

# EBOOK

KA2 PROJECT - GOOD  
PRACTICES FOR  
ADULT EDUCATION



## Yes Volunteering

Leading organization

ITALY

Aurive

## PARTNERS

AUSTRIA

InterAktion

PORTUGAL

Rightchallenge

TURKEY

Yasam Boyu

SPAIN

Bcqcg+1

SLOVENIA

DRPDNM

# MANUAL

## KA2 ErasmusPlus

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



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*“The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”*

*this is volunteering ..*

*“The meaning of life is to find your gift. The purpose of life is to give it away.”..*

**— William Shakespeare**



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**<https://yesvolunteering.weebly.com/best-practices.html>**

## Participating organisations

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

### **The Aurive social cooperative - Italy**

The Social Cooperative Aurive started in 2007 as an entity to manage the National Civic [www.aurive.it](http://www.aurive.it)

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### **Yasan Boyu Egitim Dernegi - Turkey**

<http://www.yasamboyu.org>

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### **Rightchallenge - Associação - Portugal**

[www.rightchallenge.org](http://www.rightchallenge.org)

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### **DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO - Slovenia**

<http://www.nevladnik.info/si/>

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### **InterAktion - Verein für ein interkulturelles Zusammenleben - Austria**

[www.verein-interaktion.org](http://www.verein-interaktion.org)

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### **ASOCIACION DESES 3 - Spain**

<https://asociaciondeses3.wixsite.com/asociaciondeses3>.



## Overview of the project

"Yes volunteering" wants to improve models and methods to use social and cultural volunteering as a tool to train excluded people to active citizenship for personal and community empowerment.

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

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

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

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

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



## Chapter 0.1: What is a best practice?

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

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

In order to recognize a good practice, it could be useful to follow some guiding criteria:

- Clear definition of aim, goals, and impact we want to achieve;
- Clear definition of activities to be carried out (direct/indirect beneficiaries, stakeholder, participant, media involvement);
- Effective, efficient and successful;
- Socially sustainable;
- Technically feasible;
- Replicable and adaptable

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

### ***Our selected best practices***

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

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

- the volunteering program included disadvantaged people (unemployed adults, adults with low skills and competences, with migrant background, with disability condition, etc.);
- the program allowed the development of multiple skills and competences in the target;
- skills developed within the volunteering program are transferable to other dimensions of people's lives;
- the volunteering program was beneficial for the participants in terms of social integration and reintegration, civic participation, social mobility opportunities.



## Chapter 0.2: What is disadvantage?

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

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

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

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



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

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

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

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

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

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



**Chapter 1: Volunteering programs 4 skills empowerment  
of disadvantaged young adults  
(Neets, low qualified, with lack of soft skills)  
in the participant countries**



## 1.1 What is skills empowerment through volunteering in low skilled young people (target, goals)?

Low-skilled young people are young people who - for various reasons - dropped out of school or others training path (stage, apprenticeship, etc.) early and, because of this have a great positioning problem in the job market (and not only) due to the lack of adequate skills.

Therefore, the main objectives of a volunteering experience for this target group should be:

- The acquisition of new skills;
- Bring out individual interests and abilities;
- Strengthen self-esteem as well as the awareness of personal skills able to support inclusion in the labor market;
- Empower active citizenship skills.

In short, volunteering is a multiple dimension learning experience; because through it the young person enriches his / her curriculum, acquires transversal skills, activates processes of growth and empowerment.



## Best practice in Italy

### National civic service now Universal civic service

**Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test,other please specify)**

Selection criteria: age, motivation to commit in a civic service experience, previous experience in volunteering field (not compulsory but appreciated), flexibility, ability to adapt to work in a group of peer ages and in a group with internal hierarchy.

Professional profiles involved in the selection:

- social workers (with knowledge on the youth target and youth policies, knowledge of the system of public institutions in social field, experienced about non formal education, experienced in working with people at risk of social exclusion);
- Olp (responsible and tutor of the volunteers in the hosting company).

Selection actions:

Individual guidance activities to inform the volunteers and prepare them to:

- select the more suitable project according to their skills and personal development goals;
- being aware of the project activities;
- being aware of rights and duties of the service.

Group sessions (laboratory) to:

- observe applicants in group dynamics.

Individual interviews to:

- deepen the knowledge of the potential volunteer, detail volunteer motivations/goals/skills; check the compatibility between service and any other activities in which the volunteer is involved+ eventual visit to the hosting organization to introduce the volunteer to the staff in the hosting organization, as well as to the volunteering activities, and to have feedback from the volunteers about the volunteering working environment.

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

profiles: staff with specific knowledge on the offer of the hosting organizations; with also skills in human resources management, placement, tutoring of empowerment programs addressed to young people.

placement activities: after the group laboratory each applicant fill a form to collect a wish list of the preferred hosting places.

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

2 sorts of trainings:

General training: (aimed at transferring the value of active citizenship experience, strengthen the connection between the volunteer and the public institutions (including the Government supporting the program)

Specific training: the goal of this training is to provide the volunteer with the skills needed to manage the assigned tasks. The training method is mainly based on the job shadowing activities in the contest of the service. In the future, the additional goal of this training is also guidance to

introduce and to better connect the volunteer with the other organizations and community stakeholders acting in the same field/sector of the voluntary service project and in the same territory in a way to increase employability perspectives of the volunteer after the service.

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

Regular meetings: meetings to monitor the volunteer and support him to be aware of the learning path, as well as to manage any crisis situation. The tutor also supports the volunteer to find additional learning chances which are connected to the service and to the learning goals of the volunteer, in a way to increase the impacts of the period of services in terms of personal development results.

On demand services: tutor is always available for customized and individual support services.

Profile of the tutor:

2 profiles are included in tutoring system:

Tutor: social worker, experienced in offering individual coaching and guidance services

Peer tutor: with age similar to the one of the volunteer and previous experience as national civic service volunteer (able to create a more close and non formal relationship with the volunteer and support him also by sharing his/her personal experience in a similar volunteering project).

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

Ex ante / ex post questionnaire filled by participants and tutor/ validation of the acquired skills providing a certification signed by the hosting organization

In group meetings, project objectives and volunteer objectives are evaluated. The project results are then reported to the community.

Some specific documents are used in evaluation.

A final online questionnaire is also used for a final assessment of the whole learning experience.

The young volunteers evaluate themselves (there is no hetero evaluation), with regard to their level in soft and hard skills (comparing results of self assessment at the beginning and at the end of the project).

Those involved in monitoring/tutoring the program support the volunteer in evaluation and self assessment process.

General training provided during the volunteering program is also assessed by the volunteers with regard to: adequacy of methods, content, pleasantness.

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

The certification is the result of the self evaluation process which was described above.

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

customized service available if requested by the volunteer (support to improve the Cv, to connect with potential employers, to orient to local placement services, information and guidance to the offer of other projects aimed at skills empowerment or inclusion)

<b>Total grant awarded at national level</b>
200.000.000 € per year funded by the Department for youth and civic service
<b>Sustainability perspectives</b>
Italian law
<b>Impact of the project on the target group</b>
<ul style="list-style-type: none"> <li>-increased self awareness;</li> <li>-increased level of autonomy (both at personal level of social independence and both at economical level);</li> <li>-increased spirit of initiative;</li> <li>-increased sense of belonging to the community;</li> <li>-increased capability to plan the future in pro-active way;</li> <li>- increased ability to interpret/understand the social needs;</li> <li>- increased ability to interact with people who face different types of discomfort (economic difficulties, family difficulties, integration difficulties);</li> <li>- increased knowledge of the set of organizations and associations that are active in the field of social policies and in the specific field of volunteering;</li> <li>- increased knowledge of the mechanisms of cooperation within the system of public and private organizations and associations active in the field of social policies and community services;</li> <li>- increased ability to collaborate in the design and in the development of ideas and actions for social innovation;</li> <li>- increased social communication skills,</li> <li>- increased organizational skills useful to contribute to the organization of events and initiatives in the social and community service field;</li> <li>- increased ability to collaborate in the promotion of cultural research, action and animation activities to activate social solidarity resources and dynamics;</li> <li>- increased ability to contribute to the organization and preparation of adult training activities on issues of economic assistance and support;</li> <li>- increased ability to activate and coordinate voluntary human resources.</li> </ul>
<b>Distinctive/innovative elements</b>
balance between focus on the empowerment needs of the disadvantaged young people and the support needs of the organization hosting the volunteers/ the value given by the government to the volunteering activities of the young people (the disadvantaged young people is recognized as a social resource /formal agreement between 3 actors (the state, the hosting organization and the volunteer)
<b>Impact of the project on the community</b>
<p><u>Prevention of marginalization</u>: Disadvantaged young people who are involved in the civic service usually are not formally certified as disabled or people with special needs, so they don't have a standard assistance path but, they face some difficulties and they need some support. Disadvantaged volunteer involved in civic service often face the following personal difficulties:</p> <ul style="list-style-type: none"> <li>- learning difficulties (low title and qualifications); lack of self esteem, low awareness on personal skills and goals, limited social skills, lack of autonomy, psychological problems. Some of the volunteer have a non certified disability. At the end of the civic service period volunteer</li> </ul>

with a disadvantaged background are empowered in their personal limits, difficulties. After the civic service period participants with disadvantages are usually much more aware of their difficulties and have also a better knowledge of the supporting service they can address to in case of needs. Inclusion in active participation of normally excluded targets: disadvantaged people are usually not much committed in the local community, but, after this volunteering experience, they develop an increased attitude toward active citizenship as well as increased active participation skills, so disadvantaged people develop a greater level of engagement in their community.

Social innovation: the national civic service is jointly managed with the involvement of Public institutions (at national and regional level), NGO, social businesses, which each year work together to develop a specific project/service program for the volunteer. This generate chances for reinforced cross-sectoral networking, as well as for social innovation in each field of the community care services and policies (welfare, cultural, social, education, environmental policies).

### **Impact of the project on the involved stakeholders**

The assessment of the impact of civil service starts from the assumption that the civil service is a "common good", that positively impacts on multiple stakeholders: young people of various backgrounds, social needs,  
-public services and Ngos in different areas of the volunteering programs;  
-target group who the volunteering program is addressed;  
-the communities where the civic service is held.

In this framework the assessment of the impact of the national civic service must be a multidimensional assessment, including different evaluation criteria, as following:

a) the hosting organizations where the voluntary service is held

-increased number of services provided thanks to the availability of additional human resources;  
-increased capability to interact with young adults audience, thanks to the possibility to value the volunteer as a resource to activate peer education dynamics;  
-increased access to new opportunities offered by the ict (usually young adults are more skilled about ict and can contribute to reduce digital divide in the hosting organisation);  
-increased possibility for social innovation by valuing the ideas, skills, proposals coming from the volunteer

b)the target groups which needs the volunteer contribute to respond;

-increased level of customized services

c) the civil society:

-increased educational impact in order to disseminate a model of development and defense inspired by nonviolence and social solidarity.

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

Multiple learning areas: the national civic service is an effective tool for the development of both soft and hard skills which are relevant for the insertion of the disadvantaged people in the labor market & in the community

Open access: the national civic service provides open access with no specific request about the study title or professional experience. It provides some 'second chance' opportunities to receive non-formal education for people who were excluded from formal education in the past, or who are unemployed.

Flexibility: big possibility to adapt the project to the skills and learning needs of the volunteer, flexibility to adapt the weekly schedule, monthly allowance to the volunteer allowing to include also people with economical difficulties.

Peer education chances: The voluntary service is organized with at least 2 volunteer per hosting organization so it is possible to create peer education, skills sharing dynamics where a young volunteer can help /support the other young volunteer with any difficulty

Cross-sectoral cooperation: it provides some collaboration chances between volunteers and public institutions, non profit organizations, social business companies.

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

- the impossibility to change the hosting organization in case of crisis situation;
- the duration of the program (12 months are compulsory and are a long period which it is difficult to maintain for a disadvantaged people);
- the rigidity of the service which must be made in 5 days per week.

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

In the last call for national civic service projects the government included some premium scores to foster to inclusion of disabled / disadvantaged people. The law also include a guideline inviting organizations to include a disadvantaged people always together to a non disadvantaged young people in a way to foster positive peer education dynamics.

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

Opposite attitude from some of the hosting organization (they look for volunteers so they tend to select high skilled volunteers, not low skilled young people with the need to be supported in inclusion paths); limited budget, the possibility to generate a request of inclusion from disadvantaged young people facing some sorts of special needs which the system is not able to support (e.g people with psychiatric difficulties, cognitive retards).

<b>Best practice Spain</b>
<b>Program/project title</b>
<b>Volunteer program in the teaching of kin-ball</b>
<b>Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test, other please specify)</b>
<p>In August we published the call for the volunteer program for the next academic year, using our website and social networks, in addition to the communication channels of the Youth Center of our city. The selection criteria are young people between 18 and 25 years, regardless of sex, extroverted, and with academic training related to physical activity or teaching. People who meet the criteria pass a group test consisting of playing games and dynamics to learn how they operate and their resources. Based on all the criteria and the group test, a score table is established and the candidates are ranked from highest to lowest adequacy.</p>
<b>Working methods 2 placement (details about: 1)profiles involved in matching 3)activity used to placement (placement based on analysis of connection between cv and vacancy; guided tour to the hosting, matching software by platform)</b>
<p>Volunteers can carry out their work in three different lines:</p> <ol style="list-style-type: none"> <li>1) children and young people in schools, institutes, and universities;</li> <li>2) youth and adults in leisure and free time programs and associations;</li> <li>3) youth and adults with disabilities or special needs.</li> </ol> <p>Depending on the position in the selection ranking, the adequacy of the person and their preferences, they proceed to one or the other of the volunteer lines.</p>
<b>Working methods 3 training 1) training setting e.g : on line training; group sessions; 2) duration: n. of weeks &amp; hours*week 3) profile of the trainers 4) training goals 5) training contents 6) methods used to evaluate the learning path 7) type certification released</b>
<p>Volunteers receive specific kin-ball training corresponding to level 1 of the instructor given by qualified members of the Spanish Association of Kin-ball Sport (AEKBS). The training is given in September, consisting of two weekends with a total of 30 hours of theory and practice. They are trained to teach games, basic attack and defense exercises, basic strategies, basic adaptations, regulation and development of competition matches, and management of sports workshops. AEKBS members take a theoretical and practical exam to pass the course.</p>
<b>Working methods 4 tutoring/monitoring 1) tutoring/monitoring goals 2) monitoring setting e.g : on line monitoring; group sessions; 3) tools 4) timing of tutoring 5) profile of the tutor 6) other relevant info</b>
<p>Volunteers always carry out their tasks under supervision and accompanied by a member of the AEKBS level 2 kin-ball Valladolid monitor. This person is qualified and has enough experience to detect errors in the teaching of the volunteer and guide them in any situation that may arise in practice. The tutoring is carried out personally during the delivery of the kin-ball workshops and telematic assistance is also offered for the resolution of doubts and clarifications for the volunteers.</p>

<b>Working methods 5 evaluation 1) evaluation subjects 2) evaluation goals 2) evaluation settings 3) tools 4) evaluation timing 5) profile of the evaluator 6) other relevant info</b>
The evaluation takes into account aspects such as communicative ability, clarity of explanations, organization of exercises, adaptation of the level of the workshop to the participants, execution technique, resolution of unforeseen events, etc. The evaluation is carried out in the last five workshops of the academic year, by means of a spreadsheet that includes all the items, and is carried out by the director of training and management of sporting events of our entity.
<b>Working methods 6 certification 1) list the certified skills e.g hard/soft skills 2) tools 3) profile of the certifier 6) other relevant info</b>
The official kin-ball level 1 monitor certification is issued by AEKBS if the report issued in the evaluation is positive. Along with the degree, a certificate is issued by our entity reflecting the work carried out by the volunteer and the acquired competences and skills.
<b>Working methods 7 follow up 1) list the certified skills e.g 2) tools 3) profile of the certifiers 6) other relevant info</b>
After the volunteer program, telematic contact is maintained with the volunteers to invite them to continue promoting kin-ball in new places and participating in the entity's actions.
<b>Total grant awarded at national level</b>
This is a small volunteer program of the entity, so up to now, we have not opted for public subsidies or aid. The program is managed with an economic item from the training and dissemination section of the entity.
<b>Sustainability perspectives</b>
The program is having a very good acceptance, so we will continue to develop it and expand the options for volunteers. As well as implementing public criteria to apply for grants.
<b>Impact of the project on the target group</b>
Thanks to the action of the volunteers, kin-ball reaches a greater number of people who, in addition to learning about a new sport and benefiting from a healthy lifestyle, also learn values such as teamwork, respect, and equality. On the other hand, voluntary participants know first-hand the contributions generated by being a volunteer and giving yourself to others.
<b>Distinctive/innovative elements</b>
In our program, we offer the possibility of spreading a new and fun sport full of values. With the possibility of adapting to any audience, to promote healthy lifestyle habits and solve problems in social relationships.
<b>Impact of the project on the community</b>
Thanks to the greater diffusion of kin-ball, demand has increased and new sports schools have been created. This has generated healthy lifestyle habits in many young people and adults, and their circles of friendships have grown.
<b>Impact of the project on the involved stakeholders</b>
Volunteers will have fulfilled their desire to help others selflessly, in addition to spreading values of health and personal development. They also learn skills about time management, adaptation to different situations, communication skills, and social relationships. The AEKBS kin-ball level 1 monitor qualification equips them with tools that they can implement in their daily and work life, improving their skills and competences. Owning this certification is useful for the individual who is unemployed or is not studying and let the volunteer the chance to be involved in other events that can eventually evolve into something more professionalized and

socially recognized. Other associations use to involve our volunteers for their official events, giving a counterproof of the knowledge acquired and of the service given to the local and regional communities.

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

- Kin-ball is a very different from the rest of the other team sports, since the team is genders mixed and it is perfect to include people with disabilities with easily adaptations.
- Striking material in terms of size and color. A 1.22-meter diameter fluorescent pink balloon.
- The program offers wide flexibility for the development of sports workshops, being able to take place from Monday to Sunday in the morning, afternoon and evening.

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

- - A small entity with an unofficial volunteer program.
- - A little offer of different lines of volunteering.
- - Almost unknown sport.

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

- People are tired of traditional sports, sometimes very less inclusive.
- Possibility of developing multiple competences applicable to the person's work environment.

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

- Necessary facilities to develop sports workshops.
- Lack of financial means to continue the program.

## Best practice Portugal

### Program /project title – IPDJ / Agora Nós (Now Us)

**Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test,other please specify)**

#### Selection criteria:

Youth between the ages of 14 and 30.

The selection criteria changes based on the action being developed. If there's any tie between participants, it will be chosen the candidate with more volunteering hours and with the earliest application.

#### Professional profiles involved in the selection:

Advanced Technicians with knowledge on youth and youth policies, knowledge of the system of public institutions in the social field, and knowledge of volunteering frameworks.

Host organization technicians with experience with you and youth policies, and knowledge of volunteering frameworks.

#### Selection actions:

Evaluation of the candidate's CV to evaluate their experience and profile for each specific action.

Curricular evaluation.

Face-to-face individual interview to check the compatibility between the action and any other activities in which the volunteer is involved

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

#### Profiles:

Technicians with knowledge about the host organization and the candidate's profile.

#### Placement Activities:

Applicants are placed according to their CV, interview and curricular past. They then have until 5 days before the start of the action to either accept or refuse the opportunity.

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

3 sorts of trainings:

General training: offered to all volunteers

Complementary training: offered to volunteers with 200h+ of volunteering in a single year.

Specific training: offered to each volunteering by the host organization to familiarize the volunteers with the work they are going to do while volunteering.

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

Regular meetings: meetings in order to monitor and continuously evaluate the volunteer. Two-way feedback is used to keep the volunteering experience smooth and ensure every part is happy with the work being done.

Profile of the tutor:

Social worker or technician experienced in offering individual coaching and guidance advice.

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

Evaluation goes about the volunteer's experience during their work at the host organization. The main objective with this evaluation is to understand what went great and what improvements can be done at a host organization level but, also, to provide honest and valuable feedback to the volunteer so that it can be an asset for future volunteering experiences.

This evaluation is done by the outgoing volunteering and one of the senior technicians of the host organization.

After the volunteering experience, both organization and volunteer must fill a form about their experience.

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

The certification of the experience is done around the tasks and functions performed by the volunteer and the number of hours spent.

The certification is done by IPDJ and the host organization at a public body level.

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

The certification provided can be used along the CV to require the Volunteer Director status to the IPDJ.

**Sustainability perspectives**

The volunteer program is enshrined in Portuguese law.

**Impact of the project on the target group**

- Increased self-awareness.
- Increased social skills,
- Increased social connections,
- Chances to advance career through the learning of new assets,
- Increased network,
- Increased emotional stability,
- Improved curricular experience,
- Increased capabilities in interpersonal communication,
- Hands-on experience on different kinds of activities.

<b>Distinctive/innovative elements</b>
The “Now Us” program features an innovative way of connecting volunteers and organizations through the placement of volunteers through a public pipeline where IPDJ evaluates the needs of each organization and the capabilities of each volunteer and then matches both according to these evaluations.
<b>Impact of the project on the community</b>
The IPDJ program is providing organizations with suitable and capable volunteers that can make the most of the action and, in doing so, maximizing the impact of the actions on the community, be it working with disadvantaged people, disabled people, homeless people, or any other kind of volunteer work.
<b>Impact of the project on the involved stakeholders</b>
More often than not, organizations struggle with candidates’ pipeline. The lack of workers and time lead to organizations not being able to conduct a thorough process of evaluation and validation of the candidates, which can lead to underwhelming results of the action. With this program, IPDJ is providing organizations with the means and manpower to effectively distribute volunteers to the appropriate organizations and actions according to their capabilities and experience.
<b>Strengths: characteristics of the project that give it an advantage over others</b>
<u>Multiple learning areas:</u> the “Now Us” project allows volunteers to work on different areas of volunteering, offering participants a wide range of tools for the future, both in volunteering and in the professional world. <u>Open access:</u> the program is open to anyone that fits the selection criteria, regardless of their literary abilities, and placement is ensured in accordance with those abilities but also with social abilities. <u>Development chances:</u> because two-way evaluation is guaranteed, this guarantees an opportunity for development for all parties involved. Both the IPDJ, which can develop its work in the area of volunteering and create new tools in the organization of future national actions in the area, and the organizations that can work within a framework that will allow them to learn new ways of selecting volunteers, as well as the volunteers who will have access to opportunities that meet their academic and professional profiles.
<b>Weaknesses: characteristics of the project that place the project at a disadvantage</b>
Volunteers have limited roles to influence. At the time of recruitment, there are no written job descriptions, goals or objectives.
<b>Opportunities: elements in the environment that the project could exploit to its advantage</b>
The ability for volunteers to evaluate the organizations from an outsider’s view. Volunteering programs in high schools and colleges A mentor program could be implemented to create more Director Volunteers. Increase of media events. Increased interest in volunteering.
<b>Threats: elements in the environment that could cause trouble for their project</b>
The current outbreak can negatively affect the economy which will have a negative impact on volunteering programs. Life changes in a volunteer’s life can lead to de decreased of the commitment level. Possible administrative changes can affect the program development, even more so because it is a public run program. Repurpose of the funds directed at the program can lead to underfunding or totally shutdown of the program.

## Best practice in Austria

Program /project title: **Encouraging Inclusion through ErasmusPlus: Empowering young refugees**

**Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test,other please specify)**

Selection criteria: age (17+), motivation and background: socially excluded youth

Professional profiles involved in the selection:

1. Youth workers, project managers of the respective youth exchanges
2. Peers – acting as tutors

Selection actions:

Personal interview to:

- introduce the volunteer to staff and members of the NGO;
- assess the motivation, goals, needs and wishes of the volunteer;
- present the activities of the NGO;
- the role of the volunteer and related tasks.

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

Profiles involved in matching:

3. youth worker to respond to the needs of the volunteer and guide him/her in the process
4. project manager of the Erasmus+ activities withing the NGO to explain Erasmus+ and the mobilities;
5. a peer to additionally support the volunteer.

Activities used to placement:

6. discussing hopes/fears with the volunteer, possible outcomes, risk assessment

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

The preparatory training consists of 3 workshops (3 times/week for 2 hours and a period of 2 months): 1- focusing on cultural awareness, 2 – addressing a cultural shock, 3 – focusing on cultural adjustment. Using non-formal learning methods. Each WS lasts 4 hours. Trainers are experienced youth workers. The goal of the training is to identify the training needs, develop or enhance the understanding of cultural dimensions of the volunteer and motivate him/her to to engage in self-directed learning. Among others at the end of the training the volunteer should be able to understand cultural norms, body language, the process of cultural adjustment, appropriate interactions with peers from different European countries. The trainer encourages the volunteer to use a learning diary, at the end of each workshop they together evaluate the learning process and outcomes by going through a checklist.

After the first youth exchange where the volunteer participates, there is workshop focusing on reflection and evaluation to assess the learning process, his/her experience and needs. The volunteer receives a certificate by the NGO.

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

Tutoring/mentoring is an important part during the youth exchange. Two persons are responsible for the volunteer during this time. The project assistant (having an overview of the entire project) and one peer, taking care of the volunteer at all times. These are mostly one-on-one tutorials, taking place on the spot, each day at the end of the day (with the project assistant) and in case of additional tasks the volunteer might have, also in the morning (with the project assistant). Volunteer's peer is available for the volunteer at all times during the youth exchange. Profile of the peer: similar age, experienced in taking part at international youth exchanges, working languages: German and English.

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

The aim of the programme is to enhance personal, communication and social competence, citizenship competence and cultural awareness of the volunteer and encourage his/her inclusion. To evaluate if and to what extent this goal was achieved, an ongoing evaluation takes place covering the following four fields: Reaction: personal reflection from the volunteer. Learning: Growth of knowledge, learning achievements. Behaviour: Changes in behaviour, transfer of competencies into concrete actions/situations (observations by the mentor over a long period of time). Results: long term lasting transfer (further development within the NGO as an active member, work placement, access to education etc.). In the evaluation process the mentor works closely together with the volunteer, his/her peer and the social worker responsible for the volunteer.

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

A certificate listing gained competencies. Differs from a project to a project.

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

Depending on the needs and the learning process of the volunteer. Monthly informal meetings, where volunteers can join, reflect on what they have learnt and how they have implemented gained competencies, what they would like to achieve in the future and assess where they still need guidance and support or facilitated access to community resources and opportunities,

**Total grant awarded at national level**

none

**Sustainability perspectives**

The NGO remains active in the KA1 field of the Erasmus+ programme, ensuring ongoing possibilities for young refugees to get involved. Successful volunteers get involved in the development phase of the projects, transferring their ideas into activities, they become group leaders for youth exchanges taking place abroad (once they receive the passport) and get involved in peer-tutoring for new volunteers.

### **Impact of the project on the target group**

Enhanced social competence is one of the most important impacts youth exchanges bring new practices of teamwork, building trust and support within the team, as well as increasing tolerance, self-confidence and flexibility. Moreover, we can also observe enhanced sense of appreciation of cultural diversity and increased sense of initiative and empowered towards active citizenship. Volunteers are more aware of their own background and values and therefore able to understand their own perception of other cultures, they also get more interested in knowing what happens in the world daily, are more able to cooperate with people from other backgrounds and cultures. To sum up our volunteers become self-aware and motivated young people, who know their skills and competences, who can actively participate and help co-creating workshops are aware of the importance of equity and human rights, have increased possibilities to get included in the education system and increased possibilities for a successful integration.

### **Distinctive/innovative elements**

We start with involving volunteers in the youth exchanges – supported by an ongoing evaluation and additional trainings when needed. We empower them by supporting their active participation at the youth exchanges, not only as participants but also assistants to the organizing team and gradually we start developing projects with them. We do not provide services and activities only for them, but develop new ones with them.

### **Impact of the project on the community**

The wished outcome on the local community is to create a more positive attitude towards refugees.

### **Impact of the project on the involved stakeholders**

Socially excluded young people get the chance to be involved, improve their knowledge, competencies, skills and attitudes. They are better equipped to deal with the challenges of a changing environment and can contribute more to their hosting society – in this regard, their development and the ability to get involved outside the NGO where they were volunteering, has a positive impact on everyone in the local community.

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

This programme is one of our steps the NGO is taking in building bridges between the local population and the refugees by empowering young refugees to become self-aware and responsible citizens and by building new friendships with the locals. However, often there are almost no opportunities for the refugees to meet with the local youth in an environment that would enable them to get to know each other well enough to make a friendship possible. A youth exchange creates the most natural and safe atmosphere, where youngsters can really be themselves and where all three aspects needed for a friendship (proximity, regularity and sharing) do happen in a relatively short period of time. The idea is to establish good conditions for the development of friendships between the local population and the refugees, which would afterwards result in a lasting peer education for the refugees and would build better base for their successful integration. As the RAY (Research-based Analysis and Monitoring of European Youth Programmes) study indicates, young people involved in youth exchanges develop knowledge, skills, attitudes and values which are related to all key competences for lifelong learning – which can be useful for their professional development and employability. Research findings

also indicate that the involvement in youth exchanges stimulates participants to consider or actually plan further educational activities and their professional development, including studying, working or doing an internship abroad as well as further developing foreign language skills.

By actively attending a youth exchange, our volunteers do not only make local and international friends, but also develop new competencies, skills and attitudes and have increased possibilities to get included in the education system and increased possibilities for a successful integration.

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

No regular funding supporting the programme

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

Develop further peer-education possibilities in cooperation with other NGOs on the local level (Red Cross Youth, scouts, etc.), upgrade the programme and apply for national funds.

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

Lack of motivation to learn – focusing on the “fun” aspects only.

Lack of additional training for staff members - likelihood of getting emotionally too much involved.

## Best practice in Slovenia

### Ani-etno-macija (volunteering program that is effective for young adults with low skills ...)

Most of our young that have low skills or lower education comes from the ex-Yugoslav countries and they came here as migrants with their (working) parents. The volunteers had sessions where they taught the subjects that were needed for them to actively start volunteering in the field of animation for children. Already they also discussed and prepared some activities during the theoretical part of the program. The volunteers first performed their activities during the week of cultures in June 2019 and since then they are offering their services as part of their volunteering programs to the local schools, kinder gardens and also prepare animation for children as part of the birthday parties or other gatherings (picnics, etc.).

### Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test, other please specify)

**Selection criteria:** age, gender, low functional literacy, lack of social competences, weak social network; lack of experiences in labour market; willingness to commit to the project and learn new skills, competences, language.

**Professional profiles involved in the selection:** social workers with many years of experiences working with the vulnerable groups, especially migrant women; volunteers with migrant background and administrative personnel with migrant background.

**Selection activities:** At first, the invitation to the project was published in different media and there were many activities done in the local area (villages, towns) promoting the project. Because of the promotion, there was a great interest in the project so we concluded personal interviews with the interested parties and upon the given answers (especially important was to us who would be dedicated to participate in the whole project and would not back out after few sessions) we decided who will attend our project.

The whole project was carried out for 2 different groups – for women that are coming from different ethnic (minorities) groups and for youngsters from different minorities with low skills and competences and are not highly educated.

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

**Profiles involved** Staff with the specific knowledge and that has many years of experiences in the field. Volunteers that already participated in similar programs or have some knowledge about the topics.

**Activities:** individual discussion with the participants to (try to) meet their wishes regarding the timetable when the activities would be carried out and they also discussed in the group which activities they are more interested to carry out. They also discussed about the fact how they will present the activities carried out in the project itself.

Since the project was carried out in the organization that also hosts few public events there was no need for the volunteers to have a tour to hosting places or to think about them. It was already mentioned in the beginning of the project where they will have the practical part of the volunteering program carried out.

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

**Training and training content** training for young people was divided into two groups: ethno-animation training based on a combination of dance skills, storytelling, playing games and circus skills, incorporating the elements and characteristics of their original culture (dance steps of traditional dances, folk tales, terminology ... ). Second group of volunteers that participated in the project was the one that prepared the promotion materials that promoted the effect and work of both groups of volunteers – the one that prepared animations and themselves.

**First group:**

- Conducting workshops for learning different elements of animation: Games (set of games from different countries and selection of appropriate ones, adjustments for different number of children, dynamics of play, interpretation of rules to children); Dancing (dance basics, folk dances, animated dance choreography); Storytelling (selection of appropriate fables, fairy tales, legends, dramaturgical arc, dynamics of storytelling, elements of drama); Circus and animation skills (face painting, balloon modelling).
- Conducting workshops for learning to work with a group: communication, group dynamics, conflict resolution.
- Photo workshop.
- Practical exercises: tests of the acquired knowledge in the context of other events and events, carried out by the applicant (Creative Workshops Children's Council, Festival of Cultures Week, etc.) or other organizers (Earth Day, car-free day, New Year's Eve and carnival for children

Acquaintance with theory, exploration of cultural heritage, application in modern times, pedagogical approaches, practical exercises.

**Second group:**

- Historical, social and theoretical framework for the generation of passwords and messages - their meaning and impact.
- The basics of creative thinking: Models and ways of creative thinking.
- Creating messages and preparing a communication product: identifying a communication challenge, target group, approach to preparation, basics of design thinking, and technical aspects of designing visible messages.
- Good photography: types of photography (documentary, artistic, portrait, night, macro, reportage), choosing motifs according to the desired message.
- Persuasive communication approaches, including communication tools and channels (social networks, media).

Acquaintance with theory, learning from historical and current cases, practical applications of the learned in the product, independent development of ideas

**Duration** 100 hours for the first group (5 months) and 100 hours for the second group (6 months)

**Profile of the trainers:** Cultural Heritage Expert; Dance Teacher; Storytelling Teacher; Circus Skills Teacher; Visual message designer; Designer with experience in creating creative posters; Artistic director at advertising agencies; Creative manager of communication projects in NGO;

Expert in intercultural cooperation; Creative director at an advertising agency - creative concepts; Social networking expert.

**Training goals**

First group:

- 15 young people trained in child animation
- Made a product that can complement the offer of cultural societies of different ethnic groups, but at the same time participants can use it independently in the market - performing ethno-animations of children at different events and for different clients (birthday parties, events, child care ...)
- Ability to upgrade knowledge and increase competitiveness

Second group:

- 15 Acquired advertising skills
- Communication campaign on the benefits of cultural diversity
- An ad for children's ethno-animations
- Fashion T-shirt with slogan

**Methods used to evaluate the learning path** The attendees prepared a project and presented it in the public during so-called Week of cultures, an event that happens yearly during the month of June. They also presented their experience and outcomes of learning process on the local television and newspapers, their products were also presented on ads in the local area.

**Type of certification** Certificate of the Attendance.

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

The program was implemented by external experts. They were mentoring the volunteers that participated in the project and helped them during the preparation for the final part of the program, when the participants showed in the public the outcomes of the learning process and practical work. The tutors were available to the volunteers all the time during the project – they had group meetings with the participants and if someone of the group needed extra help, the tutors had an individual session with them also.

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

The questionnaire was fulfilled by the participants before the start of the project to get better insight into the knowledge about the topics of the project and to get more information about the participants themselves. At the end of the project, the evaluation was oral. But the evaluation was also performed after each session in order to get the input from the participants about the topics, the activities ...

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

Each of the participants that fulfilled the obligations (attendance in the project) received the certificate that he/she successfully finished the program Ani-etno-macija. On the certificate, it was also stated which part of the program they attended (animation for children or advertising).

The participants gained new soft skills and improved their knowledge of Slovenian language.

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

After the end of the project and receiving the certificates, the participants also had help with preparing the CV. Some of them also had already met potential employers during the project, and after the end of it, they got a job offer.

**Total grant awarded at national level**

91.031,47 EUR from ESS and the budget of Republic of Slovenia

**Sustainability perspectives**

In the modern world, there is a huge demand for people that know how to prepare animated program for the children and for people that know how to use their creativity in promotion and advertising. Since the end of the project, nine people already got employment and it is expected for more of them to get a job.

**Impact of the project on the target group**

- increased self-awareness and self-esteem
- inclusion and integration in the local society
- increased possibility of employment
- increased skills
- increased knowledge
- increased competences
- increased sense of belonging to the local community
- increased ability to communicate with people from different environment
- increased abilities to contribute to the organization and society

There was one person from the vulnerable group (ethnic background) employed because of the needs in the project, Also after the project ended, out of 30 participants some of them already found the job. By engaging in the activities, both target groups upgraded functional knowledge of the Slovenian language, acquiring skills and knowledge that lead to the confirmation that they can be active contributors to their destiny, to a better self-image and, above all, a positive acknowledgment by the environment.

**Distinctive/innovative elements**

The ANI-ETNO-MACIJA project enabled young people to be trained in creative industries that have greater market potential than traditional cultural genres. The young people prepared the product "Children's Ethno-Animation" and learned how to promote it through creative communication messages on cultural diversity, which were created as part of advertising training. Young representatives of the majority population also participated in the training, which was key to an effective process of thinking about accepting diversity.

**Impact of the project on the community**

- Informed and sensitized public (potential buyers of operation products).
- Equipping participants with practical knowledge and skills to carry out children's ethno-animations independently and comprehensively. That would contribute to greater involvement in the labour market.
- Supplemented content and offerings of minority cultural societies, thereby contributing to the expansion and rejuvenation of membership.
- Increasing the active presence and visibility of members of ethnic groups in the public,

thereby affirming in their own eyes and in the perception of the majority of the public as active co-creators of social life.

Given that the participants have acquired a broad knowledge of ethno-animation, their impact on the local community is:

Animation at birthday parties, babysitting, public events.

In addition, the impact of the project on the community is also in greater connection of the local community and greater integration of all individuals into it.

#### **Impact of the project on the involved stakeholders**

Potential stakeholders were informed about the possibilities of trainings; The local community, the organizations and businesses are the largest stakeholders in the project and the knowledge that the participants got in the project would be used greatly in the local community, since the community and the businesses can hire the participants for the events they prepare, such as festivals, local events, events, held in schools and kinder gardens...

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

**Multiple areas of learning:** the participants in the project learn many new skills and gain different competences. They do not only learn soft skills but hard ones too. That is important if (when) they want to enter the labour market.

**Peer to peer learning:** the project was attended also by young adults from local area that have better skills than the main target group. Young adults shared their knowledge and helped the under-skilled group to gain competences and to better understand the instructions, session etc. by teaching them Slovenian language and explaining them the tasks.

**Learning by doing:** during the project the group had a lot of practical lessons and prepared the events where they showed their newly gained skills and knowledge in front of the local society.

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

The only weakness that the project had was the problem how to establish the schedule that would satisfy all the participants and the tutors. Because some of the participants and tutors had other obligations (such as school or job), they had a bit of difficulties when it came to the coordination of the timetable of the sessions.

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

There is huge demand for the people with the skills that participants increased or gained in the project. And even though project was meant only for young adults with low skills (in our case all of them with migrant background), there were ten young adults from the local environment joining the program and helping the adults with low skills, which was addition to the project since the young adults had help from their peers in learning Slovenian language and also integrate more into local society.

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

The main challenge of the project is that the target groups are clearly unmotivated for any form of training and education, they are not thinking about investing in themselves that might be of use to them, their view is that "we have already finished our school". They are only interested in activities based on their existing (small and non-competitive) skills and which could quickly generate direct earnings.

## Best practice in Turkey

**Program /project title:** Atakum Project Factory (volunteering program that is effective for young adults with low skills ...)

**Short summary:** Atakum Project Factory is a project that includes volunteers to participate in the project writing trainings organized by us free of charge and voluntarily organized by us, who want to improve their project writing and application skills in Atakum District. This project, which is also supported by the Mayor of Atakum District, is carried out with the municipality's and our own resources.

### Working methods 1 - selection

**1)selection criteria:** A google form was created and applications were collected on social media.

**2)profiles involved in selection:** Generally, the staff working in Atakum Municipality attended to the project (Atakum is a district of Samsun which is located in Northern part of Turkey.). Most of them are either lack of experiences in labour market or willing to commit to the project and learn new skills.

**3) Activity used to select (e.g. interview by person, group interview, write test, other please specify):** There was no any activity for selection. Everyone who filled the google form was accepted. Because the hall where the training will be realized was big enough and this kind of training was not given frequently as Atakum is a small district. For this reason, it was aimed to benefit everyone who volunteered from this training.

### Working methods 2 - placement

**1)profiles involved in matching:**

**2)activity used to placement (placement based on analysis of connection between cv and vacancy; guided tour to the hosting, matching software by platform):** As a result of

the meetings with the Mayor of Atakum District, it was decided to receive these trainings continuously and to receive technical support from our organization during the implementation phase of the projects that will be accepted in the future. Therefore, the continuity of the information was ensured for the municipal personnel participating in the training.

### Working methods 3 - training

**1) training setting:** Trainings were held face to face.

**2) duration:** One training which was 3 days-long and covers the whole day, has been held in Atakum. However, due to the epidemic, the second training likely held recently has been postponed to a later date.

**3) profile of the trainers:** The trainer was a staff of our organization who had an immense experience in writing projects, and also had the task of sharing his experiences with others.

**4) training goals:** The purpose of these trainings is to increase the project development skills of individuals living in Atakum district and especially working in Atakum Municipality, thereby ensuring social development in a rural district such as Atakum and enabling individuals to be integrated into economic life.

**5) training contents:** During the trainings, topics such as what is a project, how to read the grant call text, how to have a project writing logic and how to write IPA projects are discussed.

**6) methods used to evaluate the learning path:** Volunteers were asked to write a project after

the training and the success of the participants was evaluated over the projects they wrote. The participants were also asked to write a brief feedback on how they found the training. The evaluation of the trainings was made through these two points.

**7) type certification released:** After the training, the participants were given a “participation certificate”. These certificates were prepared by Atakum Municipality.

#### **Working methods 4 - tutoring/monitoring**

**1) tutoring/monitoring goals:** Some monitoring was done to determine the progress levels of the volunteers participating in the project. In other words, the objectives of the monitoring are to evaluate the extent to which the participants increased their project development skills.

**2) monitoring setting:** The monitoring activity was carried out by giving the participants homework, that is, by asking them to write a project. It is understood whether the education is successful to the extent that they can write or not.

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

**4) timing of tutoring:** After the trainings, which were held approximately 8 hours a day for 3 consecutive days, the participants were encouraged to contact our instructor via e-mail when a question was asked. In fact, it can be said that education is still going on.

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

**6) other relevant info**

#### **Working methods 5 - evaluation**

**1) evaluation subjects:** Evaluation can be made from two aspects. The first is the evaluation of the individual success of those who attend the training. The second is to evaluate the success of the project.

**2) evaluation goals:** The objectives of the evaluation may be to measure the individual success of the participants and the overall success of the project.

**2) evaluation settings:**

**3) tools:** Evaluation tools are the projects written by the participants and the feedback collected from them.

**4) evaluation timing:** Feedbacks were collected on the last day of training. The projects were sent by e-mail in about 15 days after the training. So, the evaluation process is 15 days.

**5) profile of the evaluator:** The person who reads and evaluates the projects is the trainer himself. However, the reading and evaluation of the feedback was carried out by 2 assistants in addition to the trainer.

**6) other relevant info**

#### **Working methods 6 - certification**

**1) list the certified skills e.g hard/soft skills:** After this training, it was determined that there was an improvement in the project development skills of the participants. Participants, who did not know how to write a project at the beginning, became familiar with the basic concepts of writing and implementing a project after the training. In this respect, both their hard and soft skills have improved.

**2) tools :** Certificates of attention

**3) profile of the certifier:** It is the Municipality of Atakum that issues and presents the certificate.

**4) other relevant info**

#### **Working methods 7 - follow up**

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

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

**3) profile of the certifiers:** It is the Municipality of Atakum that issues and presents the certificate.

**6) other relevant info**

#### **Total grant awarded at national level:.**

This project has been implementing by own resources of Atakum Municipality and our organization

#### **Sustainability perspectives**

A kind of cooperation protocol will be signed with Atakum Municipality. Within the framework of this protocol, such trainings will often be provided in Atakum and further training will be provided and consultancy will be provided for the execution of future projects.

#### **Impact of the project on the target group**

The staff working in the municipality was provided to improve themselves, thus becoming more competent in their work. In addition, unemployed participants were provided with a skill that will affect their employment processes and their employability was increased.

#### **Distinctive/innovative elements:**

The innovative aspect of the Project Factory idea is that it does all these trainings voluntarily, unlike conventional project consulting companies.

#### **Impact of the project on the community**

Organizing such a training in a small district like Atakum is very groundbreaking. Project writing training, usually held in large cities, has never been held in small towns, and people living in the countryside who want to improve themselves have been deprived of this opportunity. Now a social transformation is starting in Atakum.

#### **Impact of the project on the involved stakeholders**

As it has a role in providing this training, the Atakum Municipality has become more innovative and popular in the eyes of the public and its staff.

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

Project writing ability is something quite new and popularized ability in Turkey. Project writing training is often too expensive for marginalized individuals. However, the demand was very high as the trainings were given free of charge within the scope of this project. Also, since knowing how to write a project is a useful skill in many areas of life, everyone wants to learn it.

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

As far as we have observed and can be identified, this project has no disadvantages over marginalized adults. If they do not attend these trainings then this may be a disadvantage.

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

It is a great advantage that Atakum Municipality is very eager for this project. In this context, they never lose contact with us. In addition, it is planned to go to the USA and hold a meeting with the World Bank for a previously accepted projects. In this respect, the enthusiasm of Atakum Municipality can be seen as an environmental opportunity for the project.

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

It may be a threat that participants are no longer interested in these trainings with a sudden change of opinion. In addition, it can be seen as a threat that both Atakum Municipality and our organization reach a point that cannot finance this project any more.

## Chapter 2: Volunteering programs 4 skills empowerment of unemployed people in the participant countries



## 1.1 What is empowerment through volunteering in unemployed people? shared definitions...

We can define the empowerment through volunteering in unemployed people as an opportunity to acquire new skills which are relevant in the labour market by participating in significant experience.

According to some important research, an unemployed volunteer has about a third more chance of being hired than another equally jobless but less busy person.

In fact, the volunteer:

- has more opportunities for contact with other people;
- grows their network of knowledge;
- acquires useful skills and gains valuable professional experience.
- Develop self awareness, self esteem and the ability to promote him self during a selection setting

Moreover, the voluntary commitment of people from other cultures allows to enrich human relationships within an institution.



## Best practice in Italy

Program /project title **The model of the PPU - now Puc Unemployed adults volunteering in programs jointly managed by public authorities&NGOs**

Format: customized volunteering programs in local municipalities. (volunteering programs which are valuable both for the personal and professional empowerment of the volunteer and both for the community cohesion).

The volunteering program can include activities in the following areas:

-enhancement of the environmental and urban heritage, capable of generating the economical development of an area perhaps at risk of abandonment or in the phase of de-industrialization;

-enhancement of cultural heritage (exhibition management, recovery or enhancement of archival, book and artistic assets);

-extraordinary reorganization of technical or administrative archives;

-temporary services for people, such as accompaniment of nursing home guests, support and coaching in animation activities, home support for the elderly, support for the elderly for small daily activities.

The Municipality is in charge to conceive and elaborate the public utility project and, directly or through a partnership with a non profit organization, taking into account the reality of the territory, develop the projects for community services.

Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test,other please specify)

### **Target group of the program:**

-people who have been unemployed and / or unemployed for at least 12 months, who have reached the age of 30 years old;

-people in charge of social welfare services.

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

### **1)profiles involved in matching**

experts in human resources management

### **2)activity used to placement (placement based on analysis of connection between cv and vacancy; guided tour to the hosting, matching software by platform)**

When the matching it is realized, the selected participants are included with fixed-term employment contracts with the municipalities or with partner private Ngo companies, to carry out some works of public utility on behalf of the Municipality or other public administration.

Both in the case that the activation of fixed-term employment contracts is in charge of the municipality or in charge of the private NGO multiple professionals are involved as following:

-administrative, to provide insurance coverage for accidents and illnesses of volunteers (art.18 of the third sector code), to guarantee safety at work, to provide adequate tools for carrying out the project and to train volunteers.

All this involves an important organizational and administrative effort, as well as the involvement of multiple administration offices in addition to the social and human

resources and social one (culture office, town planning office, third sector office, administrative offices, etc.), based on their respective competences.

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

training is organized in a logic of lifelong learning, and it is based on the sharing of transversal contents in the field of service (art, environment, culture), but also in the field of guidance to the labor market and ICT tools to increase employability perspectives. A wide training program is organized, led by experts from the sector of reference of the project (mainly cultural, tourism, environmental). The training includes lectures, group work and workshops. The aim of the training is to focus the skills of the working group in view of the growing responsibility and autonomy of the beneficiaries in the design and implementation of the products and services of public utility included in the project.

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

The following figures are expected to be involved in the project:  
-1 tutor worker of the implementing organization, with previous tutoring experience in favor of working groups  
-1 coordinator / team leader with experience in human resource management, as well as with previous experience as coordinator of work teams involved in the implementation of the various community service programs.

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

Self assessment

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

Participation certificate

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

Follow up meetings with the participants

**Sustainability perspectives**

Legal basis, fundings, opportunities emerging for the program implementation at national level:-starting from 2019 Italian government introduced a minimum income scheme, the so-called "Reddito di cittadinanza". This is a selective, means-tested and conditional scheme that aims at supporting incomes of those more in need. One of the conditions is that the unemployed receiving a grant volunteer for at least 12 hours per week in his own municipality.

<b>Impact of the project on the target group</b>
Learning outcomes 4 the volunteer: the unemployed is provided with chances to: -activate, spend, further develop his skills (work-based learning);-widen his network and to establish connections with the Ngos and social cooperative operating locally in the field of working inclusion -better connect with the local institutions, gaining an increased awareness on how it works the system of public services and policies at local level-work in a team acting as a public worker- increase his/her sense of responsibility toward the community-learn to give value to common and basic tasks with are connected to community needs;
<b>Distinctive/innovative elements</b>
The added value of the program: - the program value volunteering as a tool to foster the so called “social activation policies” in the area of urban development, supporting social incusion and individual measures for unemployed people with substantial reinteration problems -the program support enhanced forms of collaboration between municipality, public job center, Non profit organizations toward the empowerment of long term unemployed people with relevant skills for increased employability.
<b>Impact of the project on the community</b>
Increased level of social cohesion; -new social value recognized to the unemployed people which are now seen as some resource in the community (new idea and principle for the unemployed which are now requested of giving back something to the community after receiving a social income.
<b>Impact of the project on the involved stakeholders</b>
participation in voluntary activities of public utility represents an activation flywheel especially for people who are disadvantaged, both from a social and work point of view
<b>Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of marginalized adults</b>
- the involvement of Municipalities, together with social cooperatives, in the program management: this was strategic cause business companies have a rather instrumental attitude toward the offer of free labour. Infact companies are more concerned by how much it will cost the porgram in terms of coaching resources (reintegration of the unemployed is not the mission of business companies).
<b>Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized adults</b>
The activation of the projects depends to the initiative of the Municipalities, in cooperation with the non-profit organizations, therefore in the territories where the public utility projects are not activated this opportunity could turn into a point of vulnerability and fragility for the whole measure, as well as a cause of dissatisfaction for those beneficiaries who will not be able to integrate their empowerment path with these activities.
<b>Opportunities: elements in the environment that the project could exploit to its advantage</b>
Connection with the citizenship income assigned by the italian government for follow up
<b>Threats: elements in the environment that could cause trouble for ther project</b>
any

## Best practice in Spain

Program /project title

**Programa Voluntariado Joven de la Junta de Castilla y León**

**Working methods 1 selection (details call promotion: 1) selection criteria 2) profiles involved in selection 3) activity used to select (e.g. interview by person, group interview, write test, other please specify)**

The technician interviews the candidate to volunteer by mail, to later have a videocall or a face-to-face conversation.

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

The technician of the program starts the searching for volunteers first by a matching platform where the candidates upload their CVs, to detect the possible volunteers' interest, and then through relevant social networks used for placement.

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

The usual method to train volunteers is a group session for a total of 4 – 6 hours, could be in several days or just one, with the objectives to acknowledge the volunteers on their duties and rights, options to perform their service in safety and specifics of every hosting organizations project. The method of the training is non-formal or informal and there's no certification for the training, since the volunteer gets one at the end of the volunteering service.

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

Depending on the type of project, the monitoring changes: for instance, if one of the 2 institutions involved is the University, the tutoring is needed to be individual and personalized. For other institutions or hosting organization the mail is usually the more effective mean of communication with the volunteer. Despite this, the frequency of the monitoring work is changing from volunteer to volunteer, so that the following up of every project is quite private and customized.

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

The evaluation of every project delivered by the Council and the Youth Institute of the region is participated by these same organs. The public program disposes that the evaluation has to be from the beginning until the end of every service with a frequency of 3 months. So, on a trimestral base, the technician of the different institutions analyze the main objectives already achieved on that time.

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

The hosting organizations recognize the service developed by the volunteer through certification. It is different for courses recognized and delivered directly from the Junta de Castilla y León.

<b>Working methods 7 follow up 1) list the certified skills e.g 2) tools 3) profile of the certifiers 6) other relevant info</b>
<p>The following up of the volunteer usually lasts one natural year, mainly until the program ends.</p> <p>The certification of the competencies develops depends deeply on the kind of volunteering made by the volunteer and the organization that hosted him/her, that can recognize more or less skills.</p>
<b>Total grant awarded at national level</b>
<p>The grant is regional and the technician is not that aware of the total amount it could be.</p>
<b>Sustainability perspectives</b>
<p>Good results made hope about keeping with the public financing.</p>
<b>Impact of the project on the target group</b>
<p>The impact use to be more personal, in the volunteer, that widely communitarian. It is true that, long term, the hosting organization is visibly beneficiated of the workload of the volunteer, especially those entities that deal with disabilities. In this last case the impact can be considered daily.</p>
<b>Distinctive/innovative elements</b>
<p>The program grants provincial and regional events with all the volunteers of the public program. The last October, in Salamanca, there had been gathered around 120 young volunteers of the Junta.</p>
<b>Impact of the project on the community</b>
<p>Locally, the users of every hosting organization are directly invested of the help of the volunteers.</p>
<b>Impact of the project on the involved stakeholders</b>
<p>A huge help for the volunteer is the Carné Joven, a card to obtain discounts or free entrances in different commercial exercises or public sites of cultural interest. That is delivered freely for the volunteers and many national stakeholders are participating in it, like renfe for cheaper train travels.</p>
<b>Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of marginalized adults</b>
<ul style="list-style-type: none"> <li>- Sensitivity towards collectives;</li> <li>- Teamworking;</li> <li>- Social abilities;</li> <li>- Technical competencies.</li> </ul>
<b>Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized adults</b>
<p>On this matter, the biggest problem is the lack of reinforced training.</p>
<b>Opportunities: elements in the environment that the project could exploit to its advantage</b>
<p>As a public program, the hugest opportunity could be more institutional support, especially more involvement form the regional Council, not to live the Youth Council uncovered with its help.</p>

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

Being a program promoted and granted from the regional Council, threats are represented by a number of priorities that the public institution could decide to give major attention to, forgetting or having to cut finances at the current moment addressed to this Youth Volunteering Program.

## Best practice in Portugal

Program /project title – GEPE – Job Search Assistance Group

### National civic service now universal civic service

**Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test,other please specify)**

#### Selection criteria:

Volunteers who are willing to play the role of facilitators and managers of the meetings, committing themselves to this task with a high sense of commitment and ethical rigor. They should have a **solid and stable psychological profile, capable of inspiring courage and confidence in the members of their group**. They should **show common sense, sensitivity and attention, with communication and motivation skills and preferably have already experienced unemployment**.

- sense of mission and service,
- good capacity for dialogue,
- not judge,
- not wanting to impose solutions or opinions,
- not to seek the function out of personal need,
- receptivity to change,
- Fitting capacity,
- ability to handle stress/conflict situations.

#### Professional profiles involved in the selection:

GEPE groups are organized on a city to city base.

Professionals involved in the selection process differ between IPAV-linked technicians and technicians from the organizations that manage the group.

#### Selection actions:

Evaluation of the candidate's CV to evaluate their experience and profile as well as face-to-face interviews.

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

#### Profiles:

Placement is done on a requirement base by IPAV technicians who evaluate past and present experience and background in unemployment.

#### Placement Activities:

Applicants are placed according to their CV, and an interview.

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

This volunteering programs lacks any kind of in-service training.

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

Monitoring is done via feedback of the participants and it's done every year.  
The continuation of each specific GEPE group is dependent on this evaluation and the results achieved during the prior year.

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

Evaluation is done via feedback interviews and periodic questionnaires to filled out by every part involved.  
The continuation of each specific GEPE group is dependent on this evaluation and the results achieved during the prior year.

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

This program lacks any kind of certification.

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

N/A

**Total grant awarded at national level**

Being a non-governmental and city-based program, GEPE's budget is dependent on the number of sponsors each organizer is able to gather.

**Sustainability perspectives**

At a top level, GEPE is partnered with Montepio Foundation, a bank shell foundation, and is partnered with Lisbon's City Council. The sustainability, again, depends on the sponsors each organizer can gather.

**Impact of the project on the target group**

- Increased social skills,
- Increased social connections,
- Chances to restart your career,
- Increased network,
- Increased professional skill development,
- Increased capabilities in interpersonal communication,
- Increased mental health,
- Increased emotional stability.

**Distinctive/innovative elements**

The GEPE program brings unemployed and formerly unemployed people together, in a setting where they can share experiences, advice, and support.

**Impact of the project on the community**

At a community level, this program acts a catalyst to social change. It develops relationships and connections between the community based on something that everyone can relate to, ensuring that the community comes together in order to see every member thrive.

**Impact of the project on the involved stakeholders**

This program differs from any other kind of program as it allows the connection between people facing a tough life period to see, through the meetings and experience sharing, that they too can overturn that reality. Many of the involved return to the labour market successfully and get a feeling of belonging at a community level.

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

Open access: the program is open to anyone that's unemployed or was formerly unemployed and wants to hand a few hours of their life helping currently unemployed people.

Innovative: this is the only program based around people who choose to spend their time people getting out of a situation they themselves were also in.

Inexpensive: because the whole program is based around sponsors and the kind of resources needed are not expense, the whole program ends up being inexpensive, which fits the target audience needs.

Replicability: the program does not have a structure that needs a large team to maintain it and therefore its reproducibility in any municipality or city in the country is very effective.

**Weaknesses: characteristics of the project that place the project at a disadvantage**

- The lack of certification for the volunteers,
- The lack of public and/or private funding to ensure the betterment of the work done,
- The lack of a proper pipeline for finding and matching volunteers,
- The lack of follow-up after the end of the program,
- Lack of on-going training
- The lack of a centralized management for all the program actions.

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

- Allowing volunteers to attend conferences and workshops to bring back useful information for the improvement of the program.
- The creation of better relationships with local stakeholders can lead to either more funding or more opportunities.
- Expansion of the local councilors and employment technicians' network.
- Current funding programs can allow the growth of groups ability to make innovative work.

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

- Organizations and corporations lack of participation in hiring participants.
- Lack of stable funding.
- Lack of an established matching pipeline that can lead to unqualified volunteers working on such a serious matter.
- Lack of interest on the volunteer's side as there is no certification of the work they are doing.
- Instability due to the lack of a real organizational structure.

## Best practice in Austria

Program /project title

**Supporting young unaccompanied refugees in the company Institut für Talenteentwicklung GmbH**

**Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test,other please specify)**

Selection criteria: age (20 – 40), motivation, education (social workers, psychologists, teachers either having a setback at the university, have just finished studies or are still studying) or unemployed considering changing the profession

Professional profiles involved in the selection:

1. social worker working with the young unaccompanied refugees;
2. head of the centre to explain the tasks to the volunteer;
3. youth worker who will be monitoring, mentoring and tutoring the volunteer.

Selection process:

4. written application, selection upon motivation and educational background;
5. personal interview to assess the needs of the volunteer, set common goals;
6. 1 day spent in the centre for minor unaccompanied refugees with the mentor

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

Profiles: social worker and youth worker, detailed presentation and guidance through the centre.

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

Prior to the training: meeting with the social worker (1/2 working day), who explains in detail the target group, as well as the responsibility, skills, needed knowledge, attitudes, and ethical standards in the practice of social work. Even though the volunteer never stays in the centre alone, during the training important aspects of social work need to be emphasised.

Training lasts 1 week (5 days, 4 hours/day) and takes place in a form of a job shadowing. Depending on the educational background of the volunteer, additional trainings can take place – the social worker decides if additional training is needed.

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

The volunteer always works with his/her mentor. Tutoring/monitoring takes place at all times. The volunteer will also spend time on his/her own with the refugees (providing free time activities or support with learning), however, at the end of the working day, the volunteer spends time with his/her mentor. Once a month group and individual supervision for all employees – including the volunteers takes place. During the supervision everyone can address challenges they are facing, together with the supervisor (external psychologist) they discuss problems and solutions.

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

Evaluation is organized in two different processes: as a personal meeting with the head of the centre and in form of an online form.

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

Every volunteer receives a certificate listing tasks performed and skills and competencies developed.

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

If requested by the volunteer an additional reflection on the learning outcomes, skills and competencies obtained and employment possibilities – a guidance for those, who are still studying and are not sure in which direction their studies should continue. For those, who have finished their studies, the company supports them in the application process for jobs and in some cases the volunteer might receive a job offer within the company. Those, who would like to change their profession have an opportunity of an additional week of job shadowing of the wished profession within the centre (social workers, psychologists, youth workers, pedagogues, teachers).

**Total grant awarded at national level**

This is financed within the scope of work and services the company is providing. There is no additional financing assured.

**Sustainability perspectives**

Trained social workers / youth workers

**Impact of the project on the target group**

Self-aware and empowered (future) youth workers / social workers who:

- can plan, develop and implement workshops supporting refugees in their process of integration;
- who can recognize the challenges refugees are facing and know to apply the right method when addressing sensitive topics;
- are motivated to work with the target group;
- have an increased capacity to trigger change in communities;

- have a greater understanding of how to respond to social and cultural diversity;
- capacity to decide on the appropriate method for the target group;
- are aware of their own skills;
- know how to continue their educational path;
- are better prepared for the job market;
- have improved their communication skills and co-operation as well as decision-making skills;
- are able to reflect on differences in cultural behavior;
- have enhanced employability skills (initiative, teamwork, networking);
- have enhanced skills of observation.

### **Distinctive/innovative elements**

On one hand individuals, who are either:

1. struggling with their studies as they are not certain in which field they would like to get specialized or they are considering quitting their studies;
2. just finished their studies and are not prepared for the labor market yet;
3. unemployed people, who left the university;
4. unemployed people considering a change in the occupation

get the chance to re-consider their educational path and the future they would like for themselves and develop important personal, communication, social and employment competencies.

On the other hand, the group the volunteers work with benefits greatly and get empowered from receiving additional support with their learning (language, cultural adjustment, basic education to be able to enter the Austrian education system) and also additional support in actively organizing their free-time.

### **Impact of the project on the community**

The activities organized by the volunteer together with young refugees can positively impact how local communities receive refugees and positively impact their social inclusion.

### **Impact of the project on the involved stakeholders**

Impact on the universities: motivated students, who want to pursue their studies.  
Supporting the unemployment agency as the programme supports re-employment and facilitates matchmaking (follow up).

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

The placement (training, on-going monitoring and tutoring, regular professional supervision, additional guidance in the follow up) provides a professional and educational orientation in the field of social work. Volunteers develop and enhance their competencies:

7. understand the profession and its ethical standards
8. understand how their personal experiences and affective reactions influence their professional judgment and behavior

9. understand how diversity and difference characterize and shape the human experience
10. understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education
11. understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels
12. value the importance of human relationships
13. value the importance of inter-professional teamwork

in order to (re)define their professional future.

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

Additional work for staff members, who are also mentors - risk of a burn-out.

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

Cross-sectoral cooperation on the regional level: employment service, private sector, education organization, applying for national funds, offering extensive training for volunteers

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

Limited budget as the programme is financed via regular activities of the company.

## Best practice in Slovenia I can do it alone (social activation)

**Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test,other please specify)**

**Selection criteria:** age, gender, low functional literacy, lack of social competences, weak social network; lack of experiences in labour market; willingness to commit to the project and learn new skills, competences, language.

**Professional profiles involved in the selection:** welfare service manager, social workers with many years of experiences working with the vulnerable groups, especially migrant women; tutors in the hosting company, volunteers that already did the training in the same project.

**Selection activities:**

In the process of selecting the participants for the project, the staff involved concluded personal interviews with the future participants. Before the start, they had a group session with all of them in order to see how the group will function together, to check the dynamics of the group and compatibilities of the participants. In addition, the staff presented the project in the details and introduced the staff from hosting organizations to the women preselected in the program.

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

**Profiles involved** Staff with the specific knowledge and competences in the hosting organizations; volunteers that finished the same program.

**Activities:** individual discussion with the participants to (try to) meet their wishes on which hosting organizations they want to see and work in.

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

**Training and training content** The training consists of three modules. **The first, introductory module consists of these topics:** Activities for establishing group dynamics; Activities to motivate the volunteers and their personal growth; Activities that raise the awareness of the volunteers about the importance of inclusion in the wider social and cultural environment; Activities that facilitate and stimulate the acquisition of knowledge for effective communication in Slovenian language; Activities for raising social competences; Activities for raising functional competencies; Activities for acquiring competencies to enter or approach the labour market.

**The second, implementation module consists of:** Activities for gaining hands-on experiences for the labour market: Conducting 18 creative sewing workshops and 6 floral arranging workshops. In the end of the implementation module, there is an exhibition (and sale) of products created in the activity organized.

**The last, output module consists of:** Activities aimed at taking an active approach to seeking further inclusion; Review of participants' goals achieved; Advocacy, counselling and support for entering the labour market.

**Duration** 3 hours two times a week, for six months

**Profile of the trainers** Two trainers are working in the project. First, is the person that has a degree in social pedagogy and with more than 10 years of professional experience as a professional manager of social care programs at DRPD, especially in the field of integration, empowerment, strengthening of social, functional and working competences of immigrants from third countries (especially children, young people and women). The second one is a person with a degree in economics, has over two years of work experience as a cultural mediator, and speaks Albanian - mother tongue, Macedonian - second language, and Slovenian.

**Training goals** Goal of the project is to integrate migrant women into local society, teach them Slovenian language, raise functional competences for them to enter the labour market easier and acquire a job.

**Methods used to evaluate the learning path** Evaluation is carried out throughout the life of the project, methods used are the group and individual discussions between the volunteers and the staff, working in the project.

**Type of certification**

They get a certificate, stating what did they accomplish in the program, what new skills were developed.

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

In the project, there are two types of tutors. First one is the professional and second one is "peer" – the person that already finished the program and knows which difficulties and obstacles someone can encounter while being unemployed.

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

Evaluation of the program starts on the day one, since the tutors and professional staff keeps in touch through the program with all the volunteers and talks to them about everything – what are their needs, their expectations, the program itself... volunteers also prepare their own program in accordance with the project and they are following it so every two months that program is also being evaluated by the staff and volunteers together.

The final evaluation is done by the ministry, that finances the program.

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

The certificate for the volunteers in the project is issued by Društvo za razvijanje prostovoljnega dela Novo mesto, where all the skills and competences that were learned, developed and what did the volunteers did during the project itself.

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

In the first and second phase, the volunteers in the group are monitored, and after the completion of phase 2, the participants are monitored individually - counselling, motivation, information, support... to the extent that they are able and motivated with continuous support to join either the labour market, or other programs and activities for greater social inclusion.

**Total grant awarded at national level**

343.538,64 EUR for 3 years

**Sustainability perspectives**

The project will be carried out for at least three more years with other volunteers that are unemployed and in the need of empowerment and inclusion.

After the end of the project, the professionals employed in the project will continue to work as professionals in one of the programs for socially excluded groups - so new experience and skills and enhanced social capital will be used in other programs for socially excluded groups.

The Association for the Development of Voluntary Work Novo mesto is a partner of Slovenian Philanthropy in the project Marela - Multigenerational Center of Dolenjska and Bela Krajina, which also includes women from other cultural backgrounds. With new experience and knowledge, we will be able to upgrade existing activities and enable volunteers who will be successful, not only with the following through the volunteering activities but also in integrating into the labor market, with continued support and assistance in integrating into the labour market and society.

Throughout the duration of the project, we did/will conduct an evaluation and closely monitor the effects that the project achieves. This will continue to be a basis for presenting to local communities and the state, which through measured effects will have the opportunity to assess the impact of the project and have an interest in supporting its operation in the future.

**Impact of the project on the target group**

- increased self-awareness and self-esteem
- inclusion and integration in the local society
- increased possibility of employment
- increased skills
- increased knowledge
- increased competences
- increased sense of belonging to the local community
- increased ability to communicate with people from different environment
- reducing the risk of poverty
- increased abilities to contribute to the organization and society
- empowerment of the women in the target group

It is estimated that 25% of the participants involved in the project is (will be) join the

- Continuing of training (ZIP program, Marela - Multi-Generation Center of Dolenjska and Bela Krajina)
- Job search (registration in the register of unemployed persons at the ESS)
- Employment in active employment policy programs (UDM, Work Test, Public Works) or full-time employment
- Inclusion in voluntary work (DRPD; OZRK...) as an important opportunity to strengthen the social network, inclusion and competences of immigrant women.

### **Distinctive/innovative elements**

The volunteers – the target group, that are unemployed gains new competences and skills through “learning by doing” in different local public institutions and organizations. With that they do not only get new knowledge that would help them to acquire a job easier but also they have to interact with the local community, which means that by doing so, they are including themselves into the society.

### **Impact of the project on the community**

The project has several impacts on the community. Primarily the community becomes more aware of the “problem” of the unemployed and excluded people and their lack of visibility in the local society.

In addition, because the women in the program learn Slovenian language and also develop new skills, they are an added value to the local community and can help develop the community further with their volunteering services.

### **Impact of the project on the involved stakeholders**

The project has an impact on the group that is actively involved in the project – whether as that group are the volunteers, professional staff, and staff from the hosting organizations. First, the participants in the project gain new competences, skills and some new working experiences that they can use later in work life. They also develop the increased attitude to incorporate themselves into the society and become more active in their community. The volunteers that help the newcomers (new volunteers) in the project share their experiences when they were in the similar situation as the newly arrived volunteers are now. In addition, they teach them to actively participate in the activities of the program and cooperate with cultural mediator and local public institutions.

The public organizations, where the training part of the project takes place, would train the volunteers and maybe even employ them if there is the need for new workers. Having a volunteer is also a benefit to the organization or institute, since the staff there can show their abilities to teach and explain the line of work. They can shape the newcomers (especially if they would employ them, which means that they would not need to train someone else to the position) in the way they want their workers to work.

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

***Multiple areas of learning:*** the participants in the project learn many new skills and gain different competences. They do not only learn soft skills but hard ones too. That is important if (when) they want to enter the labour market.

***Peer to peer learning:*** Since some of the staff that helps in the project and teaches the participants was involved in the project in the past, they can understand their needs and circumstances much better than other people can.

***Learning by doing:*** the participants do not learn only the theory but they go out, to different organizations, and they can improve the knowledge that they got in theoretical part with work, in practice.

***Flexibility:*** the staff that works with the participants adjusts the training and sessions to the needs of the participants and adapts it in that way that each of the volunteers gets the best outcome in the program – in learning, working and possibly acquiring a job.

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

The project itself has few weaknesses. First and the most important one is the fact that the language course that is a part of the project, lasts too short. Since the volunteers are migrant women from Kosovo and Albania, they do not know Slovenian language and they do not have high education. All of them had only finished primary school, and most not even that, which means that they will have hard time getting a job.

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

The project is an upgrade of the other projects that the organization had in the last 20 years. Since this area has a lot of migrant women living here, the project will continue and through it a lot of migrant women working as volunteers in different public institutions will get some non-formal education, they will learn the basics of the language and receive the support from both, the workers in the organization and the other volunteers - the ones they joined the program with and also the ones that already finished the program.

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

- Non-motivation to engage in activities
- Opposition to involvement by family members, especially partner
- Feelings of failure, overload and burnout of the project manager/change of staff

## Best practice in Turkey

Program /project title: Project Writing Summer Camp 2019

### Working methods 1 - selection (details call promotion:

**1)selection criteria:** A google form was created and applications were collected on social media.

**2)profiles involved in selection:** Generally, students studying at the university that speaks English are preferred. A large number of applicants have been coincidentally students of the Middle East Technical University.

**3)activity used to select (e.g. interview by person, group interview, write test,other please specify):** After the applications were collected, those who were not university students and did not speak a foreign language were eliminated. Then, the determined people were reached via e-mail and they were informed that they were accepted to the summer camp. A preliminary meeting was held before starting the training with the accepted ones.

### Working methods 2 - placement (details about:1)profiles involved in matching:

**2)activity used to placement (placement based on analysis of connection between cv and vacancy; guided tour to the hosting, matching software by platform):**

As a result of occasional consultations with university students, it was learned that they wanted to participate in project writing training but could not participate because it was expensive. Thereupon, our organization, the European Social Development Academy (ASGA), organized a free Project Writing Summer Camp.

### Working methods 3 - training

**1) training setting e.g: on line training; group sessions:** Trainings were held face to face. However, e-mail was used with the participants who could not attend the training for various reasons for some days.

**2) duration: n. of weeks & hours\*week:** The trainings were held in July and August 2019, for 8 weeks, between 5 am and 5 pm, 5 working days per week.

**3) profile of the trainers:** The trainer was a staff of our organization who had an immense experience in writing projects, and also had the task of sharing his experiences with others.

**4) training goals:** The aim of this education is to increase the employability of university students with different skills after graduation.

**5) training contents:** During the trainings, topics such as what is a project, how to read the grant call text, how to have a project writing logic and how to write IPA projects are discussed. In addition, information about Erasmus + projects has been provided.

**6) methods used to evaluate the learning path:** The participants were asked to write feedback to evaluate the training method.

**7) type certification released:** After the training, the participation certificate was prepared by ASGA and presented to the participants.

#### Working methods 4 - tutoring/monitoring

**1) tutoring/monitoring goals :** The aim of these trainings is to increase the employability of university students by equipping them with new soft and hard skills.

**2) monitoring setting e.g : on line monitoring; group session:** The monitoring of the participants was done through homework. They were asked to write projects and their success was evaluated on the projects they wrote. In addition, thanks to the daily signatures collected in the trainings, the relationship between participation in education and success was evaluated.

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

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

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

**6) other relevant info**

#### Working methods 5 - evaluation

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

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

**3) evaluation settings:**

**4) tools:** Feedbacks were collected from the participants.

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

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

**7) other relevant info**

#### Working methods 6 - certification

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

**2) tools:** Certificates of Attendance

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

**4) other relevant info**

<b>Working methods 7 - follow up</b>
<p><b>1) list the certified skills e.g</b> Project development and design, project implementation</p> <p><b>2) tools :</b> e-mail and telephone communication &amp; face to face meetings and trainings</p> <p><b>3) profile of the certifiers:</b> The certificate has been issued and presented by ASGA. ASGA has many years of experience in the project industry. Also, to be recognized by people in many different places in Turkey, there is the validity of certificates issued by ASGA.</p> <p><b>4) other relevant info</b></p>
<b>Total grant awarded at national level:</b>
The Project Writing Summer Camp was realized with the financial resources of ASGA and has not received any grant.
<b>Sustainability perspectives:</b>
We still continue to communicate with the participants of the Project Summer Camp, and one of them is currently working as salaried staff at ASGA. Thanks to our positive and negative aspects we saw in the Summer Camp, we carried our trainings to a better point.
<b>Impact of the project on the target group:</b>
After graduating from college, students gained new skills that they can equip themselves in the job search process. In this way, their employability was increased.
<b>Distinctive/innovative elements:</b>
This Project Writing Summer Camp is one of the first project spelling training given free in Ankara. This is what differs from other trainings.
<b>Impact of the project on the community:</b>
The number of people who know how to write projects has increased among university students.
<b>Impact of the project on the involved stakeholders:</b>
The recognition of ASGA among university students has increased, and after this camp, many students have stated that they want to do an internship in ASGA.
<b>Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of young people</b>
Thanks to this camp, university students realized that there were other ways of working in the private sector than being civil servants. They stated that they became stronger as their knowledge about writing and implementing projects increased.
<b>Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized adults</b>
The weak point of this camp was that it coincided with a long term holiday. Students experienced low motivation after the festive holiday, which coincided with the last time of education.

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

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

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

No threats were encountered because this camp is already over.

## Conclusions

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

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

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

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

