



UNIVERSITÀ DEGLI STUDI
DI PERUGIA

Host partners: dr Federico Battini and dr Marco Bartolucci,



Minutes of the seminar: dr Bénédicte Halba (Paris, France) *iriv* conseil

C1- 1st transnational training

Perugia (Italy) – 22nd to 26th of May, 2017

The first transnational training (C1) offered by the Schola project took place at the University of Perugia - Department FISSUF – Piazza Ermini 1, Perugia & Centro Umbrò – Via S. Ercolano 2, Perugia)

Attending the transnational seminar:

- For the **University of Perugia**: Federico Battini, professor and Marco Bartolucci, researcher ; Irene Scierri, researcher and Alberto Santoro- Eu project manager, Michele Volpi , trainer at the association Lettura ad Alta Voce (LaAV),
- For the **Collège Blaise Pascal**: Fernando Rosa, assistant of education
- For **iriv Conseil**: Bénédicte Halba, director of iriv Conseil
- For the **Jagiellonian University**: Agnieszka Borek, researcher & trainer
- For the **ZRC-SAZU**: Katarina Šrampf Vendramin, researcher
- For the **Karel van Grote Hogeschool**: Wouter Smets, researcher ; Sofie Peetroons lecturer for the supervision of students, Educational Didactics and project manager.

The agenda and work program have been suggested and built by the Italian team in close partnership with the French team. The balance between theoretical and practical contents was fully respected. Each partner was asked in advance – one month before- to gather the feedback received during the testing of the first draft of a portfolio to identify and assess the skills & competences gained by students on the basis of a voluntary experience. They could present the lessons learnt and the suggestions made in order to exchange collectively on this basis and finally validate a final version of the portfolio.

Main aims: the first transnational training was dedicated to the discussion on the first Intellectual Output - the Schola portfolio (IO1).

- Each of the partners was in charge to prepare proposals on the basis of the prototype of portfolio (designed by the leader of the activity, iriv conseil) and to collect in their own country any relevant material to enrich/improve the content of the IO1- in particular they were asked to enrich the application form with complementary projects relevant for the Schola mainly focused on Youth Volunteering
- On this basis a collective discussion was meant to work on a final version including the different suggestions to validate a final framework for the portfolio to be translated in the different languages in September 2017 to go on with the second Intellectual output in October 2017 – aiming for the educators to fully understand and include the portfolio in their pedagogical tool to support students
- In complement to the consortium - 2 participants from France, 1 participants from Slovenia, 1 participants for Poland and 2 participants for Belgium- the University of Perugia had organized specific workshops with Italian stakeholders relevant in both the fields of school education as well as representatives of educators.

The main purpose of this first international training was to share the feedbacks and proposals of all the participants on the Intellectual Output 1. Time for each country has been given. Debates, questions, exchanges have permitted to deepen and check the process and to gather the feedbacks

Summary of the minutes:

- 1- **Monday 22nd of May**- institutional presentation & overview on the Schola project
- 2- **Tuesday 23rd of May**- testing of the Schola in Italy & meeting target groups (educators & youngsters) and stakeholders (Centro Sant'Anna & Biblioteca)
- 3- **Wednesday 24th of May**- testing of the Schola in France & in Belgium & visits on the ground (Safety center)
- 4- **Thursday 25th of May**- testing the Schola in Poland & in Slovenia & collective brainstorming (Centro Umbro)
- 5- **Friday 26th of May**- debriefing and assessing the seminar & visit on the ground to CESVOL & meeting youngsters & educators

Monday 22 of May 2017

The meeting took place at the Department FISSUF. After an institutional welcome, there has been a presentation of the team by each participant with a focus on new members for instance in Belgium Sofie Peetroons ; in Slovenia Katarina Srimpf ; and in Italy Irene Scierri and Alberto Santoro. The planning of the week and aims were then reminded by Marco (UPIG) and Bénédicte (iriv Conseil) on the basis of the agenda dispatched among the team.

The steps achieved so far were reminded by Bénédicte: after a first meeting in Massy in October 2016 (France), a first draft of the portfolio was dispatched by iriv Conseil (January 2017) and the first training sessions organized in the different countries together with the implementation of the activities among the youngsters in order for the educators to be able to identify the voluntary experience and on this basis to assess the skills & competences acquired/developed thanks to this experience.

The aims of the seminar together with the meaningful content of the visits and the profiles of stakeholders involved by the Italian partners were then presented by Marco. The first day was dedicated to a presentation of the University of Perugia and its strategic location in Italy, in Umbria between Tuscany (Florence) and Latium (Rome). Many students of the University come from South Italy- Calabria, Sicily and Puglia. Many cultural events are offered in the region with a rich historical past. Nevertheless most of the students will then go back to their region of origins to find a work. The rate of unemployment in the general population of Umbria is around 10% - unemployment is higher among female population (55.2 % of activity rate for women compared with 70.9 % for men) - the gender gap in unemployment is significant (8.1 % for men and 12.4 % for women) among youngsters is high even though the situation is much better than in the South.

Brief introduction about stakeholders who were present to sessions/visits held in the different countries together with a reference made in each country to other projects dedicated to Volunteering with a focus on Youth that would be relevant for the Schola:

- Italy- a regional project called « No Out » addressing youngsters not in education nor employment nor training (NEET). They are offered an active teaching. They are asked to place an active role. The focus is made on diversity of learning
- France- the JUCIVOL project initiated by iriv Conseil together with the University of Burgos and gathering Spain (leader), France (initiator), Cyprus, Italy and Slovenia (ZRC SAZU). The audience is also NEET living in sensitive areas and/or with a migratory background. The project is addressing educators working with them who will be offered a training together with a mentoring
- Belgium: a rich public policy is implemented by the government to prevent Early School Leaving. The focus is made on the formative assessment and the evaluation of the skills achieved all along the process with a proactive role played by the educators/teachers
- Poland: a European project led by the CESVOL (Italy) focused on the validation of skills acquired thanks to a volunteering with students aged 16-18 years old ; the soft skills are a main concern in complement to the traditional hard skills
- Slovenia: a European project led by UK- students in human & social sciences supported to volunteer in order to enhance their employability with a focus on diversity. The Slovenian partner is also partner of the JUCIVOL project (2016-2018).

University visit-

At the University Head Quarter, a guided visit to the historical library of the University was organized by our Italian hosts with the history of the library over the ages, and a presentation of some emblematic historical books and administrative register of the university.



The Schola team at the historical library of the University of Perugia

The visit to the library and informal exchanges among the partners during this cultural event have had a very positive impact on the team building and the positive spirit which inspired the transnational seminar- in a bilateral way, each partner could discuss with other colleagues in a less formal way.

After this cultural visit, a general overview on the steps achieved so far by the Schola was made (iriv Conseil, PPT) followed by a report about project's progress in each country. It was an informal presentation made by each of the partners.

They were asked to give a general feedback on the way the testing had been implemented since January 2017- difficulties faced, delays occurred, new members in their national team. Each of them had prepared a formal presentation (PPTs) to be shared in the following days but the first day they were just asked to share their thoughts and general feeling.

A roundtable aimed at first debriefing on each national testing – first feedback on the all process and discussion on what to expect from the transnational meeting and the stakeholders/teachers/educators/students involved in the testing- mainly associations and/or schools in each of the 5 countries

There hasn't been main difficulties underlined by the different partners but some delays linked to the building of the team with relevant people to be involved in the different task and activities.

At the end of the first day, the team shared the same positive and constructive spirit with a lot of information on the institutional background of the Italian team and informal exchange among the team with the meeting of new members.

Reporting the IO1 – experimentation in Italy

- **Introduction on the whole process of testing-** the Schola approach is already applied in Italy thanks to the work and support provided by the Regional Center for Volunteering – CESVOL together with the involvement of several associations with specific skills & experience such as the *Lettura at Alta Voce* (Reading in a loud voice) training and involving youngsters to read different kinds of text addressing diverse audiences - elderly, very young children...
- **Educators' profiles-** a combination of paid staff (mainly social workers but also teachers) and volunteers (diverse profiles from teachers to comedians, translators, doctors...) in associations, public libraries and safety centres
- **Steps and activities led:** a national/regional (Umbria) session was suggested by the University of Perugia (partner of the Schola) in partnership with its network of associations (LaAV, CESVOL...), public library, schools...
- **Implementation of the experimentation among educators:** 2 training sessions were offered by the Schola team to the teachers of the Liceo (High school) as their students (16-17 years old, mainly female students) are offered a voluntary experience as an alternative opportunity for a compulsory activity (in their scholar activities). They generally dedicate more time to these voluntary activities that they would have dedicated to a compulsory cursus.
- **Implementation of the experimentation of educators among learners – youngsters:** Michele VOLPI together with the CESVOL and teachers & practitioners involved in the action 'ready for children' are working together with youngsters aged 16-17 years old on skills relevant for their voluntary action: theatre skills (reading in a loud voice different kinds of texts) and soft skills such as courtesy, listening, social & real relationship combined with hard skills such as phonetics, diction, expressive reading, awareness of oneself and others, body, voice,
- **Italian experimental activity with empowerment of transversal dimensions –** together with the volunteers and their teachers the youngsters volunteers for the testing have been working on different texts such as "The adventures of Pinocchio" with the selection of short texts to be read in a loud voice to different kinds of audience
- **Outputs & results** - several volunteers involved in the Schola testing could testify on their experience together with youngsters- they could make a very interesting comparison between two groups of students- in a first group students who were not volunteers ; in the second group students who were volunteers. In particular they use the Resilience Process Questionnaire- RPQ which measures the ability of a subject to rise after a traumatism, to overcome it and prevent any behaviour "at risk". The number of youngsters involved in the voluntary activities was not big enough to make any decisive conclusion nevertheless a positive trend could be identified in the group of volunteers
- **General point of view about "IO1" and feedback received:** thanks to the experimental design suggested by the Schola portfolio- first version dispatched in January 2017, the educators together with the youngsters could identify new skills- personal and social skills. They could combine it with the different kinds of instruments they are used to (such as the AMOS battery) in order to assess the positive impact of a volunteering on students "at risk" of dropping out even though they should need more time to make significative conclusions.

Meeting with Italian tutors, students and volunteers- 28 people-stakeholders/teachers/educators/students were present at this session, discussing the whole experience, the testing of the IO1 (feedback and suggestions) and direct feedback of the students about the volunteering activity they underwent.

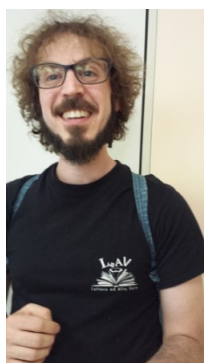


Federico Batini (University of Perugia) & young volunteers presenting the work prepared for the Schola

Visit to casa quartiere S. Anna (watching an actual volunteering intervention)- session of reading to elderly people – sharing activity in which each partner has been involved



Retired people are suggested different cultural activities



Michele Volpi, volunteer at LaAV- Lettura at Alta Voce reads text to very young children at the municipal library - Biblioteca Villa Urbani

A session of reading with very young children (3-5 years old) is suggested to the Schola team—sharing activity in as each partner was asked to select a short story in his/her own language to read it to the children so that all the team could be involved. At the end, the children were too young so Michele with some support of Bénédicte a text in French chosen by Michele as this was less difficult to understand in follow by the children.

At the end of this second day, all the Schola team had a much more precise idea on the testing on the ground in Italy.

Reporting the IO1 – experimentation in the different countries:

1- France- Bénédicte Halba (iriv conseil) with Fernando Rosa (Collège Blaise Pascal)

- **Introduction on the whole process of testing:** the testing is implemented in France in close partnership between the Collège Blaise Pascal (leader of the project), iriv Conseil (French partner) and the Opera de Massy, a main stakeholder as it has conducted several actions among youngsters living in sensitive areas in Essonne - the so-called sensitive urban areas as they gather main social & economic issues such as high level of poverty, high rate of unemployment, single parents, migration background...
- **Educators' profiles:** the first target group is composed of teachers working at the Collège Blaise Pascal - 5 teachers & 1 assistant in education plus 3 people working for the Opera de Massy (in charge of cultural actions) and 1 person from an association in Massy
- **Steps and activities led:** the first activity addressed youngsters - 10 sessions among students aged 14-16 years old & 6 training sessions with educators (CBP & Opera de Massy & association), presentation of the Schola project among heads of high school in Essonne belonging to the Canope network- vocational training for executive staff in high schools
- **Implementation of the experimentation among educators :** a presentation of the aims & goals of the project has been made by the head of the Collège Blaise Pascal in the beginning of the project and supported by one teacher already involved in the action "young volunteers at the college" for the past 3 years (2014, 2015 & 2016), 3 of them were associated to the action with the students in partnership with the Opera de Massy, they have then followed the training sessions offered by iriv conseil - PPTs dispatched together with a former portfolio for identifying & assessing the competences of volunteers
- **Implementation of the experimentation of educators among learners – youngsters:** the action among youngsters aged 14-16 years has been implemented since September 2016 till May 2017 in partnership between the Collège Blaise Pascal (4th promotion of young volunteers) and the Opera de Massy (1st partnership for the young volunteers action)- 10 sessions were delivered with a detailed planning agreed since September 2016 and enriched together with the Opera de Massy with professionals presenting their action from November to March in order to explain their professional career ; two concrete actions were prepared and implemented from March to April 2017- the first one to present and defend the action Schola in the framework of a contest "Educative path in Essonne" and the second one in the framework of the Council of Citizens implemented in Massy in partnership between a Home for Retired people, a kinder garden, the Opera de Massy and a cultural center Paul B
- **Outputs& results** - concrete proposals of improvement: the Intellectual Output 1 was explained to educators during the training sessions held mainly focussed on the pedagogical approach to struggle against Early School Leaving (ESL), volunteering as an example of non-formal and informal learning, the skills required for being a pupil and the skills required for being a volunteer
- **General point of view about "IO1"and feedback received:** difficulties to involve people from the associations (volunteers or paid staff)- despite a presentation of the action during the day for the associations (September 2016) and contacts taken at the City hall of Massy, very good feedback received from the educators of the Opera de Massy very involved in actions to open cultural institutions to the general public and especially young public, very positive involvement of the Collège Blaise Pascal with one person fluent in English (Fernando)

2- Belgium- Wouter SMETS – Karel de Grote College

- Introduction on the whole process of testing- there has been a very positive public policy implemented by the Belgian government to combat Early School Leaving (ESL) in the past thirty years. Thanks to it, the number of drop outs who represented 16% in the 1980s has decreased to 7% at the moment. Nevertheless it may hide some discrepancies as in cities such as Antwerp with a very diverse population; the rate of ESL is still high- 24%. Volunteering has also been a main concern for Belgian authorities in the past twenty years, it has become quite popular with many initiatives implemented in the country for all the public with a focus on the younger population. In sensitive areas in particular volunteering may be considered as a relevant activity to involve students “at risk” of dropping out as it informal education as opposed to “traditional” approach in the classroom
- Educators’ profiles- 3 main associations were associated to the testing and therefore the professionals working with them- JES- “Jeugd en stad”- Youth and the City association; JESPO-Youth and Sport association and POLS- a network of teachers gathering several schools in Antwerp. For JES, a specialist in competence was associated to the testing; for JESPO, the head of the organisation and 3 coaches (retired volunteers) former educators in sport and in POLS - 11 teachers from different schools in Antwerp
- Steps and activities led: JES is more focussed on urban youth work ; JESPO is mainly involved in sport activities but also with an educational dimension ; POLS is a network of secondary school in and around Antwerp that works together in order to stimulate learning both at the level of the teacher education faculty (KDG) and at secondary schools
- Implementation of the experimentation among educators: 4 collaborative testing sessions with JES ; 1 collaborative testing session with JESPO and 2 collaborative testing sessions with POLS. Teachers at school were interviewed using focus group discussions.
- Implementation of the experimentation of educators among learners – youngsters: 5 students were involved in voluntary action. They were personally interviewed using a semi-structured
- Outputs& results - 5 main topics were discussed. First one was a general consensus throughout all participants on the importance of the topic tackled by the Schola project. Second one was a common concern for the need for support. Third one was a question on the “ownership” of the tool- teachers are usually in charge of the learning process. A fourth topic is a suggestion for a broader use of the tool as the Schola approach shouldn’t be applied only to drop outs and should stimulate success at school regardless of students’ background. The fifth topic concerned the challenge of using the tool in a circular pattern
- General point of view **about** “IO1”and feedback received: this is most important for teachers to acknowledge the competences of their students both in formal education (at school) but also in informal and on formal settings outside schools - such as in a voluntary organisation. The main issue is linked to the person in charge of the learning process- it is generally assumed that it is the responsibility of the teachers. What about the educators outside school- do they have the relevant skills and competences and therefore legitimacy to assess skills of students. On the one hand, the position of the teacher might be challenged that could provoke some reluctance to use the tool. On the other hand by motivating students “at risk” through informal and non-formal education outside school, it might facilitate their work in the class room.

Visit to OVUS volunteering association in health care services

Introduction to association- the center is located outside Perugia. Therefore for youngsters living in the city center or in another neighborhood, they must take into account the time for travel- train and walk. The time for travel might be a main obstacle to volunteer.

The engagement of young volunteers- they must be aged at least of 16 years which is also the official age to work as a paid staff. They agree to dedicate a certain amount of time on a weekly or monthly basis as the planning of the activities is built on this basis.

The training provided- it is directly linked to the action of safety and security. Young volunteers may experience different kinds of activities- first help,

The link between the training, the actions and the transfer of competences to academic and professional growth – one of the volunteers has become a nurse thanks to his involvement as he could test an experience that inspired and motivated him. It was the best example of good practice to show to youngsters that a voluntary experience might be a way to test a professional future.



Volunteers from the OVUS voluntary center work in close relationship with the CESVOL- the regional center for volunteering in Umbria. Its main mission is



CESVOL- regional center for Volunteering in Umbria

Thursday 25th of May 2017

Reporting the IO1 – experimentation:

1- Poland

- **Introduction on the whole process of testing-** Volunteering in Poland is 19% in 2014 (source: CBOS) compare to 18% in 2013 (source: Adamiah). This is the “formal” volunteering registered in associations or any not for profit organisations. The non-formal volunteering is estimated at 16%. The main field of involvement in Poland is the scouting movement – there are many group leaders with a responsibility who don’t even know they are volunteers or who wouldn’t define themselves as volunteers
- **Educators’ profiles:** mainly 5 educators have been involved so far working in 4 landscape associations around Warsaw and around Krakow - where the Jagiellonian University is located.
- **Steps and activities led:** as the main partner Agnieszka Borek, living in Warsaw, is working as an expert for the Jagiellonian University , located in Krakow, two main areas could be combined to implement the testing among educators and youngsters in a Polish context. In complement she could present the Schola approach during a conference on education.
- **Implementation of the experimentation among educators-** the 5 educators (3 in Warsaw and 2 in Krakow) were directly involved on the ground with the youngsters during 3 workshops as they wanted to focus on a group still in action rather than educating/initiating youngsters without any relevant experience in the voluntary field
- **Implementation of the experimentation of educators among learners – youngsters:** 21 students aged around 16 years have been involved in the testing of the Schola during the 3 workshops. For pupils in secondary school a voluntary action may be chosen as an optional cursus in order to gain some grades in the curriculum
- **Outputs& results achieved throughout the testing -** the main proposal of improvement is the use of the scenarios approach- 4 main possibilities. Scenario 1- balloon ; scenario 2- Origami approach (what a volunteer has in hands to improve); scenario 3- simplified Oxford debate (pros and Cons) ; scenario 4- schemas (teachers reluctant to volunteering
- **General point of view about “IO1”and feedback received:** the main objectives of the IO1 tool & method designed by the Schola should be to facilitate self-assessment, self-confidence among youngsters at school but also to enhance sense of justice and responsibility. The individual level should be closely linked to the collective level.

Agnieszka Borek , sociologist evaluator, expert and coach in the programme improving pedagogical supervision in Poland. Author and co-author of many evaluations in education. Works in “Era of Evaluation” – the partner of Jagiellonian University in Krakow and Centre for Educational Development in Warsaw in project “Boosting effectiveness of pedagogical supervision system and school quality assessment programme”. Her research interests are focused on quality of the process of teaching and learning, teachers’ attitudes, schools’ evaluation and self-evaluation, teachers’ professional development. She is a certificated educator. Since 2011, she’s been a director of the educational project for 23000 polish teachers and principals focused on the whole school development, exploring issues of school self-evaluation, authentic teaching and learning process and data based decision making). She’s been a coordinator of the project on transformation of the schools’ inspection system for all schools and educational institutions in Poland (funded within a frame of the European Social Fund) since 2010.

2- Slovenia

- **Introduction on the whole process of testing-** There isn't any national public policy in the field of Early School Leaving (ESL) as Slovenia has one of the lowest rates of drop outs in the European Union with only 6%. The reason for such a good score is the size of the country- small and an efficient educative system. Nevertheless a Center for Professional training published a handbook for preventing against ESL in 2005 as a preventive strategy. In addition the Slovenian Center for Philanthropy also published a handbook on "Volunteering in school" detailing examples of good practices to be implemented at school in order to motivate youngsters. This is optional for teachers. If they agree to implement voluntary actions a competition is suggested between schools in order to share examples of good practices , it is supported each year by the Slovenian Philanthropy center
- **Educators' profiles:** 8 educators are involved in the testing mainly teachers from secondary schools and social worker in associations
- **Steps and activities led:** a national session gathered 8 stakeholders with a press conference. They came from 5 secondary schools, 2 educational institutions (Youth centre & Juvenile organisation) and 1 youth association
- **Implementation of the experimentation among educators:** they attended one training session plus the national seminar
- **Implementation of the experimentation of educators among learners – youngsters:** they are mainly youngsters aged 15-18 years old coming from the 5 Gymnasiums
- **Outputs& results** - motivating teachers to support youngsters in voluntary actions is the most difficult part of the work. They need the institutional support of the head of the school plus the support of external volunteers. Schools and mentors that are already active in volunteering activities are usually already hard-pressed with school obligations and are mentoring as volunteers. The time left for such activity is short, therefore all mentors emphasize the inadequate value of mentoring young volunteers. Schools that try to implicate volunteering in their programs are lost in this field if they don't have a project with this specific topic. It is especially hard for them to find places and activities where pupils would be able to volunteer.
- **General point of view about "IO1"and feedback received:** All mentors feel that there is not enough of visibility of young volunteers therefore it is not recognized as a tool that helps young people to grow up in structured personalities. The project should also take care of visibility of young volunteers. Every school has its own specifics, so the tool has to be opened for different specifics: gymnasium has completely different drop-outs than professional-training schools. Even volunteering has different functions on gymnasium than in professional-training schools: in gymnasium it widens the worldview and opens new future visions, in professional-training school it gives basis to start thinking about future visions of their professions. The dialogue between mentor and pupil has to be frequent, comprehensive, and constructive. Mentors need strong support of the school for their mentoring activities, especially because all their activities are also on volunteering level.

Source: dr. Katarina Šrampf Vendramin who attended the seminar and has been working as a research assistant at the Institute of Slovenian Ethnology of the Research Centre of Slovenian Academy of Sciences and Arts since 2010. Her research interests include folk narrative research, identities, and volunteering completed by the report written by Dr. Saša Babič (April 2017)

Workshop : collective brainstorming & analysis of the implementation results of IO1

Partners of the Schola project work on common points, difficulties, good practices and any other point relevant for the project On the basis of the shared common points, the work session has been implemented to improve the IO1 especially the inspiring methodological approach suggested by the Polish partner. The scenario approach gathers four scenarios developed within the international project called Schola, by **Agnieszka Borek**. This is the first stage of the project whose aim is to counteract failures at school by involving pupils in volunteering activities and supporting their development in this way. There is a strong pressure on pupils' raising their awareness of their own potential and learning process put in the project. The suggested workshop models can be used in any configuration (they are arranged by an educator working with a group of volunteers adequately to the level of educator's information about the group's needs and objectives of undertaken activities; it is not necessary to use all the proposals). The content of particular modules can also be modified depending on the group's needs.

Workshops objectives

1. Young volunteers raising their: self-assessment ; self-confidence ; sense of authority
2. Raising young volunteers' awareness of: their inner motivation to be a volunteer ; their own resources ; social reception of volunteerism ; their self-development through volunteering ;

Participants: pupils from secondary and post-secondary schools who are active volunteers

Scenario 1- Balloon

Content: The group supervisor draws a balloon on the flipchart and distributes 1 post-it in each colour among the participants

Objectives: Raising awareness of: one's own as well as the group's resources & motivation to be a volunteer

Scenario 2- Origami

Content: a torn paper collage of a volunteer mini-figure. Every person tears a mini-figure out of coloured paper.

Objectives:

Scenario 3 - Simplified Oxford-style debate

Content: There are 4 speakers on the PROPOSITION side and 4 speakers on the OPPOSITION side at the table. First speakers are to define the debate's thesis and give a few most important arguments. Second speakers are to give new arguments presenting a wider position + they can refer to the position of their opponents. Third speakers are to challenge arguments of the opposite side. Fourth speakers are to sum up the whole argumentation of their own side; they can potentially give new arguments

Objectives: Raising young volunteers' awareness of: their inner motivation to be a volunteer ; the social reception of volunteerism ; possibilities to develop through volunteering

Scenario 4 - Roleplays

Content: Pupils perform roleplays in which they act as pupils, volunteers and teachers (those who may be unhappy that pupils spend too much time on things other than studying). **They** have to convince their teachers that by being volunteers they acquired knowledge and skills useful at school.

Objectives: Raising young volunteers' awareness of their self-development through volunteering

In complement to the innovative approach suggested by the Polish partner of the Schola, the team could work on the basis of the first draft of the tool & process dispatched by iriv Conseil (lead partner for the IO1) in January that was the framework to organize the testing among educators and youngsters.

The following improvements were made in the explanation of the circular approach:

INTRODUCTION:

Pedagogical view, values, details on formative approach

Step zero: introducing role of volunteering

- Goal: Self-awareness, confidence of students
- Goal: Awareness of the role of volunteering
- Pre assessment
 - o What do I know before starting?
 - o Who am I? My competences?
 - Languages
 - Practical skills
 - Social skills
 - ...
- Tools : Scenarios
- Recommendation for teachers: involve your students in decisions about choosing volunteering activities. Ask them what they want to do.

Circle:

General Remarque: this circle is dynamic. Some steps can in certain situations be combined.

1. First step: **Experience** acquired by youngsters
 - a. **Actions**
 - i. What
 - ii. where
 - iii. why
2. Second step: **Reflection about the action**
 - a. We reflect each day! **Keep memory** of students' achievements!
 - i. Suggestion: use of any material or method preferred by the youngsters (phone, pictures, journal, social networking...) to register their experience.
 - b. **Feelings**: putting into words the emotions (frustration, doubts, happiness...).
 - i. Introduction: the language that is needed to reflect and to talk about emotions is not common.
 - ii. Questionnaire to be used in dialogue. Asking each other! Power of two!
 - iii. List of words that can be used
 - iv. Pictures
 - c. **Results of volunteer activity**
 - d. **Factors that influenced students' actions**
 - i. Internal (skills, emotions...)
 - ii. External (material environment, social environment...)
3. Third step: expressing and assessing the experience in terms of **competence**
 - a. Self-assessment: by students
 - i. What is my strength?
 - ii. I am proud about.....

- iii. I can use this(competence(s)) in school
 - b. POSITIVE assessment: by teachers
 - i. Why: recognition and defining the reached competences.
 - ii. How: pointing out the positive actions, skills and competences.
 - iii. Making the link with the curriculum.
- 4. Fourth step: building an **action plan**
 - a. What
 - i. What is the goal for students as a group / as individual
 - ii. What kind of actions will be undertaken
 - b. Why
 - i. What kind of competences will be developed / improved
 - ii. How will this improve my skills / abilities in school
 - c. How
 - i. In what time
 - ii. With which resources
 - iii. What kind of obstacles
 - d. Where

At the end of the two half days dedicated to the pedagogical and methodological work for the Intellectual output 1 (IO1) a new plan was also validated by the Schola team:

1. General introduction

- 1.1 Priorities & Objectives of the Schola – national & European contexts
- 1.2 Struggling against Early School Leaving in Europe and the 5 EU countries
- 1.3 Volunteering – definition & general data
- 1.4 The competence approach and its frameworks in Europe – 8 KC (EC, 2006)

2. A tool & a process – a portfolio for educators (IO1) for non-formal and informal learning

- 2.1 scenarios (PL) to illustrate
- 2.2 Key competences, competences as a pupil/student, competences as a volunteer
- 2.3 A tool & a process to support youngsters in a voluntary experience

3. SWOT analysis

Annexes

- 1- statistics on ESL- rate & national public policy
- 2- statistics on Volunteering in the different countries
- 3- Addressing educators - professional profiles in the 5 countries & main barriers
- 4- Audience of the Schola project & added value
- 5- Testing and feedback in the 5 countries– Statistical information on the basis of the testing
- 6- Glossary (CEDEFOP, 2002), key notions, bibliography in competence & Volunteering
- 7- A European team – expertise & competences

A social event to reinforce the team building- dinner with all participants at restaurant *A/ Mangiar Bene*

Friday 26th of May 2017

- 1- Final propositions / feedback and validation of the tool
- 2- Assessment of the session

A questionnaire (attached in annex 2) was dispatched among participants in order for sharing thoughts & opinions, make any suggestion on improvements points

The Italian partner, in charge of the internal evaluation, gathered the questionnaires and could provide an analysis of the results:

Likert Items: in the table there's a summary of the likert items with means for each of them. Minimum score = 1 (completely dissatisfied) maximum score = 5 (completely satisfied)

ITEM	Average SCORE
Communication with host partner	4,7
Agenda of the seminar	4,3
Information for accommodation, traveling and the venue of the training	4,7
General organization of the training	4,1
Presentation by the host partner	4,5
Time management	3,4
Partners' presentations	4,5
Facilities of the meeting room	4,5
Hospitality of the host partner	5
Atmosphere and communication among the partners	4,7

In summary, all the dimensions investigated by the likert items had a good result (in between *satisfied* and *totally satisfied*). Although as a mean in between *neutral* and *satisfied* (so in the positive side of the scale) time management was the weakest point that arise from this part of the questionnaire.

Open questions: three more open questions were included in the questionnaire.

Please make any further remarks in regards to the preparation procedures of the leading partner

In summary, all the comments were good the agenda clear and all the information well dispatched among the partners. Just one comment about the opportunity in the next meeting to give feedback on the schedule and on the agenda that could be a little bit more focused on sharing and workshop activities.

Please describe your overall impression of the transnational training

In summary, the hospitality was really good, the expectations of each day were very transparent and the organization of the activities during each day was well done. It was a wonderful learning experience. Each team was really satisfied with the result of the collaborative work and really appreciate the total engagement of the team in cooperation. The only weak point (although not a main issue) was that a one week seminar is a very demanding, especially with 5 full days for work altogether and one of the visit was quite far away from the main venue, making the afternoon quite tiring.

Please provide your suggestions for improvements of future transnational training

In summary, and in line with the outcome of the likert part of the evaluation questionnaire, the main

suggestion (taking into account that the overall level of satisfaction was more than good) is about leaving (for the next meeting) a little bit more time for reflection exchanges and joint team work and maybe taking it from the time allocated for the visits.

Discussion

Overall during the discussion, all the partners were more than satisfied of the implementation, content and practical logistics of the meeting, finding it very inspiring and fruitful for the project itself, making them very confident on the status of the art of the work and very inspired for future steps. The only suggestion is to provide a little bit more time for reflection and exchanges- although this should be taken as a suggestion rather than a problem.



Schola team at work in Centro Umbro

Visit at the CESVOL-Centro Servizi Volontariato della Provincia di Perugia.

Several youngsters testified of their voluntary involvements together with their teacher- one of the teachers reminded of the earthquake in Umbria in 2016- the epicenter was close to Norcia (South-eastern corner of Umbria). Its famous 14th century St Benedict's Cathedral collapsed during the earthquake- around 20 people were injured and as many as 3,000 left homeless.



National literature price offered by Cesvol in 2011



National literature price for 2014

The main aim of the CESVOL is to enhance involvement of youngsters in Volunteering in any relevant way they could find- actions on the ground, emergency action, social action, cultural action. The main aim they must keep in mind is to clearly describe their experience and to make a link with their educative or professional future. They develop key competences combining hard competences with soft competences. Editing some texts written by volunteers is another way to value the testimonies of their involvement.

Annexes

- 1- Agenda dispatched among the participants
- 2- Questionnaire of evaluation dispatched among the participants

Annex 1- Agenda- First transnational training meeting – Perugia (Italy) – 22nd to 26th of May, 2017

Department FISSUF – Piazza Ermini 1, Perugia- Centro Umbrò – Via S. Ercolano 2, Perugia

Main aims: the first transnational training which will be dedicated to the implementation of the Schola portfolio. Each of the partners will be in charge to prepare proposals on the basis of the prototype of portfolio (designed by the leader of this activity, iriv conseil) and to collect in their own country any relevant material to enrich/improve the content of the IO1. In complement to the consortium (2 participants from France, 2 participants from Slovenia, 2 participants for Poland and 2 participants for Belgium), the University of Perugia will organize specific workshops with Italian stakeholders relevant in both the fields of school education as well as representatives of educators. The main purpose of this first international training is to share the feedbacks and proposals of all the participants on the Intellectual Output 1.

Time for each country will be given. Debates, questions, exchanges will permit to deepen and check the process and to gather the feedback

Each partner will have to present:

- Educators' profiles
- Steps and activities led: national session, implementation, support...
- Implementation of the experimentation among educators
- Implementation of the experimentation of educators among learners - youngsters
- Outputs& results - concrete proposals of improvement
- General point of view *about* "IO1"and feedback received: difficulties and proposals to overcome these difficulties, examples of good practices, etc.

The training will take place in **-the University of Perugia - address: Piazza Ermini, 1
- Centro Umbrò – address: Via S. Ercolano, 2**

If you have any questions/concerns, please call us:

Marco Bartolucci 3392218347 - Federico Batini 3407148668

Monday 22nd:

- 09.00 – Arrival of participants to the Department FISSUF
- 09.10 – Coffee and breakfast
- 09.30 – Institutional welcome
- 10.00 – Presentation of the team by each participants
- 10.30 – Planning of the week and aims
- 11.00 – University visit

- 13.00 – Lunch at Centro Umbrò
- 15.00 – General report about project’s progress in each country
PPT presented by iriv Conseil for the French team with general discussion with the team
- 17.00 – Visit to Centro Umbrò
- 18.00 – Free evening

Tuesday 23rd:

- 09.00 – Arrival of participants to the Department FISSUF
- 09.10 – Coffee and breakfast
- 09.30 – Reporting the IO1 – experimentation : Italy
- 11.00 – Meeting with Italian tutors, students and volunteers
- 13.00 – Lunch at Centro Umbrò
- 14.45 – Visit to casa quarstiere S. Anna (watching an actual volunteering intervention)
- 15.45 – Presentation of association LaAV
- 16.15 – Visit to Biblioteca Villa Urbani
- 17.00 – Reading in all languages by all partners to children
- 18.00 – Free evening

Wednesday 24th:

- 09.00 – Arrival of participants to Centro umbrò
- 09.10 – Coffee and breakfast
- 09.30 – Reporting the IO1 – experimentation : France- iriv conseil & CBP
Belgium- KdG
- 13.00 – Lunch at Centro Umbrò
- 15.00 – Visit to CESVOL – review of experiences of volunteering
- 18.00 – Free evening

Thursday 25th:

- 09.00 – Arrival of participants to Centro umbrò
- 09.10 – Coffee and breakfast
- 09.30 – Reporting the IO1 – experimentation : Poland & Slovenia
- 13.00 – Lunch at Centro Umbrò
- 15.00 – Workshop : analysis of the implementation results of IO1
Common points :
 - Difficulties
 - Good practices
 - Other
- 19.00 – Dinner with all participants at restaurant Al Mangiar Bene
via della Luna, 21

Friday 26th:

- 09.00 – Arrival of participants to Centro umbrò

09.10 – Coffee and breakfast
 09.30 – Final propositions / feedback and validation of the tool
 General presentation of the evaluation process & next steps
 Ppt presented by iriv Conseil for the French team with the feed

Assessment of the session &

13.00 – Lunch at Centro Umbrò
 15.00 – Visit to CESVOL – presidi di volontariato project
 17.00 – End of first transnational training

Annexe 2- Evaluation Questionnaire- 1st Transnational training- Perugia, 22nd to 26th of May 2017

Thank you for taking the time to complete the evaluation questionnaire. Your comments will help us to better organize our future meetings. Please answer all questions with honesty.

A. PERSONAL INFORMATION	
NAME OF PARTICIPANT	
PARTNER/ORGANIZATION	
EMAIL	

B. Feedback on the preparation of the transnational training						
Please mark with an X the answer that better suits you, where 1 = completely dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = totally satisfied.						
<i>How sufficient was the communication and information provided in advance regarding the following:</i>		1	2	3	4	5
1	Communication with host partner?					
2	Agenda of the seminar					
3	Information for accommodation, traveling and the venue of the training					
4. Please make any further remarks in regards to the preparation procedures of the leading partner						

C. Implementation of the Transnational training						
Please mark with an X the answer that better suits you, from 1 = completely dissatisfied to 5 = totally satisfied.						
<i>Please evaluate the following in regards to the realization of the meeting:</i>		1	2	3	4	5
5	General organization of the training					
6	Presentation by the host partner					
7	Time management					
8	Partners' presentations					
9	Facilities of the meeting room					
10	Hospitality of the host partner					
11	Atmosphere and communication among the partners					

D. General Comments

12. Please describe your overall impression of the transnational training

13. Please provide your suggestions for improvements of future transnational training



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