EBOOK

KA2 PROJECT - GOOD PRACTICES FOR ADULT EDUCATION

Yes Volunteering

Volume 3
Voluteering in emergency
& skills empowerment

Leading organization

ITALY
Aurive

PARTNERS

AUSTRIA
InterAktion

PORTUGAL
Rightchallenge

TURKEY
Yasam Boyu

SPAIN
Deses-3

SLOVENIA
Drustvo Za Novo Mesto

BEST PRACTICES MANUAL
KA2 Erasmus Plus

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

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

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

Participating organisations

This publication is addressed to youth workers, educators, people working in a third sector organisation, coach or mentor, learner in non-formal education and anyone interested in developing non formal activities for the empowerment of soft skills in disadvantaged people.

This project would have been impossible without the support and collaboration of the coordinator and partner organizations' staff from the drawing up to the implementation.

The organisations' staff of the promoter and partner organizations have actively contributed to the creation of this manual.

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

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

Rightchallenge - Associação - Portugal
www.rightchallenge.org

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

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

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

Overview of the project

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

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

The project supports 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 <u>a good practice</u>, 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 disantvantage?

There are a lot of ways to define "the disadvantage" and very often these ways depend on the point of view we assume, focusing on what does or doesn't this concept include.
In general terms, a disadvantage is a specific *unfavourable condition* of a person – or a group of people - compared to other people due to causes of very different origins (family factors, cultural factors, linguistic factors 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 thourgh volunteering in disadvantaged people?

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

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

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

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

include adults at risk of exclusion (e.g. low skilled, low qualified adults) in non-formal training path;

help disadvantaged people to gain useful insights to re-program their choices and explore different interests;

develop skills which are also valuable in view of a better professional integration;

help citizens at risk of exclusion to get in touch and integrate with other social groups, expanding their local network;

provide opportunities to break down social barriers and to promote greater cohesion and personal well-being within our communities;

promote intercultural, intergenerational integration;

enhance active citizenship and the creative contribution of disadvantaged people within the belonging community;

improve media literacy, critical thinking, digital and organizational skills of disadvantaged people;

create more spaces for disadvantaged people to interact with the reference local administrations which will help them strengthen their sense of citizenship, responsibility and initiative;

improve possibilities of disadvantaged people to integrate into the labour market, giving the possibility of acquiring experiences

provide disadvantaged people with some guidance chances by expanding horizons.

Chapter 0.4: What is skills empowerment thorugh volunteering in low skilled young people

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 bring out individual interests and abilities;
- Strengt 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.

Chapter 0.5: What is skills empowerment thourgh volunteering in emergency situations?

The report collects and presents best practices of volunteering programs/projects during an emergency situation using a life stage perspective.

Volunteering in conflict and emergency settings has received growing attention from researchers, policymakers, and wider society, including the media, in recent decades (Laurie and Baillie Smith 2017).

In Europe and North America, volunteers in crises and emergencies have started to be devoted of increasing attention in connection with the increasing number of crisis related to climate changes, migrations and conflicts.

With this collection of best practices we explore the relationships between volunteering, specific socio economic framework during crisis situations, and personal empowerment impacts to reveal how volunteering in emergency settings can positively contribute to increase the inclusion perspective of disadvantaged people involved in community activism experiences (by supporting the self development as well as the widening of social networks).

Chapter 0.6: Best practices of skills empowerment trough volunteering in emergency situations from 6 countries

Best practice of volunteering in emergency situation - Italy

Program /project title Universal civic service in Corona virus times

Format: short summary of the main idea the volunteering program in crisis times (how and why this idea of volunteering action in crisis times emerged/addressed needs)

Civil service program activated at national level with the support of public resources and implemented by a network of accredited bodies with the involvement of volunteers aged 18-30 years, engaged in an annual volunteering program, divided into 25 hours of weekly service..

Profile of the volunteers (requirements required of the volunteer)

Volunteers in universal civil service, according to the program requirements (aged 18-30 years).
No specific qualification or curriculum vitae is required to participate in the program.

Any disadvantaged condition of the volunteers (e.g unemployed people, low qualified/low skilled):

About 10% of the volunteers involved in the program have a disadvantage, with particular reference to Neet, or young people subject to geographical isolation, or with a poor social or family background.

Target group of the program (beneficiaries):

The beneficiaries of the civil service projects activated during the emergency are mainly the elderly, and other fragile categories with limited autonomy such as the disabled, beneficiaries of home delivery services and other home care services.

Volunteering activities:

The civil service volunteers were engaged in activities related to the Covid-19 emergency, starting from assistance to the elderly and the most disadvantaged categories (support to social welfare in particular through home care), **work included basic health promotion, first aid provision.**
In addition, the volunteers made an important contribution to restarting the summer camps for children, therefore in the educational and animation activities for the children, which were also important in supporting the parents of the boys who needed to be able to return to work at the end of the period. lockdown.

The activities also include various tasks to support municipal administrations. Information services, support services for the collection and management of donations for emergencies and communications.
The duties included activities "in the field" (ie at the original site of implementation of the project), or "remotely" (the volunteer therefore operated at the place of residence, also by providing telephone support services.

Organization/non formal group promoting the volunteering program (please also describe how the idea of this program / volunteering action was born):

Municipality of Omegna and network of public and non-profit entities included in the same accreditation.

Other stakeholders supporting / funding the program:

Other non-profit entities operating in a network with the system of bodies accredited to the universal civil service.

Working methods for coordination/training/management

All volunteers went through some form of induction process to orient them to the emergency management mission and principles, among other aspects of the assigned tasks. The level of training and support differs in each context and in relation to the kind of work.
Enhanced psychological support because the volunteer is often emotionally blocked
The emotional part is enhanced.

Impact of the project on the target group

Impacts on the volunteers:
ideal context for the strengthened development of some key competences (flexibility, decision-making ability, immediate relationship building ability)
increased opportunities to enhance team work skills (activities in emergency situations are more frequently organized in work teams with close coordination)

possibility of assuming responsibility for intervention on a priority problem in the community

possibility of accessing an intervention responsibility in a critical area, normally reserved for more skilled volunteers

Possibility to widen the areas of voluntary experience in addition to the service sector strictly defined by the standard project, accessing unforeseen tasks

Impact of the project on the community

Volunteer programs activated during the emergency have proven to be very powerful tools both in engaging the world of youth and all people with difficulties and in including them in voluntary service of public utility

Impact of the project on the involved stakeholders

Increase and diversification of collaboration networks between public service bodies and private social entities

Distinctive/innovative elements

The added value of the program is linked to the speed of response in the emergency context The civil service system is a structured and consolidated volunteering program that involves volunteers in an annual volunteering program with a total of 25 hours per week and a paid service, managed by a network of public accreditation bodies. This made it possible to have a structured and already functioning civil service system, which made it possible to deliver a timely and diversified response, consistently with the different service sectors already active (assistance, health, environment, civil protection)

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

through the experience of remodelling civil service projects in the face of the Covid emergency, a **new form of welfare has emerged, that of the community, which** at the end of the health emergency will make the bodies managing civil service projects more flexible and capable of reorganizing their activities and their social role in response to emerging and unplanned needs; towards a continuous review of the social service projects open to citizenship and stimuli from citizenship. Volunteering in an emergency context is effective in increasing motivation, even in disadvantaged, and intentions to volunteer young people, without volunteering background, for volunteering, satisfaction with the intrinsic and extrinsic aspects of volunteering in the future.

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

Great variability among the entities of the civil service system with reference to the ability to reorganize services and ensure their continuity in the face of the new emergency context

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

In consideration of the emergency situation, the government and the national civil service office have given the authorities the opportunity to reschedule the projects that were suspended during the lockdown period so as to contribute to the management of the extraordinary emergency situation that the country is facing", obviously reprogramming the activities "in compliance with the provisions of the Government and in line with the principles of precaution and caution that the context imposes".

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

The various needs for government intervention linked to the emergency could take economic resources away from the civil service, undermining their development and sustainability

Sustainability perspectives

Sustainability perspectives are linked to the ability of institutions to highlight the importance and contribution of the program to the development and sustainability of a structured and widely consolidated volunteering program, capable of effectively intervening on new emerging needs in connection with the Covid emergency.

Best practice of volunteering in emergency situation-Slovenia

Let's step together

Format: short summary of the main idea the volunteering program in crisis times (how and why this idea of volunteering action in crisis times emerged/addressed needs/activities)

As part of the Association for the Development of Voluntary Work Novo mesto, we also have three Day Care Centres for children and youth, and one Youth Centre. Due to the coronavirus, we were forced to suspend all our activities in the centres, so two of the workers in the youth center came up with the idea to move certain activities online, thus enabling children and young people to continue (in their free time) to spend some time a day with their "teachers". Namely, many children and young people use learning aids in day care centers and youth centres, as they have problems at school. Most users are Roma or migrants. The youth workers were aware that these children and young people would have even more problems with school supplies and homework, so they decided to invite all users to join online learning volunteers together with volunteers in day centres and the youth centres. It soon became clear that quite a few children and young people did not have access to a computer because they did not have a computer at home at all or because there was only one computer at home that parents needed to work from home, siblings for zoom lectures, they themselves, however, "hung out." Therefore, we - youth workers and volunteers -came together and through the local media and FB page DRPDNM community called for charity for the benefit of children and youth. The response from the local community was excellent; we ended up assembling more computers than we needed. The youth workers presented the idea of an online youth centres to the management of DRPDNM, who were enthusiastic about the idea, so they started looking for volunteers with computer skills who would be willing to help with the activities of the youth centres. From the basic idea and activity (learning aid) it soon became obvious that the number of activities will increase day by day, so the youth workers expanded their team of volunteers, in the end children and young people participated in various activities - from sports , dancing, cooking, playing games ... Users were able to take part in activities that took place throughout the day whenever they wanted. All received schedules and links to various activities led by various   volunteers.

For youth workers, it was the most important that the children and youth that visited the Day Care Centres or Youth Centre before the "coronavirus time" feel that they are still included, that they still matter and that they are not forgotten and left alone. Youth workers and the volunteers helped the users to survive the time, spent in the house, in a nice, active way. They prepared many interesting activities. No extra money was spent, because the staff found the computers for the users, that had none, for free, which was a good proof that solidarity and kindness still exist in Slovenian people, especially in the time of crisis.

Profile of the volunteers (required skills to the volunteer)

Skills that were needed for a volunteer to be included into the project were mostly connected with the knowledge how to use the computer and certain programs that were used during the online sessions with the participants. In addition, volunteers had to be communicative, open-minded and sociable. Since they helped our target groups with their homework and school studies, volunteers had to have the knowledge to help them with the tasks and they had to be patient when explaining the subject. Since our volunteers participated in most of our activities and were the ones to prepare different activities by themselves also, we chose volunteers, who are creative and have hand skills also – so they could show the participants how to create something from the paper, etc.

Any disadvantaged condition of the volunteers (e.g. unemployed people, low qualified/low skilled):

Volunteers in the program held by Youth Centre DRPDNM were mostly migrants.

Target group of the program (beneficiaries):

Children and youngsters from mostly Roma and migrant families.

Volunteering activities:

Volunteers had online sessions with participants. They helped them with the homework and studies. They also prepared sport activities and exercised together. Some sessions were meant for talking about different topics and problems the participants were facing during the time of coronavirus. In addition, volunteers gave advices to the children and youth, when it was needed, also they had one-on-one online sessions with

participants, sometimes because participants in the activities asked for them because they wanted to share things, problems, issues that they were facing in private. Volunteers also organized some online challenges, for example sports activities (doing pushups, squats).

They played games together, for example online chess, Men, do not get upset, etc. Also, volunteers helped few of their participants with counselling. Few students, that are also working, lost their jobs during the quarantine, and needed help with preparing the paperwork, writing CV, etc., and volunteers helped them with these issues. In addition, volunteers had online cooking sessions with children and thought them how to prepare simple dishes. The volunteers also held some ICT classes so the users who were lacking the computer skills, gained them.

Organization/non formal group promoting the volunteering program (please also describe how the initial group started the volunteering program):

Everything was organized online and when the staff started with the activities together with the volunteers, they called all of the users of DRPDNM Day centres and invited them to join. The staff also used the channels of DRPDNM to inform the public about the project and invited children and youngsters to join. The staff created FB page and group, where users joined and saw the timetable of the different ongoing activities. The activities were online, mostly on ZOOM, sometimes on Skype or other tools for communication. The DRPDNM Youth Centre staff used all possible online and offline channels to get in touch with children and youth.

Other stakeholders supporting / funding the program:

Meeting point of non-governmental organizations in the SE region of Slovenia supported the project with the dissemination of the project.

Working methods for coordination/training/management

The staff of Youth Centre that organized the project was also responsible for all the communication between DRPDNM, volunteers, children, youngsters and media that covered the work of the online Youth Centre. The staff had to be very self-organized and they had to communicate with each other on the daily basis. They also communicated with the volunteers on regular basis; sometimes that meant once a day, sometimes more, sometimes less. The staff had to coordinate all the ongoing activities and monitor the work of the volunteers. In the beginning, staff also trained few of the volunteers how to mentor the children that have difficulties in school; they also had to predict all the possible problems with the internet, volunteers and users. Since there were users that in the beginning did not have the access to the computer, staff organized an online charity event, where they were searching for extra computers. Volunteers created their own workshops and through communication with users (and with the approval of the staff) they organized extra activities, such as cooking.

Impact of the project on the target group

Children and youngsters that participated in the activities, created by the staff of DRPDNM Youth Centre and their volunteers spent a lot of time socializing with each other; they had less troubles with homework and school; they were animated; learned a lot of new things; they did not have the depression because of staying at home and being bored; they were playing games, talking, exercising.

Impact of the project on the community

The project had a lot of impact on the local community and broader. Many of young people and children from the local community joined the ongoing project and more and more new activities were developed during quarantine and youngsters attended many different activities, such as online dance classes, ICT classes, they had art classes. Tutors were available for the children and with them children and youngsters did their homework, also they had sport activities and challenges they did together. As for impact on a larger scale: there were a lot of news and video news published about the project in the local and national media, which presented the project of a Youth Centre DRPDNM as one of the best practices during "corona time".

Impact of the project on the involved stakeholders

Increased cooperation among all stakeholders that helped during the quarantine, among others some donated used and new computer equipment to the children and youngsters that did not own the computers and because of that they could not attend the classes in schools and also could not participate in the activities held by Youth Centre DRPDNM,

Distinctive/innovative elements

All the activities were held online, so the users learned how to use new tools and learned new skills, especially digital.
Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of marginalized adults
The volunteers and the staff that were performing the online activities were also coming from the marginalized groups and because of that, they could help the children and youngsters that usually attend the activities in Youth Centre better. The volunteers who ran the online courses for children and youth had similar background as the users have, the only difference is that they are highly skilled and could help the users during the quarantine better; also they understood the situation of the users more since they were in the similar position months or years ago.
Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized adults
The only weaknesses were the lack of equipment for the users and the bad network connection due to overload of the internet users.
Opportunities: elements in the environment that the project could exploit to its advantage
We had more volunteers available, there was much more time to do the activities with the users due to lock down of the country.
Threats: elements in the environment that could cause trouble for the project
There was a possibility to loose personal touch with the users of the services offered by Youth Centre if the lock down would have lasted longer.
Sustainability perspectives
More programs and project that we created and executed in person before the lock down, could be held online.

Best practice of volunteering in emergency situation - Spain

Program /project title: **Building Hopes**

Format: short summary of the main idea the volunteering program in crisis times (how and why this idea of volunteering action in crisis times emerged/addressed needs/activities)

Asociación Digmun is settled in Ceuta, a Spanish city in the Moroccan land where the Spanish population cohabitates with the MENAs (Foreign Non-accompanied Minors). Lots of Africans try to pass the boarders willing to find better life conditions in the Spanish territory, but it is not that easy, neither socially not culturally. The majority of them, not having relatives in Spain, pass some time in the street before being assisted from the specialized centres. Among those Moroccan people that cross the boarders, there are women whose lifestyle is pretty influenced by religion, with no education and almost no chance to get employed because of the language barrier and customs.

Digmun aims at supporting the MENA and African women empowerment, by providing humanitarian help to the continuous immigration flows, and promote integration in the society.

Since lock down and COVID-19 pandemia the situation gets worse and even more alarming than the already urgent humanitarian emergency.

Profile of the volunteers (required skills to the volunteer)

A person with training in teaching, proactive when programming activities, positively valued training in any type of art whether music, painting, theater; also, and most importantly, a person sensitive to the whole issue of immigration and gender equality.

Any disadvantaged condition of the volunteers (e.g unemployed people, low qualified/low skilled):

Some of the women that crossed the boarders and got helped by the Association, decide to take part in the volunteering programme, once empowered from the workshops received.

Target group of the program (beneficiaries):

Mainly, MENAs (Foreign Non-accompanied Minors) and uneducated immigrant women.

Volunteering activities:

Regular volunteering: support to teachers, participation in management tasks in the offices, collaboration in Humanitarian Aid tasks delivering basic items.

Punctual volunteering: creation of charity events to benefit Digmun; collaboration with clothing delivery, help in Christmas or Summer market, accompanying children to outings or activities, getting to know Digmun and share the cause.

Specialized advise from professionals, such as juridical, psychological, educational, artistic, digital.

Organization/non formal group promoting the volunteering program (please also describe how the initial group started the volunteering program):

Mainly collaborators, public institutions and volunteers made the programme go through the years: DIGMUN has been developing this project for 10 years. From the very promoters of the programme, this was intended for cross-border women who work in the underground economy, or are unemployed, and do not have access to formal education. Through its workshops Digmun always wanted to help women to integrate into the city, knowing the language and learning to read and write since many of them haven't had the opportunity to go to schools in their country of origin, or have had to abandon them while still very young. Now it is also about MENAs.

Other stakeholders supporting / funding the program:

Donations and public grants are the funds that make the labor of Digmun possible.
As for primary help to the target group of the volunteering project, many companies also help.

Working methods for coordination/training/management

The social educator is in charge of tutoring volunteers and is responsible for guiding, training and supervising their work, on a daily basis. In turn, every 15 days approximately, meetings are held with volunteers to know their impressions and help in all possible doubts or problems that may arise. The tutor is the social educator

and this person is in charge of reporting to the board the daily work of the volunteers, both European and local.

Impact of the project on the target group

Volunteers manage to give both immigrant minors and women the European point of view, since in most cases they have never left Ceuta or the Tetuan region.

Impact of the project on the community

Different realities and ethnics are cohabitating in Ceuta, but it is not a peaceful one: Spanish schools are not accepting MENAs, for example. Despite the extremes and the contradictions, it is really enriching from the community to learn a different lifestyle or a non-European point of view: their entire life is rounding on religion. The workshops on cultural awareness help both volunteers and users of the association to see through clichés and shape their minds after a confrontation with the different options of life. In few words, the impact is absolutely positive.

Impact of the project on the involved stakeholders

Private and public bodies contribute through grants and donations to the work of Digmun. Theoretically, once the immigrants receive the instruction they need thanks to the support of European and local volunteers, they should be able to be hired from those same stakeholders that keep the volunteering programme alive. But this mission, most of the times, results to be very ambitious and not practicable, even if there are cases of women becoming cultural mediators and joined the association as professionals and administrative staff members in other entities in Ceuta.

Distinctive/innovative elements

This is the only Project in Spain that deals with MENA (Foreign Non-accompanied Minors).

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

This is a Project with more than 10 years perfectly working since the very first attempt, while the Association was 15 years of experience helping vulnerable target groups of lonely children at scholar age and women at risk of social exclusion.

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

It is quite annoying for some volunteers to be able to adapt to the continuous changes in the schedule. Sometimes the amount of local volunteers is so high that there is no space or enough tasks for everyone. Roles of volunteering project participants are constantly redefined, causing discomfort.

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

With COVID-19 crisis the volunteers are allowed to collaborates with the Red Cross and know other aspect of the emergency, the humanitarian and the health ones. Moreover, the volunteers are having access to the centres where MENAs are living, usually not allowed by law in normal situations; and that is a good point for volunteers willing to keep operating in this field or willing to study the phenomenon then, collecting different unexpected experiences worthy for the volunteers' CV.

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

The association and its volunteering programme are living of grants and donations. As the COVID-19 situation is affecting a lot of companies and public entities economically, it is getting uncertain the future of the economical help given to Digmun and its needed target group.

Sustainability perspectives

Whenever we have presented the project to the ESC grant, we have managed to get it approved.

Best practice of volunteering in emergency situation - Austria

Program /project title
Integration through the Youth fire brigade in Trofaiach
Working methods 1 selection (details call promotion: 1)selection criteria2)profiles involved in selection3)activity used to select (e.g. interview by person, group interview, write test,other please specify)
The youngsters are recruited via advertising in primary schools, social media (Facebook, Instagram etc.) and by word of mouth by the youth fire brigade. The adolescents have to be between 10 and 15 years old and have to pass a physical examination of serviceableness with the fire brigade physician. There are no interviews, but there is a probationary period, where we see if the person is suitable for the fire brigade. This will be carried out by our youth representative, who will consult the commanding officer. The adolescents have to fill in an admission application, which has to be signed by a legal guardian.
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 youngsters who would like to participate can come to the youth training on Fridays and complete a tester course to see whether they like it or not.
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
Each Friday a youth training takes place. From 4:30 pm until 7 pm. This training is being guided by two youth representatives.
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
Tutors are either adult fire workers or youth representatives, they are available for youngsters at all times during trainings.
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
Once a year there is a knowledge-based testing game (for the younger ones) and a knowledge-based test with badges in bronze, silver and gold (for the older ones). In this testing game and knowledge test there are defined questions for each level and practical tasks to solve (equipment, knots etc.).
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 adolescents get badges, which they carry on their uniform. The trainings are also recorded in our EDP-system (member master sheet) and if needed we provide them with a certificate.
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 adolescent period (by turning 15 years) and completed training the participants get the active status of the adult fire fighters.
Total grant awarded at national level
N/A
Sustainability perspectives
The youngsters are given insights into the life of this association and the community. It is a meaningful leisure activity to voluntarily help other people or animals in need.
Impact of the project on the target group
The adolescents learn how to fight fire, technical duties in theory and in practical activities training.
Distinctive/innovative elements
The possibility to integrate young refugee adolescents in the fire brigade four youngsters. Prerequisite is good knowledge of the German language and the physical suitability. In this way we support young refuges in

their integration process.
Impact of the project on the community
Better mutual understanding in all aspects and within all age groups.
Impact of the project on the involved stakeholders
The local municipality is the stake holder and makes a large profit from the overall good atmosphere in the community and its associations.
Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of marginalized youngsters
The youngsters can discover their skills and can develop them further. According to their skills they can specialize in their fire brigade career in special fields. They have a meaningful leisure activity in their spare time and don't get on the wrong track so easily.
Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized youngsters
Unfortunately, it happens from time to time, that young refugees cannot finish their training, because they are being deported. Due to lack of language skills misunderstandings occur frequently.
Opportunities: elements in the environment that the project could exploit to its advantage
The training of the adolescents is being evaluated nationwide by the State Fire Brigade Association and is being adapted to the current needs and demands of the fire brigades.
Threats: elements in the environment that could cause trouble for their project
If no adolescents would be interested in this volunteering activity.

Best practice of volunteering in emergency situation - Turkey

Program /project title: Eğitimde Paylaşım Derneği – Deprem Sonrası Anne Baba Eğitimi (Parent Training after the Earthquake)

Two major earthquakes occurred in Turkey in 1999. The August 17, 1999 earthquake had a magnitude of 7.4 and the earthquake killed 18,373 people and injured 48,901. 5,840 people also disappeared. The second earthquake, which occurred on November 12, 1999, was 7.2 in intensity and 845 people were killed and 4948 injured. After these earthquakes, nothing in Turkey was the same as before. The economic trauma led to a major economic crisis in 2001. And the social trauma is still not gone. The Education Sharing Association also went to the epicenter of the earthquake after the earthquake and gave various trainings to families there voluntarily. Thanks to these trainings, a modicum of relief was sought for the social and psychological trauma that was going on.

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)

Since the earthquake was not foreseeable in advance, there was no preparation as an association. For this reason, people who volunteered after the earthquake suddenly appeared. Age, gender, experience, etc. conditions were not sought, as each volunteer had a very valuable role in post-earthquake relief activities. Anyone who wanted to participate in voluntary activities took part in the activities.

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)

There has been no cv request vs from association volunteers for participation in this program. Anyone who wants to volunteer in the program has volunteered.

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

1- Face to face group trainings in Düzce Municipality's hall.
2- Every weekend Saturday for 6 months after the earthquake, it lasted about 2-3 hours.
3- Trainers were among psychologists, social workers, and child development experts.
4- With these trainings, it was requested to contribute to the solution of the social and psychological traumas that occurred immediately after the earthquake. Voluntary support was provided to individuals who lost their relatives in the earthquake or who had difficulty coping with the social effects of the earthquake.
5- Both to strengthen parents related to preschool education and to educate educators there about how they can work with parents living there in the future.
6- Evaluation was provided with oral feedback from the individuals participating in the seminars.
7- No certificates were issued.

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 answer is same with above.

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 the trainings was carried out in two ways. First, participants evaluated their instructors and the training itself. After that, trainers evaluated participants ' progress. Assessments were taken orally.

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

No certification has been made.

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

Our association's volunteer experts, who went to Düzce every week after the start of their parent education, observed and evaluated the progress of the participants on a weekly basis. After 6 months of training,

participants who needed support continued to communicate over the phone. Some participants continued to come to Ankara and receive short-term counselling even after 6 months and 1 year of training.

Total grant awarded at national level

This volunteering program has not been supported by any donor. The instructors covered all their expenses on their way from Ankara to Düzce. The association and its members carried out this voluntary movement with their own resources.

Sustainability perspectives

The sustainability of this program is solely based on the experiences and knowledge gained.

Impact of the project on the target group

The target audience of this program was individuals, children and their families who were socially traumatized after the earthquake. Thanks to trainings and seminars, many participants began to remove the negative effects of the earthquake from themselves. It can be said that the seminars have achieved their goal with oral feedback taken from them.

Distinctive/innovative elements

We went to the earthquake zone immediately after the earthquake. We were one of the first NGOs to reach the field, and therefore we started our voluntary activities earlier than other NGOs. so we must have gone further than the others.

Impact of the project on the community

At that time, many associations went to the earthquake zone and supported relief efforts, as our association did. Thanks to the voluntary activities of our association, at least 200 people have benefited from trainings within 6 months and this healing process has spread rapidly to their environment.

Impact of the project on the involved stakeholders:

This program does not have stakeholder.

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

The Volunteers of our association were experienced and qualified people who worked in their fields of expertise for many years. For this reason, when we went to Düzce after the earthquake, that is, to the epicenter of the earthquake, our volunteers contributed a lot to the individuals who experienced trauma after the earthquake with their knowledge. Our volunteers were our most important force. It was also an important force for the local municipality to give us halls for education.

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

If we could be more financially sound during our volunteer work, we could touch more people's lives. Due to financial inadequacies, our sphere of influence was limited.

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

The most important opportunity we have received from this volunteering activity has been to increase our desire to devote ourselves to the development of civil society. We found that civil society is an important tool to contribute to improving the social life that collapsed after the earthquake. When we realized that we could contribute to the development of civil society by developing projects, we entered the project sector.

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

The most important threat to our volunteering activity was the possibility of an earthquake again. But it didn't happen.

Best practice of volunteering in emergency situation - Portugal

AjudaCoVid (CoVid Help)

Format: short summary of the main idea the volunteering program in crisis times (how and why this idea of volunteering action in crisis times emerged/addressed needs/activities)

2020 saw the rise of the CoViD-19 pandemic. This new reality showed people everywhere that we were not prepared to deal with a global pandemic.

People had to adapt to work from home, business had to adapt to the new reality and, unfortunately, many lost their jobs and had to close their businesses.

Profile of the volunteers (required skills to the volunteer)

Volunteers should be between the ages of 16 and 30.

Volunteers apply and are sorted through their main skills e.g: education, health, management. After this, volunteers without any specific ability are trained on more general tasks, while skilled volunteers are put onto work in their field.

Any disadvantaged condition of the volunteers (e.g. unemployed people, low qualified/low skilled):

This volunteering program doesn't account for disadvantaged volunteers.

Target group of the program (beneficiaries):

People who were diagnosed with CoViD19 or that are in quarantine.

Volunteering activities:

Skilled volunteers are steered onto other organizations that need their help and can direct volunteers onto specific programs.

Volunteers without any specific skill enter the association program of help to quarantining people. They help distribute food, get groceries for them, help them with house shores such has cleaning and taking out the trash, pet walking.

Skilled volunteers may be directed to for example associations that work with school programs for quarantined kids, healthcare help, help organizations manage their own during a time of over the top work.

Organization/non formal group promoting the volunteering program (please also describe how the initial group started the volunteering program):

Besides the organizing association, other protocols were instituted with both public and private organizations that needed volunteers during the pandemic.

This way, the organizing association served both a volunteering program, but also as a network creator for other organizations that needed to increase the number of works during this time.

Other stakeholders supporting / funding the program:

The program was self-funded by the association

Working methods for coordination/training/management

The association coordination was responsible for the selection of volunteers.
The training of skilled volunteers was done by the receiving organization.
The training and management of the in-house association was done by the association's coordination in collaboration with local entities specialized in dealing with the CoViD19 pandemic.

Impact of the project on the target group

The target group saw the project with great eyes. Being stuck at home for long periods of time has

left the target group unable to proceed with their normal life.
This project helped them to find some way to keep managing their life in a way that allowed them to

Impact of the project on the community
The community benefited on a scale that we're not yet able to fully evaluate.
People who were stuck at home were able to keep a semi-normal life through the help provided by the volunteers.

Impact of the project on the involved stakeholders
All the involved stakeholders benefited from the fact that they were able to keep up with a surge on demand for volunteers during the pandemic, ensuring that their mission was able to be accomplished.

Distinctive/innovative elements
Besides being a program directed specifically at a pandemic time, there were no specific innovative elements.

Strengths: characteristics of the project that give it an advantage over others 4 the skills empowerment of marginalized adults
The main strength of this project is that it provided any person with the opportunity to do volunteering in a pandemic setting. This created a sense of community and self worth that otherwise would be highly complicated to achieve.

Weaknesses: characteristics of the project that place the project at a disadvantage relative to others 4 the skills empowerment of marginalized adults
Some weaknesses identified are the lack of certification of the work done and the fact that the work conducted by the organization is in an outsource setting.

Opportunities: elements in the environment that the project could exploit to its advantage
This project created an opportunity for the organization to understand volunteer management at large scale and fast pace that will be of great value for their future endeavours.

Threats: elements in the environment that could cause trouble for the project
Further lock downs or legal impositions that will disallow volunteering activities during the pandemic.

Conclusions

In our conclusion, we reflect on the insights and guidelines that our best practices can provide for further policy development in relation to assistance in emergency situations.

Exclusion conditions remains the same also in emergency settings and can even be made worse, but emergency situations also provides chances to re-context those conditions. Disadvantaged targets can experience new roles and responsibilities, face new challenges, and developing increased awareness about their skills and interests. Emergency situations contribute to change community relations, and in this framework also excluded people could find in this sort of situation some new and unexpected inclusion chances. The role of the Ngos is to reduce the risk related to personal difficulties of disadvantaged volunteers and maximise the empowerment chances coming from the possibility for the disadvantaged volunteers to assume a new role in the belonging community.