

# SCHOLA

a tool & a process to identify and value competences  
acquired by students thanks to a volunteering (IO1)

July 2017



N° 2016-1-FR01-KA201-023866



[www.schola-erasmus.eu](http://www.schola-erasmus.eu)

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## Introduction

Early school leaving (ESL) is an obstacle to economic growth and employment. Young people who leave education and training prematurely are bound to lack skills and qualifications, and to face serious, persistent problems on the labour market. The number of young people between 18 and 24 years who had not finished upper secondary education and were not in education and training is a main indicator to measure this issue together with the unemployment rate of these early school leavers - 40%, compared to 23% overall youth unemployment in Europe. Therefore tackling early school leaving is a stepping stone towards improving the opportunities of young people and for supporting smart, sustainable and inclusive growth. It has become a main priority of EU countries. It combines prevention and mediation focusing on a main goal: each youngster should be able to have all chances to build a future and so to succeed in life. It is a main concern for achieving social cohesion and a fair educational system. Involving all the members of the educative community, in close relationship with local authorities and professionals, should allow offering alternative solutions to each youngster facing difficulty at school.

In order to struggle against ESL, extra-curricular activities have been offered outside school, mainly in sensitive urban areas - characterized by high level of unemployment, single parents, and high level of drop outs. Youngsters are offered different kinds of activities allowing them to learn a language, mathematics or any other discipline through games or social activities. In complement to school, they give self-confidence and hope to youngsters who might feel lost and abandoned by school. These activities combine different profiles of "educators"- teachers (at school); volunteers and paid professionals (outside school). As a result, complementary pedagogical approaches have been implemented. This alternative approach is to re-engage youngsters who might face difficulties at school to find their way back to school by testing other pedagogical methods with adults (professionals in associations or local authorities) who are not supposed to assess their work but to support the learning they receive at school. This "detour strategy" is meant to bridge the gap between formal learning (at school) and informal & non formal learning (outside school).

This is the first Intellectual output (IO1) designed for the Schola project that aims at designing: a tool and method for educators (IO1) - teachers at school and professionals (in associations or local authorities) outside school- in order to support them to be able to identify and assess the skills and competences acquired and/or to be developed by youngsters through a volunteering and therefore to support their work among youngsters facing difficulties at school or already early school leavers (IO1) ; a mentoring for educators (IO3) that will combine theoretical and practical content- a knowledge on Early school leaving (ESL) and the strategies offered to struggle against it ; an explanation of the roles to be played by different profiles of educators ; a reminding of the different types of learning (formal, non-formal, informal) ; making work together on the ground different profiles of educators (teachers inside school and professionals outside school) ; a transfer of the experience acquired the first year among professionals ; and a final publication (IO3) together with a guideline for each of the Intellectual outputs will be published to spread the word of the Schola spirit.

## Methodology

The method used to design the portfolio - Intellectual output 1 ( IO1) for professionals working with pupils/students who might be faced to ESL is meant to allow educators to express the experience acquired by an extra-curricular activity- Volunteering for the Schola project- in terms of competences, combining formal, informal and non-formal learning in order to facilitate an educative/formative process.

Intellectual output IO1 is coordinated by Iriv Conseil, lead partner- and co-built together with the other partners on the basis of a common framework. Each partner is asked to enrich and amend the first draft during the testing conducted in the 5 countries. A schedule and common frame are suggested to collect information at EU & national levels, gather feedbacks from the partners and national stakeholders and ensure improvement and development of the frame during the period dedicated to the output implementation.

The testing of the Intellectual Output 1 (IO1) among the target groups (teachers at school & professionals working in associations/local authorities, outside school) is organized in several pedagogical sessions (**January – May 2017**). After the testing, each partner writes a synthetic report, gathering the feedbacks and making proposals to improve the output IO1 on the basis of the participants' feedbacks.

The first draft of the IO1 is discussed during the European Seminar (C1) at the University of Perugia (Italy) in **May 2017** and the feedbacks included by iriv Conseil, lead partner, in **June-July 2017**.

A guideline is designed- coordinated by Iriv conseil (for IO1) with an active contribution of all the members of the consortium , translated and published in the 5 European languages (**September – October 2017**).

On the basis of the portfolio, a mentoring will be coordinated by the Karel de Grote College - Intellectual output 2 (IO2). It aims at designing a mentoring for educators taking into account the professional profiles of the users- educators working with youngsters who might be faced to early school leaving (ESL).

Combining both previous Intellectual outputs (IO1 & IO2), a final publication - an e-book (IO3), will detail the Schola strategy, will explain the results and will make recommendations for further policies improvement in the field of ESL integrates the final feedbacks and recommendations to allow the sustainability of the all project - the portfolio to support youngsters involved in a Voluntary experience as a means to struggle against Early School Leaving (ESL) (IO1) plus the mentoring for educators to properly use the portfolio (IO2) . The idea is to enhance a multi-national, multi-approaches and European dimension of the output.

## 1. Priorities and objectives of the Schola project

The 3 main objectives to be achieved are:

1. To better train educators (practionners on the ground)- both teachers at school and professionals working in associations & local authorities
2. To support educators to combine formal, non-formal and informal learning
3. To offer an assessment of this alternative pedagogical approach

The 3 main priorities to be tackled are:

1. Activities implemented outside school may have a positive impact on pupils/students especially those who may be faced to Early School Leaving (ESL) due to their personal and social background- parents facing difficult social or economic situations and/or with foreign origins with the linguistic difficulties linked to them (priority 1).
2. Volunteering may be the kind of activity that could re-engage this profile of pupils/students in school and so may enhance inclusive education (priority 2).
3. This kind of extra-curricular activity such as volunteering may have a very positive impact under the condition that teachers (at school) and educators (outside school) could work together and be trained to support the learning outcomes linked to these activities (priority 3)

## European & national contexts

In view of the skill demands of the 21st century, targeted programs which focus on ‘hard’ academic skills while underemphasizing ‘soft’ learning-related and social skills, risk creating a new education gap. The Schola project is meant to emphasize the soft and social skills to be acquired by pupils/students. The involvement of educators combining different profiles- teachers at school, volunteers and social workers outside school- is most necessary in this perspective.

While the factors leading to early school leaving vary from country to country, based on the 2011 Council Recommendation on policies to reduce early school leaving, the causes of ineffective policies can be boiled down to three typical deficiencies: lack of a comprehensive strategy; lack of evidence-based policy-making ; and insufficient prevention and early intervention.

Therefore the main issues of the Schola are: supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to the highest end of the academic spectrum ; and considering that activities implemented outside school may have a positive impact on pupils/students especially those who may be faced to Early School Leaving (ESL) due to their personal and social background

## European team

**Collège Blaise Pascal** (France)- <http://monCollege.essonne.fr>

**Iriv conseil** (France)- <http://www.iriv.net>

**KdG** (Belgique)- <http://www.kdg.be>

**UNIPG** (Italy)- <http://www.unipg.it>

**UJ** (Poland)- <http://www.uj.edu.pl>

**ZRC-SAZU** (Slovenia)- <http://www.zrc-sazu.si>

## 2. Struggling against Early School Leaving (ESL)

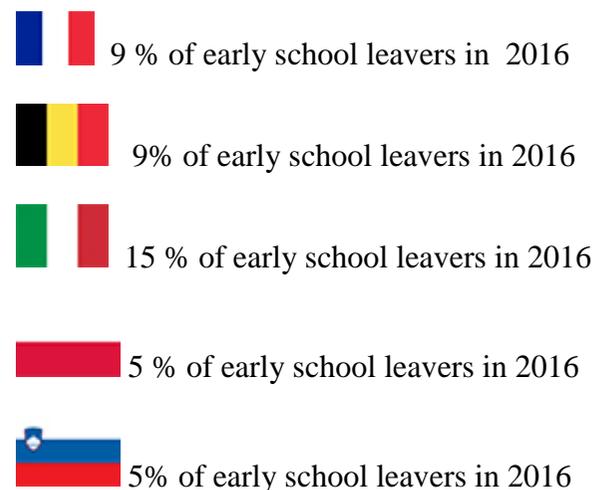
Reducing ESL to less than 10 % by 2020 is a crucial target for achieving key objectives in the Europe 2020 strategy and one of the five benchmarks of the strategic framework for European cooperation in education and training (European Commission, 2011b). High rates of ESL are detrimental to the objective of making lifelong learning a reality and a constraint to smart and inclusive growth in Europe as they increase the risk of unemployment, poverty and social exclusion. As a consequence, ESL represents a waste of individual life opportunities and a waste of social and economic potential (European Commission, 2011c).

The reasons for early school leaving are highly individual (European Commission, 2011c). Even though it is impossible to establish a single 'profile' of early school leavers or a comprehensive list of causes leading to a school failure, as a social phenomenon, ESL follows certain patterns (EC, 2011c). The EU experts have identified 7 main characteristics amongst early school leavers. They are in general more likely to: come from poor, socially disadvantaged and/or low educational backgrounds; come from disadvantaged minorities (such as Roma or other minority ethnic groups) or migrant backgrounds; belong to vulnerable groups, such as youth from a public care background, teenage mothers and those with physical and mental disabilities or other special educational needs (SEN); have to contribute to the family income or take adult responsibilities, such as parenthood or caring for family members; have had a history of disengagement from school, long-term absenteeism, truancy or expulsion; have achieved poorly in school and lack sufficient educational resilience; have often changed their place of residence or schools.

A central point underlined by the European Commission is an obvious relationship between socio-economic status and the risk of ESL. It is important to understand why some pupils might be excluded from school in order to offer appropriate public policies to enhance Success at School for all and not just for a minority. Since 2000, the main question which has been asked to policy makers in the field of education is “What is important for pupils to know to become educated citizens?”

### Statistical information

In 2016, an average of 10.7 % of young people (aged 18-24) in the EU-28 were early leavers from education and training, in other words, they had completed at most a lower secondary education and were not in further education or training during the four weeks preceding the survey. The terms ‘early leavers’ and ‘early leavers from education and training’ are used interchangeably. Among the EU Member States, the proportion of early leavers in 2016 ranged from 2.8 % in Croatia (low reliability) to 19.6 % in Malta



Source: Eurostat, *May 2017- Early school leavers from Education & Training*

### 3. Volunteering – definition & content

A definition of volunteering includes five dimensions :

- the activity must be carried out of one's own free choice (idea of freedom);
- it is unremunerated or unpaid, it means it doesn't include any remuneration (idea of gratuity, disinterest);
- it must not only be for the benefit of the individual or his/her family, this is a “gift to foreigner” (idea of altruism);
- it is usually taking place in an organized or formal frame (idea of not for profit as opposed to a commercial activity);
- the action is for the general purpose and not for the interest of a small group of people (idea of general good/common purpose).

This definition is usually shared in Europe.

Anyone can be a volunteer this is part of the fundamental rights and freedom- it is closely linked to the right of association and meeting.

Youngsters may be volunteers – including minors who must have an authorization from their legal guardian till 16 years – which is the commonly legal age for being entitled to work in Europe. It corresponds to the end of compulsory education.

No specific skill is required but some training may be required if the volunteer addresses a difficult audience such as ex-offender, depressed people or people suffering from any addiction (alcoholism, drug...).

*Source: Halba B (2003). Bénévolat & volontariat en France et dans le monde, Paris: La Documentation française*

### Statistical information

The ILO Manual defines volunteer work as : unpaid non-compulsory work; time individuals give without pay to activities performed either through an organization or directly for others outside the household of the volunteer worker or of related family members.” Volunteering is thus: a form of work; i.e., it produces something of value ; non-compulsory; i.e., it is undertaken willingly ; not paid, though some forms of expense reimbursement may be permitted ; conducted either through organizations or directly for other individuals, as long as they are not part of the volunteer's household or of related family members. *Source: Center for Civil Society Studies , Johns Hopkins University, 2014.*

 around 13 million volunteers in France (2016) - **20% of the total population** - 25% of + 16 years old in 2016

 around 1.8 million volunteers in Belgium (2014) – **19.4 %** of population- 1 in 5 Belgians engage in volunteering

 around 7.5 million volunteers in Italy (2014) – **12.5 %** of population- about 1 in 8 Italians, engage in volunteering

 around 7 million volunteers in Poland (2014) – **19 %** of population- 1 in 5 Polish engage in volunteering

 96.822 volunteers in Slovenia (2015) – around **5 %** of Slovenian population engage in volunteering mainly elderly

## 4. The competence approach

Each citizen will need a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world.

Education in its dual role, both social and economic, has a key role to play in ensuring that Europe's citizens acquire the key competences needed to enable them to adapt flexibly to such changes. Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context.

Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The main aims of the European Reference Framework are to :

- 1) identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society;
- 2) support Member States' work in ensuring that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life and which forms a basis for further learning and working life, and that adults are able to develop and update their key competences throughout their lives;
- 3) provide a European-level reference tool for policy-makers, education providers, employers, and learners themselves to facilitate national- and European-level efforts towards commonly agreed objectives
- 4) provide a framework for further action at Community level both within the Education and Training 2010 work programme and within the Community Education and Training Programmes

## The 8 key competences- a European framework (EU, 2006)

**Basic** and **transversal** skills will be identified and assessed on the basis of the experience acquired by youngsters facing difficulties at school through a voluntary experience with a link with skills & competences required at school.

- 1- **Communication in the mother tongue:** *the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing),*
- 2- **Communication in foreign languages-** *the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in another language*
- 3- **Mathematical competence and basic competences in science and technology-** *the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations.*
- 4- **Digital competences** - *the confident and critical use of information Society Technology (IST) for work, leisure and communication.*
- 5- **Learning to learn-** *the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information individually and in groups*
- 6- **Social and civic competences-** *personal, interpersonal and intercultural competence and behaviour that equip individuals to participate in an effective and constructive way in social and working life,*
- 7- **Sense of initiative and entrepreneurship-** *individual's ability to turn ideas into action -creativity, innovation and risk-taking, as well as the ability to plan and manage projects*
- 8- **Cultural awareness and expression:** *Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.*

## A – a tool & a process - the portfolio

Youth volunteering is particularly important for considering validation for several reasons. First the whole field is based on activities intended to benefit participants by easing personal growth and competence development. Until recently the competences developed remained mostly invisible to all but the individual concerned. However, increasingly voluntary organisations, sponsoring bodies and national governments are asking for concrete statements of outcomes from voluntary activities. Volunteering is also increasingly seen as part of lifelong learning; policies supporting lifelong learning need to generate concrete outcomes for all participants. These demands are now being addressed through European, national and project based tools: Youthpass and the Europass CV are examples of the first category.

The methods used for validation of non-formal and informal learning are essentially the same tools used in assessing formal learning. When used for validation, tools have to be adopted, combined and applied in a way which reflects the individual specificity and non-standardised character of non-formal and informal learning. Tools for assessment of learning need to be fit-for-purpose. The portfolio method uses a mix of methods and instruments employed in consecutive stages to produce a coherent set of documents or work samples showing an individual's skills and competences in different ways.

A portfolio is an organised collection of materials that presents and verifies skills and knowledge acquired through experience. It is of particular relevance to validating non-formal and informal learning because it allows the individual candidate to contribute actively to the collection of evidence and also offers a mix of approaches strengthening the overall validity of the process. This is confirmed by the fact that many countries have introduced the portfolio as a central element in their validation approaches.

*Source: CEDEFOP, European, Guidelines , Luxembourg, 2009.*

## An example of portfolio for a voluntary experience

The VAEB project designed a portfolio- a tool and process in order to identify and assess a voluntary experience, expressing it in terms of competences and building an action plan

1. **Introduction** – defining a voluntary experience , its framework and eventually its official recognition
2. **Volunteer biography** – a resume with the list of tasks & missions fulfilled with dates and location
3. **List of trainings and seminars attended** – formal learning among the non-formal & informal learning
4. **Collecting voluntary activities**-detailing the content of the missions & tasks fulfilled (5 lines) with the attestations to be looking for
5. **Identifying skills (Mind map)** – from the experience to the skill
6. **Skills tables** – list of 20 transversal competences acquired by any voluntary experience (as opposed to specific competences depending on specific tasks such as first aid, sport...)
7. **Action plan** – on the basis of the experience gained & the competence acquired, the volunteer may decide if it is relevant enough to apply for a job (labour market) or to validate these experience & competence with a training (formal learning) or to start a Valuing Prior Learning process (access to a diploma or qualification)
8. **Portfolio summary** – a two page report summarising the relevant experiences and identified competences together with the main recommendation in terms of action plan
9. **Summary sheet** – a one page sheet certifying that the volunteer has been through the assessment process with the signature of the tutor & stamp of the organisation in charge of the assessment
10. **Collection of documents** – examples of tools to be used by the volunteer such as the Europass as a voluntary experience is taken into account through the social & civic competences

*Source: iriv & alii, VAEB project,Paris, 2006*

## B- Link between key competences, competence required at school & competence acquired by a volunteer

Key competences	Competence as a pupil/student	Competence as a volunteer
Communication in the mother tongue	Fundamental basic skill: literacy Learning the national language/the mother tongue may be different (pupils with migrant background)	To be able to answer the questions asked by the public of the association both in an oral way and in a written way
Communication in foreign languages	Fundamental basic skill: language Learning a foreign language (English for most of the European countries, another language for English people)	To be able to explain to “foreigners” the main aim of the association, its activities, and its outcomes....
Mathematical competence and basic competences in science and technology	Fundamental basic skill: numeracy Mathematics from primary school level onwards	To be able to build a budget, a balance sheet, to collect the financial data concerning the association (resources/expenses)
Digital competence	Fundamental basic skills in information and communication technologies (ICT) Access to computer since the primary school	To be able to develop the website of the association, a weblog to enhance communication with its public
Learning to learn	Learning to learn supports all learning activities	To be able to explain to other volunteers the tasks to be fulfilled, to develop any document to explain the content of the mission
Social and civic competences	Some “optional” activities mean to enhance a collective work linked with “social and civic learning”	To be able to raise awareness on a specific problem in society among the general public To be able to defend a cause
Sense of initiative and entrepreneurship	Any activity meant to develop critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking and constructive management	To be able to create and implement an activity among the association To be able to create one’s own association
Cultural awareness and expression	Most of creative activities such as painting, drawing, theatre, music...	To be able to express a different perspective To be able to involve different cultures

*Source: B. Halba on the basis of the portfolio VAEB (iriv & allii, 2003-2006) & the article published for the Success at school project (2012-2014)*

## C- A methodological approach- tested in Italy

Alongside the portfolio of output 1 of the Schola project, we implemented an experimental design in order to support, in an empirical objective way, the possible self empowerment effects that could arise from participating at a volunteering experience. The idea is that is possible, alongside competences, measure some fundamental personal aspects that are interrelated with gain of skills and competences. The idea is that new experiences could give subjects new skills, competences, but also mobilize some personal dimensions that are fundamental for a good functioning of the subject himself, outside and inside school such as resilience, coping, motivation and self efficacy.

**Resilience:** is defined as an individual's ability to successfully adapt to life tasks in the face of social disadvantage or highly adverse conditions. Adversity and stress can come in the shape of family or relationship problems, health problems, or workplace and financial worries, among others Resilience is one's ability to bounce back from a negative experience with "competent functioning". Resilience is not a rare ability; in reality, it is found in the average individual and it can be learned and developed by virtually anyone. Resilience should be considered a process, rather than a trait to be had. It is a process of individuation through a structured system with gradual discovery of personal and unique abilities.

**Coping:** means to invest own conscious effort, to solve personal and interpersonal problems, in order to try to master, minimize or tolerate stress and conflict.

**Motivation:** Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

**Self-efficacy:** is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. By determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make.

Testing before the start of the volunteering actions among the **experimental and control group**. 4 tests were administered to students before and after the period of volunteering work- to check whether, alongside with the main portfolio of IO1, not only competences that are gained by subjects participating, but also general functioning dimensions of the students that can benefit as well:

1. **RPQ** resilience process questionnaire - The Resilience Process Questionnaire (RPQ) is a measuring instrument of resilience.
2. **Brief COPE** - The COPE Inventory was developed to assess a broad range of coping responses.
3. **AMOS** –a battery for the assessment of study skills, cognitive styles, emotional and motivational components of learning
4. **Scale of assessment of needs, values and self-efficacy:** - *Scale of perceived self-efficacy in the work* investigates the effectiveness of efficient convictions of individuals on a future work (in the case of non-employed youth).- *Scale of perceived self-efficacy in seeking employment:* investigates the conviction of effectiveness actions of the parties about the different activities that can be undertaken to search for a job.  
- *Scale of perceived self-efficacy in the management of complex problems:* investigate the efficacy beliefs of individuals with regard to the management of the problems that have several levels of complexity.

*Source: Marco Bartolucci, University of Perugia, March 2017.*

## D- A methodological approach- the scenario approach- tested in Poland

The project aims 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 scenario approach gathers four scenarios. The content can be modified depending on the group's needs.

**Workshops objectives :** Young volunteers raising their: self-assessment ; self-confidence ; sense of authority ; awareness of their inner motivation to be a volunteer ; own resources ; social reception of volunteerism ; 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:** Raising young volunteers' awareness of: areas of their development through volunteering; diagnosing current resources or being used in reference to the initial situation or final situation ; diagnosing development needs

### Scenario 3 - Simplified Oxford-style debate

**Content:** 4 speakers on the proposition side & 4 speakers on the opposition side. First speakers are to define the debate's thesis and give most important arguments. Second speakers are to give new arguments presenting a wider position to answer 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 inner motivation to volunteer ; social image 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

*Source: Agnieszka Borek, Jagellonian, Krakow, May 2017.*

## E- a tool & a process- a method to combat ESL thanks to a voluntary experience

**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:** This circle is dynamic. Some steps may be combined depending on the situation.

### 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.

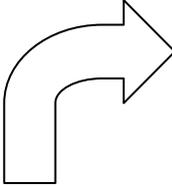
- ii. Questionnaire to be used in dialogue. Asking each other! Power of two!
  - iii. List of words that can be used
  - iv. Pictures
- c. Results of volunteer activity
- d. Factors that influenced students' actions
  - i. Internal (skills, emotions...)
  - ii. External (material environment, social 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



**1st step – experience acquired by youngsters thanks to a volunteering**

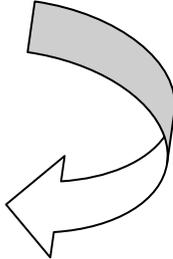
*detailing with the youngsters the tasks and missions fulfilled during their voluntary activity*

*main condition: an activity at least for 6 months to a year on a regularly basis (each week or each month)*

*5 main characteristics: free (freedom), unpaid (not for profit), for others (altruism), for the general purpose (for the Community) in the framework of a not for profit structure (association, local authority, church...)*

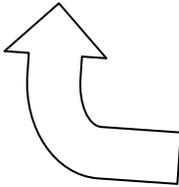
**4th step – building an action plan**

*To bridge the gap between formal learning (at school) and informal & non formal learning (outside school)*



**2nd step-reflexion on the action**

*gathering feedback of the outputs achieved or any tangible result trying to identify and analyze feelings and thoughts after this new experience*



**3<sup>rd</sup> step – assessing the competences**

- Basic level- I can if I am supported by an educator
- Collective level- I can if I am in a group
- Autonomous level- I can alone/by myself
- Expert level- I can explain to others / I can become a tutor

## SWOT analysis

### Strengths

- being able to define a voluntary experience
- being able to express a voluntary experience in terms of competence
- being able to support youngsters in extra-curricular activities using an innovative pedagogical approach
- being able to support youngsters to enhance self-confidence and to acquire knowledge & competence in an informal framework
- being able to train youngsters to a voluntary experience and therefor to enhance Volunteering for all

### Opportunities

- being trained to the competence approach with relevant existing frameworks such as the 8 key competences
- being able to identify and assess a formal learning, a non-formal & informal learning
- being able to bridge the gap between formal learning (acquired at school) and informal & non formal learning (acquired outside school)
- being able to work together with professionals outside school (for teachers) or inside school (for professionals in associations and local authorities)
- being able to exchange professional practice for the sake of the youngsters
- being able to contribute on the ground to combat early school living (ESL)

### Weaknesses

- drop-outs are most difficult to involve in voluntary activities
- some youngsters think that volunteering is not for them : for older people, for people with a high education level, for people with a diploma/employment
- lack of motivation of youngsters who are not concerned by extra-curricular activities
- some youngsters are not interested by a voluntary experience because they would prefer a « paid » activity
- some youngsters don't understand the link between knowledge & competence required at school and knowledge & competence acquired in a voluntary action
- many youngsters have a short term approach

### Threats

- compulsory education is not the same from one country to the other and the profiles of students/pupils for whom it would be relevant are too heterogeneous
- the innovative approach offered by the Schola is not taken into account in the general assessment of the teachers (at school) or the educators (outside school)
- the link between formal learning and non-formal & informal learning is not obvious and easy to understand or to apply in a professional path
- the support provided to youngsters outside school is not taken into account as school is not open enough to pedagogical approaches which are not directly linked to the compulsory curriculum to be followed by students

## Annexes

- I. Addressing educators - professional profiles in the 5 countries & main barriers**
- II. Audience of the Schola project & added value**
- III. Testing and feedback in the 5 countries**
- IV. Glossary (CEDEFOP, 2002)- key notions,**
- V. Bibliography on Competence**
- VI. Bibliography on Volunteering**
- VII. A European team – expertise & competences**

## I- Addressing educators to tackle ESL

As the objective of reducing the share of early school leavers to less than 10% Europe-wide by 2020 has not been reached, the Education Council proposed a “framework for coherent, comprehensive and evidence based policies against early school leaving” to work together and to facilitate an exchange of practices and knowledge. ESL has been defined as one of the five benchmarks and nearly all EU Member States (Education Council, 2011).

There is an obvious relationship between socio-economic status and the risk of ESL. Nevertheless the mechanisms linking various kinds of disadvantage to ESL are not clearly recognized. EU experts concluded that ESL is a result of the interaction between home/family/community-based factors, school-based and systemic factors (EC 2011c)

There is a well-documented link between the quality of teaching/teacher education and pupils/students attainment (OECD, 2005). Effective teaching depends to a large extent on the expertise of teachers and consequently their knowledge of the subject and their professional training are crucial. Teachers’ abilities to deal with student difficulties and their skills in managing pupils with a range of different abilities and needs are important aspects of initial and continuing training.

The Council of Education Union’s conclusions (Brussels, 2014) emphasized the importance of teachers’ skills and encouraged Member states to promote the development of comprehensive professional competence frameworks for teachers. Across Europe, many countries do not include the issue of ESL in the training of teachers (Euridyce, 2016).

Including Early leaving from Education and Training (ELET), issues in Initial Teacher Education (ITE) serves to improve teachers’ understanding of the challenge of early school leaving. Policies cover, for example, the underlying causes, the main triggers and early warning signs, as well as the teachers’ own role in both preventing early school leaving and supporting students who are at risk. ELET includes for example support for students from disadvantaged backgrounds and diversity.

 in France, a public policy has been conducted in the past twenty years with a focus on the so-called Educative priority zone approach implemented in urban sensitive areas (REP) in order to combat ESL among youngsters living in less privileged areas

 a very positive public policy implemented by the Belgian government to combat Early School Leaving (ESL) in the past thirty years. The number of drop outs - 16% in the 1980s - has decreased to 9% in 2016. Nevertheless there are discrepancies as in cities such as Antwerp with the diversity of the population; the rate of ESL is still high- 24%

 in Italy a main policy implemented in different regions with the support of University of education to support early school leavers as the rate of drop outs is quite high in the country

 in Poland , the rate of ESL is quite low with a very efficient educative system despite a numerous population of students – many of the highly qualified students prefer emigrating as the labour market is not enough developed for such profiles

 in Slovenia, there isn’t any national public policy in the field of Early School Leaving (ESL) as the country has one of the lowest rates of drop outs in the European Union with only 5% in 2016. The reason for such a good score is the size of the country-small and an efficient educative system

## II- Audience of the Schola project- 2 target groups

**teachers at school** - 10 per country. The participants are selected on the basis of their will to enhance their professional/academic career and/or their access to the national labour markets. The learners are involved in the testing of the tool & method designed for IO1 to identify the experience acquired by youngsters and express them in terms of competences combining basic skill/transversal skills.

**educators** - in the broad sense : professionals working with youngsters outside school- 10 per country.

- 1- in association: they are volunteers or paid staff with various educative and professional profiles.
- 2- in local authorities: they are civil servants or paid staff (contracted) working with youngsters according to the competences assigned to the local authority.

Both profiles of professionals lack necessary and sufficient information about the competence approach. They should be able to support other professionals by using an appropriate tool & method (IO1) and being able to adapt their profiles according to the basic skill/transversal skill the most relevant. Furthermore, professionals in charge of mentors will be better informed on the Key competence process and so will be able to establish more easily the link between the expectations of the learners and the needs expressed by the local actors of school education. The professionals/tutors will be involved in the sessions of experimentation of the mentoring/tutoring offered to them.

## Innovation of the Schola

The project is carried out transnationally as the outputs of the PISA study have proved the useful impact of transnational comparison to promote and implement educative policies. The Schola partners have different educative backgrounds where non formal and informal learning is differently taken into account such as France & Belgium where some efforts have been made to enhance non formal and informal learning and Poland, Italy or Slovenia where formal learning is still the main reference for assessing learning outcomes of pupils/students.

A European project « Success at school through volunteering » implemented in 6 countries (UK leader, France, Bulgaria, Italy, Portugal & Slovenia, 2012-2014) offered youngsters living in disadvantaged areas a pedagogical approach, based on a volunteering considered as an example of non-formal and informal learning, to enhance a voluntary involvement to increase success at school.

In the Schola project, the effort is made on the educators (inside & outside school), as they are working in/with associations and are still sensitive to the volunteering issue. It is most important to maintain a link with school. Educators are quite demanding on this aspect as they want to be informed on the educative policy in a very practical way in order to provide an efficient support to youngsters who might be faced to ESL. For teachers at school even though the Key competences are a main reference in the national educative systems they are not aware in the practice of its concrete impact and application. For professionals working with youngsters outside school (associations & local authorities), they would like to bridge the gap with educative institutions and to have the opportunity to work with teachers at school for the benefits of the pupils/students.

### III- Testing & feedback in the 5 EU countries

The portfolio is tested in each of the 5 EU countries in order to collect the feedback received from the educators inside school and outside school (in associations or local authorities)

Points to be tackled during the pedagogical sessions with educators

- **1<sup>st</sup> point** reminding the general policy led in matter of Early School Living (ESL)- European & national levels & the definition of a voluntary experience and its added value as a non-formal and informal learning
- **2<sup>nd</sup> point** : explaining the competence approach- required at school & acquired outside school thanks to a voluntary experience using the portfolio approach
- **3<sup>rd</sup> point**: discussing the ways to enhance complementarity between formal learning (at school) and informal & non-formal learning (outside school)
- **4<sup>th</sup> point** : synthesis of the feedbacks following the SWOT analysis - gathering the feedbacks received from the educators- identified barriers /positive points
- **5<sup>th</sup> point**: building an action plan to enhance the Schola approach at school and outside school and recommendation for the future of ITE and continuous training of teachers

**Learning outcomes for the educators/learners:** to enrich knowledge on Volunteering & struggle against ESL ; to be able to use a tool & method to bridge the gap between formal learning (knowledge & competence of a student) and non-formal & informal learning (knowledge & competence of a volunteer)



France: testing in partnership with the Collège Blaise Pascal & the Opera of Massy together with students aged 14-16 years old & a team of educators- teachers of the College Blaise Pascal & professionals in the Opera



Belgium – testing in partnership with 3 main associations JES, JESPO and POLS together with students belonging to secondary schools in Antwerp



Italy – testing in partnership with the CESVOL, the association LaAV and high schools in Perugia together with a team of students aged 16- 17 years old & professionals and volunteers in associations



Poland – testing in partnership with associations and secondary schools in the neighborhood of Krakow and Warsaw



Slovenia – testing in partnership with several cultural and folkloric associations and secondary school

## Testing & feedback in France



### General context for the testing

The testing was 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 College Blaise Pascal - 5 teachers & 1 assistant in education
- 3 people working for the Opera de Massy (in charge of cultural actions)
- 1 person from an association in Massy

### tasks and activities achieved

- Action for youngsters - 10 sessions among students aged 14-16 years old
- Action among educators- 6 training sessions with educators (CBP & Opera de Massy & association)
- presentation of the Schola project among the Canope network- vocational training for executive staff at school

## Outputs & results

- Action led among 20 youngsters all along the scholar year (September 2016-May 2017)
- Training sessions offered to 6 voluntary teachers at the College Blaise Paecsal (January-February 2017)
- Complementary sessions offered to 3 educators at the Opera de Massy (March 2017)
- Schola approach- combining formal education (at school) & non-formal and informal education (outside school, for instance in associations) explained to educators
- focus 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 feedback and recommendation after the testing

- 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 positive involvement of the College Blaise Pascal with one person fluent in English attending the European seminar
- very good feedback received from the educators of the Opera de Massy involved in similar actions to open cultural institutions to the general public and especially young public in sensitive urban areas

## Testing & feedback in Belgium



### General context for the testing

Volunteering has been a main concern for Belgian authorities in the past twenty years with many initiatives implemented in the country for all public with a focus on the younger population. In sensitive areas 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

- JES- “Jeugd en stad”- Youth and the City association: a specialist in competence was associated to the testing
- JESPO- Youth and Sport association: head of the organisation and 3 coaches (retired volunteers)
- and POLS- a network of teachers gathering several schools in Antwerp: 11 teachers from different schools in Antwerp

### tasks and activities achieved

- 4 collaborative testing sessions with JES ; 1 collaborative testing session with JESPO and 2 collaborative testing sessions with POLS.
- 5 students were involved in voluntary action
- Educators & students were personally interviewed using a semi-structured questionnaire

### Outputs& results

- 1<sup>st</sup> topic- one was a general consensus throughout all participants on the importance of the topic tackled by the Schola project.
- 2<sup>nd</sup> topic- a common concern for the need for support.
- 3<sup>rd</sup> topic- a question on the “ownership” of the tool- teachers are usually in charge of the learning process.
- 4<sup>th</sup> topic- 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.
- 5<sup>th</sup> topic - challenge of using the tool in a circular pattern

### General feedback and recommendation after the testing

- 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.
- main issue 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.
- negative impact: position of the teacher might be challenged that could provoke some reluctance to use the tool.
- Positive impact: by motivating students “at risk” through informal and non-formal education outside school, it might facilitate their work in the class room.

## 9.2 Testing and feedback in Italy



### General context for the testing

The Schola approach has already been 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 associatio *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

### tasks and activities achieved

- Action for youngsters – on the ground in different places such as the municipal library for reading out of loud among very young children, among elderly in the social center Sant'Ana and in special event such as flash mob
- Action 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).

### Outputs& results achieved

- Identification of “hard or specific skills” such as theatre skills (reading in a loud voice different kinds of texts) , phonetics, diction, expressive reading, awareness of oneself and others, mastering of one’s body or voice
- Identification of “soft or social skills” such as courtesy, listening, social & real relationship combined with hard skills such as
- 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” or other short texts to be read in a loud voice

### General feedback and recommendation after the testing

- focus on the pedagogical approach to struggle against Early School Leaving (ESL)- volunteering as an example of non-formal and informal learning combined with the skills required for being a pupil / a volunteer is very inspiring for youngsters more reluctant to traditional pedagogy
- 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.
- different kinds of tools should complete the IO1 such as the AMOS battery in order to assess the positive impact of a volunteering on students “at risk” of dropping out

## Testing & feedback in Poland

### General context for the 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. In complement, the non-formal volunteering is estimated at 16%. The main field of involvement in Poland for youngsters 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

- 3 educators working in landscape associations around Warsaw
- 2 educators working in landscape associations around Krakow - where the Jagiellonian University is located.

### tasks and activities achieved

- Action for youngsters - 21 students aged around 16 years have been involved during the 3 workshops.
- Action among educators- 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

## Outputs & results

- For pupils in secondary school a voluntary action may be chosen as an optional cursus in order to gain some grades in the curriculum
- 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 to address teachers reluctant to volunteering

## General feedback & recommendation after the testing

- the main aim of the tool & method 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.

## Testing & feedback in Slovenia



### General context for the 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 were involved in the testing mainly teachers from secondary schools and social worker in associations

### tasks and activities achieved

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

## Outputs & results

- motivating teachers to support youngsters in voluntary actions was the most difficult part of the work- they need both institutional and external support
- mentors already active in volunteering activities are usually already hard-pressed with school obligations and therefore volunteers.
- Time left for such activity is short- mentors emphasized 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 feedback and recommendation after the testing

- The project should make young volunteers more visible- lack of visibility and recognition for volunteering at school.
- the tool has to be adapted to different needs & profiles: gymnasium has completely different drop-outs than professional-training schools- therefore volunteering has a different role in gymnasium than in professional-training schools: in gymnasium, general openness on the world and opens new future visions, in professional-training school, ideas on a professional future.
- dialogue between mentor and pupil should be more 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.

## IV- Glossary

**Assessment of competences**- sum of methods and processes used to evaluate the attainments (knowledge, know-how and/or competences) of an individual, and typically leading to certification (evaluation is used for assessing training methods or providers)

**Certification of competences** - process of formally validating knowledge, know-how and/or competences acquired by an individual following a standardised assessment procedure. Certificate results in the issuing of certificates or diplomas by an accredited awarding body.

**Employability** - the degree of adaptability an individual demonstrates to find a job, keep it and update occupational competences (it does not depend only on the adequacy of knowledge and competences of individuals but also on the incentives and opportunities offered to individuals to seek employment)

**Knowledge** - definitions of knowledge are legion, nevertheless, modern conceptions of knowledge rest broadly on several basic distinctions:

- (a) declarative (theoretical) knowledge differs from procedural (practical) knowledge ;
- (b) various forms of knowledge correspond to different ways of learning : objective (natural/scientific) knowledge ; subjective (literary/aesthetic) knowledge ; moral (human/normative) knowledge ; religious (divine) knowledge ;
- (c) knowledge encompasses tacit (the learner is not necessarily aware of having it) and explicit (knowledge a learner can consciously inspect) knowledge

**Formal learning**- learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

**Informal learning**- learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and does not lead to certification. Informal learning may be intentional or non-intentional (or incidental/random).

**Lifelong learning**- All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective

**Non formal learning**- learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element (something described as semi-structured learning). It is intentional from the learner's perspective . Non formal learning does not lead to certification.

**Validation of informal/non formal learning**- the process of assessing and recognising a wide range of skills and competences which people develop through their lives and in different contexts, for example through education, work and leisure activities

**Valuing learning** - the process of recognising participation in and outcomes of (formal, non-formal, informal) learning, so as to raise awareness of its intrinsic worth and to reward learning

**Source: Reference: European Centre for the Development of Vocational Training (CEDEFOP), 2001, 2002 & 2009**

## V- Definition of key notions

**Competence** - Proven and demonstrated ability to apply knowledge, know-how and associated knowledge in a usual and/or changing work situation

**Compulsory education**- age till which education is compulsory and so must be provided by a public service- 16 years in France; 18 years in Italy,

**Drop-outs.** While the term "early school leaving" includes "all forms of leaving education and training before completing upper secondary education or equivalents in vocational education and training", the term "school drop-out" is used with a more restricted meaning as refers to "discontinuing an on-going course in general or vocational education and training" (EC, 2011)

**Early School Leaving (ESL)** is defined as a "failure to complete upper secondary school or a compulsory schooling or to gain qualifications or school leaving certificates. At EU level, ESL rates are defined by the proportion of the population aged between 18 and 24 with only lower secondary education or less and who are no longer in education or training". (EC, 2011).

**Early school leavers** are therefore "those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than 2 years, and include those who have only a pre-vocational or vocational education which did not lead to an upper secondary certification". (EC, 2011).

**Portfolio for volunteer** - a tool to collect information on the experiences, skills and qualifications acquired during a time as a

volunteer. It is supposed to make volunteers think about what they are doing and what benefits come from their volunteering as a volunteer doesn't reflect on what he/she does and self-exploration can have a great value. The Portfolio is meant to systematise the experiences and skills acquired by a volunteering which can be useful when the volunteer applies for a job. The portfolio will show the potential employer what the volunteer did in the past and what s/he has learned (iriv & alii, VAEB, Paris, 2006).

**Volunteering** - Depending on the language, many different terms are used for volunteering. In English the term is relatively straightforward, but still there are quite different views of what volunteering encompasses and many different meanings connected with the word. Generally, five dimensions of volunteering are referred to in definitions the activity must be carried out of one's own free choice -the idea of freedom;

- It is unremunerated - the idea of gratuity, disinterest;
- It must be not only for the benefit of the individual or his or her family; this is a "gift to a stranger" - the idea of altruism;
- It usually takes place in an organized or formal framework – the framework is a non-profit organization);
- The activity is for a general purpose and not for the interest of a small group of people - the idea of general good or general purpose.

*Source : Halba B. (2003), Bénévolat & volontariat en France et dans le monde, Paris : La Documentation française.*

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<http://www.eEuropeassociations.net>

## V- a European team – partners & competences gathered for the SCHOLA



The Collège Blaise Pascal in Essonne counts 380 students, aged 11 to 16 years. They include students who don't speak French; they belong to a special department (UPEAA- Pedagogical Unit for Young migrants). In 2014, a special class was open Specialized class for school inclusion open to disabled students. The College belongs to the Priority Educative Areas (Zones Educatives Prioritaires) which gathers the same characteristics as for the Urban Sensitive areas (high poverty rate, high unemployment rate, many single parents...). The Collège Blaise Pascal has worked together with the City of Massy (a town with around 45 000 inhabitants in the South of Paris) and with several local educators working with youngsters aged 6 to 16 years, outside school, during their free time with the agreement of their parents. The objective to create social cohesion has been especially active. It focuses on building links with the families, the inhabitants and all the professionals working with them - educators, teachers in colleges, associations in the different districts of the City, public services working in the neighborhood. The Collège Blaise Pascal has also implemented a close relationship together with the Cultural Centre Salle Paul B and the Opera de Massy which offer cultural activities addressing young publics and trying to involve as far as possible inhabitants in its activities and its cultural programming, focusing on music & shows with a pedagogical approach among the younger public.



The Institute of Research and Information on Volunteering (iriv, [www.iriv.net](http://www.iriv.net)) is a free private institution, nonprofit, independent of public administrations and economic interests, with the aim to improve knowledge and practice Lifelong learning within the nonprofit sector. Focused on volunteering between 1997 and 2003, it has enriched its field of research since 2003 to migration. The pilot project Leonardo da Vinci, the iriv initiated and directed between 2003 and 2006 - the VAEB project (Assessing a Voluntary experience) was awarded in Helsinki, in 2006, for “excellent practice in addressing the priorities of the Copenhagen process and promoting an enhanced European cooperation in vocational education and training”. Iriv Conseil conducts its research & training since 2000. The results of iriv's projects are available on: [www.iriv-vaeb.net](http://www.iriv-vaeb.net) for Volunteering and [www.iriv-migrations.net](http://www.iriv-migrations.net) for Migration issues. Furthermore, the iriv publishes an electronic review since September 2004, *les rives de l'iriv* ([www.benevolat.net](http://www.benevolat.net)). Its portal - [www.iriv-publications.net](http://www.iriv-publications.net) – is open to the general public to share its publications. It has organized or co-organized several conferences since 1998 both on national and European level in the field of Volunteering (Paris, 1998 ; La Ferté Bernard, 2004 ; Châlons en Champagne, 2006; Paris, 2009), Valuing Prior Learning (Rotterdam, 2014), Migration (Paris, 2012 and 2015) and Education sciences (several participations to the EAPRIL yearly conference which gathers researchers & practionners all around Europe)



Karel de Grote  
Hogeschool

Karel de Grote University College is a large-scale Higher Education Institution in the northern part of Belgium. It is a high level institute with > 1100 staff, >13500 students and 16 bachelor's degrees, 4 bachelor after bachelor's, 9 postgraduates, 1 master after master's and 1 master's degree. Other educational programmes include: postgraduates, advanced bachelor's and International Degree Programme as well as 2 English exchange programmes. Founded in 1994, when 13 Catholic University Colleges in Antwerp merged into the Karel de Grote University College (KdG). It is now the biggest University College in the region. KdG supports sustainable development: for students, staff and society. In mutual interaction, based upon an inviting learning, living and working environment it seeks to get the best out of everyone, and to strive for excellence together. Driven by values, inspired by Christian principles, open to other KdG creates challenging and motivating tailor-made learning contexts. For anyone who wants to develop into a professional with personality. We educate and guide our students so they discover and develop their talents, and acquire the necessary competences to deliver a contribution to society. Self-conscious, with a sense of responsibility and valued by society. We encourage our staff to continue to grow both on a personal and professional level. KdG is a versatile organization. It aims to give its students and staff members the opportunity to discover what their talents are and to further develop these talents. Team work allows both students and staff members to acquire competences – such as knowledge, skills, insight and attitudes – that are essential in a working context as well as in the broader context of our society.



UNIVERSITÀ DEGLI STUDI  
DI PERUGIA



The University of Perugia, founded in 1308, is one of the oldest universities in Europe. Today, research, education and consulting activities are organized in 16 Departments, with about 23,500 students, 1,100 professors and researchers and 1,000 staff members. In recent years, the University has undertaken a broad renewal of its programs and curricula, which prepare students to meet the demands of the labour market and to satisfy the needs for innovation in private and public sectors. With its wide offer of degree programs, covering nearly all fields of study, the University combines a long and solid tradition of excellence with a commitment to innovation and an interdisciplinary approach. Post-graduate degrees are offered in top rated specialization schools and doctoral programs, as well a variety of masters programs in the various academic disciplines. On the international level, the University remains firmly committed to developing collaborative relationships with EU and non EU Universities, to facilitate and improve international advanced study opportunities for its students. Currently we have established working agreements with 361 institutions of higher learning throughout the European Union, and about 90 cooperation agreements with EU and extra-EU universities. Several degree programs available at the University of Perugia already confer double degrees or European degree.



Jagiellonian University (JU) has a student population of over 45,000, studying a wide range of undergraduate and postgraduate programmes in 15 Faculties and 46 Institutes. JU is the second largest centre of higher education in Poland. In total it offers undergraduate, master, doctoral and postgraduate programmes in 128 disciplines. The Faculty Management and Social Communication, Institute of Public Affairs has been acknowledged nationally as a leading provider of training and development in public organisations. Responsible for that area is the Institute of Public Affairs (IPA). It runs several study programmes in public management and social policy studies. It has over 3000 students. Within public management programmes it offers specific programmes focused on different public organisations. The Educational management programme offered within the IPA by the Department of Educational Management (DEM) is one of the most recognised in Poland. The IPA DEM works collaboratively with schools, educational authorities on a local level and a number of government and private agencies involved in education. The IPA has a well-resourced research environment built in 2006-2008 which seeks to both stimulate research and to ensure quality through the careful evaluation of projects. Educational research is an area of strength which is developing further in scale and quality.



Research Centre of the Slovenian Academy of Sciences and Arts (ZRC SAZU) is the leading Slovenian research centre in humanities and a cutting-edge academic institution in central, eastern, and south-eastern Europe. It has a multidisciplinary character; in addition to the humanities, its spheres of research also cover the natural and social sciences. Numerous achievements prove that research findings in the humanities are also useful for preserving natural and cultural heritage as well as for finding solutions to concrete problems; the most important achievements include compiling seminal standard and technical Slovenian dictionaries, cultivating, preserving, protecting, and managing authentic elements of Slovenian natural and cultural heritage, and developing strategies for a responsible attitude towards natural, cultural, and living heritage. These basic and applied research projects are supported by the materials that our associates have been collecting for decades as part of the Natural and Cultural Heritage of the Slovenian People programme - one of the founding tasks of ZRC SAZU, which it carries out together with the Slovenian Academy of Sciences and Arts. Together with the University of Nova Gorica ZRC SAZU offers several undergraduate and graduate academic programmes: The Comparative Study of Ideas and Cultures, Karst Studies, the EU Master's Programme in Migration and Intercultural Relations (Erasmus Mundus status), and Cultural History. An independent graduate school is also being prepared.

This tool & method was designed for the Intellectual Output -IO1 of the SCHOLA project.

- A first framework designed by iriv conseil, lead partner – **November-December 2016**
- The first draft was tested in the 5 countries partners - **January – April 2017**
- It was discussed and amended during the European seminar held in Italy - University of Perugia, **May 2017**
- The feedbacks were included by iriv conseil on the basis of the minutes of the seminar – **June- July 2017**
- The final version of the IO1- a tool & a process for educators to identify and assess competences acquired by youngsters through a voluntary experience was dispatched in **August 2017**
- The final version of the IO1 is translated in the 5 languages- **September –October 2017**
- A guideline is published to support the use of the IO1 by the educators- teachers at school & professionals working with youngsters outside school – for instance in associations & local authorities- after being discussed in Antwerp (Belgium) in **October 2017**



, edited by dr Bénédicte Halba,



conseil (lead partner) together with allover partners, Paris, July 2017