

Accreditation Guidelines

KA110-Accreditation of youth volunteering organisations

1. Application details/type of EVS

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| Application as Sending Organisation |
| Application as Receiving Organisation - Number of volunteers to be received. |
| Application as Coordinating Organisation |
| Application for receiving - sending - coordinating inclusion projects |
| Application for receiving - sending - coordinating group EVS |

2. Background and experience of the applicant organisation

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| The organisation provides information on its background and describes its aims, target groups and regular activities. |
| The organisation describes its activities and experience in the areas relevant for future participation in the Erasmus+ programme (e.g. volunteering, international experience). |
| The organisation provides information on their human resources (staff and volunteers) as describes the skills and expertise of the persons that will be involved in the future Erasmus+ activities. |
| The organisation expresses its motivation for taking part in EVS and describes the benefits of EVS for them (as Coordinating and/or Sending and/or Receiving organisation). |
| The organisation has knowledge of Erasmus+ and EVS. |
| The presentation of the background and experience of the organisation is suitable for presentation in the EVS volunteering database. |

3. Assessment of the application for accreditation as COORDINATING ORGANISATION

Organisational & project management competences of the organisation

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| Does the organisation want to coordinate only its own projects or also projects of other organisations? |
| Coordination of EVS project & cooperation with partners: <i>Is the organisation able to communicate and cooperate with multiple partners and to coordinate and manage international project(s)? Does the organisation demonstrate understanding of the need to cooperate with all partners in a transparent way? Is it aware of the role and tasks they will have as coordinating organisation during the whole duration of EVS project towards all the partners involved? Does the organisation understand the importance of the volunteering agreement and what is needed in it?</i> |
| Financial management & responsibility: <i>Is the organisation capable of handling projects within Erasmus+? Does the organisation have adequate financial management skills to cope with the finances during the entire EVS project? Is the organisation aware of the financial and administrative responsibility for the entire project towards the NA or the EACEA? Is there awareness and respect of how to split the grant between the different partners?</i> |
| Administrative capacities: <i>Does the organisation have adequate administrative skills and knowledge to handle application, implementation and reports regarding Erasmus+ projects and to use relevant IT tools (such as the Volunteering Database) together with partners?</i> |
| Practical arrangements & support: <i>Is the organisation aware of all the necessary technical procedures and the support they will have to provide to the EVS volunteers before, during and after their EVS service in cooperation with the partner organisation(s) (for example: ensuring that volunteers receive EVS Info-Kit and participate in the EVS training and evaluation cycle; arranging visa and residence permit; enrolment in EVS insurance - especially in the case of minors); mentoring and supporting; Youthpass)?</i> |

Inclusion EVS – Participants with fewer opportunities

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| Does the organisation want to coordinate projects with participants with fewer opportunities? |
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| How is the organisation dealing with inclusion projects? |
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Does the organisation have previous experience with coordinating inclusion activities/projects? Is it aware of exceptional costs available for participants with fewer opportunities and special needs? Is it aware of the importance of a solid partnership between all involved parties especially in the case of inclusion projects? How is the organisation prepared for crisis situations? Is the organisation ready to offer adapted personal and administrative support before, during and after EVS?

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| Is the organisation ready to coordinate short-term EVS projects? |
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4. Assessment of the application for accreditation as SENDING ORGANISATION

Organisational & project management competences of the organisation

Partnership:

Is the organisation aware about the roles regarding communication and cooperation between all promoters during the whole duration of the EVS project? How is the sending organisation preparing the receiving organisation for the EVS volunteer?

Selection of the volunteers:

Is there an open and transparent selection process? Is EVS open to all young people, regardless of background, competence or experience? Is the organisation recruiting EVS volunteers openly (e.g. through the Volunteering Database)?

Available human resources for ensuring technical arrangements:

Is the organisation aware of all the necessary technical arrangements they have to deal with prior to the volunteer's departure (VISA and residence permit, EVS insurance – especially in the case of minors -, volunteering agreement etc.)?

Inclusion EVS – Participants with fewer opportunities

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| Does the organisation want to send participants with fewer opportunities? |
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| Is the organisation ready to send EVS volunteers who can only do short-term EVS? |
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| Does the organisation have a connection with inclusion target groups to be sent within the EVS in its regular work? |
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| What previous experience with inclusion activities/projects does the organisation have? |
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| How aware is the organisation of the need for a solid partnership between all parties involved in the EVS project? |
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| To what extent is the organisation aware of and prepared for crisis situations? |
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| Does the organisation have adequate additional/adapted personnel; does it offer administrative support before, during and after EVS? |
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Quality of the learning aspects and impact of EVS

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| Preparation of volunteers & evaluation of EVS – including competences to support the volunteers' learning process: |
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Does the organisation foresee a meeting prior to the volunteer's departure? Does the organisation have capacities to prepare the volunteers prior to their departure? Is the organisation aware of what information they need to provide regarding the volunteers' moving to and living and working in a different cultural environment? Does the organisation know how to prepare the learning process? Does it foresee an evaluation after the volunteer's return?

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| Available human resources for ensuring personal support: |
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Does the organisation foresee a person (mentor) who will offer the needed support to the volunteers throughout their EVS service (before: preparation – in between: staying in touch, solving conflicts and dealing with cultural shock – after: reintegration, guidance regarding future education, training and employment opportunities)?

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| Dissemination and exploration of results: |
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Does the organisation plan to use knowledge and skills that the volunteers gained during their EVS service? Will the organisation offer the possibility for the volunteers to develop activities in their local community to share experiences and to disseminate results of the EVS project?

5. Assessment of the application for accreditation as RECEIVING ORGANISATION

Quality of the EVS features and relevance for Erasmus+ & EVS

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| <p>Full time service and non-profit making tasks: <i>Are there enough tasks to keep the requested number of volunteers busy full time (30-38hrs/ week, including preparation and linguistic training)? Are tasks clearly defined? Is there enough variety in tasks? Are administrative, household and routine tasks limited to an acceptable level?</i></p> |
| <p>Non job substitution: <i>Can you confirm that the EVS volunteer does not replace paid staff?</i></p> |
| <p>Active role of the volunteer: <i>Are the organisation and placement open to support the volunteers' initiative, do they offer the possibility to take an active role?</i></p> |
| <p>Non-formal learning approach of the volunteers' tasks in the organisation: <i>Are the tasks in line with the spirit of volunteerism, and is the organisation open for the non-formal learning approach of EVS?</i></p> |
| <p>Balance between the service delivered by the volunteer and his/her opportunities for learning: <i>Will both the organisation and the volunteers benefit from the project? Are opportunities for learning of the volunteers foreseen in the project?</i></p> |
| <p>Intercultural learning: <i>Is the organisation aware of the specific intercultural learning dimension of the project, and potentially related challenges and learning opportunities (for volunteers and receiving organisation)? Do the proposed EVS activities support and create the possibility for intercultural learning?</i></p> |
| <p>Contact with the local community: <i>Does the organisation involve people from the local community into its regular work/offer? Do the volunteers' tasks involve regular contact with the local community?</i></p> |
| <p>Safety & healthy living & working conditions <i>Have potential risks been identified & does the organisation have guidelines to handle them in a crisis situation? Does the organisation have knowledge of EVS insurance and its usage (especially in the case of minors)?</i></p> |

Organisational & project management competences of the organisation

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| <p>Partnership: <i>Is the organisation aware of the roles regarding communication and cooperation between all promoters during the whole duration of EVS project?</i></p> |
| <p>Selection of the volunteers: <i>Is there an open and transparent selection process? Is the EVS placement open to all young people, regardless of background, competences or experience? Is the receiving organisation using the help of a coordinating organisation, and if so, is the division of tasks between them clear and acceptable?</i></p> |
| <p>Management of logistics & available human resources for ensuring technical arrangements: <i>Will enough people in the organisation be available to ensure necessary technical arrangements (accommodation, food, local transportation, volunteer allowance)? Is the organisation aware of what is required? Has the organisation considered possible arrangements? Are they suitable? Is there a (physical) stable place where the volunteers can work?</i></p> |
| <p>Financial management & administrative capacities: <i>Does the organisation have adequate financial management skills to cope with the finances during the entire cycle of EVS project(s), for the requested number of volunteers? Is the organisation informed about administrative procedures? Is it aware about procedures such as residence permit, visa etc.? Can it cope with these procedures for the requested number of volunteers?</i></p> |

Group EVS

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| Does the organisation want to host 10 or more EVS volunteers at the same time? |
| Does the organisation want to host group EVS? |
| Are they capable of it? |

Inclusion EVS – Participants with fewer opportunities

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| Does the organisation want to involve participants with fewer opportunities? |
| Is the organisation ready to host EVS volunteers who can only do short-term EVS? |
| Previous experience with inclusion projects/activities |
| Adapted/accessible premises for working & accommodation (for living) |
| Extra staff available/ permanent availability of a support person |
| Preparation for special needs |
| Adapted type of language support or free time programme |
| Adapted activities |

Quality of learning aspects and personal support

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| <p>Information about the EVS volunteers in the organisation <i>Are all future co-workers/colleagues of the volunteer informed about the fact that EVS volunteers might join the team and are they willing to support them? Is the management informed as well?</i></p> |
| <p>Training & support: <i>Does the organisation foresee enough task-/work-related support to enable the volunteers to work? Does the organisation foresee any additional support or training to carry out their tasks (availability of tutor/supervisor)?</i></p> |
| <p>Learning aspect in the activities: <i>Is the organisation competent to plan the leaning aspect throughout the service, including activities and tasks? Will the organisation plan & evaluate the learning with the volunteers?</i></p> |
| <p>Youthpass & training and evaluation cycle: <i>Is the organisation competent to facilitate the Youthpass process? Are they aware of the training and evaluation cycle?</i></p> |
| <p>Human resources: <i>Will enough people be available to ensure personal support? Is the organisation aware of what is required? Can the organisation foresee people that are competent in supporting the personal and social development of EVS volunteers (e.g. mentors)?</i></p> |
| <p>Knowledge and usage of foreign language in the team <i>Do people in the organisation speak a foreign language that helps them to communicate with the EVS volunteer? Are people in the organisation open to using a foreign language in their work to facilitate the integration of EVS volunteers?</i></p> |
| <p>Possibilities foreseen for language learning: <i>Are adequate possibilities for language learning foreseen for the (OLS and language course)?</i></p> |
| <p>Possibilities foreseen for implementing personal project(s): <i>Are adequate possibilities for implementing personal project(s) foreseen for the volunteer?</i></p> |

Quality of the impact of the (potential) EVS

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| <p>Impact on the organisation's staff, local volunteers and its target group: <i>Is the organisation aware of the impact that the EVS volunteers can have on the people working in the organisation (attitudes, relations among people, ideas for new projects etc.)?</i></p> |
| <p>Impact of the volunteer on the daily work of the organisation: <i>Is the organisation aware of how the volunteers' presence and input can influence the daily work (division of tasks, responsibilities, language etc.)?</i></p> |
| <p>Impact of the EVS in the local community: <i>Is there a benefit for the local community? Is there a long term effect of the EVS in the local community?</i></p> |
| <p>Dissemination and exploitation of results of EVS: <i>Does the organisation plan to disseminate the experiences and results of the EVS project? How?</i></p> |

6. Overall relevance of the application for accreditation

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| The organisation adheres to general objectives and features of the Erasmus+ programme |
| The organisation adheres to the rules of the EVS Charter |