



Stepping into EVS

(New version 2016)



Getting Accredited for the European Voluntary Service

*Information and Tips for Applicants from Erasmus+ Partner Countries
in the Western Balkans*



Why should I read this guide to EVS accreditation?

Accreditation serves to find out if your organisation is ready to host or send volunteers, or to coordinate projects within the European Voluntary Service programme. During the accreditation process, the institution carrying out the accreditation on behalf of the Erasmus+ programme - in the case of applicants from the Programme's Partner Countries in the Western Balkans the SALTO South East Europe Resource Centre (SALTO SEE) - needs to understand if your organisation fits into the Programme and if the human and practical/logistic environment, your activities and the support structure you have in place are appropriate for getting involved in EVS.

We need to see if you and your colleagues are well aware of what you are getting into when deciding to invite young people from another country to join your organisation for a longer period of time, and/or by sending them abroad for this challenging experience. And if you can offer an environment where these young people can feel safe, useful and supported in their learning process related to life and work in new and different environs.

Experience has shown that many organisations wanting to get involved in EVS have similar questions and, to start with, are often not sure of what kind of information should go into the accreditation application form. Sometimes, applicants are also not aware of important aspects of the Programme, which is after all new to them.

In order to limit explanations and revision of application forms during the accreditation process, we have compiled some essential tips and information in this booklet. It aims to help you understand what kind of information you should make available for us in the application and during the on-site visit of one of our accreditors to your organisation. We further want to encourage you to start reflecting and discussing with your colleagues about all the relevant issues defining your approach to EVS, right from the beginning.

The accreditation process is also a good moment for you to collect and get answers to your initial questions about EVS, and our accreditors are there not only to assess but also to help you along the way. So **after reading this booklet**, take note of your questions and make sure to ask them later on during the process.

Wishing you all the best for stepping into EVS with a successful accreditation!

Your SALTO SEE team

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1. EVS accreditation in brief

WHAT IS THE EUROPEAN VOLUNTARY SERVICE?

The European Voluntary Service (EVS) provides young Europeans with the unique opportunity to express their personal commitment through unpaid and full-time voluntary activities in a foreign country within or outside the European Union (EU). In this way, it seeks to develop solidarity, mutual understanding and tolerance among young people, contributing to the process of reinforcement of social cohesion in the EU and to promoting young people's active citizenship.

All activities (should) have a clear European and intercultural learning dimension. EVS should be a mutually beneficial process where everybody involved – organisations and volunteers – gains from learning about each other's culture and experience.

WHAT IS ACCREDITATION?

The EVS has certain core values and quality standards which are described in the EVS Charter (see Chapter 3). In order to protect and uphold these values and standards, your organisation must be accredited before sending and/or hosting EVS volunteers and/or coordinating EVS projects.

We can define accreditation as **a quality assurance process which aims to ensure that your organisation is aware of the values, objectives and rules of EVS and that you are ready and able to apply them in practice.**

Accreditation opens the doors to the EVS programme. It is a prerequisite for participation, but it does not automatically guarantee an EVS project grant. Once you have a valid accreditation, you are eligible to be a partner in EVS projects and/or to apply for project grants. Future project grant applications will be assessed based on the criteria presented in the [Erasmus+ Programme Guide](#) and the quality of the specific project.

Besides the core assessment nature of the procedure, accreditation also aims to support organisations wishing to take part in EVS. Support is offered in particular to first-time applicants and organisations that have never been involved in any Erasmus+: Youth in Action project.

WHO NEEDS TO APPLY FOR ACCREDITATION?

Any organisation based in a Programme Country (EU Member States, Iceland, Lichtenstein, Norway, Switzerland, Turkey and the FYR of Macedonia), or in a Neighboring Partner Country located in the Western Balkans¹, or the Eastern Partnership and the Russian Federation, or the Southern Mediterranean region wishing to send or host EVS volunteers or to coordinate an EVS project must be accredited. Organisations from other countries may participate in EVS projects without accreditation.

Organisations that are eligible to take part in EVS include NGOs, public bodies, international governmental organisations as well as profit-making organisations, provided they offer EVS placements related to events in the area of youth, sports or culture that they organise. For more information see Chapter 4 (application form, D.2.) and consult the [Erasmus+ Programme Guide](#).

If an organisation intends to host EVS volunteers it needs to be accredited as Receiving Organisation (RO). The **Receiving Organisation** is the organisation where the volunteer is based during the EVS-activity and which provides the volunteer with the concrete placement, daily activities including

1 Albania, Bosnia and Herzegovina, Kosovo*, Montenegro, Serbia (* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.)

learning and service. **Each organisation where a volunteer is placed needs to be accredited as Receiving Organisation.** The information entered on the form should clearly define the location, project environment and possible activities for volunteers. An organisation can also have more than one accreditation, if it has several different EVS placements.

Example: If a national or a regional youth association has several local branches and plans to host several volunteers, each of them based in a different local branch, it needs several separate accreditations as Receiving Organisation for those different placements.

If an organisation wants to send volunteers it needs to be accredited as Sending Organisation (SO). The **Sending Organisation** is the organisation that prepares the volunteers, sends them to projects in other countries, maintains regular communication with them and with the Receiving Organisation and facilitates appropriate follow up of the project with them after their return home.

If an organisation plans to coordinate EVS projects it needs to be accredited as Coordinating Organisation (CO). The **Coordinating Organisation** coordinates the project in cooperation with Sending and Receiving Organisation. There is only one CO per EVS project regardless of the number of EVS activities and organisations foreseen in the project.

There are **two types** of CO:

- The Receiving or Sending Organisation takes the role of CO by applying for the project on behalf of all project partners². In case of successful application, the CO signs and receives the project grant and coordinates the project.
- There are also experienced organisations that help Sending and Receiving Organisations that do not have the capacity or motivation (yet) to act as CO. These organisations take the role of CO without being involved as Sending or Receiving Organisation within this specific EVS placement or project. They submit the application to obtain the grant, bear the financial and administrative responsibility, ensure that the EVS Charter is respected, distribute and manage the grants between Sending and Receiving Organisation etc.

Example: Civil Service Belgium applies for a project from its local branch in Antwerp (Civil Service Antwerp), which wants to host a volunteer coming from a Serbian organisation. The Serbian organisation will need (minimum) to be accredited as Sending Organisation, the Antwerp organisation (minimum) as Receiving Organisation, and Civil Service Belgium (minimum) as CO. In the example for this placement, Civil Service Belgium is not acting as Receiving Organisation, neither as Sending Organisation, but is taking the coordinating role.

WHAT IS BEING ASSESSED?

Experts (“accreditors”) assess if your organisation and your potential EVS placement adhere to the core values and quality standards of EVS as they are defined in the EVS Charter. The accreditors consider your motivation for receiving, sending and coordinating EVS projects, check if you are aware of the rules of the Erasmus+: Youth in Action Programme (which are published in the Programme Guide) and if you are able to implement the key features of the EVS Charter.

² Applicants based in a Programme country submit EVS project applications to their respective [National Agency](#), applicants based in a Partner Country of the Western Balkans to the Education, Audiovisual and Culture Executive Agency (EACEA) in Brussels. Specific rules apply! For more information please consult the [Erasmus+ Programme Guide](#) and information on the [SALTO SEE website](#).

Depending on your application, the accreditors check if you have the capacities to send and/or receive volunteers and/or to coordinate EVS projects, considering the different relevant human, organisational, administrative, financial and educational aspects.

For receiving projects, they take a look at the service: the working schedule, the sustainability, nature and quality of the tasks and the support you will provide. They also take a look at the learning aspect: What and how can a volunteer learn from the service, and how can your organisation learn from the volunteer? Also practical and logistical issues, such as the working place and the volunteers' accommodation, are checked.

For sending projects, accreditors take a look at the arrangements that you (intend to) make prior, during and after the EVS project: How are you going to prepare your volunteers for a short or long-term stay abroad? How will you keep regular contact with them? And also very important: How will you benefit from and disseminate the volunteers' experiences in future activities of your organisation and in your local community, once they have returned from their service?

Finally, for organisations applying for coordinating projects, the accreditors check if the necessary capacities to lead EVS projects exist in a sustainable way in the organisation, not only regarding financial (dealing with project costs, allowances, insurances,...) and managerial aspects (having the lead), but also in the sense of managing a good partnership among all partners your organisation is willing to work with.

HOW TO APPLY?

To apply for EVS accreditation, you must submit the latest version of the Application Form for 'Accreditation of youth volunteering organisations', which asks you to describe your organisation, ideas and capacities for EVS activities. You can find the form on the [SALTO SEE accreditation web pages](#).

Applicants from Western Balkan Partner Countries must fill in the Application Form for Accreditation in **English**. Upon accreditation, a small part of it (description of your organisation) is published in the [Database of European Voluntary Service accredited organisations](#) on the European Youth Portal.

You apply for accreditation as a Sending and/or Receiving and/or Coordinating Organisation within the same application form. Different parts provide space for information and details according to your plans for receiving and/or sending volunteers and/or coordinating projects and the conditions existing in your organisation. The EVS Charter is also an integral part of the application form and reminds you of the main principles and quality standards of EVS.

The process of completing the Application Form for Accreditation is a good opportunity to think carefully about your ideas for future EVS projects and to set them out in a way that will also be meaningful for potential partners and/or volunteers.

WHO ISSUES THE ACCREDITATION FOR APPLICANTS FROM PARTNER COUNTRIES IN THE WESTERN BALKANS?

For organisations coming from Neighbouring Partner Countries in the Western Balkans, accreditation is carried out by the [SALTO South East Europe Resource Centre](#) (SALTO SEE). The Centre works with a [pool of external experts](#), or accreditors that are coming from the Western Balkans region as well as different Programme countries.

Each accreditation is handled by two accreditors, usually one coming from the applicant's country and one from a Programme country. Backed up by SALTO SEE staff, these accreditors assess the

application and support the organisation with additional information and resources on EVS and/or the Erasmus+: Youth in Action programme. Based on the opinion of the accreditors, an evaluation committee consisting of office staff not involved in the accreditation process will take the final decision.

SALTO SEE informs the applicant of the final result of the application process. Upon accreditation, the organisation receives a Certificate for Accreditation and is included in the Database of EVS accredited organisations.

WHAT HAPPENS DURING THE ACCREDITATION PROCESS?

During the accreditation process, your application form is read by SALTO SEE staff and two appointed accreditors. Some of them will get in contact with the person you have indicated as a contact person in the application form, possibly to clarify some details, and to arrange a visit to your organisation. The visit is a kind of “reality check” of your application and serves to see if what is written in the application corresponds to the real situation, plans and capacities of your organisation. The visiting accreditor will discuss the content of your form in details and quite likely also ask for clarification of some elements.

After the visit, the accreditors may ask for further clarifications, suggest improvements and possibly ask you to rewrite or revise some parts of your application and then re-submit the form. At the end of the process, the accreditors recommend to SALTO SEE if your organisation should be accredited. They might also suggest some limitations to your accreditation (in particular regarding the period of validity and the number of volunteers to be received).

WHAT HAPPENS AFTER ACCREDITATION?

Accreditations can be valid until the end of Erasmus+ programme or only for a specific period of time. SALTO SEE is requested to check, if organisations that have been accredited for EVS continue to respect the accreditation requirements, and to provide support for remedying possible weaknesses, if needed. We might therefore contact you again after some time to see, if the conditions outlined in your application for accreditation are still valid and if you need any further support in your work related to EVS.



2. Accreditation step by step

WHAT SHOULD I DO BEFORE APPLYING FOR EVS ACCREDITATION?

Once your organisation has decided to step into EVS, collect information from as many sources as possible! Official information is available on the websites of the European Commission, SALTO SEE and/or its [Contact Points](#), while organisations with experience in receiving or sending EVS volunteers and former EVS volunteers might be able to speak from experience and give you more informal information. Getting some information first will help you gain a broader understanding of what EVS can be and to explore its potential pro's and con's.

Bearing this in mind, we would encourage you to “take a look in the mirror” and review your motivation and strategic plans for EVS. Make sure you discuss your plans and visions for your EVS projects with all the people in and working with your organisation that will be involved or concerned by the EVS. The most important point is to be realistic and honest and to reach a wide consensus within your team about what you would like and are able to offer. This is important, as EVS projects represent a long process and will have a strong impact on all members of your organisation. It should therefore not be the sole responsibility or initiative of only one/two persons in the organisation.

EVS can take many forms and durations. It is not a competition where you have to offer all types and forms to win the highest score. Rather, we recommend that you carefully choose what fits best to the profile and activities of your organisation. This will later on bring quality to your projects and benefits for your members as well as your organisation, and for your EVS volunteers.

WHEN AND HOW CAN I APPLY FOR ACCREDITATION?

Since all organisations involved in the EVS must have a valid accreditation at the date of the project application deadline, you are advised to submit your application well in time before you plan to take part in your first project.

Applications for EVS accreditation can be submitted at any time. The accreditation process usually takes about two months, but to be on the safe side you should allow some more time especially during the summer months July - August or around the end-of-the-year holidays, when the staff managing the accreditation might not always be available.

Applying is fairly easy. These are the steps to follow:

STEP 1: Create an account at the European Commission Authentication System (ECAS).

The ECAS account is linked to a person, not to an organisation. It is needed to enable you to register your organisation (create a PIC code) in the next step. You will need it also later at project implementation stage (to access the mobility tool for the final report).

To create an ECAS account, go to

<http://ec.europa.eu/education/participants/portal/desktop/en/home.html>, click: “ARE YOU A NEW USER?”, then follow the indicated steps and register.

STEP 2: Create a PIC code (personal identification code) for your organisation.

Any organization/hosting placement can have only one code! So before starting to create it check that nobody else in your organisation already did...

Access the Participant Portal at:

<http://ec.europa.eu/education/participants/portal/desktop/en/organisations/register.htm> and create the code on behalf of your organisation/group. Fill in the additional information and upload the required documents.

The User's Guide of the Unique Registration Facility (URF) and Participant Portal for Education, Audio - visual, Culture, Citizenship and Volunteering provides detailed information on how to create a PIC code. You can download it here:

http://ec.europa.eu/programmes/erasmus-plus/documents/manualurf_en.pdf.

If you have any further questions at this stage, contact us at SALTO SEE and we will try to help!

STEP 3: Fill in the application form for EVS accreditation.

Now the accreditation process can start!

Download the accreditation application form from the [website of the European Commission](#) . You will need the latest ADOBE version to be able to open it.

When you enter your PIC code in the application form, information about your organisation will be filled in automatically. The PIC code is the identification of your organisation towards the European Commission. Whenever you apply for a project under Erasmus+, you will have to use this PIC code again.

You will find detailed explanations of how to fill in the application form for EVS accreditation in Chapter 4 of this guide.

LOOKING AT THE ACCREDITATION PROCESS STEP BY STEP

Once you have fully filled in the application form and submitted it online, SALTO SEE receives it in the internal assessment data base of the Programme. This is when the accreditation procedure starts.

SALTO SEE briefly checks the PIC code (see PIC code before) of your organisation and if all needed documents are uploaded to it, and also if all required documents are included with your submitted electronic application form. Unless there are further issues to be clarified with you first at this stage, you then receive a standard E-mail confirming that we have received your application and informing you of the main elements of the accreditation process.

SALTO SEE assigns two accreditors (external experts who work with SALTO SEE in the field of accreditation on a regular basis) to your accreditation. In practice, one accreditor comes from the Western Balkans region (usually from the country of the applicant organisation) and the other from a Programme Country. Sometimes, one external accreditor is replaced by SALTO SEE staff.

The “local” accreditor contacts you to make an appointment for arranging an on-site visit to your organisation and speak to the people in charge of the application. In some cases, the personal visit is replaced by a Skype or phone meeting (e.g. for experienced organisations applying as Sending Organisation only).

The set-up of assigning two accreditors with different perspectives on each accreditation and arranging a visit to the applicant organisation aims to ensure, as much as possible, that decisions regarding accreditations are taken on the basis of knowledge and awareness of the real situation existing in an organisation, while ensuring objectivity and equality of chances for all applicants. Both accreditors are requested to confirm that they do not have any kind of conflict of interest towards the applicant organisation.

The on-site visit

What happens before the visit?

An accreditor, usually from your country and speaking your local language, contacts you by Email or phone, introduces him/herself, sends you additional information about EVS and asks to set up a meeting with you.

In the period before the visit, both accreditors assigned to your accreditation read your application and start assessing it by sharing impressions and questions they might have. This is important to have two different points of view, but also to be sure that the visit will be adequately prepared. So, during the visit you potentially receive questions and remarks that are coming from both accreditors.

What is the on-site visit?

The on-site visit is a meeting of the accreditor with the representatives of your organisation, especially those that will be directly involved in future EVS projects. It has **two** equally important goals:

1) The meeting is a reality check: it serves to see if your application reflects the reality of the organisation; to get to know the organisation and its team; to assess if the organisation meets basic quality standards to send and/or host EVS volunteers and/or coordinate EVS projects, and if the designed EVS placement complies with EVS Charter; and to discuss details of the application and how to improve it.

2) The accreditor also comes to provide support and advice to the organisation, explaining in detail different aspects of EVS and where to find further support. This is especially important for organisations that are new to EVS, because during the meeting with the accreditor they gain a lot of valuable information helping them to better understand the values, principles and specific requirements of the EVS programme.

There is no prescribed duration of the on-site visit; it depends a lot on the profile of the organisation and its experience. It can last from two hours to (exceptionally) a whole day.

Where does it happen?

The visit takes place in the premises of the organisation. When the organisation is larger and/or has several departments where EVS volunteer(s) will be placed, the accreditor might ask you to visit these different locations.

Example: If a volunteer will be working on the playground of a youth organisation, the accreditor might also ask to see this place, besides the office of the organisation.






Who should be present?

To gain a good impression of the scope of the activities and a correct view of the (experiences of the) organisation, it is important that the accreditor speaks with all the people that are/will be directly

involved in the EVS projects: organisational management, EVS supervisor(s), EVS mentor(s), local/international volunteers etc.

If some important persons cannot attend the meeting, it is up to the organisation to provide evidence of how the organisation operates and what it can offer in the relevant area.

For example, if the mentor cannot participate and be interviewed, track records of meetings with previous volunteers and a completed Youth Pass could demonstrate that there is really a mentor who works on the learning aspect and has some experience with mentoring.



-  Be clear with the accreditor about who from your organisation can be present at the meeting. Within a certain time frame, you can arrange the meeting so that it suits your and the accreditor's availability, so make sure that the important people can participate!
-  Make the best use of the on-site visit, since the accreditor is also coming to support you and provide you with information and resources. In this sense, prepare yourself for the meeting, so that you avoid losing time asking questions that can be answered easily by consulting the Erasmus + Programme Guide or the EACEA and SALTO SEE websites.
-  Prepare a list with your questions prior to the visit.
-  Make sure that someone takes notes during the meeting in the case you need to revise your application!
-  Be honest and realistic: Don't present your organisation in a better light than it is. Presenting your organisation "through pink glasses" is often an indication for accreditors to be (come) very alert... More importantly: Talking about obstacles, possible solutions and adaptations will help you prevent much bigger problems during EVS projects. And the accreditors are also there to help you.

After the on-site visit, the accreditor who visited your organisation informs the second accreditor about his/her impression and conclusions from the visit. You might expect further questions and/or requests for clarification from both accreditors after the visit as well (by phone and/or email).



Finalising the application for accreditation

The first application that you have submitted to SALTO SEE is likely not to be the final version. You might be asked to modify it according to the comments and clarifications asked for by the accreditors before, during and following the on-site visit.

After the on-site visit you are given few days to adapt your application. Please **do not** re-submit it immediately online when you have done this. You can only re-submit your application once!! Better send a PDF version of the revised application to the accreditors, so they can go through it once more. Both accreditors have to come to an agreement concerning the accreditation of your organisation. They will inform you if everything is ok, or if some aspects still need to be changed before you can upload the application online again. When you receive the "OK" from your accreditor, re-submit your revised application.

-  When revising your application, use the notes from the on-site visit, communicate with the accreditor(s) and be as thorough as possible!
-  Don't take things for granted. Be aware that people who read your application (National Agencies, EACEA, SALTO SEE or potential project partners/volunteers) do not necessarily

know your organisation or country (e.g. “local community work” might be interpreted differently in each country/region/city), so explain well what you mean.

-  Avoid terms that are open to interpretation, such as “many projects” (how many? Can you give a number?), “various forms of activities” (what activities, can you name some?), “a lot of activities” (what is a lot? Can you give an approximate number? How many participants, how often?). Be as concrete as possible.
-  When submitting your revised application, don’t forget to attach the required documents. When applying for SO only, you have to attach only the dated and signed signature page of the application form, but if you are applying also for RO and/or CO, don’t forget to annex to your application also the Timetable of a standard EVS week. (A standard format of the timetable can be downloaded from the [SALTO SEE accreditation webpage](#).)

Closure of the process

Both accreditors send individual accreditation reports as well as a joint agreement (consolidated report with advice and remarks) to SALTO SEE. The final decision, however, is not in the hands of the accreditors, but it is taken by an internal evaluation committee at SALTO SEE.

SALTO SEE sends you the final confirmation letter indicating and explaining the result of the accreditation process. If your organisation is accredited, the letter is likely to contain recommendations for future EVS projects, possibly also limitations to your accreditation (e.g. validity period of your accreditation, number of EVS volunteers that can be hosted).

If your organisation is accredited, you also receive a Certificate as EVS Organisation.

In case of rejection, the letter explains the reasons for rejection and offers some recommendations for what your organisation should develop further before submitting a new application. In principle, organisations can re-apply at any time.

If you disagree with the decision or any arguments or recommendations, you can complain or ask for clarification, within a period of two weeks after receipt of the letter.

AFTER ACCREDITATION

Keep information up to date!

The European Youth Portal contains two databases linked to EVS:

- Upon accreditation, the part of your application describing your organisation (part D.2.) is published automatically in the **Database of Accredited EVS Organisations**.
- In the **Database of Volunteering Organisations**, you can publish yourself current/planned EVS projects of your organisation, calls for volunteers you want to send or host etc.

Have a look at these tools and see how you can use them in your work, to find partners or volunteers, or to get inspired by other organisations’ projects!

Make sure that your organisation’s contact details are up to date. If they change, please change them on the URF portal, and they will automatically be changed within one day also in the Databases. This is important so that others - SALTO SEE, potential partners and volunteers - can contact you if needed.

If there are changes in your organisation that are of larger relevance for your EVS projects, you should contact SALTO SEE to check what to do. Keep in mind that your accreditation should reflect the possibilities and framework for EVS projects. If the conditions you can offer to EVS volunteers change, your accreditation might no longer reflect the reality of your organisation and should be changed.

SALTO SEE checks EVS accreditations during their validity period

When you have received your accreditation, the real work can start! You can apply for project funding and, hopefully, implement and enjoy your EVS projects.

But this does not mean that you can now change the circumstances or conditions you have described in your application... You have received your “quality stamp”. Now you need to safeguard this quality.

Accreditation is usually given for a period of several years, a long time during which the situation in your organisation might change. People might leave and new people might join your organisation, activities and conditions might change. The Programme therefore requests regular checking up of accreditations to see if they are still valid and corresponding to the reality of the organisation.

You can therefore expect that SALTO SEE contacts you after your organisation has implemented some projects, to see if the conditions in your organisation still correspond to what is outlined in the application for accreditation, to decide with you what to do in case of relevant changes, and to check if you need some support. This is also explained in the result letter you will receive from SALTO SEE upon accreditation.

Besides this regular checking of accreditations, SALTO SEE keeps track of feedback from EVS volunteers, partner organisations and National Agencies, and might contact you in case of questions or complaints.

Quality checks can result in changes in the accreditation (e.g. number of EVS volunteers your organisation can host), request for a new application for accreditation, specific recommendations or requests, or the decision to withdraw the accreditation.

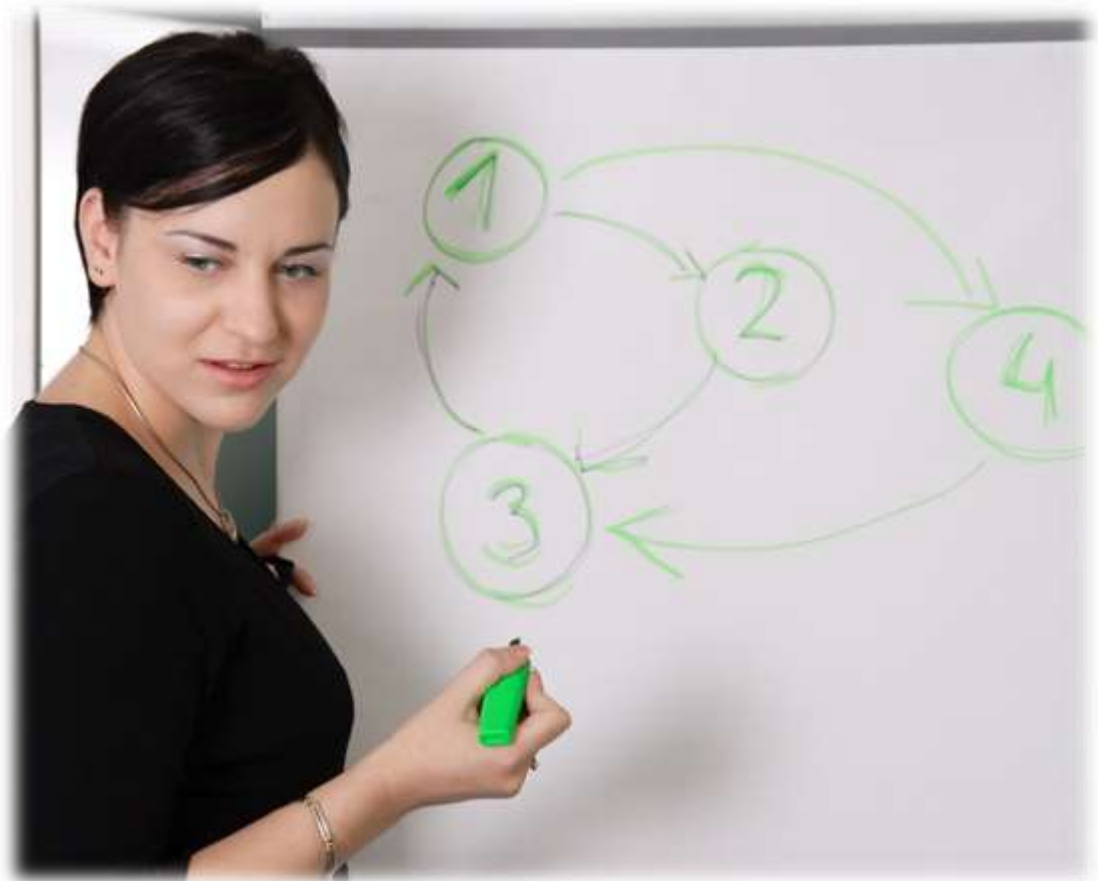
EVS: a path of growth for your organisation?

Ideally, an accreditation process not only demonstrates the capacities you already have in your organisation, but also reveals and identifies your organisational potential to grow further. The accreditation process asks you to stop and think for a moment, about your organisation, its activities and the way it functions. EVS not only promotes the learning of the volunteer, but also the learning of the organisation. We would therefore encourage you to benefit as much as possible from this moment and to take it as an opportunity for discussing different aspects and possible improvements with all relevant people of your organisation.

Over time, with the implementation of different EVS projects, hosting and sending various EVS volunteers with different needs, interests and competences, also your organisation will learn a lot, from the experiences with the volunteers, from what they bring to your organisation as well as from potential difficulties. Based on this expectation, if you decide to re-apply for a new accreditation upon expiry of your accreditation in a few years' time, the accreditors will ask you what you have learnt and improved during the previous accreditation period.

The path of growth of your organisation might mean that you will then be able to host or send more or different target groups of EVS volunteers or offer altogether different types of activities, that the way you work with your local team and volunteers has changed, or that you are more aware of the learning support you can offer.

Good luck!



3. Key principles and quality standards in EVS

THE EVS CHARTER

The EVS Charter is an official reference document of the Erasmus+ programme, which highlights the roles of each organisation in an EVS project as well as the main principles and quality standards of EVS. Every EVS partner must adhere to the basic rules and provisions set out in the Charter. To mark its importance and encourage applicants to consider it when drafting their plans for EVS, the Charter has been included in the application form for accreditation.

Therefore, it's really worth taking a closer look at it! The key terms (highlighted in bold print in the Charter below) are further explained in the following section.

HEREBY WE SOLEMNLY DECLARE...

EVS partnerships

A solid partnership between the EVS Sending, Receiving, Coordinating Organisations and the volunteer is the basis of every EVS project. Adequate matching between the volunteer profile and the tasks has to be in place.

- The Sending Organisation is in charge of the preparation and support of the volunteers before, during and after the EVS Services.
- The Receiving Organisation has to ensure **safe and decent living and working conditions** for the volunteer throughout the entire activity period. It has to provide adequate personal, linguistic and task-related support, including the identification of a **mentor** for the volunteer.
- The Coordinating Organisation (applicant) has the role of facilitating the implementation of the project by offering administrative and quality support to all project partners and enabling their networking.

EVS principles to be ensured

- The **non-formal learning** and **intercultural dimension**, through a clear definition of a learning plan for the volunteer.
- The **service dimension** through a clear definition of the **non-profit-making character of the project and the volunteer tasks**. **Full-time service** and **active role of the volunteer** in implementing the activities have to be ensured. **EVS volunteer activities must not replace any employment**.
- The benefit to and the **contact with the local community**.
- EVS is free of charge for the volunteers, except for a possible contribution to the travel costs.
- Accessibility and Inclusion: when recruiting EVS volunteers, the organisations maintain the overall accessibility of EVS for all young people, without prejudice related to ethnic group, religion, sexual orientation, political opinion, etc. If the project targets **volunteers with fewer opportunities**, facilities and capacity in providing tailor-made preparation and support have to be in place.

EVS quality standards to be ensured

Support to the volunteer

- before, during and after the EVS Service, in particular in crisis prevention and management;
- for insurance, visa, residence permit, travel arrangements and all the EVS administrative procedures;
- by facilitating the volunteer's participation in the **EVS training cycle**;
- by foreseeing proper evaluation measures.

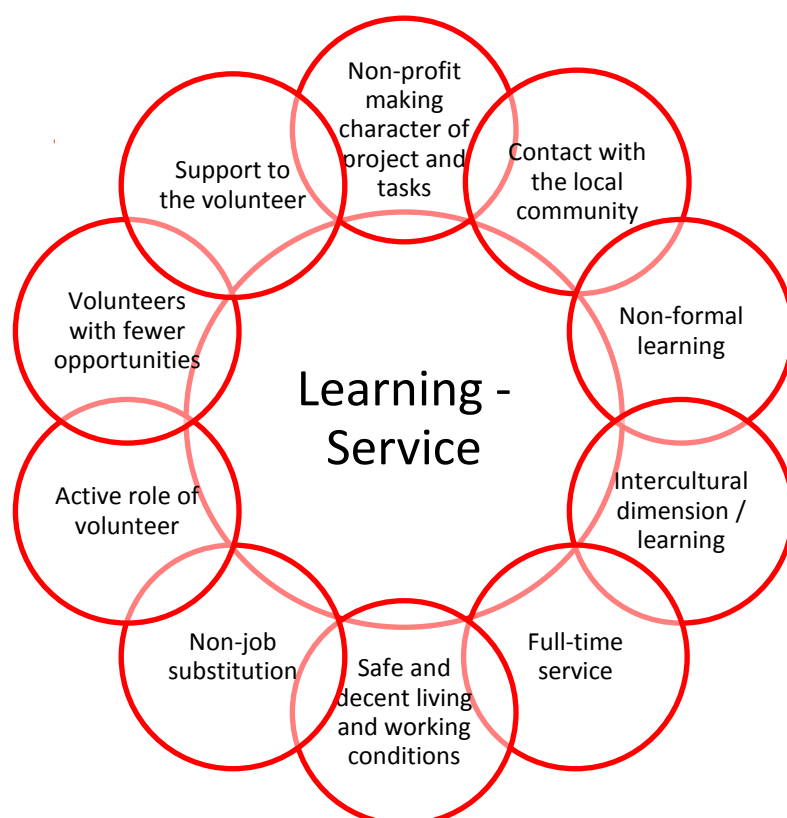
Information

- All EVS partners have the right to receive complete information on the project and agree on all aspects.
- Visibility, dissemination and publicity measures have to be in place.

Recognition

- Each EVS volunteer is entitled to receive a **Youthpass**.

EXPLANATION OF KEY TERMS USED IN EVS



Key principles and quality elements referred to in the EVS Charter

Just as any programme and institution, the Erasmus+: Youth in Action programme and EVS in particular uses a specific terminology. If you are new to EVS, or if you have not consciously reflected these key concepts so far, it might be worth taking a closer look at the meaning of the key terms used in the EVS Charter.

Learning versus service (dimensions)	During the EVS project, young people express their solidarity and social responsibility through their voluntary service for the benefit of the receiving organisation and the development of its local community. At the same time, volunteers improve and/or acquire new competences (knowledge, skills, and changes in attitude) for their own personal, educational, and/or professional development and social integration. Reaching a balance between these two dimensions of EVS is a key quality element of any EVS project.
Support to the volunteer	To manage their service successfully and cope with challenges along the way, EVS volunteers should be provided with support throughout the whole duration of their project. The level of involvement of different partners and the specific support activities depend on the project phase, but all in all, volunteers should be able to benefit from an organised system that covers all areas (task-related, personal, intercultural learning, linguistic, learning) where support might be needed. This asks for a specific effort from the organisations and the local hosting community and needs to be carefully planned and monitored.
Mentor	Depending on their organisational structure and ways of working, organisations can provide support in different ways. But as a rule, task-related and personal support should be provided by different persons: a task-related support person, commonly
Youthpass	

	<p>referred to as supervisor/EVS coordinator, and a person offering personal and potentially also learning support, commonly referred to as mentor.</p> <p>At the end of the EVS project, every EVS volunteer should receive a Youth Pass certificate. Summarizing the volunteer's learning outcomes, this certificate should be the result of a long- term process based on regular contacts (not only at the beginning and the end of the project) between volunteer and mentor. These contacts should create an appropriate environment for personal reflection on the EVS volunteer's learning achievements. Furthermore, the volunteer should be supported in translating these learning achievements into the 8 Key Competences for Lifelong Learning (see more info on www.youthpass.eu).</p>
Non-formal learning	<p>Learning is a very important aspect of every EVS project, and this is what makes EVS different from many other volunteering programmes. The receiving and sending organisations are responsible for providing learning support to the volunteers, by encouraging them to take responsibility for their own learning, to set learning objectives and reflect on their own learning.</p> <p>Non-formal learning is generally described as a learning process that is taking place outside the formal education system and is »voluntary, assisted by others and planned« (https://www.youthpass.eu/downloads/13-62-32/Youthpass%20A2.pdf). In comparison to other non-formal learning opportunities for young people, such as training courses or youth exchanges, EVS integrates working and living, which allows the learning process to be built on the real life experiences of the volunteers. Here learning happens, with or without intention. To benefit more fully from this learning process, support should be provided (by the mentor) to make the learning process more intentional, conscious and effective.</p> <p>The volunteer's programme of activities, as well as the preparation for the service and the methods and techniques used in the follow up of the EVS project and its dissemination (what to do with the results?) should provide opportunities and reflect an approach of non-formal learning. (E.g. encouraging volunteers to come up with their own chosen individual and follow-up project (=motivational approach, based on participants' own interests)).</p> <p>Non-formal learning often follows a cycle of learning-by-experience: the learner makes some experiences, then (in EVS with the help of the mentor) reviews those, analyses what happened, then reflects upon learning points, and then puts the experiences in a (larger, possibly theoretical) framework that can help to understand and further build on the learning outcomes.</p>
Active role of the volunteer	<p>Every EVS project should provide space for active participation of its EVS volunteers, if possible in all phases of the project including preparation, implementation, evaluation and follow-up. In other words, EVS projects should be made WITH the volunteer, not only FOR the volunteer.</p> <p>On the implementation level, this means that volunteers should not only have the role of <u>carrying out</u> activities. Rather, receiving organisations should be prepared to create a working environment where EVS volunteers can have a say in what activities they are involved in and in the approach they want to take. Beyond this, they can expect that EVS volunteers have their specific impact on the regular work of the organisation and</p>

	<p>its staff. This is possible only if the EVS volunteers are actively involved in the whole EVS activity.</p> <p>For example: The role of EVS volunteers is not (only) to make copies and distribute flyers about an upcoming activity (this can still be a part of their tasks, especially if done jointly with local volunteers), but important learning happens if they are involved in creating the design and content of these flyers, and – as far as possible – the development and implementation of the whole activity that is being promoted, including its promotion, implementation and evaluation.</p> <p>The difference between simply <u>taking part</u> in an activity and <u>active, social participation</u> in a project environment, organisation or local community means that EVS volunteers should not only take an active role in the executive tasks, but also take different responsibilities (according to their motivation and ability) in the communication and decision making processes in the organisation, cooperation in a team or interaction with the local community.</p>
Non-profit-making character of the project and the volunteer's tasks	<p>The volunteer's project and tasks can be related to a variety of areas of social life, such as culture, youth, sports, social care, cultural heritage, arts, civil protection, environment, development cooperation etc.</p> <p>High risk interventions in immediate post-crisis situations (e.g. humanitarian aid, immediate disaster relief etc. – i.e. everything that includes certain risks for personal damage, either physical or psychological) as well as profit-making tasks (e.g. commercial or business related tasks) are excluded.</p>
No job-substitution! EVS activities must not replace any employment	<p>'Job substitution' (replacing or avoiding the presence of a paid worker) is a phrase describing the 'misuse' of volunteers to do work that ought to be done by paid staff. The issue of job substitution - when volunteers replace paid staff - causes much debate in the voluntary sector. Without a policy to avoid job substitution, roles can become blurred and relationships and efficiency can be affected.</p> <p>Therefore, organisations should try to clearly distinguish between positions that are paid and those that are 'covered' by volunteers. In general, volunteers and paid staff should not be carrying out exactly the same tasks and responsibilities. Neither should volunteers be used to fill in a paid post while it is vacant, or perform tasks which have previously been done by paid staff.</p> <p>It is difficult to draw a clear line between volunteering and job substitution, considering different realities of organisations in our region. Still, here are a few examples where volunteers could be substituting paid employment:</p> <ul style="list-style-type: none"> Jobs that were formerly carried out by paid workers; Jobs that are still being carried out by paid workers; Jobs that are solely about personal physical care, for example, washing and taking to the toilet people with physical disabilities; Jobs which, because of their continuous, repetitive or unattractive nature should be paid (although volunteers themselves should be free to choose what they consider attractive tasks); Jobs for organisations or individuals with the means to employ someone; Jobs which are the legal responsibility of someone else; Jobs for employees who are in dispute with their employers.

Full time service (of the volunteer)	<p>EVS should be a full-time service, which means that volunteers should have a planned programme that offers enough activities to fill a full-time schedule.</p> <p>As a guideline, a good working week of a volunteer should contain 30 to 38 hours, language lessons included. This exact number of working hours depends also on the kind of organisation and the nature of the EVS tasks.</p> <p>If a volunteer is bored, this indicates that there is not enough (meaningful) work. Please also note that a volunteer has the right to recuperation when s/he has to work (in agreement and exceptionally) more than the agreed number of hours. A volunteer should also have two free days per week (following each other and preferably on weekends).</p>
Intercultural dimension / learning	<p>In every EVS project one of the first challenges for the volunteer is related to dealing with the changes and differences of experiencing a new living and working context. Many volunteers report that their process of adjustment to the new context was like a “ride on a roller coaster”, consisting of emotional ups and downs. The intensity of the “ride” depends on several issues, related to: the volunteer’s personal capacity to deal with change, their previous experiences of living abroad, the degree of actual (cultural) difference between the home and host country, the ability to understand the language of the host community, etc. Therefore some volunteers might be passing easier through the process of adjustment, while for some others the ride might be quite “bumpy” and difficult.</p> <p>Intercultural learning is inherently connected to the process of the EVS volunteer’s personal adjustment to the new environment. Receiving information about the host community is certainly very important for the volunteer’s orientation and adaptation, but the real potential for intercultural learning is under the surface. <i>Paradoxically, intercultural learning is not learning about others from a different cultural context, but it is primarily learning about oneself – with the others.</i> Being confronted with cultural difference in EVS might bring a great deal of challenge to the volunteer, but at the same time an important opportunity to develop - intercultural competence.</p> <p>However, being in an intercultural situation does not guarantee any intercultural learning. On the contrary, it may lead to actual cementing of fixed opinions, stereotypes and lack of self-awareness. True intercultural learning requires personal engagement, readiness to be challenged and a great deal of reflection about oneself in culturally different situations. It is quite important that the host organisation and especially the mentor are familiar with the potential challenges involved in this process and can support the volunteer’s awareness and provide personal support when needed.</p> <p>The task of the organisation (in particular the mentor) here is to provide space for sharing about experiences (and feelings), to help the volunteer understand that these emotional ups and downs are just a normal part of the adjustment process, to help the volunteer explore their strengths that could be used in dealing with challenges and to provide relevant information about the host community. If necessary, the mentor should encourage the volunteer’s learning of the local language.</p> <p style="text-align: right;"><i>Source: Text adapted from Hopscotch 2.0 to Quality in EVS, SALTO SEE, 2016</i></p>

Contact with the local community	<p>EVS volunteers are hosted by an organisation in a country that is not their own country of residence and they carry out a voluntary service for the benefit of the local community. Tasks as well as sufficient support enabling the volunteers to develop a good contact with the local community are therefore an essential element of every EVS project.</p> <p>Personal support of a mentor should give the volunteer(s) the opportunity to integrate into the local community, to meet other young people, to participate in local activities etc. It will also help the volunteer to better understand certain situations and habits of the hosting environment.</p>
Safe and decent living and working conditions	<p>Providing safety & decent living & working conditions includes several kinds of measures:</p> <p>Health, safety (risk assessment) and insurance Dealing with problems, complaints and disputes Protection and safeguarding (in case of working with minors or volunteers with special needs)</p> <p>EVS Insurance: Every EVS volunteer must be enrolled into the Group Insurance Plan for EVS volunteers foreseen by the Erasmus+: Youth in Action Programme, which complements the coverage by national social security systems (if applicable). The Coordinating Organisation, in cooperation with the Sending and Receiving Organisations, is responsible for the enrolment of the volunteer(s). Enrolment in the EVS insurance scheme must be done before the volunteer's departure and cover the duration of the service.</p> <p>An insurance guide including all information about the coverage and support provided, as well as instructions for the online enrolment process can be downloaded at https://www.salto-youth.net/rc/see/seeyia/evs-useful-info/.</p> <p>Risk assessment means to make a list of potential threats or dangers that can occur in different tasks, as well as of other situations which could bring the volunteer into danger.</p> <p>You should also develop a strategy of how to deal with the potential risks identified. Questions to answer include: How big is the chance that this risk is going to happen? How serious could it be? What preventive actions will be taken? And finally, what will be done in case it really happens (harm reduction measures)?</p> <p>In dealing with complaints and disputes, the overall approach of the organisation is important:</p> <ul style="list-style-type: none"> • Does the organisation have general ideas and possibly an already established procedure in place of how to deal with complaints and disputes? Is there a written policy for such cases? • Is there an established procedure for how to deal with complaints of EVS volunteers and how to solve potential problems? Are there informal or formal agreements? • Is the role of the mentor in dealing with complaints and disputes clear, and does s/he have sufficient skills for this role?

	<p>Important questions regarding child protection measures include, among others:</p> <ul style="list-style-type: none"> • What kind of rules and behaviour should staff and volunteers be committed to when working with minors? • What kind of policy does the organisation follow with regard to physical contact with minors? • Who is the contact person for the participating minors' parents? <p>Protection measures for volunteers with special needs: To support the well-being of volunteers with special needs and an adequate project environment it is important that measures are taken to prevent difficulties and to provide physical protection and mental safety. During the recruitment, efforts should be made to learn enough about the volunteers to be aware of what the receiving organisation needs to take into account and how tasks should be adapted to the volunteers' needs. (See also Volunteers with fewer opportunities below.)</p>
Volunteers with fewer opportunities	<p>The term “young people with fewer opportunities” refers to young people who do not have the same opportunities as their peers (a person who is equal to another in abilities, qualifications, age, background and social status), because they may face one or more of the following situations:</p> <p>Social obstacles: young people facing discrimination (because of gender, ethnicity, religion, sexual orientation, disability, etc.), young people with limited social skills or anti-social or risky sexual behaviours, young people in a precarious situation, (ex)offenders, (ex)drug addicts, young and/or single parents, orphans, young people from broken families, etc.</p> <p>Economic obstacles: young people with a low standard of living, low income, dependence on social welfare system, long-term unemployed youth, homeless young people, young people in debt or in financial problems, etc.</p> <p>Disability: (i.e. participants with special needs): young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities etc.</p> <p>Educational difficulties: young people with learning difficulties, early school-leavers and school dropouts, lowly or non-qualified persons, young people that didn't find their way in the school system, young people with poor school performance because of a different cultural/linguistic background, etc.</p> <p>Cultural differences: young immigrants or refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion problems, etc.</p> <p>Health problems: young people with chronic health problems, severe illnesses or psychiatric conditions, young people with mental health problems, etc.</p> <p>Geographical obstacles: young people from remote, rural or hilly areas, young people living on small islands or in peripheral regions, young people from urban problem zones, young people from less serviced areas (limited public transport, poor facilities, abandoned villages...) etc.</p>

	<p>In certain contexts, these situations/obstacles prevent young people from having effective access to formal and non-formal education and transnational mobility and from participation, active citizenship, empowerment and inclusion in society at large. However, it is likely that young people confronted to one specific situation or obstacle, face a disadvantage, compared to their peers in one country/region, but not necessarily in other places. Therefore, it is important to describe well how you see the disadvantage(s) and also, how you can give an answer, or have an impact with your future EVS project(s). It is helpful to be clear and to describe whatever you think might be important already at the stage of accreditation.</p> <p>Source: https://www.salto-youth.net/downloads/4-17-3103/InclusionAndDiversityStrategy.pdf</p>
EVS training cycle	<p>Throughout the project, volunteers have the right and responsibility to take part in one or two training sessions in the country where they volunteer (depending on the length of their volunteering), and in an annual EVS event in their home country, upon returning from the EVS activity. The EVS training sessions are organized by the National Agencies or the regional SALTO Resource Centre, if the EVS activity takes place in a neighboring partner country. The training sessions provide information about the European Voluntary Service, support during the volunteers' projects and tools that will help the volunteers get the most from their service.</p> <p>The Receiving Organization is responsible for ensuring that the volunteer participates in the on-arrival training session and the mid-term evaluation meeting, while the Sending Organization should provide the volunteer with information regarding the annual EVS event.</p> <p>In addition, the Sending or Coordinating Organisation should prepare their outgoing EVS volunteers before leaving for their service abroad through a pre-departure training. Besides receiving important information about the Erasmus + programme, this training should offer the future volunteers the space to talk about their expectations, clarify their motivation, develop learning objectives and obtain some information about their host country.</p> <p>In the Western Balkan countries, on-arrival and mid-term trainings and the annual EVS event are usually organised at regional (SEE) level, bringing together EVS volunteers based in/coming from the whole region. This arrangement gives EVS volunteers the chance to meet and network with other volunteers in/from the Western Balkan region.</p> <p>To guarantee a smooth organisation of the different training sessions, EVS organizations are obliged to inform SALTO SEE of any approved hosting or sending project and to register their volunteers for the EVS training cycle.</p> <p>More information: https://www.salto-youth.net/rc/see/evs/</p>



4. Filling in the Application Form for Accreditation

The Application Form for Accreditation needs to be filled in by organisations wishing to be accredited for EVS. In this chapter, you will find some tips and guidelines about the information you need to provide in this form.

The information you are expected to provide goes in several cases beyond what you might consider relevant given the rather general questions asked in the Form. We would therefore encourage you to take enough time going through the guidelines below, point by point.

Attention! Official documents and forms change at least annually. Check that you are using the latest version of the application form! And make sure you consult the latest version of the Programme Guide.

When filling in the form, don't treat the sections in isolation and make sure to answer all questions. Pay attention to being coherent in your answers and descriptions throughout the form!



Erasmus+

Application Form for Accreditation

Call: 2016

KA1 - Learning Mobility of Individuals
Accreditation of youth volunteering organisations

Form Version: 3.03

A. General Information

This form is to be filled out by organisations wishing to be accredited under the Erasmus+ programme. Please see the Erasmus+ Programme Guide for more information about accreditation.

This application form consists of the following main sections:

- Context: this section asks for general information about the type of accreditation you want to apply for and about the Agency that will receive, assess and select your application;
- Participating organisation(s): this section asks for information about the applicant organisation and - if relevant - about any other organisation involved;
- Description of the main activities: this section asks for information about the organisation strategy in preparation, implementation and follow-up of the activities they plan to implement;
- Check List/Data Protection Notice/Signature and, if relevant, background documents: in these sections, the applicant is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application.
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form online.

For more information on how to fill in this application form, please refer to the e-Forms Guideline.

B. Context

Programme	Erasmus+
Action Type	Accreditation of youth volunteering organisations
Call	2016
Language used to fill in the form	



This is the general part where you should select (as above):

Programme: Erasmus+
Action Type: Accreditation of youth volunteering organisations
Call: Indicate the year when you are applying.

Language used to fill in the form

B.1. National Agency of the Applicant Organisation

Please choose the National Agency in the country where your organisation is based. Applications for accreditation from South East Europe, Eastern Europe and the Caucasus are handled by SALTOs. SALTOs support co-operation between programme countries and partner countries and are hosted within the National Agencies. Therefore, if your organisation is located in a country of South East Europe, please select the Slovenian National Agency in the box below. If your organisation is located in a country of Eastern Europe and the Caucasus, please select the Polish National Agency. If your organisation is located in a country in the Southern Mediterranean region, please select the French National Agency.

Identification

Bulgarian
Croatian
Czech
Danish
Dutch
English
Estonian
Finnish

i Organisations in the Western Balkans are accredited by SALTO SEE. Because the Centre working with accreditors from all over Europe and aims to ensure equal treatment of all languages used in the region, applications for accreditation must be submitted in English.

B.1. National Agency of the Applicant Organisation

Please choose the National Agency in the country where your organisation is based. Applications for accreditation from South East Europe, Eastern Europe and the Caucasus are handled by SALTOs. SALTOs support co-operation between programme countries and partner countries and are hosted within the National Agencies. Therefore, if your organisation is located in a country of South East Europe, please select the Slovenian National Agency in the box below. If your organisation is located in a country of Eastern Europe and the Caucasus, please select the Polish National Agency. If your organisation is located in a country in the Southern Mediterranean region, please select the French National Agency.

Identification

For further details about the available Erasmus+ projects, please visit the website:
<http://ec.europa.eu/education/erasmus-plus/national-agencies>

SE02 (SVERIGE)
SI02 (SLOVENIJA)
SK02 (SLOVENSKO)
TR01 (TÜRKİYE)
UK01 (UNITED KINGDOM)

i SALTO SEE is hosted by the Slovenian National Agency of the youth strand of the Erasmus + programme. Therefore, the National Agency you need to select is SI02 (SLOVENIJA).

C. Duration of the Accreditation

Do you wish to obtain an accreditation for the whole duration of the Erasmus+ programme?

No
Yes

i You can apply for accreditation of your organisation for the whole duration of the Programme, i.e. until 31.12.2020, or for a shorter duration. When selecting "No", you will be asked to indicate, for how many years your accreditation should be valid.

Hand Reasons to choose a shorter validity time of your accreditation can be various, from potential changes of staff in the organisation (statutory reasons) to the nature of your EVS activity (for example if you apply for group EVS that is planned in relation to a specific project, as a "one off" event etc.). If you plan specific EVS projects only or already foresee changes in your organisation of relevance for EVS, it might be worth asking for a shorter period of accreditation from the start.

D. Applicant Organisation

PIC	<input type="text"/>	<input type="button" value="Check PIC"/>
Full legal name (National Language)	<input type="text"/>	
Full legal name (Latin characters)	<input type="text"/>	
Acronym	<input type="text"/>	
National ID (if applicable)	<input type="text"/>	
Department (if applicable)	<input type="text"/>	
Address	<input type="text"/>	
Country	<input type="text"/>	
Region	<input type="text"/>	
P.O. Box	<input type="text"/>	
Post Code	<input type="text"/>	
CEDEX	<input type="text"/>	
City	<input type="text"/>	
Website	<input type="text"/>	
Email	<input type="text"/>	
Telephone 1	<input type="text"/>	
Telephone 2	<input type="text"/>	
Fax	<input type="text"/>	



PIC

Insert your PIC. See chapter 2: “Accreditation step by step, When and how to apply for accreditation” for information on how to create a PIC code.

Full legal name (National Language)	Write the name of your organisation as per registration documents.
Full legal name (Latin characters)	If you use other letters (e.g. Cyrillic), you should transcribe the name here to Latin characters.
Acronym	Acronym means abbreviation, the short name of your organisation.
National ID (if applicable)	Indicate the registration number in your country.
Department (if applicable)	For example, if you are a part of the local government, but with your own legal identity, you should indicate it here – e.g. Department for Youth.
Region	Region within a country – select it from the dropdown menu.
CEDEX	Only for France - Businesses with this type of address have specific locations for large amounts of mail delivery, and mail without CEDEX will not reach its destination.



Ensure that all data are filled in correctly!




If your organisation doesn't have a website, you might add a link to any other web-site, for example a Facebook group.






If there is any change in the information indicated above (address, phone, e-mail etc.), inform SALTO SEE (during or after accreditation).

D.1. Profile	
Type of Organisation	Other
Is your organisation a public body?	National Youth Council
Is your organisation a non-profit?	Non-governmental organisation/association/social enterprise
	Non-Profit making cultural organizations
	Non-publically funded cultural organizations
	Opera
	Orchestra
	Organisation active in the field of Audiovisual archives
	Organisation active in the organisation of Audiovisual Events
	Organisation or association representing (parts of) the sport sector

If your organisation is successful this presentation (information), will be made available to the public in English bearing in mind the target group you wish to reach.


 Tick one box for each question.






-  Please note that evidence has to be provided when registering your organisation in the Participants' Portal (where you need to upload the statute of your organisation together with the Legal Entity form and Financial form);
-  Public body – This means that your organisation is governed by public law (all organisations, institutes, schools, cultural centres, local, regional, or national authorities etc. that are founded, governed and/or financed by any level of public authority (local, regional, national). All others entities (non-governmental organisations - NGOs, companies, informal groups of young people, social enterprises etc.) are governed by private law, no matter if they are owned or not by private persons or capital.
-  Non-profit (non-for-profit) - In the legal sense, a non-profit organisation is an organisation that uses its surplus revenues to further achieve its purpose or 'mission', rather than distributing its surplus income to the organisation's directors (or equivalents) as profit or dividends. Although non-profit organisations are permitted to generate surplus revenues, they must be retained by the organisation for its self-preservation, expansion, or plans. (Source: http://en.wikipedia.org/wiki/Nonprofit_organisation) This means, for instance, that in this category you can list NGOs, public bodies (institutes, cultural centres, schools), but also social enterprises and companies that are non-profit oriented.

D.2. Background and Experience

If your organisation is successful this presentation, along with other information taken from this form (such as the applicant's contact information), will be made available to the public via the online database of accredited organisations. For this reason please write it in English bearing in mind the target group you wish to reach (i.e. potential volunteers and/or potential partner organisations).

Please briefly present your organisation, including information on its aims, target groups, regular activities and other relevant aspects.

 In this section, you should provide all information needed to give a clear image of your organisation to young people abroad: the goals of the organisation, its activities, people involved, members, target groups etc.

-  There is a limit in number of characters to 5000.
-  Bear in mind that the people reading your description do not know what you do or who you are! This part will later on be copied into the Database of accredited EVS organisations, and your description should give young people from all over Europe, who might not be familiar with the Balkan region, a fairly detailed picture of your organisation.
-  As a ground rule, better give too much than too little information!
-  Describe your target groups as well as your connections to (inter)national partners and the local community.
-  Be as detailed and concrete as possible (e.g. elaborate more on concrete activities and permanent programmes rather than on aims and objectives of your organisation).

- 👉 Be specific, include numbers. Avoid formulations such as “many/much/various” – people’s perceptions can differ drastically, e.g. “many members” of the NGO might be understood by some as 20, by others as 2000.
- 👉 Focus (mainly) on present time and not (only) on the history of your organisation.
- 👉 Describe your operational facilities, number of staff (articulate if they are paid or volunteering). Don’t forget to mention local volunteers (if you engage any); it’s not only the paid staff that counts!

What are the activities and experience of your organisation in the areas relevant to future participation in the Erasmus+ programme?

i Describe here your organisation’s **experience** with the Erasmus+ programme and Erasmus+: Youth in Action Programme/EVS in particular, as well as otherwise valuable background experience that will be helpful for implementing EVS projects.

- 👉 Indicate the concrete programmes you (have) run at local/national/international levels and the concrete activities. Important to mention might be experiences with (inter)national volunteers, management of volunteering programmes, and support to volunteers provided.

→ *Example: If you are a big humanitarian organisation that has been running volunteering programmes for decades and has volunteering policies in place in the organisation, but you have no experience with the Erasmus+: Youth in Action programme and/or European Voluntary Service, this is important information to provide.*

- 👉 Not having prior experience with Erasmus+ or EVS does not necessarily mean that your organisation does not understand or cater for the needs of its volunteers. Many skills and experiences are transferable and can be a valuable asset for EVS, so it is important to mention them here.


Describe here also your **motivation** to send and/or receive EVS volunteers and/or coordinate EVS projects. Why do you want to host or send volunteers, how do you expect your organisation to benefit from EVS?

Please give information on the human resources of your organisation (i.e. staff and volunteers), and describe the skills and expertise of the persons that will be involved in the future Erasmus+ activities, with specific regard to organising mobility activities.

i Indicate which human resources are available in your organisation to run an EVS project. Briefly describe the profile of those people (project manager, EVS coordinator, mentor etc.), their knowledge, experience and skills that will be helpful in implementing an EVS project.

- 👉 Sometimes, you can have an inexperienced (newly established) organisation, while its members are skilled and experienced in EVS. In this case it is crucial to describe how these people will assure that the project is well implemented and volunteers are adequately supported.
- 👉 Take into consideration all the available relevant people (mentor, local volunteers, language teachers, external experts (e.g. psychologists, inclusion experts, doctors, activity-specific experts like technicians, artists etc.)), no matter if they are full-time involved in your organisation, or not.
- 👉 Be specific in describing the experience you have and the skills of the persons involved.


If your organisation has been awarded a previous accreditation (i.e. EVS Accreditation or LDV Mobility Certificate), please enter its reference code.

 If you are a first time applicant for EVS accreditation, you can leave this section blank. If not, write here your previous accreditation number (even if it was not valid anymore for a while before submitting this application).

D.3. Legal Representative

Title	<input type="text"/>
Gender	<input type="text"/>
First Name	<input type="text"/>
Family Name	<input type="text"/>
Department	<input type="text"/>
Position	<input type="text"/>
Email	<input type="text"/>
Telephone 1	<input type="text"/>

☐ If the address is different from the one of the organisation, please tick this box

 Please provide information about the legal representative of your organisation (the one who is authorised to sign contracts on behalf of your organisation). If his/her address is different from that of the organisation, add the information.

D.4. Contact Person


Title	<input type="text"/>
Gender	<input type="text"/>
First Name	<input type="text"/>
Family Name	<input type="text"/>

[Maximum characters: 250]

Department	<input type="text"/>
Position	<input type="text"/>
Email	<input type="text"/>
Telephone 1	<input type="text"/>

☐ If the address is different from the one of the organisation, please tick this box

Add Contact Person

 Please provide information about the contact person for EVS within your organisation. Add his/her address, if different from that of the organisation.

- 👉 Upon accreditation, this contact will be published in the Database of accredited organisations on the European Youth Portal. All emails regarding your accreditation but also potential questions from young people regarding your EVS placements will be sent to this email address. This means that the person mentioned above should be reachable for the complete duration of the accreditation and afterwards. Make sure to change the contact person/address later on, if needed.
- 👉 The contact person can be anyone related to your organisation (EVS coordinator, project manager, but also a mentor).
- 👉 In case you want to indicate more than one contact person, click on “add Contact Person” and a new box will open.

E. Role of the Organisation

i Select here all types of accreditation that you are applying for. Make sure you are coherent in the different parts of the application.

- 👉 Be aware that the boxes for description of specific parts are limited to 5000 characters. Be to-the-point and concise in your relatively short answers.

Are you applying as an organisation that will be coordinating projects?

Yes

No

Yes

i If your answer is YES, you need to answer the following questions.

E.1. Coordinating Projects Involving Volunteers

E.1.1. Project management

How does your organisation address management issues in European Voluntary Service projects (e.g. repartition of tasks and responsibilities inside your organisation, modalities of cooperation with partners, management of EU grants, quality management framework or certificates)?





i Here you should demonstrate your human, administrative and financial capacities to manage EU projects and funds and to work in a team with your partners. Besides providing concrete and practical information related to the management of EVS projects, outline the scope of the projects you are planning to coordinate (projects for other (hosting or sending) organisations, or bilateral EVS projects).

- 👉 Describe if you are able to communicate and cooperate with multiple partners.
- 👉 Demonstrate how you understand the need to cooperate with partners in a transparent way.
- 👉 Articulate what kind of agreements you will make with partners, including the volunteer(s).
- 👉 Provide information about your financial skills to master an international project, including the skills to divide grants among partners.
- 👉 Indicate which administrative capacities you have to handle project applications, implementation and reporting.

E.1.2. Practical Arrangements

How are the practical and logistic matters addressed in European Voluntary Service projects carried out by your organisation (e.g. travel, insurance, safety and protection of participants, visa, social security, mentoring and support, etc.)?

i This is an extensive section asking to reflect about the logistic aspects of coordination, administrative measures, support measures, risk prevention and crisis management measures. In this part, you should showcase your capacities to handle the practical and logistic matters of an international project.

-  Reflect on all technical measures and procedures needed to ensure a legal and safe stay of your volunteer in the country.
-  Reflect on all support measures you could undertake as coordinating organisation (e.g. providing the EVS information kit, enrolment in EVS insurance etc.)
-  Answer all the suggested elements: how will you organise the travel, which insurance do you have as organisation (aside the EVS insurance for the volunteers), how will you ensure safety, how will you help with obtaining visa, which other administrative issues will you take on your shoulders,...
-  Address also what you will do for mentoring and support, Youthpass,...

E.1.3. Participants with Fewer Opportunities

Do you envisage involving volunteers who face situations that make their participation in the activities more difficult?

No

No

Yes

i Be realistic about how and to what extent young people with fewer opportunities can fit to the idea of the activities you have in mind. Try to imagine the global picture of the volunteer you wish to coordinate, receive or send. When a volunteer has personal difficulties, this will have its impact on the implementation of the work. Therefore, the work, tasks, accommodation, cooperation with volunteers etc. - in short, the complete setting - have to be adapted and tailored to the volunteer and their specific needs.

Every (genuine) inclusion project also has its specific approach and timing. Often, these EVS projects are short-term projects (from 2 weeks to 2 months).

If your answer is YES, you need to answer the following questions:

Please select the categories they may fall into:

Cultural differences

Educational difficulties

Cultural differences

Disability


Economic obstacles

Educational difficulties




Geographical obstacles

Health problems


Social obstacles


 If you plan to coordinate EVS projects involving young people with fewer opportunities, you can tick up to 3 boxes, as long as they fit the categories of obstacles you are ready and able to deal with.

Attention: This menu refers to EVS-volunteers themselves, and not to the target group the volunteers might work with.

-  Carefully read the explanation of “volunteers with fewer opportunities” in chapter 3. (Key principles and quality standards in EVS, Explanation of key terms). Your idea of an “obstacle” or a “difficulty” might be different from how it is understood within the Programme.
-  To consider somebody a person with fewer opportunities (in the sense of the Erasmus+ programme), you should compare their situation with that of a peer group (i.e. a group of young people who are similar) of the same region/area. Do not compare young people from different countries with each other. The inclusion aspect means that you target young people who (might) need more attention and support, compared to their peers.
-  Only select these categories when the young people are really facing obstacles and need additional support. It's not because the general income is lower in one country, compared to another country, that all young people from the former are considered inclusion youth! Also in the same country, there can be many differences: One village might have good internet access, good public transport and a school system. Another might not, but might offer other opportunities.

and describe their profile.

 Reflection on the points listed under the previous question (categories) will help you describe the profile of the volunteers you have in mind. Describe here which obstacles they are facing and also, what kind of additional support they will need, compared to their peers.

-  Think about all the elements needed for successful projects: additional support before, during and after the service, exceptional costs, extra focus on the partnership, dealing with potential crisis situations etc.

Though not specifically asked for, also explain HOW you will offer the needed support to young people who face these kinds of obstacles.

Describe also, if you have any previous experience with inclusion projects.

E.1. Sending Volunteers Abroad

Are you applying as an organisation that will be sending volunteers?

Yes


No


Yes


 If your answer is YES, you need to answer the following questions:

E.1.1. Support and Monitoring

As a sending organisation, how do you plan to prepare the volunteers before departure (e.g. intercultural and linguistic preparation and support, task-related support and other relevant preparation aspects) and how will you offer them support during and after their mobility experience?

 Sending Organisations are expected to support their sent EVS volunteers before, during and after their project. Support includes the preparation of volunteers for their service, support and follow-up during their stay (including support of the volunteers' learning process) as well as evaluation and support after their return. In this section, you need to provide the necessary evidence of the support that your organisation can give to the sent volunteers.

 As a starting point, a good hint is to ask yourself: If you would be the parent of the volunteer, would you feel confident to trust your child to your organisation? How do you – as sending organisation - make sure that the volunteer will feel safe and well prepared for the EVS experience?

 Think about and describe:

- Which information will you provide to the volunteer BEFORE their moving to and living and working in a different cultural environment?
- What administrative and logistic support will you provide (visa and residence permits, travel, health insurance)?
- How will you prepare the volunteers' learning process? What preparation measures will you put in place for the volunteers that you wish to send? Elaborate the pre-departure training and support (how will you prepare volunteers for intercultural shock; how will you provide them with information about host organisation, community and country? Can you put in contact future volunteers with some former EVS volunteers from your country etc.)? ;
- Who will provide personal support to sent volunteers DURING their stay abroad, and how will it be done? What will be the role of mentor and how/how often will he/she communicate with the volunteers? What is the profile of the mentor and his/her capacities to undertake this role?;
- What linguistic support can/will you provide?
- How will you communicate with your partner organisations and divide roles?
- What will you do to help solve potential difficulties or conflicts that your volunteers' might face abroad?
- Develop your strategy to ensure regular contact with your volunteer. What methods and materials will you use and in what frequency? What agreements will you make with the volunteers about this? Detail your experience and resources to ensure a permanent follow up.
- Do you have a strategy in case problems appear? If yes, please explain it, if not, develop and explain it...
- What do you plan AFTER the EVS activity, upon the return of the volunteers, in terms of reintegration in your local community/organisation?
- How will you use the knowledge and skills that the volunteers gained during their EVS in your organisation and in the local community, after the EVS activity? How will you support volunteers after their EVS?

E.1.2. Profile of Selected Volunteers

What is the background of participants you would like to send abroad and how will they be recruited?

 For this section reflect on and describe your approach to these questions:




How will you reach your candidate volunteers who wish to go abroad? How will you spread the news of the possibility to do an EVS project?

How will you make the selection in case of more candidates? What are your selection criteria? Who will make the selection, and by which procedure? What will you do with the young people who are not selected?


How many young people do you want to send abroad?

Which experience do you have in sending and in recruiting candidates (also within other programmes)?

Do you already have established contacts with potential hosting organisations? How did you get in contact with them, and how well do you know them? If you do not (yet) have partners, how do you plan to find them?

-  Be realistic and clearly indicate the number of volunteers you can send at the same time. You need to be able to provide each individual volunteer a proper preparation and support for a long stay abroad, for volunteering, for an intercultural experience, for a new life learning experience, for dealing with challenges etc., and be prepared to step in in case of crisis.
-  Make a difference between the number of volunteers who you will send on a regular (individual) EVS project and possible short-term and group EVS projects.
-  In case of work with minors, clearly describe your approach, and what agreements you will make between volunteers, parents or guardian, host organisation and you as a sending organisation. Sending minor volunteers (16 or 17 year old) involves a big responsibility. You will need the agreement of the parents or legal guardian and you need to ensure that they will go to a host organisation which is well known and trusted. There is an absolute need of permanent monitoring in this kind of projects. You also need to have a clear strategy of how to react in case of problems.

E.1.3. Participants with Fewer Opportunities

 Please consult the section under Coordinating projects with Volunteers, Participants with Fewer Opportunities (also E.1.3., above).

Do you envisage involving volunteers who face situations that make their participation in the activities more difficult?

No

Yes

 If your answer is YES, you need to answer the following questions:

Please select the categories they may fall into:

Disability
Cultural differences
Disability
Economic obstacles
Educational difficulties
Geographical obstacles
Health problems
Social obstacles

i Please consult the same section under Coordinating projects with Volunteers, Participants with Fewer Opportunities (also E.1.1.3., above).

and describe their profile.

--

i Please consult the same section under Coordinating projects with Volunteers, Participants with Fewer Opportunities (also E.1.1.3., above).

What are the specific measures you will undertake in order to ensure that the participants are adequately prepared and supported, and what follow-up measures will you take after their return?

--

i In this section, you can demonstrate your capacities as sending partner to adequately prepare, support and follow up young people facing obstacles.

Think about...

- What is your connection with inclusion target groups to be sent, within your regular work in the organisation?
- Which experience do you have in working with inclusion target groups?
- Which measures, which special activities will you carry out to recruit young people with fewer opportunities?
- What kind of logistic, practical support will you provide as extra support prior, during and after the EVS?
- What personal/psychological/learning support will you provide as additional support prior, during and after the EVS?
- Which resources do you have available to ensure this support?
- Which strategy do you plan to ensure a pathway for the volunteer, also upon their return after their EVS?

Try to articulate these points in detail, providing clear information and examples.

Are you applying as an organisation that will be hosting volunteers?

Yes
No
Yes

i If your answer is YES, you need to answer the following questions:



E.1. Hosting volunteers

E.1.1. Project Context

Please outline the context (e.g. geographical, social and economic) and the local community where the activities will take place.

i In this part, you should describe the local environment in which the volunteer will live, work, learn and (hopefully) have a pleasant social life. This can include information about the larger community (geographical information, social and economic information about the town or city, region, country), but also about the place where the volunteer will work (description of office and work places).

Information about the accommodation where the volunteer will live, eat and sleep etc is also very important, including information about any rules and conditions regarding housing that volunteers need to respect.

-  There are no prescribed or obligatory rules regarding lodging of the volunteers. Volunteers can be accommodated in a rented flat, a students' dormitory, or a guest family etc. However, it is important that you are clear about the type of accommodation and further relevant information in this application and that you give potential EVS volunteers a realistic image about it.
-  When considering which information to provide, it might be helpful to imagine writing this so that a youngster from abroad, who does not know your country, town and organisation, gets a (correct) picture of the hosting environment:
 - Demographic and geographic data about the country/region are often interesting, but also easy to find via internet. Try to present interesting information that is complementary to what young volunteers can find on the internet (e.g. places to go out, interesting youth initiatives (s)he can join e.g. hiking/cycling groups, local volunteering actions, theatre troupes, other international volunteers, Erasmus students etc.)
 - Give as much information as possible about the working space and conditions: e.g. if volunteers will have their own desk and computer, or if they need some special training for using some of the equipment.
 - Indicate which leisure time possibilities exist in the local community. Which options of local transport are available? What kind of contact will the volunteer have with the local community? What can a volunteer learn from living and working in the hosting community (social learning)?

E.1.2. Proposed Activities

Please give examples of typical tasks for the volunteers and how they will be involved, describing also what you can offer to them in terms of learning opportunities.

i Describe the activities for the volunteers: which are the tasks and activities they will participate in and contribute to, and what will be their contribution?

- What will the volunteers do?
- Which of the tasks will they do independently? What kind of work is delegated to the volunteers and supervised by the coordinator, and what kind of work is being done together with other people etc.
- How will you assure variety of the volunteers' tasks in order to avoid their loss of interest?
- Which roles will the volunteers fulfil by doing the different tasks?

✎ There are different responsibilities in tasks, roles and responsibilities that volunteers can have:

- a volunteer can **coordinate** a youth project.
- a volunteer can be a **co-leader** of some of the organization's activities
a volunteer can **support** the coordinator of a youth project
- a volunteer can be **responsible for some activities that are a part of a youth project** that is being coordinated by staff.
- a volunteer can **assist** a trainer in the organisation for some workshops
- a volunteer can **help** staff in charge of the logistics of a training
- etc.

Reflect within your organisation with the entire staff which responsibilities the volunteer will be carrying.

Articulate for each activity which concrete task the volunteers will have, which role they can take, and what responsibility goes together with it; be very specific on this.

✎ EVS volunteers are not part-time volunteers who would come to your activities twice in a week. They will be in your office or club every working day from morning until the end of the working day, and they will be glad to work and learn, not just to hang around! Therefore you should plan a sufficient level of regular and sustainable activities and/or specific activities linked to some important local dates or events where your EVS volunteers will be involved, to learn from and contribute.

✎ Consider an appropriate level of variety in the tasks, and avoid that administrative, household and routine tasks make up more than +/- 10% of the tasks.

✎ Provide evidence that the EVS volunteer does not replace paid staff.

✎ In the annex to the application (see also chapter 4., Filling in the Application Form, J. Annexes) you will need to create a standard working week programme. Make sure that the description of the volunteer's tasks is coherent with the attached week schedule.

✎ Give some practical information about the service:

- How many hours will the volunteer work?
- When will the volunteer have free days?
- What about the holidays?

✎ What can the volunteers learn from the tasks, from the organisation and from staying in your local community, and what can you as an organisation learn from the volunteers? Try to be as specific as possible in articulating the learning opportunities. For more information and inspiration, consult the [Youthpass Guide](#) for this part.

✎ Describe how both volunteers and organisation will benefit from EVS; demonstrate the mutual learning from each other, and **demonstrate that there is a balance between the learning and service dimensions of the project.**

✎ Describe also the involvement of the local community in the work of the volunteer.

In a lot of EVS placements, there is the possibility that volunteers plan a **personal project**, based on their personal interests. This is not obligatory, but it is highly recommended as it can create a lot of learning opportunities for the volunteers. If this possibility exists in your EVS projects, please describe it:

- What possibilities can your organisation offer to the volunteers in regards to their personal project?
- What are the limitations?
- What kind of support can you provide to the volunteers in undertaking their personal project?

E.1.3. Profile of Volunteer and Recruitment Process

What will be the background of participants you would like to host? How will you ensure an open and transparent recruitment process and accessibility for all young people?



In this section please describe how you will recruit the volunteer(s):

- What type of volunteers do you want to receive?
- What kind of motivation do you expect from the volunteers?
- Which profile should these volunteers have?
- What do you expect from the volunteers?
- How will you announce open places in your EVS projects?
- How can interested young people apply for these placements?
- How will you select the volunteer(s)? Based on which criteria will you make the selection?
- Who will make the selection? How will the selection be made?

Also add some information about the cooperation with the sending organisation(s):

- With what kind of sending organisation(s) do you want to cooperate? Why?
- How will you cooperate with sending and coordinating organisation(s) during the recruitment process?



Volunteers should be selected regardless of their ethnic background, religion, sexual orientation, political opinion, etc. Specific qualifications, a specific educational level or experience, or more than basic language knowledge should not be required. A more specific profile of the volunteer might be drawn up, if justified by the nature of the tasks of the service or by the project context, but even in this case, selection on the basis of professional or educational qualifications is excluded.

How many volunteers can your organisation host at any given time?



According to the instructions for this part, it is enough to simply state the **number** of EVS volunteers you would like to host **at the same time**. It is **not** the number of EVS volunteers you are planning to host in one year neither during the whole validity period of your accreditation. It is actually the number of EVS volunteers that you are not going to exceed at any moment while implementing your EVS hosting projects.

Please note that there should be adequate evidence provided throughout the complete application that you offer enough activities, tasks and support to ensure a quality learning-service for each volunteer according to the standards described in the EVS-Charter.




Do not decide on the number of hosted volunteers by “voting procedure” within your team. Do not decide looking the established practice of any other organisations you know. Come to the right number of volunteers for your organisation through serious analysis of different aspects of your EVS project, especially the amount of activities you are planning to implement and your real capacity to work and support a certain number of EVS volunteers.




Don't use the usual 'market logic': *'We'll request four EVS volunteers in order to get two at the end'*! Without doubt, the accreditors will decrease the number if they consider it unrealistic. At the same time, they will approve it if it has been decided according to the guidelines above. They are likely to respect your decision, if it has been made after detailed estimation of your organisational capacity, in terms of activities and human resources.


E.1.4. Support

Please describe the practical arrangements for the volunteers (e.g. proper accommodation and local transportation)?


 Provide information about the logistic, practical and administrative arrangements that you will make. Think about:

- Accommodation (room, possibilities for washing, internet, phone,...)
- Transport (public transport, bike,...)
- Food
- Volunteer allowance
- Available materials and resources
- ...

 Make a list of all possible arrangements you will make.

 Demonstrate that there is a (physical) stable place where the volunteer can live and work.

Which measures will you put in place to support the volunteers during the volunteering experience (e.g. monitoring)?

 Non-formal learning is an important feature in Erasmus+, and specifically in EVS. It means that the EVS project must be based on a facilitated learning process. Therefore, it is important to demonstrate in this section how your organization is planning the learning of the volunteer(s) and how you will facilitate this in a structured way during their service.

Imagine...


...what the volunteers can learn from the service


...what they can learn from the organisation in general


...what they can learn from their specific tasks


...what they can learn from living, working and socializing in the local community,...


and how you will support them in the learning process.

 What kind of support actions will you offer on a regular basis throughout the service, and how often?

 Describe the available human resources to ensure personal support, and when they are available (during the whole day? Twice a week?).

 Indicate, if there will be any introduction training for volunteers, besides the EVS training cycle? Are you providing extra trainings that volunteers can attend? If yes, how many volunteers can attend these special trainings?


 Describe, how you are planning the linguistic support/training? How much? How intensive? Which are expected (realistic!) (language) learning outcomes?

 Describe how you will use Youthpass as an instrument for planning and monitoring the learning of the volunteer(s).

Keep in mind: What can you learn from the volunteer(s)? How are you as organisation learning from your volunteers?

E.1.5. Risk Prevention, Protection and Safety

How will you guarantee a safe living and working environment for the volunteers? What measures will you put in place to address problems and conflicts during the project period (e.g. due to personal conflicts with other volunteers or organisation's members, demotivation of volunteers in relation to the tasks they are asked to carry out, etc.)?

 This part needs special consideration, especially if your organisation does not have previous experience in working with international volunteers.





EVS volunteers can find themselves in unexpected and difficult situations. This can happen at the beginning of their EVS project, when they don't know the local people, their customs and traditions. But it can also happen later, when they already feel well accommodated, know many people, have friends and a 'solid understanding' about the local life in your community.

It is quite likely that your organisation has not given much thought to developing any special procedure for such situations. Most organisations that have not been working with international volunteers don't have any.

We would advise you to explore every aspect of life in your community and how it might lead to a problematic situation for the EVS volunteer, and to think about ways that help you limit or avoid potentially risky or problematic situations. You might want to present to potential EVS volunteers and their sending organisations how safe life in your community really is and/or stress aspects that they should better be prepared for in advance. ..

In any case, show that you have thought about these aspects, that you have considered potentially problematic situations and that you have foreseen procedure(s) how to deal with them, should they occur.


To organisations applying for the first time for accreditation we do not recommend hosting of EVS volunteers under 18 years of age as this requires real experience and special preparation for working with such a young person. If you are nevertheless committed to such an engagement, we suggest you demonstrate here that you are well aware of the challenges that such projects could entail, and that you possess the appropriate capacities to provide adequate protection and support for such younger volunteers.

-  Consider the different elements described in chapter 3. (Key principles and quality standards in EVS, Explanation of key terms: Safe and decent living and working conditions).
-  Explore how different types of accommodation can influence the general safety of the EVS volunteers.
-  Prepare for the case when an EVS volunteer gets sick and might need additional support and/or health insurance.
-  Have you thought about a situation when the volunteer is a drug user or often drinks too much alcohol? Discuss internally what you would do if the volunteer gets depressive or is home sick.

E.1.6. Participants with Fewer Opportunities


Do you envisage involving volunteers who face situations that make their participation in the activities more difficult?

Yes	HalVolunteerFacing@aiesop.eu
No	
Yes	

 If your answer is YES, you need to answer the following questions:


How will their participation be supported?





 Describe concrete support measures you will provide for the EVS volunteer with regard to:


- life in the new community
- the volunteer's tasks
- leisure time and social activities
- the volunteer's learning process

These additional support measures can be of mental, psychological, physical, logistic or practical nature and should be offered to the volunteer during the preparation, implementation and follow up of an EVS inclusion project.

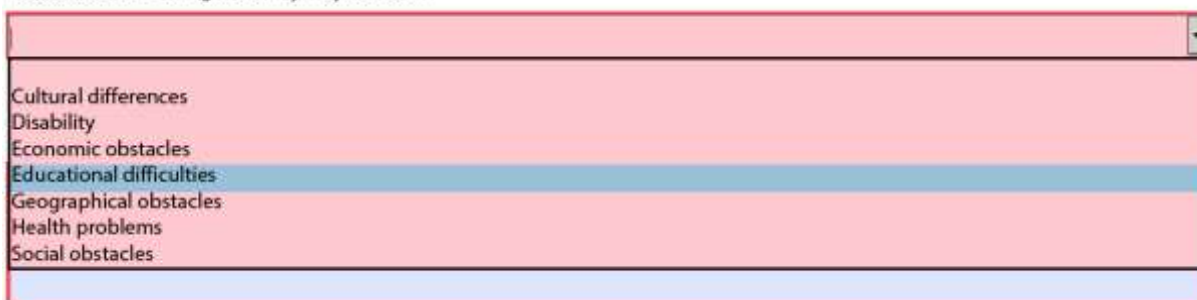
 Get inspired! The Polish NA and SALTO Inclusion have published [booklets about how to involve EVS volunteers in short term EVS projects](#) that can be downloaded from the SALTO Inclusion publications website. You might also want to consult other resources produced by SALTO Inclusion


 Indicate which specific ACTIONS and MEASURES you plan to undertake.

 Who will be available for doing which support activities?

 Which capacities do you have in the relevant fields?


Please select the categories they may fall into:



 Please consult the same section about the categories under Coordinating projects involving Volunteers, Participants with Fewer Opportunities (also part E.1.3.)

and describe their profile.



 Please consult the same section about the profile of participants with fewer opportunities under Coordinating projects involving Volunteers, Participants with Fewer Opportunities (also part E.1.3.)


What kind of competence, infrastructure and/or resources does your organisation have in order to accommodate and support volunteers facing barriers to participation? Please tick all relevant boxes.

A physical environment suitable for young people with physical, sensory or other disabilities (such as wheelchair access and similar). ☐

Additional mentoring or other support suitable for young people with social obstacles, educational difficulties, cultural differences or similar. ☐

Other ☐

Please describe, briefly and in English, other aspects of your competence, experience, infrastructure and resources (human or other) available in your organisation to accommodate and support volunteers facing barriers to participation.

 Select the appropriate boxes, bearing in mind the considerations described under Coordinating Projects involving Volunteers, Participants with Fewer Opportunities (E.1.3.)

E.2. Topics

What are the main topics addressed by the activities that you plan to carry out?

Access for disadvantaged

Agriculture, forestry and fisheries

Approaches to contain violence and tackle racism and intolerance in sport


Creativity and culture

Disabilities - special needs


Early School Leaving / combating failure in education


Economic and financial affairs (incl. funding issues)

Energy and resources

 Think to which category the proposed activities for EVS volunteers will fit the most. These themes do not describe what the organisation does in its regular activities, but what EVS volunteer(s) will do as main activities during their EVS project(s).

Therefore, the themes ticked should be those that are the most relevant (appropriate) to the activities described in the section Hosting volunteers, E.1.2. Proposed Activities for EVS volunteers.


 This information will be included in your profile in the [Database of accredited EVS organisations](#). When selecting the themes, be aware that all interested volunteers usually do the initial search of existing EVS projects by one or two themes that organisations tick here.

 The number of selected topics must not exceed 3!!!

F. Background documents


F.1. EVS Charter

The European Voluntary Service (EVS) Charter highlights the roles of EVS sending, receiving and coordinating organisations and the main principles and quality standards of EVS. Each EVS Activity promoter adheres to the provisions set out in this Charter.

 For more information about the EVS Charter, turn to chapter 3. Key principles and quality standards in EVS, The EVS Charter, of this booklet.

F.2. Tasks and Responsibilities

The EVS charter describes the role of EVS organisations acting as sending, receiving or coordinating organisation and defines the main principles of EVS and the minimum quality standards that must be respected within an EVS Activity. Here is a suggestion on how the roles and tasks of organisations involved in EVS could be shared (in some cases these roles must be compulsorily performed by a given organisation).

 For further information about the EVS Charter, see point above.

G. Checklist

Before submitting online your application form to the National Agency, please make sure that it fulfils the eligibility criteria listed in the Programme Guide and check that:


- ☐ you have used the official application form for Accreditation.
- ☐ all relevant fields in the application form have been completed.
- ☐ you have chosen the correct National Agency of the country in which your organisation is established. For applications for accreditation from South East Europe, Eastern Europe and Caucasus: If your organisation is located in a country of South East Europe, your application form is submitted to the Slovenian National Agency. If your organisation is located in a country of Eastern Europe, your application form is submitted to the Polish National Agency. If your organisation is located in a country in the Southern Mediterranean region, please select the French National Agency.
- ☐ you have uploaded the documents to give proof of your legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).
- ☐ the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- ☐ you have saved or printed the copy of the completed form for yourself.
- ☐ you have annexed the signature page signed by the legal representative mentioned in the application.

 Verify that your application fulfils all eligibility criteria, and check the above checklist in the application.

By pressing the button

Validate

you confirm that you have completed all relevant fields in the application.

-  Don't forget to add a filled-in template of a schedule of a standard working week as an annex (see J. Annexes below).

H. Data Protection Notice

PROTECTION OF PERSONAL DATA

I. Signature


I, the undersigned, certify that the information contained in this application form is correct to the best of my knowledge.

I declare to be aware of the Erasmus+ quality standards (EVS Charter) that represent a reference for the accreditation process. I undertake to adhere to these standards at all times if the organisation I represent is accredited.

Place:	Date (dd-mm-yyyy):
Name of the applicant organisation:	
Name of legal representative:	
Signature:	
National ID number of the signing person (if requested by the National Agency):	
Stamp of the applicant organisation (if applicable):	

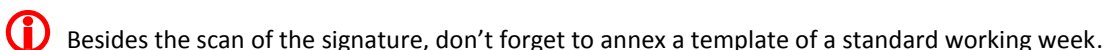
Print Signature

Please attach a scanned version of this page to the application form before submitting it.

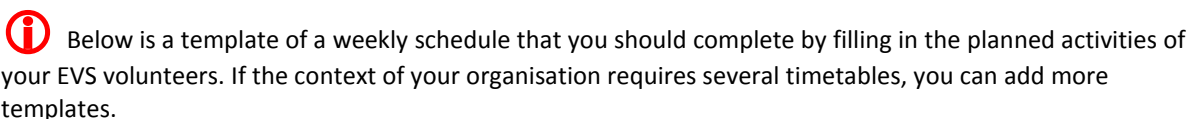
 You should print this page (click the button "print signature"), fill in all requested information, sign and scan it, and then upload the scanned version of this application.

J. Annexes

Please note that all documents mentioned in section "Checklist" need to be attached here before you submit your application online.

[illegible]




STANDARD WEEK OF EUROPEAN VOLUNTARY SERVICE TIMETABLE



Examples:

The main activities of a climbing club in winter are related to indoor climbing, while in summer more outdoor climbing in the mountains and open air activities like a climbing festival take place. This also reflects the tasks and nature of the volunteers' work, which is different in summer and winter.

The main activities of a leisure time organisation for children might be very different during school vacation periods and during the regular school periods.

-  If work in your organisation varies according to different periods of the year, please add timetables that reflect as much as possible the reality during these different periods throughout the entire year, and/or the duration of the requested validity period of the accreditation.
-  For each type of EVS receiving project, you should fill in and attach a separate template: for example, if you apply for accreditation to host a group EVS, individual EVS and short-term inclusion EVS, you should attach 3 separate timetables as annexes. Each should be in line with the description of the tasks, roles and responsibilities of the volunteers (see Hosting volunteers, E.1.2. Proposed Activities).
-  Keep in mind the learning-service nature of EVS, which should also be reflected in the volunteers' activities.

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K. Submission

Before submitting the form electronically, please validate it. Please note that only the final version of your form should be submitted electronically.

K.1. Data Validation

Validation of compulsory fields and rules

Validate

K.2. Standard Submission Procedure

Online submission (requires internet connection)

Submit Online

K.3. Alternative Submission Procedure

If you cannot submit your form online you can still do it by sending an email to your National Agency within the 2 hours following the official deadline. The email must contain the complete electronic form and any file attachments you wish to send. You must also attach a snapshot of section "Submission Summary" indicating that this electronic form could not be submitted online. Your National Agency will analyse your situation and provide you with further instructions.


K.4. Submission Summary


This form has not been submitted yet.

K.5. Form Printing

Print the entire form

Print Form

 All done? Don't forget to print your application!

 The submission ID code (which appears in the form of a 7-digit number) is your reference number for further communication with SALTO SEE about the application.



5. Appendices

Relevant documents and resources

Official documents published by the European Commission

Links to all official documents of relevance for EVS published by the European Commission can be found on the [Erasmus+ website](#). The page contains basic information about EVS and links to all relevant documents and tools, such as:

- Erasmus+ Programme Guide
- EVS Charter
- EVS information kit for volunteers
- EVS accreditation guidelines
- Online Linguistic Support
- European Youth Portal and Database of accredited EVS organisations

[EVS 2014-2020](#), leaflet with brief basic information about EVS

[EVS FAQ](#), Frequently asked questions by young people who would like to become EVS volunteers about how to find a volunteering project

EVS Insurance Plan Cigna

Details on coverage, reimbursement procedures etc. can be found in the [Insurance Guide](#). Instructions on how to enroll EVS volunteers are provided in the [Instructions for the administrator](#) (i.e. instructions for EVS sending organisations).

The [Benefits Overview](#) gives you a quick overview of what is covered by the insurance.

More information about EVS in the Western Balkans

The SALTO SEE website <https://www.salto-youth.net/rc/see/> provides up-to-date information about EVS. Check in particular the pages:

- Accreditation of EVS promoters in the Western Balkans
- EVS training sessions for volunteers

Youthpass

The [Youthpass Guide](#) provides background and support material to implement Youthpass in your projects.

Developing Quality in EVS

For more information on how to develop quality in EVS, read [Hopscotch to Quality in EVS 2.0 – a practical handbook for enhancing quality in European Voluntary Service](#) that you can download on SALTO SEE/Resources website.

Ask your accreditor for a printed copy during the on-site visit. The handbook will be a valuable companion after accreditation, during the implementation of your EVS projects.

You can find the most relevant tools, publications and documents, including those listed here, on the SALTO SEE - Resources website under [Hopscotch to Quality in EVS PLUS](#).

Links to all official documents and tools are listed under the section “EVS Programme links and resources”.

For more inspiration about specific aspects of EVS, Youthpass and where to look for project partners, check out the tools listed in the other sections of Hopscotch PLUS.

About the contributors

Jan VAN HOVE (Belgium) (coordinator of this booklet) works for the National Agencies of Belgium-Flanders (Jint), the UK (British Council) and SALTO SEE as external expert. He's working as freelance trainer, accreditor and grant application assessor. In his daily life, as main profession, he's head of the department Public Service Interpreting of the Agency for Migration and Integration, which provides language assistance to the public institutions and organisations working with the 160 different nationalities living in Ghent.

Marija POPOVIC (Zmaja) (Serbia) works as an independent fundraiser, assessor and trainer. She was founder and a member of the steering board of the organisation BalkanIDEA Novi Sad. She's a project and organisational manager, trainer, external evaluator and consultant; she assesses project applications for the British Council of the Erasmus+: Youth in Action Programme. She worked as fundraiser for the South East European Youth Network (SEEYN) and project officer at the SALTO SEE Resource Centre. She is a member of the trainers' pools for Erasmus+: Youth in Action in Serbia and SEEYN, and she works as EVS accreditor for SALTO SEE.

Petre MRKEV (Macedonia) was directly involved in hosting and sending EVS volunteers from 2002 till 2008 on behalf of his native organization Council for Prevention of Juvenile Delinquency - SPPMD from Kavadarci, Macedonia. From 2005 till 2009 he coordinated one of the Contact Points for the YOUTH/Youth in Action Programme in Macedonia. From 2006 till the end of the Youth in Action Programme in 2013 he was a member of the pools of accreditors and trainers of the SALTO SEE Resource Centre; he continues to be involved as EVS accreditor for SALTO SEE in the region. He is co-author of several publications addressing the situation of volunteerism and volunteering opportunities in Macedonia and the Balkans. Currently he volunteers as vice-president of the International Young Nature Friends – IYNF based in Prague, while professionally he works as IT Network Administrator in the Basic court in his birth town Kavadarci.

Henk PERSYN (Belgium and Slovenia) is a social worker who has been active in in a Flemish and Slovenian NGO- Within this frame has been responsible for sending and hosting young people with fewer opportunities. He is also a member of the trainers pool for SALTO SEE, the Belgian-Flanders National Agency for Erasmus+ in the youth field (Jint) and for Mladinski Svet Slovenije which organises the EVS training cycle for the Slovenian National Agency for Erasmus+ youth chapter. Last but not least he works as accreditor for SALTO SEE and SALTO EECA (Eastern Europe and Caucasus).

Notes



What is SALTO-YOUTH?

SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities within the Erasmus+: Youth in Action programme, the EU programme for education, training, youth and sport.

Established in 2000, **SALTO-YOUTH** is a network of **Resource Centres** working on **European priority areas** within the **youth** field. As part of the European Commission's Training Strategy, SALTO-YOUTH provides **non-formal learning resources for youth workers and youth leaders** and organises **training and contact-making activities to support organisations and National Agencies** within the frame of the European Commission's **Erasmus+: Youth in Action programme** and beyond.

More information: www.salto-youth.net

What is the SALTO South East Europe Resource Centre?

The Erasmus+ Youth in Action programme contributes to promoting stability in the region of the Western Balkans by supporting the development of youth work and promoting the development of multicultural awareness, tolerance and solidarity among young people. It thus contributes to the other efforts of the European Union towards the stabilisation of the Western Balkan region as well as cooperation between and with the countries of this region.

In particular, the Programme supports the building of long-lasting partnerships and the exchange of youth work practice between groups of young people, youth organisations, youth workers, youth leaders and other actors in the field of youth and non-formal education, from different countries in Europe.

The SALTO South East Europe Resource Centre promotes and supports the participation of young people and other actors in the field of youth and non-formal education from the Programme's Partner countries in the Western Balkans in the Erasmus+ programme, and it aims to contribute to youth work and youth policy development in the Western Balkan region. It acts as a support service for:

- The network of Youth in Action National Agencies in the field of co-operation with this region and
- youth organisations, youth leaders, youth workers and other actors in the field who are interested in developing co-operation between Programme countries and Neighbouring Partner Countries in SEE.

Within the framework of European integration of the SEE region, SALTO SEE actively supports the process of accession of all countries of the region to the Erasmus+ programme in the field of youth.

The Centre's programme of activities is run with the support of pools of trainers and accreditors, in particular in the European Voluntary Service strand of the Programme, as well as Contact Points for Erasmus+: Youth in Action located in the Programme's partner countries in the Western Balkan region.

More information: www.salto-youth.net/see

