the case of voluntary activities targeted to childrens or people with severe intellectual disabilities.

As mentioned in par. 2.1, the flexibility of this manual also applies to the actor of the process. For example some small and medium organizations do not have the

opportunity to support a volunteer with a tutor and a supervisor. Some other times the volunteer could choose not to involve her/his tutor and supervisor. For these reason, this model allows the volunteer to implement the process as a mere self-assessment. Obviously the simple self-assessment process cannot lead to the creation of a real certificate, but the volunteer can create a self-declaration.

2.3 Which competences to evaluate

Also basing on the results of the research carried out (output O1 of the project), VOYCE has decided to focus the evaluation on the **8 key competences of lifelong learning** identified by the European Commission through the Recommendation 2006/962/EC. In fact, the research has shown that the majority of the stakeholders consulted find it crucial to validate this type of competences, which would also seem crucial to increase the **employability of young people**. For example, some companies have pointed out that during the selection of staff it is more important to check social and civic competences or knowledge of languages rather than professional competences. It is also easy to understand how companies are better equipped to train workers on professional competences than on more transversal competences.

Working on the 8 key competences also has undoubted advantages, such as working within a framework defined by EU institutions and using a language that is already known in all Member Countries.

Within each of the key competences, VOYCE has identified some **sub-competences**. Our choice was to “translate” the key competences in operational competences connected to the world of volunteering and to the non-formal learning experiences that volunteering offers to young people.

An example may help to clarify how sub-competences have been chosen. Concerning the competence “communicate in foreign languages”, we will not focus on verifying whether the volunteer knows the grammar or expresses him/herself correctly in writing or orally (for this kind of verification there are already precise rules established by the CEFR). Instead, we will deepen the intercultural mediation capacity of the volunteer: in other words, it will be assessed whether the youths volunteering with migrants make the most of their language competences to facilitate understanding and integration between different cultures.

In addition to transversal competences, specific and technical learning acquired during volunteering will be evaluated. These are learnings about “knowing how to do”, and which usually require several transversal competences: for example, specific learning of “organizing an event” requires sub-competences “sense of responsibility”, “group work”, “Initiative”, and more.

Eventually, the validation path will give volunteers the opportunity to reflect on the wider meaning that volunteer experience has given them in terms of values and important lessons in life.

In any case we remark once more what has already been said about flexibility of the model: organizations are free to modify the VOYCE scheme of competences and adapt it to their needs and characteristics.

2.4 Timing

There are at least two issues with respect to the timing of validation. The first is how long a volunteer experience has to last before evaluating the acquired competences. The second concerns the timing of the evaluation process.

This evaluation model has been designed for volunteering activities of medium to long duration rather than for intensive but limited duration experiences (such as international mobility). We believe that the ideal is to implement the evaluation after the volunteer experience has lasted one year (with a frequency of at least half a day a week). This is a long enough time to gain significant competences.

This does not mean that the competences evaluation process should be activated only at the end of the volunteer experience. Instead, we are convinced that the validation model may be more effective if done in three stages: at the beginning of the volunteer experience, midway, and at the end of the period. This would enable on one hand to monitor progress in acquiring new competences and, on the other hand, to better distinguish between previous competences and those emerging through the volunteer experience.

Obviously, if the volunteer experience continues, it will be possible to repeat the validation process several times (for example every year).

2.5 How to evaluate and measure competences

A central aspect of this validation model is the mechanism used to evaluate and measure the competences of volunteers. Once again, the research led the choices of the VOYCE project: two key issues emerged from the analysis of existing validation models:

- It is necessary to use evaluation mechanisms that are easy to understand and use. In fact, in the vast majority of cases neither the volunteers nor the organizations hosting them are experts in evaluation;
- At the same time, it is not a good idea to give up a personal assessment of competences, by issuing standardized certifications to all volunteers.

There are many validation models experienced in the past years, and the underestimation of these two issues ended up affecting the outcome of many of these. Overly complex models have ended up not being used, while standardized ones have not been appreciated by volunteers (and neither by potential employers).

The solution identified by the VOYCE model to evaluate competences is simple and intuitive, and can be put into practice also by non-experts. At the same time the assessment is personalized and able to grasp the specific competences of each young person.

Each sub-competence is associated with a list of typical behaviors of those who have that competence (for example, the sub-competence “Sense of responsibility / Reliability” is associated to the behavior “I am always punctual”). Those who carry out the assessment must only check how often the volunteer performs each listed behavior. It will also be possible to include in the evaluation of qualitative judgments / remarks that are useful to further deepen and clarify. A given competence will be considered acquired by the volunteer whenever self-evaluation and external evaluation will be consistent in saying that the volunteer frequently puts in action the associated behaviors. However, it is important to point out that the evaluation will not rely on a purely mathematical logic – such as the arithmetic average of judgments expressed by the tutor and volunteer. Evaluation actors will have broad freedom in considering qualitative elements, such as the improvements made by the volunteer since the beginning of the volunteer experience.

The evaluation will be carried out through three tools:

- Questionnaires filled in both by the volunteer (self-assessment) and by other actors: the tutor and possibly peers and users (external evaluation);
- After filling the questionnaires, it will be useful – when possible – for volunteer and tutor to meet, discuss the reasons for which they have expressed a judgment, and seek an agreement for any differences of opinion;
- In-depth interviews. At the end of the process it will be crucial the interview with the supervisor, who in case of need will play the role of impartial mediator.

2.6 The final certification

At the end of the evaluation path, a volunteer will be provided with a certificate that will include: the list of key competences and of sub-competences he/she has acquired; the list of practical and technical learnings he/she has acquired.

VOYCE's evaluation model has made two important choices regarding how to draw up this certificate:

- Only the key competences and sub-competences that have received a positive evaluation will be listed; the others will simply be omitted from the certificate. For the young volunteer, it may be useful to discuss with tutors and other people on what are their weaknesses and to understand their own improvement margins. However, we believe that the certificate - as a self-promotion document for work purposes - must only highlight the strengths of young people;
- No score will be assigned to the listed competences; these competences will be commented and deepened through qualitative judgments and remarks. In fact, we want to avoid any risk of generating competitive and hierarchical dynamics that would contradict the culture of volunteering.

In this paragraph we have used the term “certification”. However, it should be noted that the VOYCE project does not provide for a formal certification path. Nor was it possible to foresee a certification of competences that was standard for all EU Member States: legislation and procedures non-formal competences' certification differ from state to state - and often from region to region.

It will therefore be the task of the organizations that will put this manual into practice to see if there are any preconditions for completing the path with a legally validated certification. This could be possible, for example, by agreements with schools and universities that can certify non-formal training paths.

2.7 The importance of the network

This manual can also be used by individual small and large organizations. However, we strongly encourage users of the manual to work in networks and build “coalitions for the validation of volunteers’ competences.

A broad coalition involving volunteering organizations, institutions, universities, training institutes, local authorities, and companies would have a number of undoubted advantages:

- the participation of formal training bodies would facilitate the issuance of certificates with legal value;
- universities and training organizations could help to make changes that would make the model more suited to local needs;
- there would also be advantages over the sustainability of the process. The model has been structured so that it should have very limited costs. However, individual organizations, perhaps small in size, may have difficulty for example in finding an experienced supervisor and covering his/her costs (if not a volunteer);
- the recognition of the validation model by companies and business networks would increase its potential in increasing the employability of young people.

THE VALIDATION PROCESS: PHASES AND TIMETABLE

3



In this chapter we shall describe in detail the operational steps provided by the validation model of the VOYCE project. We will rely on the assumption that the volunteer experience lasts 12 months, and that it shall be therefore possible to use a full year to complete the validation process. However, paragraph 2.1 still holds true: this and other elements can be modified by organizations using the model to suit their needs.

3.1 Involvement / training of the actors

It is necessary that all actors involved are informed and aware of goals, timelines, and tools of the validation process.

Concerning tutors and supervisors, at least a careful reading of this manual is required. In addition, it is desirable that the more structured organizations and which have a high number of tutors and supervisors organize training days during which to deepen the model and its methodology.

With regard to volunteers (and - if applicable - peers and users) it could be prepared a more concise information sheet. But it is always preferable to involve volunteers in an informative meeting, even if brief.

Obviously all subjects will have to give explicit consent to participate in the validation path. It is left to the discretion of individual organizations to choose whether to sign a formal agreement with volunteers or to ask for a verbal acceptance.

3.2 First evaluation questionnaire

Within the second month of the year, the volunteer will compile the self-assessment questionnaire (Annex 4.2) for the first time. Always within the first 2 months, the tutor (and possibly one or more peers and users) will complete the external evaluation questionnaire (Annex 4.3).

The evaluation mechanism is that described in paragraph 2.5 and exemplified in Annex 4.5. In particular:

- for Section 1 – column D of the questionnaire, one will need to locate the frequency of each of the behaviors listed. The possible options to choose from will be 7: not applicable; never; very rarely; sometimes; often; very often; always;
- for section 1 – column E one will need to decide (taking into account the responses to column D) if each sub-competence it to be considered: acquired; not acquired, in progress;
- for section 2, one will need to list practical and technical learning, gathered by thematic areas. The questionnaire contains some examples but there is no complete list of options to choose from. However, it would not be possible to draw up an exhaustive list of all potential volunteering activity learnings. Tutors and volunteers will be free to add the most suitable learnings.

It is advisable that - after filling in the respective questionnaires - the tutor and volunteer meet and compare the judgments expressed. The meeting will also give the volunteer an opportunity to ask for clarification on terminologies and methodology.

One of the main purposes of the first questionnaire is to assess the previous competences of the young volunteer. The tutor may not have a thorough knowledge of the volunteer and leave the questionnaire incomplete. Even in this case it will be a useful exercise to familiarize oneself with the tool and with the language used.

3.3 Second and third evaluation questionnaire

The self-evaluation and external evaluation will be repeated within the seventh month and at the end of the year by filling in the same questionnaires.

Also in these cases a meeting with the volunteer and tutor is recommended in which to compare intermediate and final questionnaires. The aims will be: to identify the progress made by the volunteer in acquiring competences; to identify improvement margins and therefore the competences to work on; to settle possible disagreements on the evaluation of the different sub-competencies.

As mentioned in par. 2.1, different timing is possible. In particular there will be the possibility of implementing the evaluation only twice (at the beginning and at the end of the volunteering experience), or even once (at the end of the period). For example, for a short volunteer experience, it could be more appropriate to complete the questionnaires only once.

3.4 Interview with the supervisor

At the end of the process the volunteer will have an interview with an impartial expert, the supervisor.

The function of the supervisor is to facilitate the identification of the competences acquired and not acquired by the volunteer. Prior to the interview, he/she will deepen all the documentation regarding the validation path, and in particular the initial, intermediate and final questionnaires.

First of all, he/she will take note of the points of agreement with those that are strengths and weaknesses.

The supervisor will also carry out mediation work: in case of divergences of between tutor and volunteer opinion (even if the model is structured so as to minimize them), the supervisor will interview the volunteer in order to deepen the information on these points. As an impartial expert she/he shall be entitled to take a decision. In the end the supervisor will identify the most significant qualitative judgements /remarks that are worth reporting on the certificate.

In the end she/he will help the volunteer and tutor to identify the most significant qualitative judgements /remarks that are worth reporting on the certificate.

3.5 Identification of acquired competences and certificate preparation

For reasons of clarity, reading this paragraph can be accompanied by an analysis of the practical examples in section 4.5.

The supervisor will be in charge to create certificates and to deliver them to volunteers.

The certificate will contain information such as: name of the volunteer, name of the organization where the volunteer experience took place, duration of experience, specific tasks carried out by the volunteer. Above all, the certificate will contain: a list of key competences and sub-competences acquired; possible qualitative remarks on each competence; a list of practical and technical learnings acquired

For the reasons explained in paragraph 2.6, the certificate will only contain the list of sub-competences (and related key competences) that have received a positive evaluation. The assessment of a sub-competence will be considered positive when both the self-evaluation and external evaluation (of the tutor and, where applicable, of peers and users) will agree to evaluate it as “acquired”.

On the other hand, the certificate will not report the sub-competences (and related key competences) considered “not acquired” or “in progress” by both the self-evaluation and external evaluation. Also sub-competencies for which there is not an agreement will not be reported.

In order to decide whether to include a given sub-competence in the certificate, it is necessary to compare the self-assessment and external evaluation questionnaires (and in particular column E of the questionnaires). Four different situations can take place:

- hypothesis 1 - all questionnaires agree that the sub-competence has been “acquired” by the volunteer. In this case, the sub-competence must be included in the certificate;
- hypothesis 2 - all questionnaires agree that sub-competence has not been acquired or is “in progress”. Such sub-competence must not be included in the certificate (but it will be possible to make a new assessment after a further period of volunteering);
- hypothesis 3 - some questionnaires state that the sub-competence has been acquired but others not. Such sub-competence must not be included in the certificate; the supervisor could anyway decide to include the sub competence (for example when there is an improvement between the first and the last questionnaire;

- hypothesis 4 – some questionnaires state that the sub-competence is not applicable to the volunteer experience, but others do. Such sub-competence must not be included in the certificate. The supervisor could anyway decide to include the sub competence after clarifying this point in the interview with the volunteer.

We have already emphasized in this manual how the measurement mechanism and therefore the choice of competences to be included in the certificate should not be based on purely mathematical logic: the volunteer, tutor, supervisor and any other actors will have broad freedom in considering qualitative elements.

The ways of compiling the “I’ve learned” section of the certificate is similar: they are based on a comparison between learning listed by the tutoring and the volunteer. Any disagreements may be resolved through meetings between these 2 actors or thanks to the mediation of the supervisor.

3.6 Timetable of the validation process

Below is a validation timetable, in its full version. The total estimated time of the entire validation path is around 10-12 hours over a year.

Phases	Months												Hours expected	
	1	2	3	4	5	6	7	8	9	10	11	12		
Involvement / training of actors														1 hour for mere information; 2 or 3 hours for a training session
First evaluation questionnaire (and possible meeting)														2 hours (including the compiling and meeting)
Second evaluation questionnaire (and possible meeting)														2 hours (including the compiling and meeting)
Third evaluation questionnaire (and possible meeting)														2 hours (including the compiling and meeting)
Interview with the supervisor														1 hour of interview
Identification of acquired competences and certificate preparation														2 hours

ANNEXES

4



4.1 Definition of competences

This annex aims to provide some useful definitions of the key competences we have included in the questionnaire.

There are numerous maps and key competence definitions. In our manual we have largely used the definitions in the Youthpass, consistent with the purposes of this manual (<https://www.youthpass.eu/da/help/for/youth-initiatives/learn/information/>)

Other definitions were made by the research work carried out by the project partners.

In particular, these definitions are shown in the table in *italics*.

A) Key competences	Description	B) Sub-competences identified by the project	Description
Communication in the mother tongue	Using native language in different life contexts. Expressing ideas, opinions, feelings, needs, facts by listening, speaking, writing and reading. Understanding others.	<i>Interpersonal communication</i>	<ul style="list-style-type: none"> - Learning new ways to express yourself in front of your peers, officials, local people, etc. - Learning to communicate with others, active listening, respect, constructive critic, etc.
		<i>Public speaking and dissemination ability</i>	<ul style="list-style-type: none"> - Learning different ways to present the same content – written materials for sponsors and supporters, direct meeting and presentation with local people, posters or leaflets to communicate with youth in school, etc.
Communication in foreign languages	Using different language(s) in different life contexts. Expressing in foreign language(s) your ideas, opinions, feelings, needs, facts by listening, speaking, writing and reading. Understanding others. Being open for others cultures, habits and realities.	<i>Capacity of intercultural mediation in the following languages ... (specify)</i>	<ul style="list-style-type: none"> - Learning new words in foreign languages. - Learning new expressions in foreign language. - Learning new concept, approaches, methods coming from different countries. - Learning new things about different cultures. - Being more confident when speaking foreign language. - Learning to understanding others. - Being more open toward people coming from different countries and cultures.
		<i>Public speaking and dissemination ability in the following languages ... (specify)</i>	<ul style="list-style-type: none"> - Ability to communicate in a foreign language in public, to present contents in different forms (email, leaflet, etc.), for communication purposes.
		<i>Technical use of the following foreign languages ... (specify)</i>	<ul style="list-style-type: none"> - Ability to use a foreign language in specific contexts related to activities and projects, both orally and in reading and writing.

Mathematical competence and basic competences in science and technology	Calculating, budgeting, controlling and planning expenses, solving problems, logic and critical thinking, looking for data, needs analysis, presenting facts by models and charts, being sensitive toward your environment.	<i>Management of accounting related activities</i>	<ul style="list-style-type: none"> - Financial management (as calculating the budget, operating with different currencies, monitoring expenses etc.). - Presenting the project in form of numbers, charts, models, etc. - Looking for data and interpreting them. - Evaluating the outcomes of the projects. - Dealing with any specific topic or theme linked with science or technology
		<i>Scientific and technical competences related to volunteering</i>	
Digital competences	Use means of IT in your free and working time and as a mean of communication. Producing, storing, analysing information. Sharing information via internet. Using different media means as mobile phones, digital cameras, etc.	<i>Advances use of ICT instruments/ tools</i>	<ul style="list-style-type: none"> - Learning new computer programmes and applications. - Communicating via e mail. -Using internet, mobiles phones, digital cameras and other IT means for realizing and documenting the project and also for disseminating it's outcomes.
Learning to learn	To be able to organize and manage own learning. To set own aims and objectives, identify the optimal ways and means to achieve them and to monitor and evaluate own learning process. To know own learning abilities and optimal use of time, information and learning opportunities. To develop further on already gained experience and competences. To be able to apply achieved competences and experiences in ones personal, professional and social life. To know how to increase own motivation and self confidence.	<i>Propensity to change / flexibility</i>	<ul style="list-style-type: none"> - Learning how to motivate yourself and what helps you to feel more confident.
		<i>Propensity to learn new things</i>	<ul style="list-style-type: none"> - Learning new things about you as a learner: how do you learn best, with whom, in what situations, what stimulates you, what blocks you etc. - Learning how to set individual aims and objectives for yourself. - Learning how can you use in your project the competences and experience you have already, and what new things you can learn to develop further.
		<i>Learning by experience</i>	<ul style="list-style-type: none"> - Using concrete things you learnt in your project in other situations – at school, at work, at home etc.

		<p><i>Active citizenship</i></p>	<ul style="list-style-type: none"> - Work on voluntary basis for your local community. - Being active as a citizen at the local level . - Trying to solve some local problems, answer some needs of people living around.
<p>Social and civic competences</p>	<p>To be able to participate in social, civic and working life. To be able to deal with people coming from different social and cultural backgrounds. To be able to cope in a constructive way with conflicts. To have a knowledge, skills and attitudes needed to be active as a citizen. To participate as much as possible in civic life at local, regional, national, European and global level.</p> <p>The ability to learn in a voluntary context is a learning how to cope with various disabilities, cultures, social criticism. Engage in new situations with all your resources</p>	<p><i>Relationship skills</i></p>	<ul style="list-style-type: none"> - Working with people who are excluded, have fewer opportunities and perspectives, or suffer of not being able to find a place in rapidly changing societies. - working with different social groups, learning new traditions, values, styles, organizing cultural events and activities. - Ability to build relationships between people from different cultural / ethnic groups or with disabilities. - Ability to appreciate diversity as a value.
		<p><i>Self confidence / optimism</i></p>	<ul style="list-style-type: none"> - Personal and interpersonal development (as increasing self-confidence, empathy, coping with uncertainty, decision making, solving conflicts and managing crises, etc.).
		<p><i>Sense of responsibility / reliability</i></p>	<ul style="list-style-type: none"> - Increasing the knowledge about structures, values and rules of civic society. - Take and keep commitments, be capable to be reliable and confidential - Responsibility in the context of volunteering as capacity to be focused on the goals and mission of the organisation. - Show consistency between organisation's values and your behavior.
		<p><i>Team working</i></p>	<ul style="list-style-type: none"> - Working in the team, building trust, respect, tolerance. -Teamwork in the context of volunteering as team management when organizing events / projects. -Active participation in association meetings. -Ability to engage others in the activities of the organization.

		<i>Negotiation ability</i>	- Coping with diversity, working with different social groups.
		<i>Critical thinking</i>	- Be capable to examine different angles-aspects of a specific issue. - Be capable to deconstruct implicit believes-models.
		<i>Intercultural capacity</i>	- Be aware of stereotypes, cultural codes. - Ability to communicate with people from different cultures.
		<i>Security management</i>	- Ability to take care of personal safety and that of others in voluntary actions
Sense of initiative and entrepreneurship	To turn ideas into actions, to be creative and innovative, to take a risk, to plan and manage projects, to be aware of different working contexts and being able to optimally use given opportunities for own development. To be aware of ethical values.	<i>Ability to meet objectives</i>	- Turning a project idea into action.
		<i>Initiative and autonomy</i>	- Ability to “catch” opportunities and turn ideas into action - Ability to take on challenges
		<i>Decision making</i>	- Capacity to be aware of the different issues that have to be addressed to realize an activity-project, and take decisions.
		<i>Leadership</i>	- Capacity to motivate and coordinate staff members, taking in account capacities, motivations, etc.
		<i>Problem solving</i>	- Ability to think out of the box and create alternative ideas for gaining opportunities, solutions, or achievements. - Ability to use innovation and learning opportunities
		<i>Planning ability</i>	-Capacity to plan activities, taking in account available resources, time, ect. and to monitor the progress of the activity.

Cultural awareness and expression

To be creative in expressing ideas through music, all possible ways of art, literature and theatre. To be appreciative for expression of ideas through music, theatre, literature and other forms of art. To be aware of own cultural context and cultural context of others.

Cultural awareness and expression

- Learning about your own culture, tradition and cultural heritage
- Participating in or organizing festivals, exhibitions, concerts. involving local artists from different generations in the project.
- Learning about other cultures and sharing your culture with the local community.
- Using some artistic methods as painting, singing, acting, writing, etc.
- *Ability to enhance culture and traditions as an occasion for community growth and inter-cultural encounters.*

4.2 Self-evaluation questionnaire

This questionnaire should be filled in by young volunteers who want 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	
Nationality	
Date and place of birth	

Information on the volunteering activities carried out

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

Period in which the volunteer experience took place			
from		to	

Expectations/objectives of your volunteer experience (maximum 1/2 page)

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

Evaluation planning

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

Have you established with your tutor 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 you. There is a scale of 6 frequency levels among which you have to choose. Possible answers are:

- Not applicable (behaviour not applicable to you / to your 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 your volunteering experience).

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

- Acquired;
- Not acquired;
- In progress (not acquired yet, but I feel I am 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 your strengths / weaknesses related to each competence.

A) Key competences	B) Sub-competences	C) Competences in action / behaviors	D) Frequency of behaviour	E) Acquisition of competencies	F) Arguments / remarks
Communication in the mother tongue	Interpersonal communication	I adapt my language to the characteristics and specificities of my interlocutors.			
		I can catch the attention of my interlocutor			
		I understand and define the need of my interlocutor			
		...1			
	Public speaking and dissemination ability	I write for the organization where I volunteer project proposals, activity reports, etc.			
		I prepare the texts for the organization's online communication tools: website, social networks, newsletters, etc.			
		I rise to speak in public to express my point of view			
		...1			
Communication in foreign languages	Capacity of intercultural mediation in the following languages ... (specify)	I perform interpretations for foreigners taking in consideration their cultural background			
		I provide to foreigners practical information on local legislation and services			
		I accompany foreigners to local services and facilitate mutual understanding between them and the staff of those services			
		...1			
	Public speaking and dissemination ability in the following languages ... (specify)	I am able to take part in trans-national meetings and activities using a foreign language			
		I am able to create texts of emails or leaflets in a foreign language			
		I rise to speak in public to express my point of view in a foreign language			
		...1			
	Technical use of the following foreign languages ... (specify)	I am able to correctly understand and fill in European documents (Europass, Youthpass, application forms, etc)			
		I can write the minutes of a meeting			
		I correctly understand and use the technical language of the specific sector I work in			
		...1			
Mathematical competence and basic competences in science and technology	Management of accounting related activities	I manage the petty cash book of the organization where I volunteer			
		I prepare the expenses sheets of projects			
		I prepare the annual account and balance sheet of the organization where I volunteer			
		...1			

	Scientific and technical competences related to volunteering	I analyse information before making up a decision			
		I know where I can find information about cultural/social specifics of groups I'm working with			
		I can critically reflect on a process I'm involved in			
		...1			
Digital competences	Advances use of ICT instruments/ tools	I perform calculations and data processing using spreadsheets or database software			
		I use graphic and video editing software to create dissemination and documentation materials of the organization where I volunteer			
		I manage and update the website and/or social networks of the organization where I volunteer			
		...1			
Learning to learn	Propensity to change / flexibility	I am able to respond easily to changes and new situations			
		I produce original ideas and help introducing innovations in the organization where I volunteer			
		If necessary, I modify my behaviour in order to achieve the expected results and seize new opportunities			
		...1			
	Propensity to learn new things	I know how to identify my significant needs for learning			
		I know how to look for training opportunities that may be useful to improve my knowledge			
		When there is a topic I don't know I do some researches in libraries or on the internet			
		...1			
	Learning by experience	I use any volunteering or work experience as a learning opportunity			
		I try to learn from the others, including peers and tutors			
		I reflect and learn from both success and failure (my own and other people's)			
		...1			
Social and civic competences	Active citizenship	I actively take part in groups and associations working in social, cultural, environmental field			
		I participate to collective decision, listening to others' point of view			
		I try to motivate other people to act and commit themselves to improve things			
		...1			

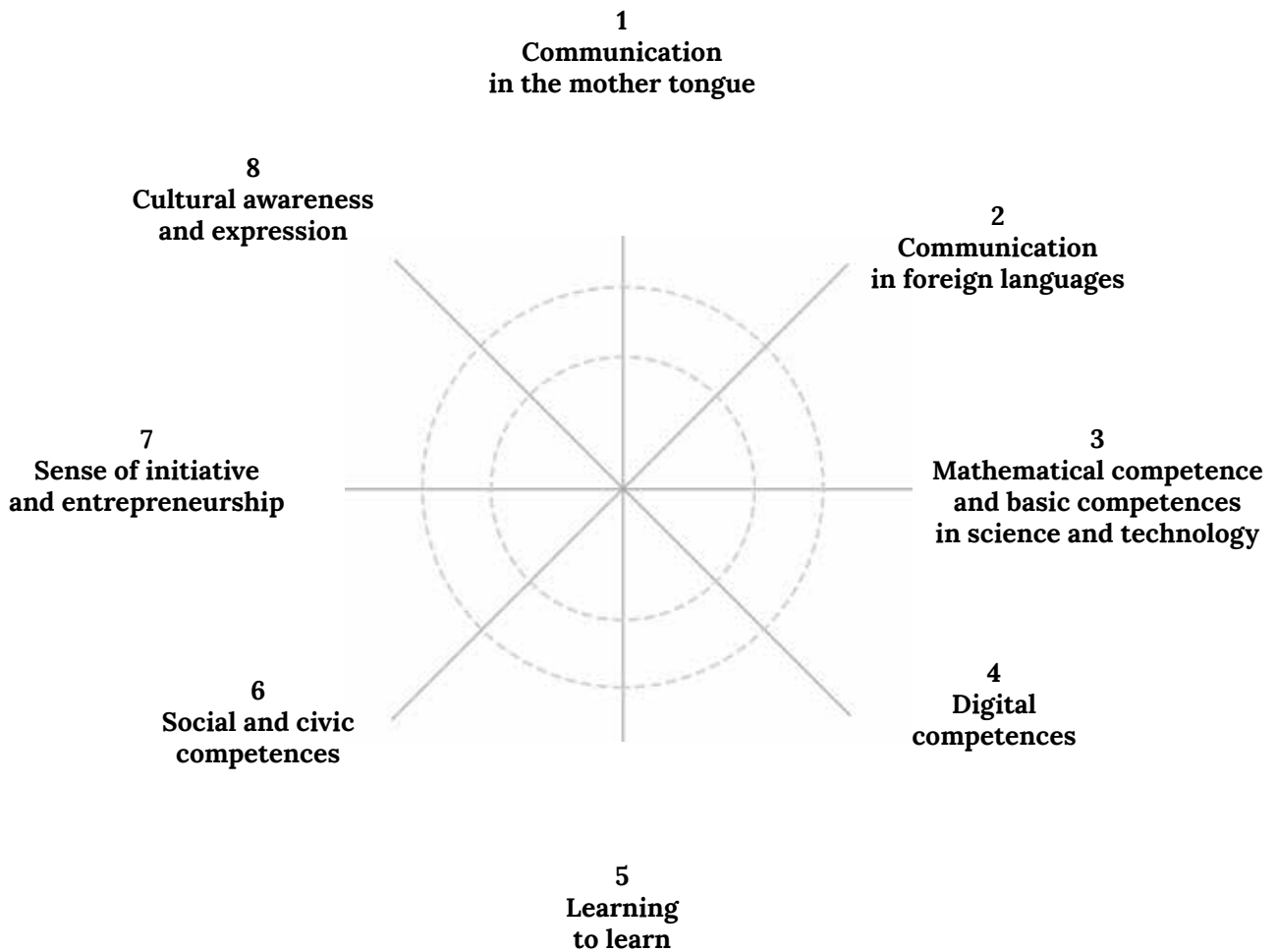
	Relationship skills	I develop relationships based on dialogue and active listening			
		I easily empathize with people of different cultural backgrounds, age, educational level, social conditions			
		I establish positive relationships with the disadvantaged people I work with in the organization where I volunteer			
		...1			
	Intercultural capacity	I can communicate without knowing the specific language			
		I am aware of some stereotypes (including my own)			
		I can interpret some cultural codes (gesture, vocabulary, behaviour, etc.)			
		...1			
	Self confidence / optimism	I am aware of the faculties I can rely on			
		I react constructively to daily unpredictable events			
		I find out how to deal with problematic situations without discouraging myself			
		...1			
	Sense of responsibility / reliability	I keep to my commitments			
		If the situation requires it, I do an extraordinary effort to achieve the result			
		I manage situations and information that require reliability and confidentiality			
		...1			
	Team working	I contribute to creating an atmosphere of cooperation within the group where I do my activities			
		I am able to be part of a team and accomplish assigned tasks			
		I try not to enforce my point of view and mediate between different members of my team			
		...1			
Negotiation ability	I facilitate constructive and participatory discussion				
	When there is a conflict, I seek and propose shared solutions and positive compromises				
	When discussing, I try to find an agreement between the different points of view				
	...1				
Critical thinking	I'm always looking for explanation which is not obvious				
	I try to examine issues in depth and consider different points of view				
	I am open to listening without prejudice opinions that are different from mine				
	...1				

	Security management	I avoid behaviors that put myself and the people I work with at risk			
		If in the organization where I volunteer I see a situation that seems risky to me, I'll point it out to the rest of the staff			
		I propose solutions in order to reduce/avoid possible risks			
		...1			
Sense of initiative and entrepreneurship	Ability to meet objectives	I correctly interpret the instructions I receive for an activity			
		If I want to achieve a result I reflect on the means to achieve it			
		When I do an activity I'm determined to make it work			
		...1			
	Initiative and autonomy	If there is something to do, I will intervene without waiting for someone to ask me			
		I decide to deal with the problems I encounter and try to find solutions			
		I like to be the one that proposes ideas, proposals and solutions			
		...1			
	Decision making	I make sure I have all the information needed before making a decision			
		I take the responsibility of deciding in order to achieve the best result			
		When others are undecided I can convince them of the goodness of my proposal			
		...1			
	Leadership	I'm good at motivating people who work with me			
		When I'm working with my peers I try to set an example for them			
		I express proposals that can arouse consensus and collaboration			
		...1			
	Problem solving	When I meet a problem, I'm focused on identifying its essential aspects			
		I usually find practical and effective solutions			
		I know how to organize myself to solve a problem			
		...1			
Planning ability	I relate the activities to be done with the available resources (time, instrumentation, collaboration, expenses, etc...)				
	When I have a goal to achieve, I set up a program of activities to be carried out and monitor the progress				
	I can arrange my time so as not to neglect any activity				
	...1				

Cultural awareness and expression	Good knowledge of artistic and cultural languages and use of such languages in the field of volunteering	I learned to know and appreciate new expressive languages (music, theater, visual arts and entertainment)			
		I use cultural and artistic languages during my volunteer activity (music, theater, visual arts and entertainment)			
		I learned new things from meeting with other cultures			
		... ¹			

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

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



Section 2 – I LEARNED

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

ABOVE ALL I LEARNED...

What are the values that I learned from this experience?

For myself

In what way what I learned can also be important to others

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

Period in which the volunteer experience took place			
from		to	

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

Evaluation planning

Date of this evaluation	
Is this the 1st 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. 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 behaviour	E) Acquisition of competencies	F) Arguments / 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			
		...2			
	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			
...2					
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			
		...2			
	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			
		...2			
	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			
		...2			
	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					
...2					

	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			
		...2			
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			
		...2			
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			
		...2			
	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			
		...2			
	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)			
		...2			
	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			
		...2			

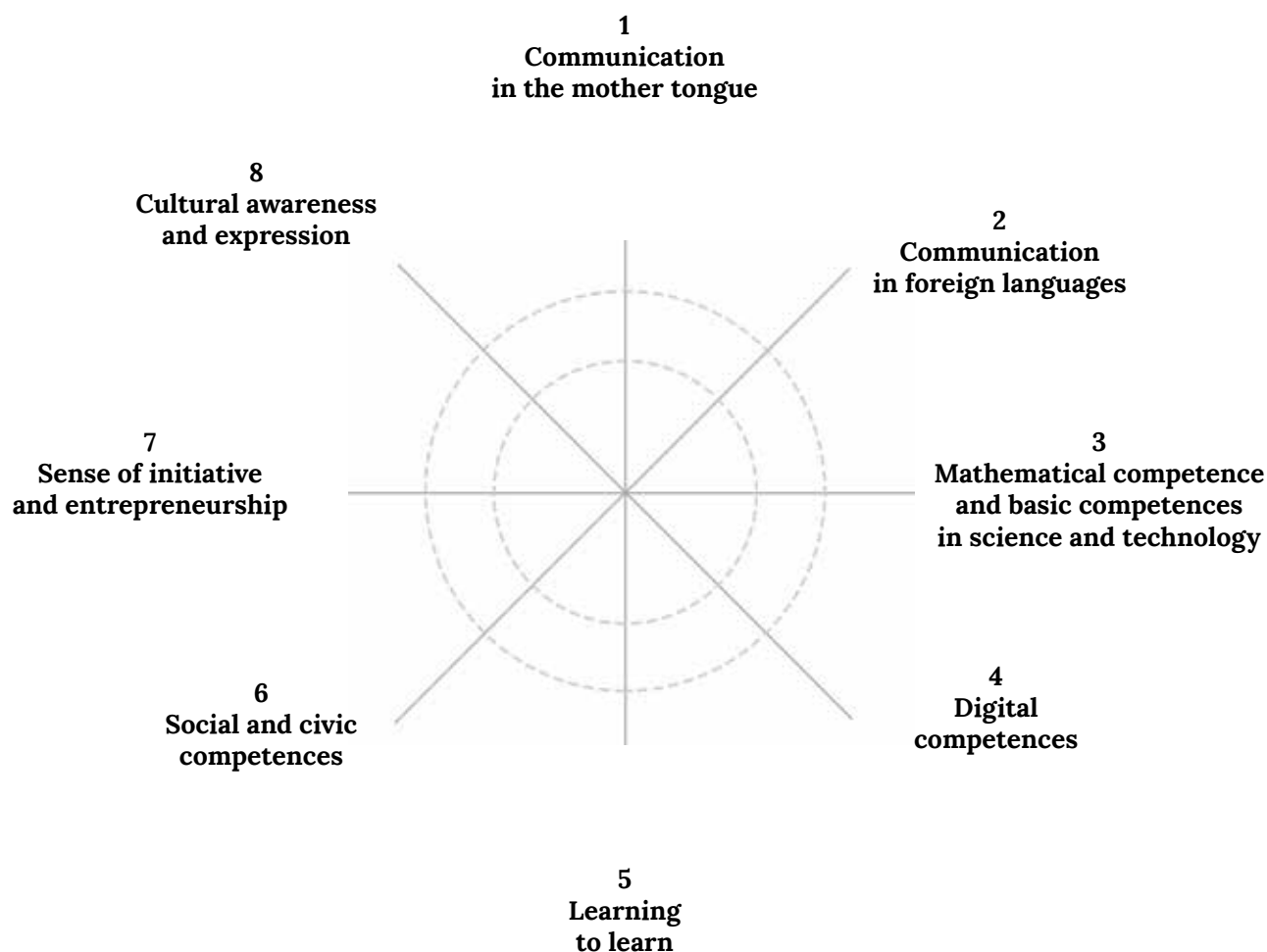
Social and civic competences	Relationship skills	She/he develops relationships based on dialogue and active listening			
		She/he easily empathizes with people of different cultural backgrounds, age, educational level, social conditions			
		She/he establishes positive relationships with the disadvantaged people she/he meets in the organization where she/he volunteer			
		...2			
	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.)			
		...2			
	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			
		...2			
	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			
		...2			
	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			
		...2			
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				
	...2				
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				
	...2				

	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			
		...2			
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			
		...2			
	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			
		...2			
	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			
		...2			
	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			
		...2			
	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			
		...2			
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				
	...2				

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			
		... ²			

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

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 you have learned (Examples)
Social area	<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	<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 •
Intercultural area	<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	<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	<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	<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	<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	<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.

4.4 Certificate

FRONT OF THE CERTIFICATE

Logos of the organization / network that realize the validation of the competences



Logo of bodies that collaborate and support the validation: institutions, formal training bodies, etc

CERTIFICATE OF VALIDATION OF COMPETENCES

Given to

.....

Following a volunteer experience at the organization:

.....

Place:

Duration of volunteer experience:

Activities carried out by the volunteer:

.....

.....

.....

Date:

Stamps and signatures of the organizations / network that realize the validation of the competences

Stamps and signatures of entities that collaborate and support validation: institutions, formal training bodies, etc

BACK OF THE CERTIFICATE

Key Competences	Sub-competences	Description
Communication in the mother tongue		
Communication in foreign languages		
Mathematical competence and basic competences in science and technology		
Digital competences		
Learning to learn		
Social and civic competences		
Sense of initiative and entrepreneurship		
Cultural awareness and expression		

SOME PRACTICAL LEARNINGS ACHIEVED BY THE VOLUNTEER

Areas of learning	Describe the things you think you have learned
Social area	
Educative area	
Intercultural area	
Health area	
Cultural area	
Organizational area	
Fund raising and project design area	
Project management area	
....	

4.5 Example of completed self-evaluation questionnaire and certificate

4.5.1 self-evaluation questionnaire

This questionnaire should be filled in by young volunteers who want 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	<i>Mario</i>
Surname	<i>Rossi</i>
Nationality	<i>Italian</i>
Date and place of birth	<i>Milan (Italy) 20/1/1998</i>

Information on the volunteering activities carried out

Name and address of the organization in which the volunteer experience took place
<i>Association “FOCUS Casa dei Diritti Sociali” - Piazza Vittorio 2, Rome - Italy</i>

Period in which the volunteer experience took place			
from	<i>January 2017</i>	to	<i>December 2017</i>

Expectations/objectives of your volunteer experience (maximum 1/2 page)
<ul style="list-style-type: none"> • <i>to get in contact with migrants and learn new things about their cultures</i> • <i>to be helpful and support people in need</i> • <i>to learn professional skills that may be helpful for me in the future (I would like to become a teacher)</i>

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

I have been teaching the Italian language to asylum seekers and refugees. In particular my duties include:

- programming teaching units and language course calendars*
- preparing and disseminating information material to promote courses among asylum seekers and refugees*
- collecting student enrollments*
- welcoming students to the school's home and do a language test to check their initial language skills*
- preparing teaching materials for distribution to students*
- performing classroom lessons*
- producing qualitative and quantitative reports of activities*
- providing students with information on health, social services, etc. In case of need, accompanying them to these services*
- doing organizational tasks: organizing the school premises, managing the stock of teaching materials, organizing the end of course party, etc.*

Evaluation planning

Date of this evaluation	4/1/2018
Is this the 1st evaluation? If not: when were the previous ones?	it is the 3rd evaluation: previous ones: 20/2/2017 and 15/7/2017

Have you established with your tutor to repeat this evaluation? If yes when?												
today	Month 1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12

A) Key competences	B) Sub-competences	C) Competences in action / behaviors	D) Frequency of behaviour	E) Acquisition of competencies	F) Argumentations / remarks
Communication in the mother tongue	Interpersonal communication	I adapt my language to the characteristics and specificities of my interlocutors.	Always	acquired	Although the courses are aimed at foreigners, the didactic methodology foresees that classroom communication takes place in my mother tongue (Italian)
		I can catch the attention of my interlocutor	Very often		
		I understand and define the need of my interlocutor	Always		
		To check that my students understand, I always ask for a feedback	Always		
	Public speaking and dissemination ability	I write for the organization where I volunteer project proposals, activity reports, etc.	Always	acquired	At the end of Italian language courses I always prepare an activity report. I prepare leaflets to promote the courses (which are then translated into several languages and distributed)
		I prepare the texts for the organization's online communication tools: website, social networks, newsletters, etc.	Very often		
		I rise to speak in public to express my point of view	Not Applicable		
		...			
Communication in foreign languages	Capacity of intercultural mediation in the following languages ... (Italian-English and Italian-French)	I perform interpretations for foreigners taking in consideration their cultural background	Always	acquired	Students attending language courses are very vulnerable people and need continual information about services. Often, besides informing them, I make myself available to accompany them personally
		I provide to foreigners practical information on local legislation and services	Always		
		I accompany foreigners to local services and facilitate mutual understanding between them and the staff of those services	Often		
		...			
	Public speaking and dissemination ability in the following languages ... (specify)	I am able to take part in trans-national meetings and activities using a foreign language	Not Applicable	not acquired	
		I am able to create texts of emails or leaflets in a foreign language	Not Applicable		
		I rise to speak in public to express my point of view in a foreign language	Not Applicable		
		...			

	Technical use of the following foreign languages ... (specify)	I am able to correctly understand and fill in European documents (Europass, Youthpass, application forms, etc)	Not Applicable	not acquired	
		I can write the minutes of a meeting	Not Applicable		
		I correctly understand and use the technical language of the specific sector I work in	Not Applicable		
		...			
Mathematical competence and basic competences in science and technology	Management of accounting related activities	I manage the petty cash book of the organization where I volunteer	Not Applicable	in progress	I have a little budget for the course and last month I started managing an expenses sheet
		I prepare the expenses sheets of projects	Sometimes		
		I prepare the annual account and balance sheet of the organization where I volunteer	Not Applicable		
		...			
	Scientific and technical competences related to volunteering	I analyse information before making up a decision	Not Applicable	not acquired	
		I know where I can find information about cultural/social specifics of groups I'm working with	Not Applicable		
		I can critically reflect on a process I'm involved in	Not Applicable		
		...			
Digital competences	Advances use of ICT instruments/ tools	I perform calculations and data processing using spreadsheets or database software	Always	acquired	I enter student data on a spreadsheet and process these data for activity reports. I created the layout of leaflets that promote the courses
		I use graphic and video editing software to create dissemination and documentation materials of the organization where I volunteer	Often		
		I manage and update the website and/or social networks of the organization where I volunteer	Not Applicable		
		I create diagrams to illustrate the number and characteristics of course students	Always		

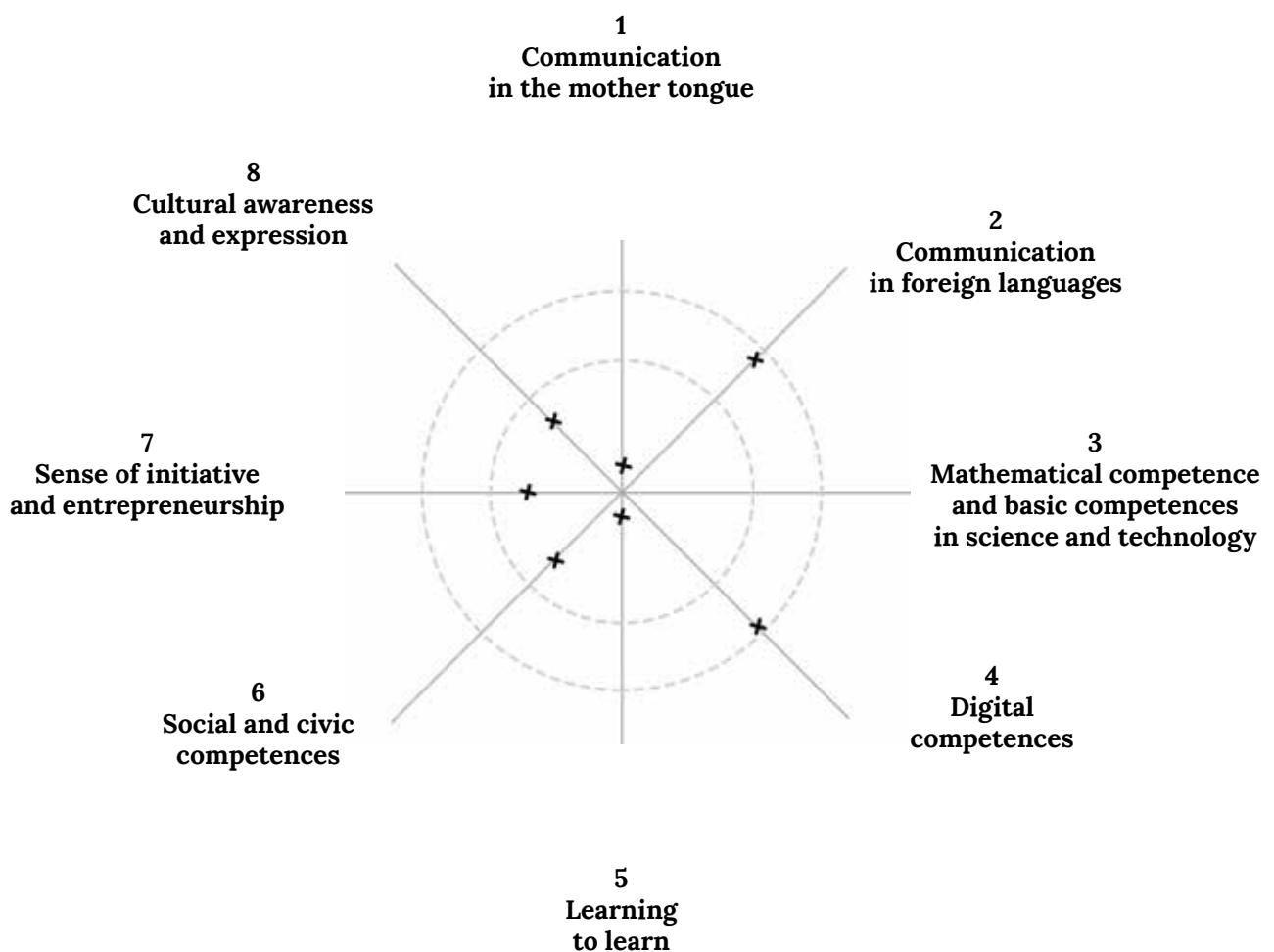
Learning to learn	Propensity to change / flexibility	I am able to respond easily to changes and new situations	Sometimes	acquired	When I noticed that women with children did not attend the courses I suggested to my association to create a baby sitting service. The proposal has been put into practice
		I produce original ideas and help introducing innovations in the organization where I volunteer	Often		
		If necessary, I modify my behaviour in order to achieve the expected results and seize new opportunities	Often		
		<i>When new students arrive after the course beginning I welcome them to the group (and reprogramme the course accordingly)</i>	Often		
	Propensity to learn new things	I know how to identify my significant needs for learning	Often	acquired	I'm attending a course for language teachers which will allow me to improve my competences. And when I prepare my lessons I always document myself using a lot of textbooks
		I know how to look for training opportunities that may be useful to improve my knowledge	Always		
		When there is a topic I don't know I do some researches in libraries or on the internet	Always		
		...			
	Learning by experience	I use any volunteering or work experience as a learning opportunity	Not Applicable	not acquired	
		I try to learn from the others, including peers and tutors	Not Applicable		
I reflect and learn from both success and failure (my own and other people's)		Not Applicable			
...					
Social and civic competences	Active citizenship	I actively take part in groups and associations working in social, cultural, environmental field	Not Applicable	not acquired	
		I participate to collective decision, listening to others' point of view	Not Applicable		
		I try to motivate other people to act and commit themselves to improve things	Not Applicable		
		...			

	Relationship skills	I develop relationships based on dialogue and active listening	Not Applicable	not acquired	
		I easily empathize with people of different cultural backgrounds, age, educational level, social conditions	Not Applicable		
		I establish positive relationships with the disadvantaged people I work with in the organization where I volunteer	Not Applicable		
		...			
	Intercultural capacity	I can communicate without knowing the specific language	Often	acquired	
		I am aware of some stereotypes (including my own)	Always		
		I can interpret some cultural codes (gesture, vocabulary, behaviour, etc.)	Often		
		...			
	Self confidence / optimism	I am aware of the faculties I can rely on	Sometimes	not acquired	I am aware that there are many potential improvements I can make from this point of view
		I react constructively to daily unpredictable events	Rarely		
		I find out how to deal with problematic situations without discouraging myself	Rarely		
		...			
	Sense of responsibility / reliability	I keep to my commitments	Always	acquired	Managing a course implies a great responsibility: one must always be punctual and prepared. I also had to do lessons when sick
		If the situation requires it, I do an extraordinary effort to achieve the result	Sometimes		
		I manage situations and information that require reliability and confidentiality	Very often		
		...			
Team working	I contribute to creating an atmosphere of cooperation within the group where I do my activities	Not Applicable	not acquired	I work mainly alone because I'm the only language school teacher	
	I am able to be part of a team and accomplish assigned tasks	Not Applicable			
	I try not to enforce my point of view and mediate between different members of my team	Not Applicable			
	...				

	Negotiation ability	I facilitate constructive and participatory discussion	Not Applicable	not acquired	
		When there is a conflict, I seek and propose shared solutions and positive compromises	Not Applicable		
		When discussing, I try to find an agreement between the different points of view	Not Applicable		
		...			
	Critical thinking	I'm always looking for explanation which is not obvious	Not Applicable	not acquired	
		I try to examine issues in depth and consider different points of view	Not Applicable		
		I am open to listening without prejudice opinions that are different from mine	Not Applicable		
		...			
	Security management	I avoid behaviors that put myself and the people I work with at risk	Not Applicable	not acquired	
		If in the organization where I volunteer I see a situation that seems risky to me, I'll point it out to the rest of the staff	Not Applicable		
		I propose solutions in order to reduce/avoid possible risks	Not Applicable		
		...			
Sense of initiative and entrepreneurship	Ability to meet objectives	I correctly interpret the instructions I receive for an activity	Not Applicable	not acquired	
		If I want to achieve a result I reflect on the means to achieve it	Not Applicable		
		When I do an activity I'm determined to make it work	Not Applicable		
		...			
	Initiative and autonomy	If there is something to do, I will intervene without waiting for someone to ask me	Not Applicable	not acquired	
		I decide to deal with the problems I encounter and try to find solutions	Not Applicable		
		I like to be the one that proposes ideas, proposals and solutions	Not Applicable		
		...			

	Decision making	I make sure I have all the information needed before making a decision	Not Applicable	not acquired	
		I take the responsibility of deciding in order to achieve the best result	Not Applicable		
		When others are undecided I can convince them of the goodness of my proposal	Not Applicable		
		...			
	Leadership	I'm good at motivating people who work with me	Not Applicable	not acquired	
		When I'm working with my peers I try to set an example for them	Not Applicable		
		I express proposals that can arouse consensus and collaboration	Not Applicable		
		...			
	Problem solving	When I meet a problem, I'm focused on identifying its essential aspects	Not Applicable	not acquired	
		I usually find practical and effective solutions	Not Applicable		
		I know how to organize myself to solve a problem	Not Applicable		
		...			
	Planning ability	... I relate the activities to be done with the available resources (time, instrumentation, collaboration, expenses, etc...)	Always	not acquired	I always plan my language classes in advance and arrange my time so as not to neglect anything in the teaching program
		When I have a goal to achieve, I set up a program of activities to be carried out and monitor the progress	Often		
		I can arrange my time so as not to neglect any activity	Always		
		...			
Cultural awareness and expression	Good knowledge of artistic and cultural languages and use of such languages in the field of volunteering	I learned to know and appreciate new expressive languages (music, theater, visual arts and entertainment)	Not Applicable	acquired	During lessons, I often use parts of songs and books, but also reproductions of works of art. I also encourage students to explain in the classroom something about their culture of origin
		I use cultural and artistic languages during my volunteer activity (music, theater, visual arts and entertainment)	Very Often		
		I learned new things from meeting with other cultures	Very Often		
		...			

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



Section 2 – I LEARNED

In this section, the volunteer can tell what he believes to have 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 you have learned
Social area	<ul style="list-style-type: none"> • I learned to plan and manage activities targeted to disadvantaged foreigners (asylum seekers and refugees)
Educative area	<ul style="list-style-type: none"> • I learned to teach Italian language to speakers of other languages
Intercultural area	<ul style="list-style-type: none"> • I learned to provide disadvantaged foreigners with information and guidance on local services in a clear way and that takes into account cultural diversity • learned how to use cultural differences as an opportunity for classroom discussion among students from different countries
Health area	Not applicable
Cultural area	Not applicable
Organizational area	<ul style="list-style-type: none"> • I learned how to manage the language school's teaching materials • I learned how to organize the end of course party
Fund raising and project design area	Not applicable
Project management area	<ul style="list-style-type: none"> • I learned to plan and manage training activities with wide autonomy • I learned monitoring a language course using tools such as: attendance register, final learning test, satisfaction questionnaires

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

ABOVE ALL I LEARNED...

What are the values that I learned from this experience?

For myself

*I think I've learned to be a good Italian language teacher for socially vulnerable foreigners.
I also learned to set aside prejudices and stereotypes that (though unknowingly) I had towards other cultures.*

In what way what I learned can also be important to others

*I want to continue being the language teacher (as a volunteer or for a job). So the things that I've learned will still be useful to foreigners who want to learn our language.
The prejudices and stereotypes that I speak are unfortunately increasingly widespread. I will try to make my experience useful to others, starting with my friends and family*

4.5.2 Certificate



CERTIFICATE OF VALIDATION OF COMPETENCES

Given to

Mario Rossi

Following a volunteer experience at the organization:

Association “**FOCUS Casa dei Diritti Sociali**”

Place: Rome (Italy)

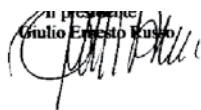
Duration of volunteer experience: *from January 2017 to December 2017*

Activities carried out by the volunteer:

Volunteer teacher of Italian language for asylum seekers and refugees. Within this function he has been engaged, autonomously and responsibly, in:

- Programming teaching units and language course calendars
- Preparing and distributing information material to promote courses among asylum seekers and refugees
- Collecting students' enrollments
- Welcoming students to the school's premises and conducting a language test to verify their initial language skills
- Preparing teaching materials to be distributed to students
- Performing classroom lessons
- Writing qualitative and quantitative activity reports
- Providing students with information on health, social services, etc. In case of need, accompanying them to these services
- Organizational tasks: organizing the school's premises, managing the stock of teaching materials, organizing the party at the end of the course, etc

Date: 30 March 2018


 Giulio Ernesto Russo

Adalgisa Marzilli A.
 Dirigente Scolastico CPIA3 di Roma


COMPETENCES ACQUIRED

Key Competences	Sub-competences	Description
Communication in the mother tongue	Interpersonal communication	He has learned to express himself in a clear and understandable way for foreigners with whom he works
	External communication	He prepares both the information materials and the language course activity reports
Communication in foreign languages	Capacity of intercultural mediation in the following languages: Italian-English and Italian-French	He carries out a difficult task of intercultural mediation, orientation, and accompanying for vulnerable migrants who attend language courses
Digital competences	Competent use of ICT tools	He manages an excel database of course students and is able to use it to process data and create diagrams. He is able to create the graphic layout for leaflets and dissemination materials
Learning to learn	Propensity to change / flexibility	He makes useful proposals to improve the quality of activities in the organization where he volunteers. When new students arrive after the beginning he is able to welcome them and reprograms the course accordingly
	Propensity to learn new things	During the volunteer experience he decided to attend a course for teachers that is enabling him to improve his skills. When preparing the lessons, he always documents himself
Social and civic competences	Sense of responsibility / reliability	He manages language courses with great responsibility. He is always on time and on some occasions did not cancel the lesson despite being sick
Sense of initiative and entrepreneurship	Planning ability	<i>He always plans his classes in advance and arrange his time so as not to neglect anything in the teaching program</i>
Cultural awareness and expression	Good knowledge of artistic and cultural languages and use of such languages in the field of volunteering	During the lessons he often uses pieces of songs and books, but also reproductions of works of art. He also encourages students to explain in the classroom something about their culture of origin

SOME PRACTICAL LEARNINGS ACHIEVED BY THE VOLUNTEER

Social area	<ul style="list-style-type: none"> • to plan and manage activities targeted to disadvantaged foreigners (asylum seekers and refugees)
Educative area	<ul style="list-style-type: none"> • to teach Italian language to speakers of other languages
Intercultural area	<ul style="list-style-type: none"> • to provide disadvantaged foreigners with information and guidance on local services in a clear way and that takes into account cultural diversity • to use cultural differences as an opportunity for classroom discussion among students from different countries
Organizational area	<ul style="list-style-type: none"> • to manage the language school's teaching materials • to organize the end of course party
Project management area	<ul style="list-style-type: none"> • to plan and manage training activities with wide autonomy • to monitor a language course using tools such as: attendance register, final learning test, satisfaction questionnaires

VOYCE – Volunteering Youth: routes and tools for Competence’s Emersion – is an Erasmus+ Strategic Partnership for Innovation project, funded by European Union (project n. 2016-2-IT03-KA205-0087082).

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(young volunteers teaching Italian language to migrants)

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Voyce

