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AMINE HAMMAMI

born on 27/05/2007 in La Marsa, Tunisia

volunteered in the project

PRECIOUS FOOD-TURE

in Stuttgart, Germany

from 02/08/2025 to 15/08/2025

About the project

This project brought together 9 young volunteers from Stuttgart and its twin cities to explore food sustainability. The objectives were: To exchange ideas and personal values regarding environmental respect and climate protection, to raise awareness about the value of food and the mechanisms to combat food waste, to learn about Stuttgart's network in food waste reduction, to gain skills in food-saving and food-sharing practices.

The tasks of Amine Hammami

In collaboration with local stakeholders, he saved and distributed food, supported work in community gardens, and helped as part of the volunteering team organize a food sharing party with children in an accommodation for refugees. He promoted intercultural exchange, raised awareness about the issue of food waste, and thus strengthened European values such as solidarity and sustainability.

This certificate has been issued by Stadtjugendring Stuttgart.



Alexander Schell, Managing Director -
Stadtjugendring Stuttgart e.V.

Stuttgart, 15/08/2025

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LEARNING CONTEXT

A European Solidarity Corps Volunteering Project offers an informal and non-formal learning context for volunteers to engage in a community or help overcome societal challenges. The tasks and responsibilities volunteers assume within the project, along with a new cultural context, help them develop new and strengthen existing competences. This process is supported by mentoring provided by the hosting organisation as well as a cycle of training and evaluation activities.

COMPETENCES DEVELOPED BY AMINE HAMMAMI

The following summary is the result of a reflection and self-assessment process which took place during and after the project in dialogue with the peer Camille Collados.

Multilingual competence

I used different languages for communication. I mainly spoke English with the volunteers, French with the mentor and one French volunteer, and Arabic when translating difficult words or meanings for my Tunisian friend who also participated in the project. This helped me express ideas clearly across cultures and situations. I also learned how to switch between several languages smoothly, without losing meaning or creating misunderstandings, by organizing the "story" in my mind first and then translating it. This experience strengthened my ability to use languages in flexible ways and deepened my appreciation for intercultural communication.

Personal, social and learning to learn competence

I developed my personal, social, and learning-to-learn skills in several ways. I learned to acquire knowledge gradually, understanding that small fragments come together over time, and that asking for help from others is valuable. Working on tasks such as creating a map, changing shifts at Harry's Bude, and completing tasks at SuppOptimal helped me learn how to manage time, plan tasks, and avoid procrastination.

The project also improved my social skills: I became more confident and less introverted, learning how to get to know new people and rely on teamwork. I discovered when to pause or set boundaries and how to balance different responsibilities. Overall, I strengthened my ability to cope with uncertainty, manage complex tasks, and reflect on my own learning process, while also supporting both my own and others' well-being.

Citizenship competence

I learned a lot about civic life through this project. By moving around frequently and communicating with many people, we discovered different ways of living and understood the importance of active participation in society. The project also included a focus on sustainability, which helped me better grasp the concept and integrate it into my daily life. This experience strengthened my ability to act as a responsible citizen, understand social, economic, and environmental issues, and become more aware of the impact of our actions on the community and the world.

The competence description in Youthpass is based on the European Union framework for Key Competences for Lifelong Learning:
<https://education.ec.europa.eu/focus-topics/improving-quality-equity/key-competences-lifelong-learning>

Entrepreneurship competence

Through this project, I learned how to turn ideas into reality. Creating the flyer taught me how to transform a team idea into an action and, ultimately, a product that brings value to others. The task involved creativity in design and artistic choices, as well as critical thinking and time management, since we had to complete it in just one and a half days, spending six hours of focused work. The flyer also carried social and cultural value, as it included multiple languages and helped people know where to find free food when needed.

Cultural awareness and expression competence

My team was culturally diverse, with people from Turkey, Tunisia, the Czech Republic, France, Germany, and Greece. Despite our differences, we communicated effectively, respected each other, and collaborated without racism, prejudice, or awkwardness. This experience taught me that cultural differences do not prevent us from having fun and learning from one another. We cooked together and shared our traditions, which allowed me to discover the artistic and creative aspects of each culture. Working in this environment also encouraged openness, curiosity, and the expression of my own ideas while appreciating the diverse ways others express theirs. Overall, it strengthened my understanding of cultural diversity and the value of mutual respect and creativity in intercultural settings.

Digital competence

In terms of digital competence, I did not gain many new technical skills during this project. Instead, what I gained most was experience in working with others in this field. Collaborating with teammates and supporting their digital work gave me a better understanding of how to apply my existing knowledge in group settings, even if I did not directly upgrade my own digital skills.

Mathematical competence and competence in science, technology and engineering

For me, the science part was mostly about learning more about different types of plants, how they grow, and gaining practical field experience while working in the community garden. On the mathematical side, it was more about everyday use, like counting money and doing quick calculations for budgeting and resource management. This helped me apply mathematics in a practical way, even if it was simple, and connect scientific knowledge to real-life situations.

Literacy competence

I naturally practiced literacy skills by listening carefully whenever I spoke, as I believe understanding others is an essential part of communication. Every meeting was an opportunity to engage in friendly yet professional dialogue, whether sharing ideas, giving feedback, or collaborating on tasks. Being part of a lively and understanding group helped me gain confidence in expressing myself clearly, both orally and in writing, and made me more aware of the impact of my words on others. These experiences strengthened my ability to interact constructively, exchange ideas openly, and communicate effectively in different contexts.

REFERENCES

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Amine Hammami
Volunteer

Stuttgart, 15/08/2025

Camille Collados
Peer

Stuttgart, 15/08/2025



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PROJECT CONTEXT

PROJECT DETAILS

Below are further details about the project in which Amine Hammami volunteered.

Precious Food-ture

Volunteering Team | 02/08/2025–15/08/2025 | in Stuttgart, Germany

Main activities: Community engagement and sustainable food practices were the main topics of this volunteer activity. Volunteers supported neighborhood projects that advance food sustainability and look at the effects of food production on the environment. They took an active part in initiatives to save and share food, including cargo bike logistics. The project included practical work in Stuttgart's urban gardens and help with events like Harry's Bude's anniversary, an important center for food sharing. In order to promote inclusivity and cross-cultural communication, volunteers also co-organized a "Food Sharing Party" with kids from a local accommodation for refugees. Along with group excursions and recreational activities, the experience provided chances for collaboration, cross-cultural interaction, and personal growth.

Main outcomes: The volunteers learned about the network of food saving and sharing, as well as the organizations active in Stuttgart in the fields of sustainable development and social inclusion. They drew insights for a comparison with the local realities of their home regions. The exchange within a Euro-Mediterranean framework, was an opportunity to reflect on shared values related to environmental and climate protection, while addressing issues such as the fight against food waste and pollution, social inclusion, and sustainable development as global challenges. The volunteers gained skills in organizing events, disseminating the project's results, and communicating effectively to promote awareness and access to food sharing networks, especially for families. Finally, they learned to work in a multicultural and multilingual group, developing collaboration and intercultural dialogue skills.

Hosting organisation: Stadtjugendring Stuttgart e.V.

Partners: The project benefited from the collaboration of various local actors committed to sustainable development and social inclusion at the urban level. Among the partners were: Bürgerstiftung, Harry's Lab, Commons Kitchen, Schwäbische Tafel, Stadtacker Wagenhallen, the City of Stuttgart, Wandel Handel, and AGDW Community accommodation for refugees.

Group: 9 participants from Czechia, France, Germany and Tunisia

Further information about the European Solidarity Corps can be found here: https://europa.eu/youth/solidarity_en
More information about this project can be found in the European Solidarity Corps project database:
https://europa.eu/youth/solidarity/projects_en



PROJECT CONTEXT

The working languages of the project were English, French and German.