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INCLUSIVE
VOLUNTEERING

TEAM IV

VALIDATION GUIDELINES FOR LEARNING ACQUIRED THROUGH VOLUNTEERING



TEAM IV - Training European Active Mentors for
Inclusive Volunteering
*Validation guidelines for learning acquired
through volunteering*

Project Number: 2023-1-IE01-KA220-ADU-000164842

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Introduction to Validation

Validation is the process through which a person obtains **accreditation for specific competences acquired throughout their life in various learning settings** (formal, non-formal, or informal). To achieve this, the individual must undergo a process called "**Validation**," which consists of several stages. These include providing evidence of the knowledge and skills gained through life experience and undergoing an evaluation – an objective assessment based on predefined criteria to determine the candidate's level of competence. Upon completion, an accreditation document is issued, outlining the results of the validation process. The recognition of this accreditation, depending on how and by whom it was issued, may vary in terms of its value for the **labour market**, but it contributes to **professional mobility** both within and beyond one's country, and provides **alternative pathways to formal education** access and eligibility. Therefore, for individuals engaged in volunteering – especially those with disabilities – this is a highly valuable and essential tool for achieving greater **social inclusion**.

For the development of our **Validation Guidelines**, we have followed the highest quality standard recommendations in the field, such as the manual provided by the eQVAL project.¹ Additionally, we have incorporated insights gained from previous project outputs, including desk research, best practices, and real-life experiences of young people with disabilities. The Guidelines are adapted to meet the needs of people with disabilities, ensuring full accessibility and inclusivity throughout the programme. They also provide the necessary tools to facilitate **self or external assessment of learning** with multiple added examples of how competences should be assessed. You will learn more about it in *chapter 2.2.3*.

Let's now explore how the validation process has emerged in Europe from a legislative perspective, as well as the socio-educational background behind it. This will provide a better understanding of its significance for social inclusion and personal development for all individuals.

For over five decades, the European Union has worked to create and promote a common legislative framework in the educational field, standardising regulations on access, assessment, and qualification recognition across its member states. This effort facilitates mobility, in line with Article 45 of its charter (EU, 2016: p. 402). However, it has been particularly over the past two decades that we have witnessed a period of greater consensus

¹ The eQval project has been developed by the *Centre for European Volunteering (CEV)*, the *Plataforma del Voluntariado de España (PVE)*, the *Confederação Portuguesa do Voluntariado*, and other key organisations. Its main achievement is the *Manual European Quality Standards in Validation of Learning Outcomes from Volunteering*. (eQVAL, 2023). You can access the full document here: https://drive.google.com/file/d/1_izf0VCkNqxJqmvAF1rJCZPQks6ycel/view

and commitment among member states in these areas, significantly impacting citizens' personal development in accordance with the rights enshrined in Articles 14, 15, 21, and 26 (2016: pp. 396, 398-399).

As a result, the expansion of measures aimed at these objectives has led to the elaboration in 2008 of the European Qualifications Framework for Lifelong Learning (EC, 2008), and the establishment of institutions specifically focused on policy-making and improvements in this field, such as the European Educational Area (EEA)².

In this context, there was increasing recognition of non-formal and informal education as valid pathways for acquiring knowledge and learning experiences, aligning with key lifelong learning objectives.³ In 1975, CEDEFOP (European Centre for the Development of Vocational Training) was created,⁴ which later published its guide in 2009 on the process of validating knowledge acquired through non-formal and informal learning. As a result, in 2012, the European Council issued a well-known recommendation advocating for the adoption and periodic updating of this guide, now in its third edition (CEDEFOP, 2023).

According to the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, validation refers to “a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard” (2012: p. 5). Through this process, training can be tailored to individual needs, empowering people to engage in diverse learning activities, such as **volunteering**, fostering personal and professional development while ensuring that their knowledge, skills, and competences are formally recognised (CEDEFOP, 2023: p. 9). This is particularly relevant for volunteers from vulnerable groups, such as people with disabilities, as it plays a key role in reducing barriers, raising awareness, and increasing access to active and civic participation.

Following the later recommendation, a series of projects of various natures were initiated in subsequent years, aimed at fostering actions to ensure greater cohesion and standardisation in the processes related to learning recognition and accreditation. However, these measures should not only be understood as a way to regulate and acknowledge the value of learning acquired through any type of education or life experience, but also as a strategic effort to integrate individuals into the labour market (CEDEFOP, 2023: p. 22) – and society from an inclusive perspective. This is why Validation is very necessary and important, as it provides an opportunity for those people who, for various reasons, have not had the same opportunities

² You can visit EEA website here at this link: <https://education.ec.europa.eu/>

³ More information on the topic at: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32012H1222\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32012H1222(01))

⁴ This institution can be visited in the following link: <https://www.cedefop.europa.eu/en>

to obtain a formal qualification and/or certification, such as a university degree, yet possess the necessary technical knowledge, skills, or work experience to perform a specific job.

Despite the significant social progress these policies have brought about, there is still a long way to go, as there is no true uniformity among member states in the implementation of these recommendations within their national legislations. For this reason, although instruments such as *Europass*⁵ or *Youthpass*⁶ have been developed, many countries still prefer to use their own validation tools – and not always in line with European recommendations – which limits the pan-European scope of the original project (eQval, 2023: p. 4). Therefore, volunteer mentors must be aware of these regulations, as they can directly impact the achievement of objectives within the mentoring relationship, depending on the legal framework in the volunteer’s host or operating location. That is why we strongly recommend consulting specialised literature on the subject and referring to official information sources to address any potential doubts.⁷

Let’s take a closer look at how the validation process works.

1. The Validation Process

In its recommendations, the *Council of the European Union* refers that the process of validation of learning shall include the following phases (2012: p. 3):



1. **Identification:**

The aim is to recognise and document the experiences, knowledge, skills and competences an individual acquires through non-formal and informal education, as well as through work and personal achievements.

Depending on the purpose of the validation process, this phase may take place before, during, or after a learning process and can be carried out by self-reflection or with the guidance of advisers and counsellors. In any case, self-awareness of acquired learning is a key element, and helps to establish planned goals based on the individual’s strengths and weaknesses.

⁵ Europass website: <https://europass.europa.eu/en>

⁶ Youthpass website: <https://www.youthpass.eu/en/>

⁷ You can have full access to a broad European and national perspective of the issue in the following site: <https://www.cedefop.europa.eu/en/tools/european-database-on-validation-of-non-formal-and-informal-learning>



2. Documentation:

Consists of compiling and organising the evidence into a document (portfolio) that proves the knowledge, skills and competences previously identified. This process is continuous, and can be done with or without assistance.



3. Assessment:

It is the phase in which learning outcomes are compared with specific reference points or standards through an evaluation. Such evaluation must provide for the necessary adaptations to ensure that the objectives are met, which in this case is the verification of a set of learning outcomes. The forms of assessment may vary, including oral interviews, written tests, portfolio analysis, practical demonstrations...



4. Certification:

This refers to the formal qualification and other forms of accreditation.

Nevertheless, some validation processes may include additional stages, such as the *LeverUP* project,⁸ which incorporates two more beyond the main four and has had a positive impact developing our ideas during our research.⁹ In our case, *TEAM IV* will follow the four primary stages outlined earlier, with a particular focus on the support and guidance role of the mentor, ensuring they are well-prepared to effectively address the needs of volunteers with disabilities.

This means that our emphasis will be on the identification, documentation, and (self)-assessment phases rather than accreditation, as our goal is to extend our high-quality volunteer mentoring methodology by adopting the main internationally certified accreditations, enabling mentors to have better opportunities to find volunteering roles and provide the best support to their mentees.

This confidence in the benefits of our course programme comes from the prior study and selection of the essential knowledge, key skills, attitudes, and competences that we will develop and validate. The reason behind our selection lies in the normative description

⁸ This project has been developed by some of the most relevant European institutions, and it is highly recommended to read. Visit their website: <https://www.leverproject.eu/>

⁹ You can visit the project website from *ImproVal*, which has a tool collection for volunteering validation to get more ideas and resources. <https://www.improval.eu/results/tools-collection>

provided by ESCO,¹⁰ which specifies the key skills and essential knowledge that both a volunteer mentor and a professional working with people with disabilities – whether in a support or educational capacity – should possess.¹¹ These elements, along with the attitudes that the *TEAM IV* project particularly aims to promote, ensure that quality meets the expected standards for our ideal volunteer mentor.

Let us now analyse the **key skills, essential knowledge, attitudes, and key competences** that will be emphasised throughout the *TEAM IV* mentoring program developed;

- The **key skills** for anyone who wants to become a volunteer mentor are:
 - Soft skills (Transversal), such as problem-solving, organisational, critical thinking, or adaptability, among others
 - Couch/Mentor young people and develop a coaching/mentoring style
 - Listen actively and relate empathetically
 - Use communication techniques and give constructive feedback
 - Empower young people and facilitate teamwork
 - Advocate for others
 - Show intercultural awareness

On the other hand, due to the type of **adaptation needs required** when working with people with disabilities,¹² the added skills would be:

- Assist individuals with disabilities in community activities
 - Provide specialised instruction for special needs volunteers
- The **essential knowledge** outlined in ESCO regarding the role covers a wide range of areas in which the volunteer mentor should develop proficiency in order to effectively apply their expertise. Some examples are:

¹⁰ ESCO (*European Skills, Competences, Qualifications and Occupations*) is the European multilingual classification of Skills, Competences and Occupations created by the European Commission that works as a dictionary to provide descriptions of more than 3,000 occupations and almost 14,000 skills linked to these occupations. It was created to support job mobility across Europe. <https://esco.ec.europa.eu/en/about-esco/what-esco>

¹¹ For details on what it is necessary for being a volunteer mentor, please check this link: <https://esco.ec.europa.eu/en/classification/occupation?uri=http://data.europa.eu/esco/occupation/1f13d8c3-f601-4d3b-adc8-c8d52e0c15d5>

¹² These two specific skills have been introduced within the role due to the special needs from the target group. More information on the topics can be found at the following link: <https://esco.ec.europa.eu/en/classification/skill?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Fskill%2F0f298334-ae4a-4ab7-96c2-0d90d2883768>

- Validation of learning acquired through volunteering
- Health and safety regulations
- Data protection
- Coaching & mentoring techniques
- Capacity building
- Communication

However, once again, we must consider the *specific needs of the role*. It should be adapted to *effectively support people from vulnerable groups*, such as PWD. This is why it is essential to have a solid understanding of how to support people with special needs. This includes knowing how to adapt the methodology and identifying the necessary equipment to create an accessible and inclusive environment. Therefore, knowledge in the following area is highly recommended:

- Special needs education
- The third pillar focuses on the *attitudes* required for this specific role, following the approach designed by TEAM IV for this project. To facilitate the memorisation of the key transversal values that represent us, we have created the acronym '**SCOPE**' which encompasses our five main attitudes:
 - **Supportive:** We believe that a mentor should develop a person-centred approach to assist their mentee with a cooperative mindset. This means the mentor should use their experience as a tool to guide the mentee through their volunteering journey, helping them visualise and achieve their goals. Maintaining a co-production approach is essential, as fostering autonomy – especially for people with disabilities – is a key objective of the project.
 - **Committed:** Becoming a mentor is a personal decision – often an altruistic one – that requires lasting and consistent commitment to ensure that the mentoring process achieves its planned objectives. Moreover, when working with PWD, this commitment is even more significant, as the mentor often becomes a key point of reference for their mentee. Therefore, a mentor has to be someone reliable.
 - **Open:** Maintaining a genuinely open, friendly, and empathetic attitude leads to better outcomes for both parties. This is particularly relevant when working with mentees who have emotional competency gaps or come from challenging

personal backgrounds. However, it is crucial to balance friendliness with professional boundaries.

- **Positive Attitude Towards Learning and Teaching:** It is hard to inspire motivation for learning without first embracing a positive approach to both acquiring and imparting knowledge. Being flexible, curious, and creative is also highly valuable for achieving better results.
- **Educational Inclusion Mindset:** This aspect is fundamental when working with vulnerable groups, such as people with disabilities. Therefore, mentors should have a strong pedagogical foundation to effectively support the teaching-learning process. This also includes respect and non-discrimination toward any individual, regardless of their condition, gender, age, sexual orientation, ethnicity, or any other cultural aspect.
- Finally, from a competency performance perspective, the position requires a high degree of versatility across various **Key Competences**¹³ due to the nature of the skills described. In our mentoring programme, we will specifically highlight six competences that represent three interconnected main areas:¹⁴



¹³ The *Key Competences* are a combination of knowledge, skills and attitudes that are developed throughout life in any kind of educational setting (formal, non-formal or informal). More information in the following document: European Commission. (2019). *Key Competences for lifelong learning*. <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>

For a quality summary and explanation on the *Key Competences*, read this document: <https://www.youthpass.eu/downloads/13-62-379/Leaflet%20-%20revised%20key%20competences.pdf>

¹⁴ Our competence model has been inspired by the work published from the *European Commission* and *Youthpass*, where you can find more information on *key competences* at the following link: <https://www.youthpass.eu/downloads/13-62-379/Leaflet%20-%20revised%20key%20competences.pdf>

These competences will be assessed when validating the learning acquired through the volunteer mentor programme, as they are representative for the role. A volunteer mentor must meet specific language standards to enable **effective communication** within the mentoring process. They should also be able to express, manage, and teach ideas and emotions appropriately. Given the intercultural nature of volunteering in diverse societies, a **culturally sensitive attitude** is essential. Lastly, **digital proficiency** is crucial for this role, whether for communication or to facilitate tasks and applications.

Thus, guided by ESCO's recommendations and our applied approach for the project, we have justified both the development of the course curriculum and the objectives and competency assessment indicators which can be (self)assessed.

1.1 Validation of learning acquired through volunteering

Volunteering plays a fundamental role in improving society, promoting social cohesion, and fostering dialogue. In addition, it helps build inclusive and resilient communities that leverage volunteering for sustainable development and social change. Furthermore, volunteering is a valuable source of learning that significantly contributes to the personal and professional growth of those engaged in volunteering activities, as it provides a valuable space for acquiring skills and competences, learning and personal fulfilment. Thus, it complements employment and formal education due to the training opportunities provided – rather than serving as an alternative.¹⁵

Indeed, volunteering and non-formal or informal learning create diverse opportunities for skill development, including specific soft skills and competences that extend beyond the scope of the projects that volunteers may be engaged in. Through volunteering, it is possible to explore and tackle different types of tasks and challenges, making a meaningful impact on both their communities and society as a whole.

As such, based on previous experiences and the European framework on the matter,¹⁶ The **TEAM IV project** has selected a set of competences that volunteers are likely to develop

¹⁵ You can learn more about this specific topic at the *UpVal* project:
https://www.europeanvolunteercentre.org/files/ugd/3ec99c_18b2b99009f346e98f74bd81712b3ff2.pdf

¹⁶ Refer to ESCO's definition of the *Volunteer Mentor occupation* at the following link:
<https://esco.ec.europa.eu/en/classification/occupation?uri=http://data.europa.eu/esco/occupation/1f13d8c3-f601-4d3b-adc8-c8d52e0c15d5>

through their volunteering experiences, irrespective of the activities carried out, and that can be easily transferable to other personal or professional situations. From that point, we developed our training course for volunteer mentors, ensuring that each essential skill, piece of knowledge, and attitude related to the selected key competences is properly addressed.

However, this training course does not aim to cover every aspect in depth due to the considerable complexity and scope that such an endeavour would entail. Additionally, as a specialisation course, it assumes that candidates already have a certain level of prior knowledge in mentoring, volunteering, and working with people with disabilities.

Thus, our course, along with this accompanying validation guideline, focuses on identifying and highlighting key aspects that mentors need to develop in order to effectively support volunteers with different types of disabilities. It serves as an introductory and general tool, designed to motivate learners to deepen their understanding and enhance their competences, ultimately improving their professional performance as mentors.

On the following page, you will find the **key skills**, **essential knowledge**, **attitudes** and **competences** selected for development within our course programme.

Key Skills		Essential Knowledge	Attitudes	COMPETENCES
Transversal (Soft Skills)		Validation of learning acquired through volunteering	Supportive	Personal, social, and learning to learn
Problem-solving	Organisational	Health & safety regulations		
Critical thinking	Adaptability	Data protection		
Coach/mentor young people and develop a coaching /mentoring style		Coaching & mentoring techniques	Committed	Literacy competence and Multilingual
Empower young people and facilitate teamwork		Capacity building	Open	Digital Competence
Show intercultural awareness				
Listen actively		Communication	Positive attitude towards learning and teaching	Competence in intercultural awareness and expression
Relate Empathetically				
Advocate for others				
Use communication techniques				

Give constructive feedback			
Maintain professional boundaries in social work			
Assist individuals with disabilities in community activities	Special need education	Educational inclusion Mindset	Citizenship competence
Provide specialised instruction for special needs volunteers			

Figure 1. Chart on key skills, essential knowledge, attitudes, and competences for the course programme. Own elaboration.

2. How to validate within TEAM IV

As we previously mentioned, our aim through the validation process is to ensure the highest standards for participants throughout the course, enabling them to effectively take on the role of volunteer mentors by providing them with the necessary information and tools.

At the same time, by being better equipped with the required skills, knowledge, and attitudes, we expect them to make a positive impact on volunteers and guide them in their personal development, which, of course, includes undergoing a validation process. We will foster the key competences highlighted to become either an outstanding professional volunteer mentor or to see how you are growing as an individual who is volunteering. We will also emphasise that if a volunteer wishes to participate in a validation process, they need to be well-informed about the entire process itself – how it will unfold, where to go, and what to expect. This is another reason why it is essential to learn about this topic within this project.

Now that we have established the context, let's explore how *TEAM IV* will implement the four main stages of the validation process described earlier:

2.1 Identification

During this phase of the process, the mentor initiates the first contact and begins to get to know their mentee. The first main goal is to **establish a trusting and professional relationship** in which both roles and objectives are clearly defined by co-creating an action plan.

However, in order to set this plan, the mentor must **assess the mentee's current competency level**, along with the skills, knowledge, and attitudes they have acquired throughout their lives – especially those that are valuable for their future personal and professional development within their goals and capabilities. Nevertheless, it is important to remember that this is a

person-centred process in which the **mentor acts as a guide**. Therefore, it is strongly recommended that the volunteer assesses their own competence levels through self-reflection and self-awareness.

As a mentor, you can **use different strategies and tools**, keeping in mind the volunteer's skills, personal preferences, and any necessary adaptations to ensure accessibility (see Annex 10). One particularly effective tool is the **interview**, as it helps build a strong bond between both parties. Additionally, it supports the development of various skills, such as critical thinking, communication techniques, active listening, empathy, and the effective use of mentoring styles.

You can find an example of an interview developed by the project in Annex 2. Be sure to make any necessary content adaptations to best suit the volunteer's needs and your analysis [This test can be used for documentation phase too if properly adapted].






Therefore, during this phase, volunteers can recognise and understand the value of their previous experiences and their impact on the development of their competences. It also provides the opportunity for volunteers to gain a clear understanding of the growth they have achieved through a particular experience. In other words, being aware of their prior knowledge and abilities allows both volunteers and mentors to establish a benchmark against which to evaluate progress and learning provided by any given volunteering experience. They may structure their **personal and professional action plans**.

Following this, the process should continue with a volunteer reflection:

- What did they already know before their current volunteering activity (if applicable)?
- What have they learnt since then?
- How did they acquire that knowledge or skill?
- Which competences best reflect their learning progress?

2.2 Documentation

It is important for validation that the learning process of a learner/ volunteer is documented and that evidence of their development is collected and reported. As such, the volunteers may **create a portfolio** gathering all documentation reporting their learning situation that contributed to the gaining of competences by the volunteer, revealing the evolution of learning. This portfolio could include the following **list of proofs** that demonstrate this learning.

-  **Activity logs:** Keep a journal of your tasks, challenges, and achievements.¹⁷
-  **Recommendation letters:** Request a letter from your mentor or coordinator describing your performance.
-  **Audiovisual materials:** Photos, videos, or recordings that showcase your participation in activities.
-  **Testimonials from colleagues:** Ask other volunteers or beneficiaries to describe your contribution.
-  **Training certificates:** Keep certificates if you have attended workshops or training sessions.

This will produce a formal representation or proof of the volunteer competences and skills acquired during the project/ activity in which they have participated. Some of the most used platforms that are free of use and very easy to use are **Youthpass** and **Europass**.

¹⁷ You can reuse the Interview tool for Assessing Volunteer Competences as a formative assessment, in order to be able to issue a Recommendation letter based on the performance.

2.3 Assessment

The assessment phase of the validation process **requires an external assessor to evaluate the volunteer and their learning progress**. This phase will primarily focus on evaluating the **portfolio created**, as well as conducting an **interview** with the volunteer to discuss their progress.

However, it could also include **other forms of evaluation**, such a **job trial**. It depends on the reference framework used by the entity conducting the evaluation and issuing the certificate, but **national legislation** on the validation of learning acquired through non-formal and informal learning also has a significant influence.

Therefore, it is very important to be aware of the validation legislation in each country,¹⁸ as well as other internationally recognised instruments such as *Europass* and *Youthpass*, in order to obtain accreditation that is valid wherever the volunteer wishes to develop professionally.

As one of the objectives of the *TEAM IV* project is to mentor volunteers to achieve the highest possible performance in their role as volunteers, we have elaborated a series of **competency evaluations based on the course programme for you to practice** your knowledge, skills, and attitudes that we consider key to achieve for your role as a mentor, so you can identify areas where you can or should focus more attention. These are the main indicators for the evaluation and learning objectives, take first a look at it in Annex 3.

- PERSONAL-SOCIAL & LEARNING TO LEARN COMPETENCE (Annex 4)
- LITERACY AND MULTILINGUAL COMPETENCE (Annex 5)
- DIGITAL COMPETENCE (Annex 6)
- CULTURAL AWARENESS & EXPRESSION (Annex 7)
- CITIZENSHIP COMPETENCE (Annex 8)

These tools **can also be used by volunteers**, with the necessary **adaptations**, to serve as preliminary steps for them to assess their own competency levels and be better prepared for a future validation process.

We have also created **a self-assessment questionnaire tailored to the specific needs of the volunteers**, which should be developed after their mentoring programme:

- a) THEORY. VOLUNTEER SELF-ASSESSMENT QUESTIONNAIRE (Annex 9)

¹⁸ Here you can have full access to a broad European and national perspective of the issue in the following site: <https://www.cedefop.europa.eu/en/tools/european-database-on-validation-of-non-formal-and-informal-learning>

Ensure that they have all the necessary resources and clearly understand what they are doing, offering support while guiding them. The results could be key to checking their personal and professional action plan, tackling those areas for further improvement to successfully achieve their goals.

2.4 Certification

After the evaluation, a certificate will be issued to the candidate to demonstrate their participation in the project/activity and their learning progress in the project's specific topic.

This phase is extremely relevant because it formally validates the competences acquired by the volunteer, recognising their knowledge and capabilities beyond the project they have engaged in. Formally recognising and validating the learning process in this way is a fundamental step in acknowledging the value of knowledge gained through non-formal and informal learning settings, ensuring alignment with other European frameworks and mobility tools such as EQF, the *National Qualification Framework (NQF)* and *EUROPASS*, for example.

At the end of the *TEAM IV* online training you also get a Digital Certificate on the completion of the Course.

2.5 Brief Guide to Validating your Competences acquired through Volunteering

Why is it important to validate your competences?

Being a volunteer is not only about helping others and living great and unique experiences; it also allows you to acquire and improve your skills, knowledge and attitudes that further develop your competences.

Formally validating these competences will help you improve your employability, continue your education, or demonstrate your experience in other projects.

1. Identify Your Acquired Competences

Before starting the validation process, it is essential to identify the competences you have developed.

Steps to follow:






- ✓ Review the self-assessment tests and note the competences where you excelled.
- ✓ Reflect on how these competences have been applied in your volunteering experience.

- ✓ Ask for feedback from your mentor or coordinator.
-

2. Gather Evidence of Your Experience

To formally validate your competences, you need to collect proof that demonstrates your learning and experience.






Ways to provide evidence of your learning:

-  **Activity logs:** Keep a journal of your tasks, challenges, and achievements.
 -  **Recommendation letters:** Request a letter from your mentor or coordinator describing your performance.
 -  **Audiovisual materials:** Photos, videos, or recordings that showcase your participation in activities.
 -  **Testimonials from colleagues:** Ask other volunteers or beneficiaries to describe your contribution.
 -  **Training certificates:** Keep certificates if you have attended workshops or training sessions.
-

3. Explore Available Validation Options

There are different ways to obtain formal recognition for your competences.

Possible options:

-  **[Certificate from the organisation](#):** Check if your volunteering organisation issues participation and learning certificates.
-  **[Digital Badges](#):** Some platforms offer digital badges that validate your competences.
-  **[Europass Digital Credentials](#):** If you are over thirty years old, register your competences on the *Europass* platform.
-  **[Youthpass Digital Credentials](#):** If you are under thirty years old, register your competences on the *Youthpass* platform.
-  **[National Accreditation Programs](#):** Some countries have recognition systems for competences acquired through volunteering. Look for your country and check how it works.

4. Request the Validation of Your Competences

Once you have gathered your evidence and know what type of recognition you can obtain, **follow these steps:**

1. **Contact your organisation** and ask about their competence validation processes.
2. **Prepare your evidence portfolio** with the collected documents and proof.
3. **Request a meeting with your mentor or coordinator** to present your application.
4. **Follow the required procedure** and meet the necessary requirements.
5. **Receive your certification** and use it for future job or educational opportunities.

More information on competence validation: [Click here](#)

5. Use Your Certification for Future Opportunities

Once you have obtained the validation of your competences, it is important to make the most of it:

- ✓ **Include it in your resume (CV).**
- ✓ **Share it on professional networks like LinkedIn.**
- ✓ **Mention it in job interviews or educational admissions.**
- ✓ **Continue training and improving your skills, knowledge and attitudes.**

Extra tip: Learn how to highlight your certification on your CV: [See guide](#)

2.6 Accessibility Checklist for Mentors

The following checklist will help you establish a mentorship that meets accessibility standards and the main principles for an inclusive environment.

Keep in mind that your mentee, as a unique individual, may have specific needs that are not covered in this general checklist.

That is why you should remain aware of this possibility and adapt the checklist to your mentee's specific needs. We have provided an empty space for you to do so.

1. Accessible Communication

- I asked my mentee about their preferred communication format (oral, written, video, text with a screen reader, etc.).
 - I provide information in multiple formats if needed.
 - If my mentee uses a screen reader, I ensure that emails and documents are accessible (e.g., tagged PDFs, properly structured Word documents).
 - If they use sign language or require captions, I make sure to provide them in meetings or videos.
 - Others:
-

2. Meeting Environment

- I checked whether the video conferencing platform or physical location is accessible for my mentee.
- If it's an in-person meeting, the venue is physically accessible (entrance, restrooms, adapted tables).
- If it's virtual, we use accessible tools with captioning options, screen reader compatibility, etc.
- I ensure that meetings have appropriate breaks if needed.
- Others:

3. Accessible Materials and Resources

- I send materials in advance if my mentee needs time to review them with assistive tools.
- I use accessible presentations (readable fonts, good contrast, alt text for images).
- I avoid sharing information solely through images or graphics without alternative descriptions.
- Others:

4. Adjusting the Pace and Content

- I asked my mentee whether the mentoring pace is suitable for them.
- I am open to repeating or rephrasing concepts as needed.
- I adapt to individual timing and learning needs rather than enforcing a one-size-fits-all model.
- Others:

5. Continuous Evaluation and Feedback

- I regularly ask for feedback on the accessibility of our mentoring relationship.
- I make adjustments based on my mentee's expressed needs.
- I continue learning about accessibility and disability to improve my role as a mentor.
- Others:

2.7 TEAM IV Road Map

2.7.1 Mentors

Process Overview

1. Complete the *Team IV* mentorship course
2. Assess your competency level ([Annexes 4 to 8](#))
 - a. If you want to see the rubric used for evaluation, refer to [Annex 3](#)
3. Validate acquired Knowledge (Guidelines in [Annex 1](#))
4. Receive digital certification
5. Register on the platform as a mentor
 - a. Upload required documents.
6. Find a mentee
7. First contact: Initiating a mentorship relationship
 - a. Accessibility check ([Annex 10](#)).
 - b. Start the identification phase (Interview guide in [Annex 2](#)).
 - i. Get to know each other: Focus on your mentee's needs, aspirations, and motivations to better guide the co-creation of the action plan and the overall mentorship process.
 - ii. Gather relevant information, such as their education and professional experience.
 - iii. Help your mentee reflect on their skills, knowledge, attitudes, and competences. You can find a useful tool for this in [Annex 2](#).
 - c. Define mentorship objectives.

- i. Use goal-setting techniques (SMART).

8. Mentee follow-up

- a. Help create and improve their portfolio (Use *Youthpass*, *Europass* or other applicative).
- b. Observe progress toward the learning objectives (you can adapt [Annex 2](#) for this purpose).
- c. Explain the validation process ([Annex 1](#)).

- i. *If they want to proceed:*

Guide them through the process and ensure that all portfolio materials are correct and necessary for submission. Also, explain to them the different ways to obtain formal recognition.

- ii. *If they do not want to proceed:*

Continue with the mentorship process until the agreed-upon objectives are achieved.

2.7.2 Mentees

Mentorship Process Overview

1. Register on the *Team IV* platform
2. Find the right mentor for you
3. Schedule an appointment to establish a mentoring relationship
4. First contact: Initiating a mentorship relationship
 - a. Interview:
 - i. Ensure that your mentor understands your accommodation needs.
 - ii. Get to know your mentor better – this person will be your guide throughout the mentorship period.

- iii. Make sure your mentor receives information about your interests, motivations, skills, and educational and professional experience. Ask them to help you reflect on these aspects.
 - iv. Take the self-assessment test to evaluate your competency level ([Annex 9](#)). You can retake it whenever you want.
 - v. Co-create an action plan that outlines learning objectives, steps to follow, and deadlines.
- b. Documentation: Gathering evidence of your experiences.
- i. Activity logs: Keep a journal of your tasks, challenges, and achievements.
 - ii. Recommendation letters: Request a letter from your mentor or coordinator describing your performance.
 - iii. Audiovisual materials: Photos, videos, or recordings that showcase your participation in activities.
 - iv. Testimonials from colleagues: Ask other volunteers or beneficiaries to describe your contribution.
 - v. Training certificates: Keep certificates if you have attended workshops or training sessions.
- c. Validation of acquired knowledge through volunteering.
- i. Do I know what it is, and do I want to do it?

Ask your mentor to guide you through the process. You can learn more about it in [Annex 1](#).
 - ii. Do I know what it is, but I don't want to do it?

No problem! You can continue your learning experience and complete the validation whenever you feel ready.
- d. Thinking ahead:
- i. Do I have doubts about what I want to do or the next steps to take?

Consult with your mentor for guidance.

Annexes

Annex 1. Brief Guide to Validating your Competences acquired through Volunteering

Why is it important to validate your competences?

Being a volunteer is not only about helping others and living great and unique experiences; it also allows you to acquire and improve your skills, knowledge and attitudes that further develop your competences.

Formally validating these competences will help you improve your employability, continue your education, or demonstrate your experience in other projects.

1. Identify Your Acquired Competences

Before starting the validation process, it is essential to identify the competences you have developed.





Steps to follow:


- ✓ Review the self-assessment test and note the competences where you excelled.
- ✓ Reflect on how these competences have been applied in your volunteering experience.
- ✓ Ask for feedback from your mentor or coordinator.

2. Gather Evidence of Your Experience

To formally validate your competences, you need to collect proof that demonstrates your learning and experience.

Ways to provide evidence of your learning:


-  **Activity logs:** Keep a journal of your tasks, challenges, and achievements.
-  **Recommendation letters:** Request a letter from your mentor or coordinator describing your performance.
-  **Audiovisual materials:** Photos, videos, or recordings that showcase your participation in activities.
-  **Testimonials from colleagues:** Ask other volunteers or beneficiaries to describe your contribution.

 **Training certificates:** Keep certificates if you have attended workshops or training sessions.


3. Explore Available Validation Options


There are different ways to obtain formal recognition for your competences.


Possible options:

 **Certificate from the organisation:** Check if your volunteering organisation issues participation and learning certificates.

 **Digital Badges:** Some platforms offer digital badges that validate your competences.

 **Europass Digital Credentials:** If you are over thirty years old, register your competences on the *Europass* platform.

 **Youthpass Digital Credentials:** If you are under thirty years old, register your competences on the *Youthpass* platform.

 **National Accreditation Programs:** Some countries have recognition systems for competences acquired through volunteering. Look for your country and check how it works.

4. Request the Validation of Your Competences

Once you have gathered your evidence and know what type of recognition you can obtain, **follow these steps:**

1. **Contact your organisation** and ask about their competence validation processes.
2. **Prepare your evidence portfolio** with the collected documents and proof.
3. **Request a meeting with your mentor or coordinator** to present your application.
4. **Follow the required procedure** and meet the necessary requirements.
5. **Receive your certification** and use it for future job or educational opportunities.

More information on competence validation: [Click here](#)

5. Use Your Certification for Future Opportunities

Once you have obtained the validation of your competences, it's important to make the most of it:

- ✓ ***Include it in your resume (CV).***
- ✓ ***Share it on professional networks like LinkedIn.***
- ✓ ***Mention it in job interviews or educational admissions.***
- ✓ ***Continue training and improving your skills, knowledge and attitudes.***

Extra tip: Learn how to highlight your certification on your CV: [See guide](#)

Annex 2. Interview tool for Assessing Volunteer Competences in Identification phase

 **Date:** ___/___/_____

 **Mentor Name:**

 **Volunteer Name:**

 **Disability Type (if you wish to share it):**

Special Needs and Observations:


 **Duration of Mentoring:** From _____ to _____

[Instructions: It can be used prior or during a volunteering activity just by changing the verb tenses, but if you do so, be aware that it is not identification but documentation phase].

I. Volunteer Experience as volunteer

1. Your experience as a volunteer


- How did you feel being a volunteer?
- Did you like the experience? Why?
- What was the best and most difficult thing about volunteering?

 **Mentor Observations:**

(Example: The volunteer was comfortable with his/her tasks and enjoyed the interaction with others). Write down as much as you think it is necessary.

2. Accessibility and barriers encountered

- Were you able to move well in the place where you have been volunteering?
- Were the materials and tools you used accessible to you?
- Did you face any difficulties due to your disability? How did you solve it?
- Did they help you if you needed support? How?

 **Mentor's observations:**

(Example: *Encountered difficulties with access to certain areas, but adapted with peer support*).


Write down as much as you think it is necessary.

II. Assessment of Competences

3. Personal, social and learning to learn

a) Teamwork and conflict management


- Were you able to work well with others?
- Did you feel like you were part of the group?
- Did you face any conflicts or challenges? How did you handle them?

 **Mentor's observations:**

(Example: *Integrated well into the team and actively participated in the tasks*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

b) Learning and Self-Reflection

- Did you do an action plan to set your learning objectives, or was it created by someone else?
- Have you learned a new skill or knowledge to fulfil your role as a volunteer? If yes, explain what and how you learn it.
- How do you apply what you learned in your volunteer work in your daily life?


 **Mentor's observations:**

(Example: *The volunteer has co-produced his action plan with his mentor and set his objectives, which he has successfully achieved*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

c) Soft Skills and Attitudes

- Can you share an example where you had to be flexible or adapt to a new situation?

- What skills or attitudes do you think are most important for a volunteer?
- How do you ensure that the people you help feel heard and supported?

 **Mentor's observations:**

(Example: *The volunteer shows a good understanding of the core soft skills, and shows skills such as empathy and listening actively*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

4 Literacy and Multilingual competences

a) Communication and Expression


- Did you have to use different methods (oral, written, non-verbal) to communicate effectively with someone during your volunteering experience? How did you do it?
- How did you ensure that others understood you?
- When you were talking to someone, were you making eye contact and listening actively? (If I proceed, why not?)

 **Mentor's observations:**

(Example: *The volunteer knows how to use different communication strategies*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

b) Multilingual and Intercultural Communication


- What strategies did you use to overcome language or cultural barriers?
- How did you feel during the interaction, and what did you learn from it?
- Why do you think intercultural communication is important in volunteer work?

 **Mentor's observations:**

(Example: *The volunteer is creative and resolute while solving any communication problem because of the cultural barrier*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

c) Critical Thinking and Constructive Dialogue

- How did you express your point of view while respecting others?
- Have you ever had any argument with someone? How did you handle the situation?.
- What skills or attitudes do you think that are more important when communicating with people that are angry at you or telling you of?


 **Mentor's observations:**

(Example: *The volunteer shows empathy and critical thinking to engage with people around, so it analyses the situations to control the outcomes*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

5 Digital Competence

a) Responsible use of Digital Technologies

- Have you ever faced any challenges related to privacy or security when using digital tools? How did you handle them?
- How do you ensure that your social media accounts are secure from unwanted or unknown people?
- Do you think that responsible digital use is important in volunteering?


 **Mentor's observations:**

(Example: *The volunteer does not show understanding of the importance of maintaining a secure use when using social media*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

b) Digital communication and Collaboration

- What digital tools have you used to connect with other volunteers or beneficiaries? Was it hard or easy to do?
- How did using digital tools improve or challenge your ability to work as a team?


- What skills do you think are important when communicating digitally in a volunteer setting?

 **Mentor's observations:**

(Example: The volunteer shows a medium understanding of the importance of different tools to work collaboratively). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

c) Evaluating Digital Information

- Do you believe in everything that you find on the internet or sometimes you don't? Why?
- What do you do to check if the information is reliable?
- How do you decide which online sources are trustworthy and useful?


 **Mentor's observations:**

(Example: The volunteer shows great critical thinking and analytical soft skills while answering the questions). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

6 Competence in cultural awareness and expression

a) Cultural Expression through different media


- Can you share an experience where you encountered or used art, music or language to express ideas or emotions in your volunteer work?
- Do you know how to communicate ideas or feelings through art, poetry, music?
- Do you think being creative is important? Why?

 **Mentor's observations:**

(Example: The volunteer does not understand the scope of this competence). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

b) Openness and Curiosity Toward Other cultures

- Have you ever interacted with people from different cultural backgrounds during your volunteer experience? How was it?
- What did you learn about their traditions, beliefs, or ways of expressing themselves?
- Did this experience influence your view on cultural diversity? Why?

 **Mentor's observations:**

(Example: *The volunteer is very observant and has an excellent openness attitude towards other people and discovery of other cultures*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

c) Knowledge of Global Cultures

- Can you describe a situation where understanding different cultural perspectives was important in your volunteer role?
- Were you able to adapt to different cultural ways of thinking or expressing ideas? How? What did you feel?
- Do you think cultural awareness is important in volunteer work?


 **Mentor's observations:**

(Example: *The volunteer doesn't show any sign of cultural awareness*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

7 Citizenship competence

a) Understanding responsible citizenship


- What does being a responsible citizen mean to you, and how do you apply this in your volunteer work?
- Do you think that your actions as a volunteer contribute to your community or society? Why?
- Do you think responsibility is important in citizenship? Why?

 **Mentor's observations:**

(Example: *The volunteer shows an elevated knowledge and understanding on the topic*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

b) Participation in Civic and Social Life

- Have you ever been involved in any civic or social activities as part of your volunteer work?
- What kind of activities or initiatives have you participated in?
- Would you like to help contributing to a cause or helping others? Why?

 **Mentor's observations:**

(Example: *The volunteer has a strong commitment to advocate for others*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

c) Importance of Civic Participation

- Do you think participating in social and civic life is important for a community?
- Have you ever faced challenges when trying to be involved in civic life? How did you overcome them?
- What skills or attitudes do you think are necessary to be an active and engaged citizen?

 **Mentor's observations:**

(Example: *The volunteer wanted to participate but unfortunately, he was not able because of his physical disability and lack of adaptations in his context*). Write down as much as you think it is necessary. Evaluate it from 1 to 5 [1 poor – 5 excellent].

[Here it finishes the self-assessment for identification phase]

[The following questions can be carried out for the final assessment after a volunteering program activity].

IV. Global Volunteer Assessment How has the volunteer improved these skills?

(Mark with an X in the corresponding box)

Competence	Not learned	In process	Successfully learned
Personal, social and learning to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy and Multilingual Competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital Competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competence in cultural awareness and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizenship Competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mentor Recommendations:

(Space for concluding remarks and suggestions to improve the volunteer and mentoring program experience). Write down as much as you think it is necessary.

Annex 3. CONCEPTUAL MAP FOR MENTOR COURSE COMPETENCES

Competences	Main Indicators	Learning Objectives acquired from the Modules
<p>Personal, social and learning to learn</p>	<p>Prove the ability to learn new skills, essential knowledge and attitudes needed to perform the volunteer mentor role.</p> <p>Be able to manage their own learning pathways.</p> <p>Develop the capacity to reflect on oneself.</p> <p>Be able to work with others in a constructive way and manage conflicts in a supportive way.</p> <p>Use of Soft Skills, such as Problem-Solving, Critical thinking, adaptability, organisational and management skills, empathy.</p> <p>Prove an attitude supportive and open to others.</p>	<p>Understand the importance of volunteering and its social and economic impact on individuals and communities.</p> <p>Identify challenges faced by volunteers with disabilities.</p> <p>Emphasise the benefits of including people with disabilities as volunteers.</p> <p>Develop the <i>TEAM IV</i> mentoring approach, its features and objectives, and understand why.</p> <p>Consider what is inside and outside the scope of mentoring.</p> <p>Begin to think more deeply about how different types of mentoring could work in different situations.</p> <p>Explore the findings of previous focus groups within the project.</p>

<p><i>Personal, social and learning to learn</i></p>		<p>Consider how issues of accessibility and inclusion have a real and direct impact on potential volunteers.</p> <p>Begin to apply the learnings from the course program to practical examples.</p> <p>Understand the criteria used to make a mentor & volunteer match.</p> <p>Foster critical thinking in participants without neglecting theoretical foundations.</p> <p>Check if the participants have gained the skills, knowledge, and attitudes necessary to become volunteer mentors within the <i>TEAM IV</i> approach using interactive exercises.</p>
<p><i>Literacy competence and Multilingual</i></p>	<p>Have the ability to understand and express thoughts, feelings and facts orally, in writing or in other forms, and interact with others.</p> <p>Be able to be open to critical and constructive dialogue, and aware of the impact of language on others.</p>	<p>Identify challenges faced by volunteers with disabilities. Emphasise the benefits of including people with disabilities as volunteers.</p> <p>Consider what is inside and outside the scope of mentoring.</p> <p>Begin to think more deeply about how different types of mentoring could work in different situations.</p>

<p><i>Literacy competence and Multilingual</i></p>	<p>Know how to use different languages for communication and to understand and express thoughts, feelings and facts orally or in writing.</p> <p>Appreciate cultural diversity and have a curiosity for intercultural communication.</p>	<p>Explore the findings of previous focus groups within the project.</p> <p>Consider how issues of accessibility and inclusion have a real and direct impact on potential volunteers.</p> <p>Begin to apply the learnings from the course programme to practical examples.</p> <p>Outline a brief profile of each participant and prepare them with a deeper understanding of their role as mentors, and within the wider process.</p> <p>Foster critical thinking in participants without neglecting theoretical foundations.</p> <p>Check if the participants have gained the skills, knowledge, and attitudes necessary to become volunteer mentors within the <i>TEAM IV</i> approach using interactive exercises.</p>
<p><i>Digital Competence</i></p>	<p>Know how to responsibly use digital technologies.</p>	<p>Identify challenges faced by volunteers with disabilities.</p> <p>Consider what is inside and outside the scope of mentoring.</p> <p>Begin to think more deeply about how different types of mentoring could work in different situations.</p>

	<p>Use digital tools for communication and collaboration.</p> <p>Use information via a range of digital technologies and to question available information.</p>	<p>Consider how issues of accessibility and inclusion have a real and direct impact on potential volunteers.</p> <p>Begin to apply the learnings from the course programme to practical examples.</p> <p>Outline a brief profile of each participant and prepare them with a deeper understanding of their role as mentors, and within the wider process.</p> <p>Foster critical thinking in participants without neglecting theoretical foundations.</p> <p>Check if the participants have gained the skills, knowledge, and attitudes necessary to become volunteer mentors within the <i>TEAM IV</i> approach using interactive exercises.</p>
<p><i>Competence in cultural awareness and expression</i></p>	<p>Understand how ideas are creatively expressed in different cultures through different media, such as art, literature, music or language.</p> <p>Be able to develop and express your own ideas and emotions in different artistic and cultural forms.</p> <p>Have a good knowledge of global cultures.</p> <p>Express openness and curiosity for other cultures.</p>	<p>Identify challenges faced by volunteers with disabilities.</p> <p>Begin to think more deeply about how different types of mentoring could work in different situations.</p> <p>Consider how issues of accessibility and inclusion have a real and direct impact on potential volunteers.</p> <p>Begin to apply the learnings from the course programme to practical examples.</p>

		Foster critical thinking in participants without neglecting theoretical foundations.
<i>Citizenship competence</i>	Understand the implication of being a responsible citizen.	Understand the importance of volunteering and its social and economic impact on individuals and communities. Identify challenges faced by volunteers with disabilities. Emphasise the benefits of including people with disabilities as volunteers. Begin to think more deeply about how different types of mentoring could work in different situations.
<i>Citizenship competence</i>	Be participative in civic and social life and understand why it is important to do so.	Explore the findings of previous focus groups within the project. Consider how issues of accessibility and inclusion have a real and direct impact on potential volunteers. Begin to apply the learnings from the course programme to practical examples. Outline a brief profile of each participant and prepare them with a deeper understanding of their role as mentors, and within the wider process. Foster critical thinking in participants without neglecting theoretical foundations.

		Check if the participants have gained the skills, knowledge, and attitudes necessary to become volunteer mentors within the <i>TEAM IV</i> approach using interactive exercises.
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These main indicators are based on the *Key Competences framework* outlined on the *Youthpass* website. Link to the source <https://www.youthpass.eu/downloads/13-62-379/Leaflet%20-%20revised%20key%20competences.pdf>

Annex 4. Self-Assessment Form: Personal, Social, and Learning to Learn in Mentoring

Instructions:

Reflect on your experience as a mentor and answer each item by selecting the level that best represents your degree of competence in each area. Use the following scale:

- **1:** Very low or no competence.
- **2:** Basic level, with limited practical knowledge.
- **3:** Intermediate level, applicable in common situations.
- **4:** Advanced level, capable of solving complex situations.
- **5:** Expert level, able to advise or lead in the area.

You will find the scoring for the different answers and the evaluation indicators used for the practical questions on the last page.

1. Self-Awareness and Motivation management

Evaluate your ability to reflect on your role as a mentor and manage your motivation throughout the process.

- How aware are you of your mentoring style and its impact on your relationship with the mentee? (1-5)
- When facing difficulties in mentoring, how would you assess your ability to stay motivated and continue the process effectively? (1-5)

2. Social Skills and Empathic communication

Evaluate your ability to communicate effectively, build trust, and adapt your communication style.

- How would you rate your ability to adapt your communication to the mentee's needs, including those with disabilities? (1-5)
- How well do you generate trust and foster a mentor-mentee relationship based on mutual respect? (1-5)

3. Learning to Learn; Reflection and Continuous improvement

Evaluate your willingness to learn from experience and improve your mentoring skills.

- How effective are you at reflecting on each mentoring session and applying lessons learned in future sessions? (1-5)
- How committed are you to continuous learning to improve your mentoring skills? (1-5)

4. Problem-Solving and Adaptability

Evaluate your ability to solve problems and adapt to unforeseen situations in mentoring.

- How would you rate your ability to identify and overcome barriers in the mentoring process? (1-5)
- How effective are you in adapting mentoring strategies when unexpected challenges arise? (1-5)

5. Collaborative Work and Mutual support

Evaluate your ability to work in a team and connect your mentee with resources and support.

- How would you rate your ability to connect your mentee with support networks and complementary services? (1-5)
- How do you manage collaboration with other people or entities to improve mentoring? (1-5)

6. Practical Situations

Situation 1: Self-Awareness and Motivation management

Context:

You are going through a difficult personal period and notice that this is affecting your energy and commitment to your mentee.

Question:

How would you handle this situation to maintain the quality of the mentoring process without negatively affecting the mentee's experience?

- a) **Possible responses:**

- I ignore my personal issues, but they affect my mood and commitment. I cancel or shorten meetings without explanation, hoping things will improve on their own.
- I acknowledge the impact of my situation and use coping strategies. I communicate professionally with my mentee, ensuring continuity while seeking support if needed.
- I recognise my struggles and try to stay engaged. I inform my mentee that I'm going through a difficult time without sharing details, using small goals to stay focused.

b) Your response:

(Describe how you would act and rate your level from 1 to 5)

Situation 2: Social Skills and Empathic communication

Context:

A mentee with a speech disability has difficulties expressing themselves in mentoring sessions. They seem insecure and reserved.

Question:

How would you adapt your communication style to encourage their participation and confidence?

a) Possible responses:

- I encourage them to take their time and use alternative ways to express themselves, like writing. I try to create a supportive atmosphere but don't actively adapt my communication style.
- I use clear, patient communication, encourage non-verbal methods (writing, gestures, AAC tools), and check in regularly to ensure they feel comfortable and heard.
- I continue with the usual mentoring approach, letting them speak when they feel ready. I avoid addressing their discomfort directly to not make them feel worse.

b) Your response:

(Describe how you would act and rate your level from 1 to 5)

Situation 3: Learning to learn; Reflection and Continuous improvement

Context:

You receive feedback from your mentee on areas where you could improve, but you are unsure how to apply it.

Question:

What steps would you take to ensure that you improve your approach based on the feedback received?

a) **Possible responses:**

- I analyse the feedback, seek advice or training if needed, and create an action plan to apply improvements in future sessions.
- I acknowledge the feedback but don't take any specific action, assuming my current approach works well enough.
- I reflect on the feedback and try to make small changes, but I don't seek additional guidance or a structured way to improve.

b) **Your response:**

(Describe how you would act and rate your level from 1 to 5)

Situation 4: Problem solving and Adaptability

Context:

During mentoring, your mentee loses interest and seems unmotivated in the process.

Question:

What strategies would you implement to reactivate their motivation and commitment?

a) **Possible responses:**

- I identify the cause of their demotivation through a conversation, then adapt the activities to make them more engaging and relevant to their interests.
- I try to talk to the mentee about their feelings, but I don't make significant changes to the mentoring approach or structure.
- I don't really notice the loss of motivation and continue with the usual approach, hoping it improves on its own.

b) Your response:

Describe how you would act and rate your level from 1 to 5)

Situation 5: Collaborative Work and Mutual support

Context:

You receive feedback from your mentee on areas where you could improve, but you are unsure how to apply it.

Question:

What steps would you take to ensure that you improve your approach based on the feedback received?

a) Possible responses:

- I identify relevant external resources and refer the mentee to appropriate professionals, guiding them on how to access the services while ensuring my role remains focused on mentoring
- I don't take any action, hoping the mentee will figure it out on their own or that the issue will resolve itself.
- I suggest the mentee seek support but don't provide any specific resources or guidance on how to access professional help.

b) Your response:

(Describe how you would act and rate your level from 1 to 5)

Final Reflection Exercise

Answer briefly:

1. What strategies have you ever used to integrate cultural diversity into your role as a mentor? Write down your answer.
2. What has been the biggest challenge you have faced in intercultural mentoring, and how have you handled it? Write down your answer.
3. What concrete actions will you take to improve your competence in cultural awareness and expression within mentoring? Write down your reflection.

Check point:

1. Situation: Intercultural Communication

- **Level 1-2:** I ignore my personal issues, but they affect my mood and commitment. I cancel or shorten meetings without explanation, hoping things will improve on their own.
- **Level 4-5:** I acknowledge the impact of my situation and use coping strategies. I communicate professionally with my mentee, ensuring continuity while seeking support if needed.

- **Level 3:** I recognise my struggles and try to stay engaged. I inform my mentee that I'm going through a difficult time without sharing details, using small goals to stay focused.

Evaluation Indicators:

- ☑ Ability to self-assess and manage emotions.
 - ☑ Strategies to maintain motivation and commitment
 - ☑ Ability to communicate difficulties without affecting the mentee relationship.
-

2. Social Skills and Empathic Communication

- **Level 3:** I encourage them to take their time and use alternative ways to express themselves, like writing. I try to create a supportive atmosphere but don't actively adapt my communication style.
- **Level 4-5:** I use clear, patient communication, encourage non-verbal methods (writing, gestures, AAC tools), and check in regularly to ensure they feel comfortable and heard.
- **Level 1-2:** I continue with the usual mentoring approach, letting them speak when they feel ready. I avoid addressing their discomfort directly to not make them feel worse.

Evaluation Indicators:

- ☑ Use of inclusive and adapted communication techniques.
- ☑ Ability to foster trust and reduce communication barriers.
- ☑ Empathetic and proactive approach.

3. Learning to learn; Reflection and Continuous improvement

- **Level 4-5:** I analyse the feedback, seek advice or training if needed, and create an action plan to apply improvements in future sessions.

- **Level 1-2:** I acknowledge the feedback but don't take any specific action, assuming my current approach works well enough.
- **Level 3:** I reflect on the feedback and try to make small changes, but I don't seek additional guidance or a structured way to improve.

Evaluation Indicators:

- ☑ Ability to accept and process feedback constructively.
- ☑ Skills in identifying areas for improvement and designing a self-learning plan.
- ☑ Willingness to innovate and improve mentoring strategies.

4. Problem solving and Adaptability

- **Level 5:** I identify the cause of their demotivation through a conversation, then adapt the activities to make them more engaging and relevant to their interests.
- **Level 3:** I try to talk to the mentee about their feelings, but I don't make significant changes to the mentoring approach or structure.
- **Level 1:** I don't really notice the loss of motivation and continue with the usual approach, hoping it improves on its own.

Evaluation Indicators:

- ☑ Analytical ability to identify the cause of demotivation.
- ☑ Proactivity in implementing re-engagement strategies.
- ☑ Flexibility to adapt the mentoring process to the mentee's needs.

5. Collaborative Work and Mutual support

- **Level 5:** I identify relevant external resources and refer the mentee to appropriate professionals, guiding them on how to access the services while ensuring my role remains focused on mentoring.
- **Level 1:** I don't take any action, hoping the mentee will figure it out on their own or that the issue will resolve itself.
- **Level 3:** I suggest the mentee seek support but don't provide any specific resources or guidance on how to access professional help.

Evaluation Indicators:

- Ability to identify external resources and support networks.
- Skill in acting as a bridge between the mentee and necessary services.
- Respect for the limits of the mentor's role.

Annex 5. Self-Assessment Form: Literacy Competence and Multilingualism in Mentoring for Inclusive Volunteering

Instructions:

Reflect on your experience as a mentor and answer each item by selecting the level that best represents your degree of competence in each area. Use the following scale:

- 1: Very low or no competence.
- 2: Basic level, with limited practical knowledge.
- 3: Intermediate level, applicable in common situations.
- 4: Advanced level, capable of solving complex situations.
- 5: Expert level, able to advise or lead in the area.

1. Communication in a Multilingual Environment

Evaluate your ability to communicate effectively in different languages and adapt your language to your mentee's needs.

- a) ***How competent do you consider yourself in adapting your language to make it accessible and understandable for people with different literacy levels or in a language different from yours?***
- 1 - I have no experience adapting my language.
 - 2 - I try to simplify my explanations, but I sometimes fail to be clear.
 - 3 - I can reformulate ideas and use visual or written aids when necessary.
 - 4 - I effectively adapt to my mentee's linguistic level, using inclusive strategies.
 - 5 - I master multilingual communication techniques and can advise others on their implementation.
- b) ***Provide an example of a situation where you had to adapt your language in mentoring:***

2. Promoting Literacy and Written Expression

Reflect on your ability to support the development of reading and writing skills in people with disabilities.

a) ***How do you evaluate your ability to guide your mentee in developing functional literacy for volunteering?***

- 1 - I have no experience helping others with their literacy.
- 2 - I can provide some basic guidance, but without specific strategies.
- 3 - I use simple methods, such as guided readings or accessible summaries.
- 4 - I integrate active strategies, such as collaborative writing and accessible tools.
- 5 - I develop personalised plans and use adaptive technology to improve literacy.

b) ***Describe a strategy you have used or could use to improve your mentee's reading comprehension:***

3. Use of Digital Tools for Communication and Learning

Consider how you use digital resources to enhance accessibility in communication and teaching.

a) ***How skilled are you in using digital tools to facilitate communication and learning in mentoring?***

- 1 - I rarely use digital tools in my mentoring sessions.
- 2 - I use basic tools but struggle to adapt them for people with disabilities.
- 3 - I select appropriate tools and provide guidance on their use.
- 4 - I personalise the use of digital platforms to suit my mentee's needs.
- 5 - I research and implement advanced technological solutions to improve accessibility.

- b) ***Mention a digital tool you have used or could use in mentoring and how you would adapt it:***

4. Empowerment through Communication

Assess how your mentoring helps the person with a disability develop their voice and express their ideas.

- a) ***To what extent do you support your mentee in expressing their ideas and actively participating in volunteer spaces?***
- 1 - I have not specifically worked on fostering their expression.
 - 2 - I encourage my mentee to speak, but they do not always participate actively.
 - 3 - I provide strategies to improve their confidence and communication skills.
 - 4 - I facilitate opportunities for them to actively participate in volunteer spaces.
 - 5 - I designed specific strategies to ensure the inclusion and empowerment of my mentee.
- b) ***Give an example of a situation where you helped your mentee express themselves better:***

5. Awareness and Respect for Linguistic and Cultural Diversity

Reflect on how you promote respect and inclusion of different cultures and languages in mentoring.

- a) ***How do you promote cultural and linguistic diversity in your mentoring process?***
- 1 - I have not considered this aspect in my mentoring.
 - 2 - I respect diversity but do not apply specific strategies.
 - 3 - I encourage respect for other languages and cultures through dialogue.
 - 4 - I integrate activities and resources that reflect my mentee's diversity.
 - 5 - I have developed an inclusive approach where linguistic and cultural diversity is a fundamental pillar.
- b) ***Example of an action you have taken to integrate cultural diversity into mentoring:***

Final Reflection Exercise:

Answer briefly:

1. What key insights have you gained about the importance of strong literacy and multilingual competence in mentoring volunteers, with or without disabilities? Write down your reflection.

2. Based on your responses, have you identified what areas do you need to improve and what actions do you have to take to strengthen this competence? Write down your reflection.

3. Do you think linguistic or cultural barriers can be overcome with the help of digital skills, such as using real-time translation tools, or do they require other types of skills, knowledge, and attitudes? Explain your reflection.

Annex 6. Self-Assessment Form: Digital Competence

Instructions

Reflect on your experience as a mentor and answer each item by selecting the level that best represents your degree of competence in each area. Use the following scale:

- **1:** Very low or no competence.
- **2:** Basic level, with limited practical knowledge.
- **3:** Intermediate level, applicable in common situations.
- **4:** Advanced level, capable of solving complex situations.
- **5:** Expert level, able to advise or lead in the area.

You will find the scoring for the different answers and the evaluation indicators used for the practical questions on the last page.

1. Identifying Digital Barriers and Inclusion:

How competent do you feel in identifying and mitigating barriers (both physical and digital) that prevent people with disabilities from participating? (1-5)

1. Practical Situation 1

Context:

A volunteer with partial visual impairment has signed up for a digital volunteer recruitment platform. When accessing the website, they find low-contrast texts, no labels on images and difficulties in using screen readers.

Question:

How would you assess and identify accessibility barriers on this platform, and what measures would you recommend to make it inclusive for people with visual impairments?

a) Possible responses:

- I think the platform works well; I don't detect any special problems and I think the user will adapt.
- I carry out a detailed evaluation and detect contrast problems, absence of ARIA labels and difficulties in navigation. I would propose using accessibility assessment tools

(such as WAVE or AXE), adjusting the colours and adding descriptions to each image, following the WCAG guidelines.

- I identify that the lack of alternative labels in the images and inadequate contrast can make it difficult to navigate. I would recommend increasing contrast and adding alt text to images to improve screen reader compatibility.

b) Your response:

(Describe how you would act and rate your level from 1 to 5)

2. **Practical Scenario 2**

Context:

A hearing-impaired volunteer attends a volunteer briefing via a live stream. During the session, the absence of subtitles and the lack of sign language interpreters are observed.

Question:

Describe how you would identify the obstacles in this digital event and what actions you would implement to ensure inclusive communication.

a) Possible responses:

- I clearly detect the lack of accessible resources. I would proceed to review the configuration of the platform to manually activate the subtitles, and I would coordinate the hiring of a live interpreter, informing the participants in advance and testing the function.
- I note that without subtitles there can be problems, and I would suggest activating some automatic function, although I do not know the exact process.
- I identify that the absence of subtitles and interpreters limits participation. I suggest activating automatic subtitles and, if possible, coordinating the presence of a sign language interpreter during the session."

b) Your response:

(Describe how you would act and rate your level from 1 to 5)

2. **Reflection on Digital competences related to mentoring within disability contexts**

- ***Management of Digital Communication Tools***
Consider your ability to use videoconferencing and messaging platforms, configuring them to ensure accessibility (subtitles, interpreters, etc.) in mentoring sessions. How would you assess your competence in the use of these tools to achieve inclusive communication?
(1-5)
- ***Creating and Adapting Accessible Digital Content***
Assess your ability to design and adapt digital resources (presentations, documents, videos) to effectively reach the necessities for people with disabilities and communicate with them. What level would you assign to your competence in creating accessible content? (1-5)
- ***Secure Management of Digital Information and Data***
Consider your ability to implement digital security protocols and protect sensitive volunteer information and mentoring processes, following data protection guidelines. What level do you assign to your competence in this area? (1-5)

Check point:

1. Identifying Digital Barriers and Inclusion:

a) Situation 1

- **Level 1-2:** Due to my limited knowledge of accessibility standards, I am not in a position to identify potential technical barriers. Additionally, I acknowledge that I have not demonstrated sufficient empathy in this context.
- **Level 4-5:** I am able to carry out a detailed evaluation, identify various accessibility barriers, and propose appropriate adaptations.
- **Level 3:** Thanks to my intermediate understanding of accessibility, I can recognise specific barriers and suggest basic, initial solutions.

Evaluation indicators:

- ✓ Ability to identify technical barriers (contrast, labels, screen reader compatibility)
- ✓ Knowledge of accessibility standards and best practices (WCAG, use of ARIA, etc.)
- ✓ Proposal of practical and realistic solutions
- ✓ Proactive approach and empathetic attitude towards inclusion

b) Situation 2

- **Level 4-5:** The person is able to outline specific steps and demonstrate technical knowledge.
- **Level 3:** The response shows that the problem is recognised, and some basic actions are proposed.
- **Level 1-2:** The answer is vague and non-technical, although the problem is acknowledged.

Evaluation indicators:

- ✓ Identification of the lack of accessible resources (subtitles, interpreters)
- ✓ Knowledge of transcription tools and interpreting services
- ✓ Ability to propose improvements and coordinate their implementation
- ✓ Inclusive attitude and focus on the needs of the volunteer

Annex 7. Self-Assessment Form: Cultural Awareness and Expression Competence

Instructions

Reflect on your experience as a mentor and answer each item by selecting the level that best represents your degree of competence in each area. Use the following scale:

- **1:** Very low or no competence.
- **2:** Basic level, with limited practical knowledge.
- **3:** Intermediate level, applicable in common situations.
- **4:** Advanced level, capable of solving complex situations.
- **5:** Expert level, able to advise or lead in the area.

You will find the scoring for the different answers and the evaluation indicators used for the practical questions on the last page.

1. Reflection on Cultural Awareness and Expression in Mentoring

- **Identifying Cultural Biases and Stereotypes**
Assess your ability to recognise and avoid cultural biases or stereotypes when working with mentees from different backgrounds and experiences. (1-5)
- **Empathy and Cultural Adaptability**
How well do you adapt to different cultural contexts to connect with your mentee and foster an inclusive and learning environment? (1-5)
- **Use of Inclusive and Respectful Language**
Evaluate your competence in applying inclusive and non-discriminatory language in your communication with mentees. (1-5)

2. Use of Cultural Tools in Mentoring

- **Application of Cultural Resources in Mentoring**
How often do you use tools and resources (such as multilingual materials, interactive activities, or stories of volunteers from diverse backgrounds) to promote cultural awareness in your mentoring? (1-5)
- **Encouraging Intercultural Dialogue**
Assess your ability to create spaces for cultural exchange among volunteers and mentees from different backgrounds. (1-5)

- **Empowering Mentees through Cultural Identity**

How competent do you feel in helping mentees recognise and value their own cultural identity within volunteering? (1-5)

3. Practical Situations

Situation 1: Intercultural Communication

Context:

You are supporting a volunteer with a disability from a culturally different background. You notice that some references you use in mentoring are not understandable or relevant to their context.

Question:

How would you adapt your communication and mentoring content to respect and reflect the cultural diversity of the mentee?

a) **Possible responses:**

- I try to explain some terms but without fully adapting my approach.
- I do not make any adjustments and assume the mentee should adapt to the predominant context.
- I analyse the mentee's culture, adapt examples and references to make them more meaningful, and promote a learning environment based on mutual respect.

b) **Your response:**

(Describe how you would act and rate your level from 1 to 5)

Situation 2: Inclusion and Cultural Expression

Context:

A mentee with a disability wants to participate in volunteering activities related to their cultural background but faces barriers in the organisation, which has not considered this diversity.

Question:

Check point:

1. Situation: Intercultural Communication

- **Level 3:** I try to explain some terms but without fully adapting my approach.
- **Level 1-2:** I do not make any adjustments and assume the mentee should adapt to the predominant context.
- **Level 4-5:** I analyse the mentee's culture, adapt examples and references to make them more meaningful, and promote a learning environment based on mutual respect.

Evaluation Indicators:

- Identification of cultural differences in communication
- Ability to adapt examples and cultural references
- Use of inclusive communication techniques

2. Situation: Inclusion and Cultural Expression

Possible responses:

- **Level 4-5:** I facilitate spaces where the mentee can express their culture, raise awareness within the organisation, and propose inclusive activities.
- **Level 1-2:** I do not consider this topic necessary in mentoring.
- **Level 3:** I listen to the mentee and provide support but without taking concrete actions.

Evaluation Indicators:

- Ability to identify structural and cultural barriers within the organisation
- Promotion of safe spaces for cultural expression
- Proposal of solutions for integrating diversity

Annex 8. Self-Assessment Form: Citizenship Competence in Mentoring for Inclusive Volunteering

Instructions:

Reflect on your experience as a mentor and answer each item by selecting the level that best represents your degree of competence in each area. Use the following scale:

- **1:** Very low or no competence.
- **2:** Basic level, with limited practical knowledge.
- **3:** Intermediate level, applicable in common situations.
- **4:** Advanced level, capable of solving complex situations.
- **5:** Expert level, able to advise or lead in the area.

1. Contribution to Inclusion and Community Participation

- How effectively have you helped your mentee integrate into community volunteering activities? (1-5)
- Have you identified and reduced barriers to the participation of people with disabilities in volunteering activities? (1-5)
- Do you actively promote values of inclusion, diversity, and equity within the activities in which your mentee participates? (1-5)

2. Empowerment and Autonomy of the Mentee

- Have you facilitated informed decision-making for your mentee regarding their participation in volunteering activities? (1-5)
- Do you encourage their self-confidence and skills so they can act independently as a volunteer? (1-5)
- Do you use strategies to increase your mentee's motivation and autonomy in their volunteer role? (1-5)

3. Use of Inclusive Strategies in Mentoring

- Do you adapt your mentoring methodology based on your mentee's individual needs? (1-5)

- Do you promote accessibility in digital and physical environments to ensure full participation? (1-5)
- Do you provide accessible information and tools tailored to your mentee's needs? (1-5)

4. Communication Skills and Cultural Sensitivity

- Do you foster an open and respectful communication environment with your mentee? (1-5)
 - Do you use inclusive language and communication strategies adapted to the mentee's needs? (1-5)
 - Are you aware of and respectful towards cultural and personal differences in your mentoring relationship? (1-5)
-

5. Connection with Support Networks and Community Services

- Have you guided your mentee in identifying relevant support networks and community services? (1-5)
 - Have you provided them with information about rights and opportunities for civic participation? (1-5)
 - Have you collaborated with other organizations or professionals to improve support for your mentee? (1-5)
-

6. Problem-Solving and Adaptability

- Do you feel prepared to identify and address challenges in mentoring effectively? (1-5)
 - Have you been able to find solutions to improve accessibility and inclusion in the mentoring process? (1-5)
 - Do you adapt flexibly to changes and the needs of your mentee? (1-5)
-

7. Personal Evaluation and Commitment

- Have you reflected on your own growth as a mentor in relation to citizenship competence? (1-5)

Annex 9. SELF-ASSESSMENT TEST FOR COMPETENCES - Theory

Instructions:

- Choose the option that best represents your experience.
- There are no right or wrong answers. This is just to understand how your volunteering experience has been.
- If you need help, you can ask your mentor or someone you trust.

1. Personal, Social and Learning to learn Competence

➤ KEY SKILLS

- I can define what volunteering is and explain why it is important.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I can identify and solve problems when helping others.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I can adapt to new situations and challenges when volunteering.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I know what a mentor is.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

➤ ESSENTIAL KNOWLEDGE

- I know the social and economic contributions of volunteering.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I understand the barriers that people with disabilities face.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I am aware of health and safety regulations when working as a volunteer.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I know how to organise my tasks and responsibilities as a volunteer.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

➤ ATTITUDES

- I feel confident in my ability to support others in my role as a volunteer.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I am committed to lifelong learning and improving my volunteer skills.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I have a positive attitude towards teamwork and collaboration.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I believe in the importance of inclusion for people with disabilities.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

2. Literacy Competence and Multilingual Competence

➤ KEY SKILLS

- I can actively listen and communicate effectively with others.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I can empower other peers and encourage teamwork.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I can provide constructive feedback in a clear and respectful way.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I can adapt my communication style to different people and situations.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

➤ ESSENTIAL KNOWLEDGE

- I understand the key aspects and objectives of mentoring.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I know what is inside and outside the scope of mentoring.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I understand how to develop a structured mentoring process.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I am aware of different communication techniques used in mentoring.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

➤ ATTITUDES

- I am open to learning new languages or improving my communication skills.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I believe in the importance of effective communication in teamwork.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I respect different cultural and language backgrounds.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

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- I have a positive attitude towards learning and teaching to others.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

3. Digital Competence

➤ KEY SKILLS

- I can use digital tools to support my volunteering activities.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I can ensure that personal data and information are protected.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I can research and find useful online resources for volunteering.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I can use digital communication tools to collaborate with my team.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

➤ ESSENTIAL KNOWLEDGE

- I know the importance of data protection in digital communication.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗
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- I understand the benefits of digital tools for learning and working.

Yes <input checked="" type="checkbox"/>	More or less 😊	No <input type="checkbox"/>

- I am aware of potential risks and challenges when using digital platforms.

Yes <input checked="" type="checkbox"/>	More or less 😊	No <input type="checkbox"/>

- I know how to navigate different digital resources effectively.

Yes <input checked="" type="checkbox"/>	More or less 😊	No <input type="checkbox"/>

➤ ATTITUDES

- I am willing to learn new digital tools to improve my volunteering work.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No <input type="checkbox"/>

- I have a responsible attitude towards online privacy and security.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No <input type="checkbox"/>

- I believe in the benefits of digital skills for personal and professional development.

Yes <input checked="" type="checkbox"/>	More or less 😊	No <input type="checkbox"/>

- I am open to using new technologies in my volunteer activities.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

4. Competence in Cultural Awareness and Expression

➤ KEY SKILLS

- I can relate empathetically to people from different cultures.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I can show awareness of cultural differences in my volunteering work.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I can apply knowledge about inclusion and accessibility in real-life situations.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I can advocate for people from different cultural backgrounds.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

➤ ESSENTIAL KNOWLEDGE

- I understand how cultural and social factors impact volunteering.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I know the importance of intercultural awareness in teamwork.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I am aware of how accessibility issues affect different people.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I understand the role of culture in shaping identities and experiences.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

➤ ATTITUDES

- I appreciate cultural diversity and different artistic expressions.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I have a positive attitude towards working with people from different cultures.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I believe in the importance of accessibility and inclusion.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

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- I am open to learning about different cultural traditions and perspectives.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

5. Citizenship Competence

➤ KEY SKILLS

- I can advocate for the rights of people with disabilities.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I can help people with disabilities participate in community activities.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I can apply principles of fairness and equality in my volunteer work.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I can maintain professional boundaries while helping others.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

➤ ESSENTIAL KNOWLEDGE

- I understand the basic rights of people with disabilities.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I know the benefits of social inclusion and active citizenship.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I understand the role of volunteering in building a better society.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

- I know how to provide specialised support for volunteers with disabilities.

Yes <input checked="" type="checkbox"/>	More or less 😊	No ✗

➤ ATTITUDES

- I believe in equality and fairness for everyone.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I feel responsible for contributing positively to my community.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I am committed to promoting accessibility and inclusion.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- I respect the rights and dignity of all individuals.

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

Final Result

Count how many times you marked each option:

Yes <input checked="" type="checkbox"/>	Sometimes 😊	No ✗

- **Mostly "Yes"** Great! You have learned a lot and are growing in volunteering. 🎉
- 😊 **Mostly "Sometimes" or "More or less"** You are on the right track, but there are things to improve. Keep going! 🔄
- ✗ **Mostly "No"** You might need more help or time to improve. Talk to your mentor. 😊

Thank you for taking this test! Keep going on your volunteering journey.

Annex 10. Accessibility Checklist for Mentors

The following checklist will help you establish a mentorship that meets accessibility standards and the main principles for an inclusive environment.

Keep in mind that your mentee, as a unique individual, may have specific needs that are not covered in this general checklist.

That is why you should remain aware of this possibility and adapt the checklist to your mentee's specific needs. We have provided an empty space for you to do so.

1. Accessible Communication

- I asked my mentee about their preferred communication format (oral, written, video, text with a screen reader, etc.).
- I provide information in multiple formats if needed.
- If my mentee uses a screen reader, I ensure that emails and documents are accessible (e.g., tagged PDFs, properly structured Word documents).
- If they use sign language or require captions, I make sure to provide them in meetings or videos.
- Others:

2. Meeting Environment

- I checked whether the video conferencing platform or physical location is accessible for my mentee.
- If it's an in-person meeting, the venue is physically accessible (entrance, restrooms, adapted tables).
- If it's virtual, we use accessible tools with captioning options, screen reader compatibility, etc.
- I ensure that meetings have appropriate breaks if needed.
- Others:

3. Accessible Materials and Resources

- I send materials in advance if my mentee needs time to review them with assistive tools.
- I use accessible presentations (readable fonts, good contrast, alt text for images).
- I avoid sharing information solely through images or graphics without alternative descriptions.
- Others:

4. Adjusting the Pace and Content

- I asked my mentee whether the mentoring pace is suitable for them.
- I am open to repeating or rephrasing concepts as needed.
- I adapt to individual timing and learning needs rather than enforcing a one-size-fits-all model.
- Others:

5. Continuous Evaluation and Feedback

- I regularly ask for feedback on the accessibility of our mentoring relationship.
- I make adjustments based on my mentee's expressed needs.
- I continue learning about accessibility and disability to improve my role as a



mentor.

Others:

3. Bibliography & Webgraphy

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