



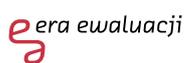
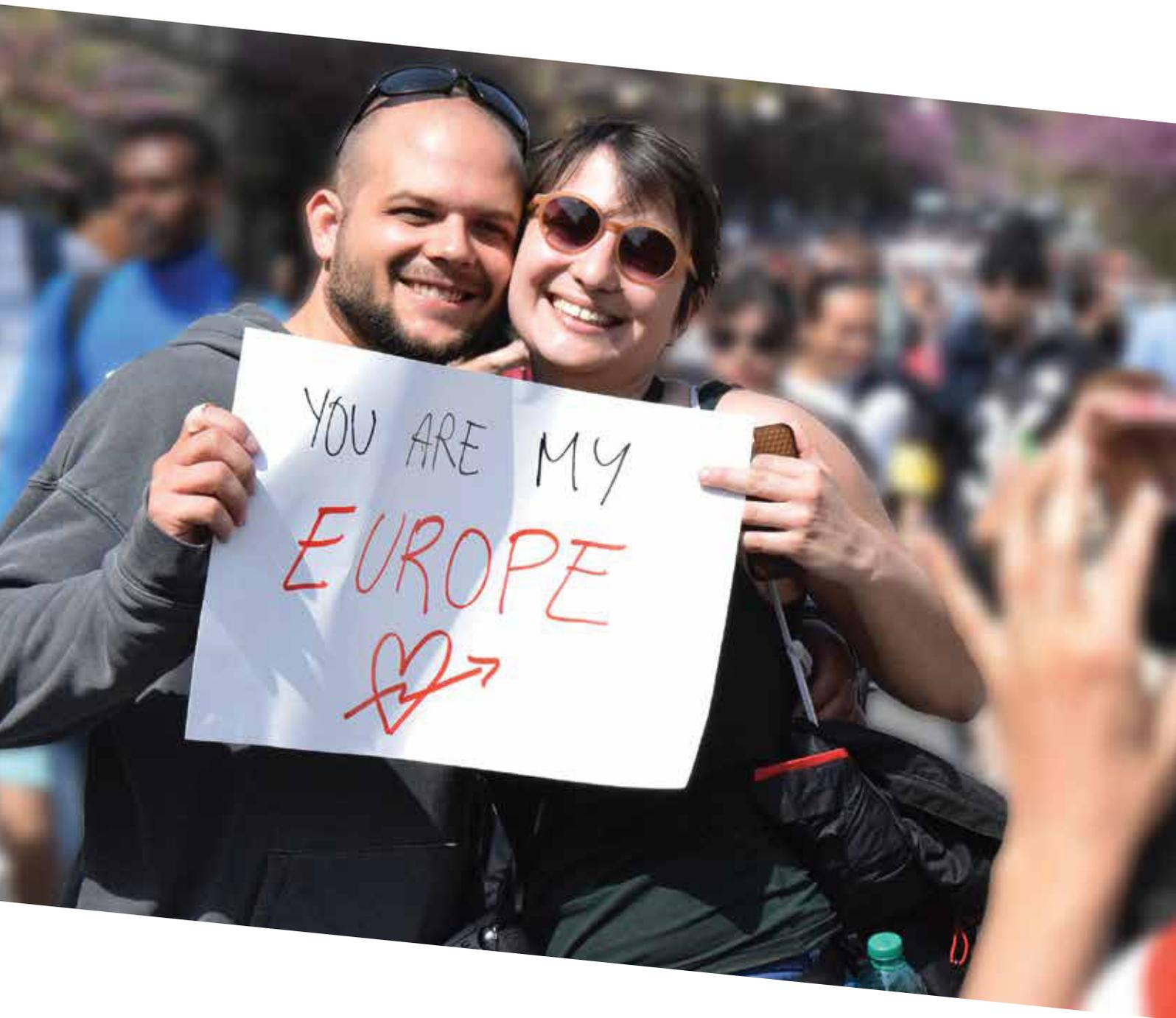
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VOYCE Project

Output 1 - National Report

 [France]





Co-funded by the
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VOYCE Project

Output 1 - National Report on validation of volunteers' competencies

[FRANCE]

France country report was edited by CEMEA

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Legend

Digits in square brackets indicate the specific research question (for example: [1.1] indicate the research question “What is the overall level of engagement in volunteering in the Country?”). In some cases we had to use three levels code (4.1.1; 4.1.1 etc.).

Letters in square brackets indicates the specific methodology of research used to answer the research question:

- DR – desk research,
- V –interviews with young volunteers,
- O – interviews with organizations hosting volunteers
- E – interviews with employers.

1. Overall scale of engagement in volunteering

[1.1DR] What is the overall level of engagement in volunteering in the Country?

First of all, it is important to understand that there are two different words to translate « volunteering » in French. One is « bénévolat », the second is « volontariat » and they don't correspond to the same reality, even if people often take one for the other.

Here is a definition of both forms of commitment (<https://www.service-public.fr/associations/actualites/003375>)

Sometimes used as synonyms, “bénévolat” and “volontariat” represent two forms of individual commitment to the community that differ widely in status.

Volunteering as “bénévolat” is not governed by any legal status. There is therefore no official text to define it. A document of the Economic and Social Council of 24 February 1993 proposes a definition: “Volunteer in quality of “bénévoles” shall be any person who voluntarily undertakes to engage in a self-employed activity in the direction of others outside his professional and family time”. The volunteer's commitment (“bénévole”) is totally free, without obligations of schedules, without compensation, without remuneration, without age condition.

Volunteering in quality of “volontariat” is also a disinterested collaboration, but it gives rise to a contractual commitment. The volunteer is such as employed on a full-time (or part-time) basis and for a specified period of time. He may be compensated - this allowance not being a salary or remuneration - and he is most often covered by social security. Volunteering is open to young people from the age of 16 (18 years for an international assignment) without any degree requirement.

The conditions vary according to the arrangements put in place, here are the main contracts proposed:

The civic service (the indemnity is paid by the State)

The European Voluntary Service (EVS)

The International Voluntary Service in Business (VIE)

The International Voluntary Service in Administration (VIA)

The International Solidarity Voluntary service (ISV)

Two other main contracts proposed are:

The voluntary firefighters

The voluntary commitment in youth work

Concerning « Bénévolat »

A study from « France Bénévolat » gives the following numbers :

Considering the commitment in associations, in other organisations such as unions or political organisation, and « direct » commitment meaning completely informal (not in associations or other organisations).

In 2010, there were 18 300 000 volunteers as « bénévoles » in France, and 20 900 000 in 2013, that means a raise of +14%.

The rate of « bénévole » commitment in France was of 36% in 2010 and 40,3% in 2013.

Source :

<https://www.francebenevolat.org/sites/default/files/uploads/documents/3e656ec9e424ae9e724ba0187045eb04c5da478b.pdf>

	Men	Women	Together
Rate of « bénévole » commitment in France	39,7 %	41%	40.4%

	Global 2010	Global 2013	Evolu- tion	Men 2010	Men 2013	Evolu- tion	Women 2010	Women 2013	Evolu- tion
15/35 ans	2 500 000	3 300 000	+32%	878 619	1 386 669	+58%	1 638 506	1 946 202	+19%
35/64 ans	5 000 000	5 500 000	+10%	2 873 322	2 651 700	-8%	2 208 421	2 894 975	+31%
65 ans +	3 800 000	3 900 000	+5%	1 804 731	2 189 477	+21%	1 947 210	1 678 599	-14%
Total	11 300 000	12 700 000	+12%	5 500 000	6 200 000	+13%	5 800 000	6 500 000	+12%

Concerning « Volontariat »

- About civic service :

More than 136,000 young people have joined Civic Service since its creation in 2010:

In 2010, at the creation of the Civic Service, 6,000 young people were engaged in Civic Service;

In 2014, 35,000 volunteers carried out a Civic Service mission for a budget of 140 million euros;

In 2015, 53,000 young people have signed up to Civic Service in more than 6,200 accredited organizations for a budget of 234 million euros.

After the attacks and the citizen mobilization of January 2015, the President of the Republic François Hollande wanted all young people who wish to engage in Civic Service to do so. He also expressed his wishes to the youth on 11 January that 110,000 young people would have completed a Civic Service in 2016, reaching the goal of 350,000 young people by 2018, half of an age group before 2020.

Source : <http://www.service-civique.gouv.fr/presse/le-service-civique-une-dynamique-d-accueil-sans-precedent-en-2015>

- About the ISV (International solidarity voluntary service)

In 2014, 2013 Solidarity missions International France Volunteers have been implemented. The decline in 2013 of 3% of missions is confirmed with a new decrease of 6% compared to 2013.

Source : http://www.observatoire-volontariat.org/IMG/pdf/chiffres_cles_2014.pdf

- About the voluntary firefighters

There was a very small decrease (-0.05%) in the number of volunteer firefighters (SPVs) between 2014 and 2015, their number is now of 193,656. They represent more than 78% of firefighters in

France.

Before becoming volunteer firefighters, the young people are “young firefighters”. In 2015, the number of the young firefighters was of **27.299 young people**, which represents 0.5% of french people aged 10-18.

Source : <http://www.pompiers.fr/actualites/statistiques-2016-des-sapeurs-pompiers-volontaires-spv-de-france>

- About the voluntary commitment in youth work

This is a special type of volunteering, which is the non-professional youth work, it means voluntary youth leaders involved in holiday camps and structures of leisure activities.

More than 500 000 person/year work in the field of non professional youth work each year.

Presently, 95 000 young people / year register to follow a training in that field (BAFA training), and 56 000 of them follow it in entire and succeed in getting the certificate.

I will focus on that special type of volunteering in my desk research.

Interesting documents :

http://www.injep.fr/sites/default/files/documents/Panorama_des_differentes_formes_de_volontariat_et_de_Service_Civique_en_Europe.pdf

<http://www.associations.gouv.fr/les-ressources-humaines.html>

2 Validation of volunteers' competencies at national level

[2.1DR] Is there any system for validation of competences developed for volunteering at national level?

Yes there is a system for validation of competences developed for this type of volunteering (the non-professional youth work) at national level. The volunteers who want to be non professional youth leaders have to attend to a training cursus, in 3 steps, called the BAFA training, and they have to validate each step in the right order. At the end they get a certification called BAFA Brevet d'Aptitude aux fonctions d'animation in french, which means Patent of Aptitude for the functions of animation (youth leader).

The objective of BAFA training is to:

1 ° Prepare the future youth leaders to perform the following **functions**:

- to ensure the physical and moral safety of minors and, in particular, to make youth leaders aware, within the framework of the implementation of a pedagogical project, of the risks linked, depending on the circumstances, to addictive behaviors or other behaviors, in particular those related to sexuality;
- to participate in the reception (welcome), communication and development of relations between the different actors;
- to participate, within a team, in the implementation of a pedagogical project in coherence with the educational project while respecting the regulatory framework for collective welcoming of minors;
- to supervise and animate everyday life and activities;
- to accompany minors in carrying out their projects.

2 ° To accompany the facilitator/youth leaders towards **the development of skills** enabling him / her to:

- transmit and share the values of the Republic, including laicity (secularism)
- to place its commitment in the social, cultural and educational context;
- to build a quality relationship with the members of the pedagogical team and the minors, whether individual or collective, and in particular to prevent any form of discrimination;
- to provide, where necessary, an appropriate response to the situations faced by minors.

<https://www.legifrance.gouv.fr/eli/arrete/2015/7/15/VJSJ1502790A/jo#JORFARTI000030902820>

The first step is a 8-days theoretical training. The validation is done by the director of the training session, regarding criteria coming from the ministry of youth.

The second step is a 14-days practical training in a holiday camp or a structure for leisure time. The validation is done by the director of the structure, regarding criteria coming from the ministry of youth.

The third step is a 6-days theoretical training, to deepen an issue the volunteer choose (early childhood, children with disabilities, artistic activities, activities in the mountain, at the sea, holidays abroad...). The validation is done by the director of the training session, regarding criteria coming from the ministry of youth.

After those 3 steps, a departemental commission (supervised by the departemental representation

of the ministry of youth) validate the whole cursus and give the certificate (patent of aptitude).

The criteria of all the sessions are qualitative criteria :

After consultation with the training staff, the director of each of those theoretical sessions shall give an opinion based on an assessment of those 4 criteria :

- the candidate's ability to perform the **functions** defined below ,
- his assiduity,
- his ability to integrate into collective life
- his ability to work with a team

Concerning the other forms of volunteering :

- Firefighters also have a system of certification for the young volunteers.
- EVS have the youthpass (but it's a european system)
- Volunteers of the civic service have a validation for 2 mandatory trainings : the first aid training and the citizenship training.

[2.2 DR] Please, briefly describe the solutions developed in France for measuring particular competences in the table below. What recommendations for VOYCE project stem from it?

The table below concerns volunteering in non professional youth work

Competencies	Solutions	Recommendations
Communication in a mother tongue		
Communication in a foreign tongue		
Maths, scientific and technological competencies		
Digital competencies	Some activities during the training session allows the youth leaders to acquire digital competencies.	
Learning to learn		
Social and civic		
Sense of initiative and entrepreneurship	By asking youth people to carry out « projects » during the training sessions and ask them to show initiative during the practical session.	

Cultural awareness and expression)	Some activities during the training session allows the youth leaders to acquire cultural awareness and expression.	
Emotional skills		
Practical skills	With a practical session, in situation with children	
Knowledge	With 2 theoritical sessions	

[2.3.0] Do you know any all-country systems for validation of competences developed by volunteering? Is it government or NGO driven?

All the organisers interviewed know the validation of competences called BAFA and the validation of the 2 trainings for volunteers in civic service.
 Not all the organisers know the Youthpass or the system of validation for firefighters. They guess that something exists (since they know that it exists a validation for non professional outh workers and volunteers in civic service) but they can't describe it.

[2.4.E] Is there any system of validation for competences developed by volunteering you recognize?

Employers of the fiel of education, leisure time and social work know the BAFA (and recognize it since they often need people with that certification) and know the Youthpass, and the validation for volunteers in civic service.
 The employers of other fields (industry, commercial business) don't know any system of validation.

[2.5.E] Are employers asked by the government/NGOs to express their opinion on validation system?

None of the employers interviewed were asked by the government/NGO to express their opinion on validation system.

3 Validation of volunteers' competencies at regional level

[3.1 DR] Is there any system for enhancement and validation for competences developed by volunteering at regional level ?

For volunteering in the field of non professional youth work, there is nothing at the regional level, since there is the national level validation.
 For other forms of volunteering, nothing exists at regional level.

[3.2DR] Please, briefly describe the solutions developed on regional level for measuring particular competences in the table below. What recommendations for VOYCE project steam from it?

Competencies	Solutions	Recommendations
Communication in a mother tongue		
Communication in a foreign tongue		
Maths, scientific and technological competencies		
Digital competencies		
Learning to learn		
Social and civic		
Sense of initiative and entrepreneurship		
Cultural awareness and expression)		
Emotional skills		
Practical skills		
Knowledge		

[3.30] Are there such a systems developed in your region?

None of the employers interviewed know about validation initiatives in their region

[3.4E] Have you been involved in any validation project on the regional level?
Have you heard about any validation projects?

None of the employers interviewed has been involved in any validation project on a regional level.

4 Validation of volunteers' competencies in particular projects, local initiatives

[4.1DR]Local projects and initiatives

1/ A tool from CEMEA for BAFA training

Concerning the field of the BAFA training :

The evaluation in the BAFA is a n auto-evaluation and co-evaluation, which means that the participant himself has several time to make his/her auto-evaluation, and then with a trainer.

The CEMEA have **created a tool** to guide the participants in the identification of the skills they acquired, and those to acquire. They also propose during the training **a real process** to help participants in that task, by creating follow-up groups that meets every 2 days during the training, and which are composed of the same people during the whole training, and meet always in the same place and with the same trainer.

What is important is that the participant can identify his skills, that is even more important that getting a certificate. Being able to identify, to analyse, to discuss about the skills acquired or to be acquired is more relevant than a document. The follow-up groups and the tool allow to get this analyse.

2/ The european project « Building Learning society » (Solidar)

It is a european project about the recognition of non formal and informal learnings. It is coordinated by the european platform Solidar, with 9 european partners. It aimed at giving the photography of the current situation about recognition and validation of non formal and informal learnings in different countries, and to build arguments for politics thanks to the analysis of national actors involved.

CEMEA have been part of that project.

Here are some of the recommandations :

- There are 6 steps in the measure of learnings:
 - Identification
 - Documentation
 - Evaluation
 - Validation
 - Social recognition
 - Certification
- The ambition of the field of non formal education is not to formalize all and not to achieve standardization.
- Each person can build is own framework (aims, modalities of evaluation, content to evaluate or validate)

3/ System of open numeric badge – Example of the project « High school of Numeric »

In that project « High school of the Numeric » and also « Education to screens », CEMEA and his partner have decided to validate the skills acquired by the participant with digital badges.

Traditionally, the badge emphasizes recognition or achievement of a competency. It is most frequently seen in scouts and sports. Recently, badges have also been found in informal organizations, for example, community organizations wishing to recognize the individual achievements of an individual.

At the other end of the spectrum, educational institutions are increasingly adopting digital badges as a motivational tool to emphasize the achievement of intermediate objectives and even the recognition of prior learning and competencies. Between this enthusiasm for formal uses and social expression to a group of belonging sharing a common achievement, many applications remain to be developed.

There are many uses of badges, from motivation to recognition and valorization, in the area of initial training, development and lifelong learning.

<https://www.vteducation.org/fr/articles/badges-numeriques/badges-numeriques-ouverts-en-education-un-regard-sous-le-capot>

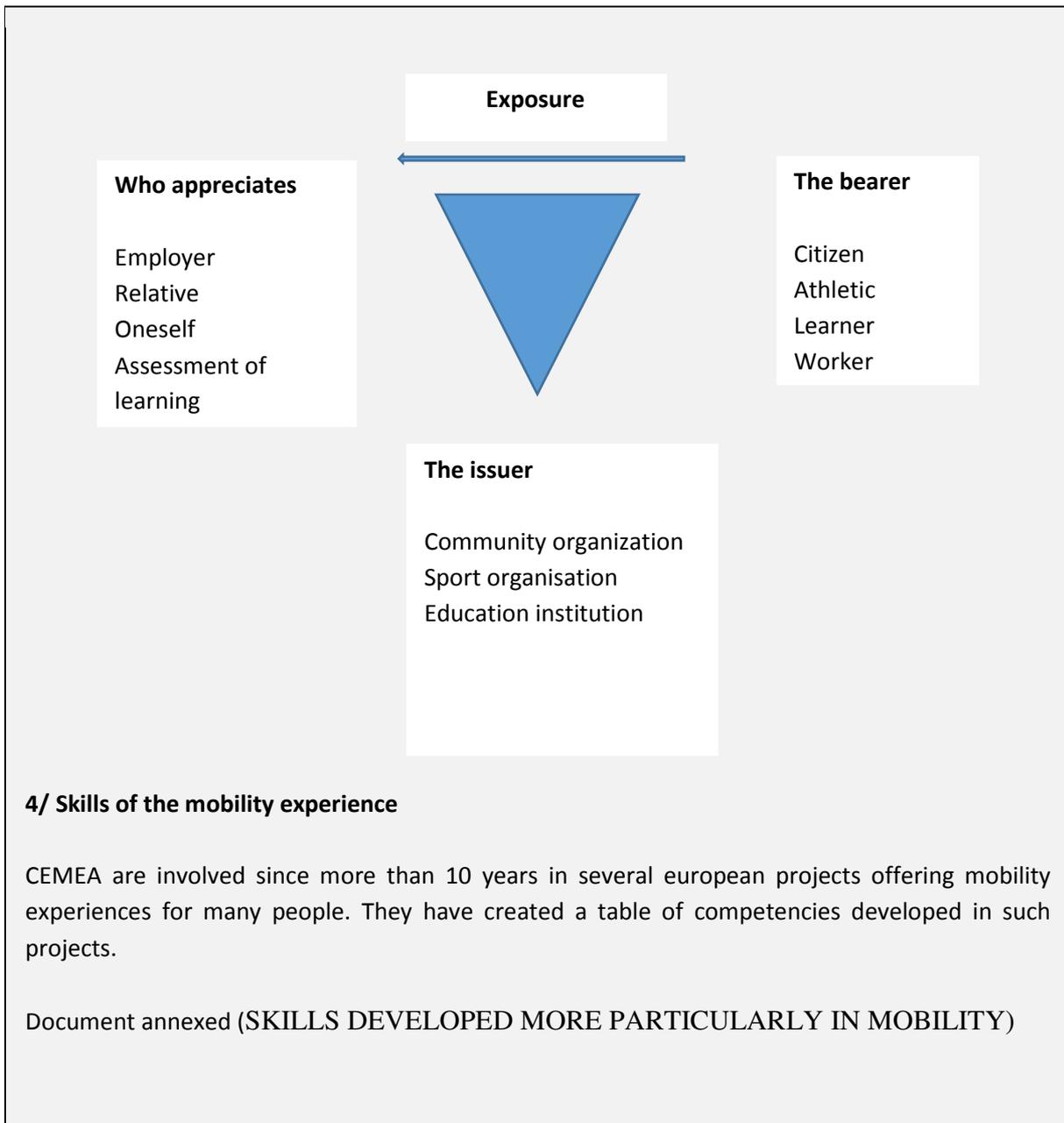
A badge as a communication tool

The badge is an instrument of communication between three actors, two of which are formally identified in the data associated with the badge:

- **The bearer** of the badge (a citizen who participated in a community activity, an athlete, a learner or a worker who participates in a development activity);
- **The issuer** (a community organization, a sports organization, an educational institution or a workplace development institution).

The badge therefore has a value of recognition by the issuer of the achievement realized by the recipient or holder.

Beyond the intrinsic value associated with obtaining a badge, its true value lies in the message conveyed to an **external evaluator** (a student's parent, an institution seeking to establish study equivalents or an employer). In principle, the wearer is able to manage the exposure of a badge to the public or to a third party.



[4.2DR] Please, briefly describe the solutions developed in particular projects/ local initiatives, for measuring particular competences in the table below. What recommendations for VOYCE project steam from it?

Competencies	Solutions	Recommendations
Communication in a mother tongue		
Communication in a foreign tongue		
Maths, scientific and technological competencies		

Digital competencies		
Learning to learn		
Social and civic		
Sense of initiative and entrepreneurship		
Cultural awareness and expression)		
Emotional skills		
Practical skills		
Knowledge		

[4.30] Do you know about any successful initiatives by particular organization or local authorities with regard to volunteers' skill certification?

All the employers interviewed answered they don't know.

[4.40] Have you been involved in any validation project on the local level? Have you heard about any validation projects? If yes, please describe it. What is your opinion about this project?

None of the employers interviewed has been involved in such a project

5 How competences developed through volunteering are certified?

[5.1 DR] Are there any certifiers on national level? What kind of institutions it is, how does it works, are certifiers we know from DR known to organizers and employers?

For volunteering in non professional youth work

There is a national document certifying the obtention of the BAFA, patent of Aptitude for the functions of animation (youth leader).

This document is provided by the ministry of the Youth and Sport, represented (signed) by the departmental representant of that ministry.

Every employers in the field of leisure time and education know this document, since in a team to work with children for leisure time, at least 50% of the team must **have** this certification, not more than 30% must have begun the training (at least done the 1st theoretical session), and not more than 20% can have no patent and no training.

For volunteering as a young firefighter

A certificate exists at the age of 18 years old, certifying competences

For volunteering as an EVS

As in every european country, the Youthpass exists. But the choice is given to the volunteer to fulfill or not the final document of certification.

For volunteering in civic sevrvice

The volunteer receives a certificate of attendance, a certificate for first aid, and a certificate of attendance for the 1 day-training about citizenship. On the legislation website concerning validation of the civic service, it's written that there is a *document issued by the State describing the activities carried out and assessing the skills, knowledge and skills acquired during the Length of civic service*, but no volunteer or organization know it.

https://www.legifrance.gouv.fr/affichCode.do;jsessionid=8DB2D5242646E2982F0C27B23A63B9C6.tp dila16v_3?idSectionTA=LEGISCTA000027864382&cidTexte=LEGITEXT000006071191&dateTexte=20160329

For volunteering in other devices

Certificate of attendance only.

For volunteering as bénévole :

No certificate exists

[5.2DR] What kind of document is issued to certificate the skills?

Photo attached (the only change is the logo of the ministry, since it changes at each new government ! Now it's not anymore the ministry of sport, youth, popular education and associative life, but it is the ministry of the town, youth and sports). This document is only a formal confirmation of completing the course, but it refers to a skills referential that can be found on the website of the ministry of Youth.

[5.3V] Do you know if being a volunteer may bring you some formal certificate of your new skill or skill development?

The volunteers interviewed were volunteering in non professional youth work, civic service, EVS. None of them has been a volunteer as firefighter or in other devices (international solidarity, in administration, in business sector).

They all know they can have a certificate for new skills, but some of them didn't get through the whole process to get it.

[5.4V] Have you ever received any certificate for your volunteerism? If so, was it easy or complicated? Does certificate describe your competencies acquired through volunteering?

As a non professional youth worker

They all got the BAFA since they were trained as youth workers.

It was easy to get it (except that the training is not free, and the amount is rather expensive).

On the document BAFA, the competencies acquired are not described but refer to a referential of competencies available on the ministry's website.

As volunteers in civic service

They got the certification for first aid and citizenship day. But they didn't get any certificate for the whole experience. But all of them told they could have asked and get easily a certificate, signed by the hosting organization, that could have showed the skills acquired in volunteering.

As EVS

They were proposed to make the Youthpass. Some of them didn't take time to make the process on the internet to get it. They thought it was not useful since unknown by the employers.

[5.5.0] Do you issue any certificate for your volunteers (or use certificates issued by third institution)? How does it look like? Is process of certification complicated? Is it effective in identifying volunteers' competencies?

For EVS : the certificate is the Youthpass (the frequent meetings with the EVS allow to identify the competencies developed, but in fact, not all of them go the final step to « edit » the document.

For civic service : a certificate of attendance can be done, and a certificate to describe competencies, if the volunteer asks for that.

[5.60] Do you know any external institutions certifying volunteers skill? Somebody you can ask to certify skill obtained by your volunteers? How the procedure looks like? Do you need to pay for it?

For volunteers in civic service : No

For EVS : the youthpass is a tool of the european commission. It's free, and done online. The process is the following, it's a process of self evaluation, and co-evaluation :

- The volunteer identify the skills he/she developed, helped by the tutor
- He created an account on the internet
- He writes the skills and edits a document
- Once printed, the document is signed by the volunteer and the tutor as representant of the hosting organisation.

[5.7E] Do you know any institutions certifying volunteers' skills? Are any of them more reliable from the point of view of the employers? Why?

Only employers of the field of education and leisure time, recruiting non professional youth workers know and use certification, the BAFA and the BAFD. They are reliable since coming from a training organisme, certified by the ministry and mandatory to work with children.

None of them know the Youthpass or any other certification done by an institution.

6.Does possibility of receiving certificate of skill influence volunteers' choices?

[6.1V] Does your organization issue any skill certificate? If yes – have you deliberately chosen this organization because of skill certification?

Those hosted in training organisations know that it could have been easy to get a reliable document. But they didn't ask for it.

None of them have chosen the organisation because of skill certification.

They have chosen it for the interest for the mission proposed, for the values defended, because they were already involved in that organisation before.

[6.10] Does organization certifying skills obtained through volunteering receive greater attention from future volunteers?

None of the organisation deliver a special document for certifying skills.

Nobody think it is presently a criterion for volunteers (because most organisation can establish an informal document).

But all of them say that it could maybe become a criterion if a more official document could exist).

7 What are formal and practical relationships of volunteering with public education system?

[7.1DR] Is there any formal correlation between schooling/university and volunteering in regard to recognition of the skills obtained through volunteering?

Concerning volunteer in non professional youth work

Getting the BAFA gives no equivalence in the education system (not anymore, but in the 60's and much after, it was necessary to get the BAFA to become a teacher for example). Today, it's encouraged to get it, but it's not mandatory. But getting the BAFA can allow to access to professional training in the field of education, such as training for professional youth workers. Those who get the BAFA have less tests to pass to access professional trainings.

On the contrary, other diploma of the educational system gives an equivalence to the BAFA, that means give the possibility to work in leisure time with children. All of them are « professional » diploma, whereas the BAFA is a non professional diploma. Those diploma are such as teachers certificate, educators certificate, professional patent for youth leaders... So the professional diplomas can replace the voluntary ones, but not the contrary.

In an informal way, the BAFA is recognized as an added value on a CV, for example for a person who wants to do baby sitting, or for someone who wants to be a teacher in another country (I made the experience recently, while applying to be a teacher in Italy, it was asked on the application if I got the BAFA !).

Concerning EVS :

There is now a law that allows student to make a gap year in their study cursus, to make a scholarship or to be a volunteer (in civic service or EVS for example). Their student rights are maintained and that don't penalize them in their cursus. The volunteer can get ECTS but they are facultative ones, over the necessary ECST for his/her diploma :

*Where the period of gap year results in the institution taking into account acquired skills and is recognized by obtaining ECTS, **excluding the particular case of civic service**, these must be acquired in addition to the total number of ECTS delivered at the end of the course. Their obtaining will be linked to a tutoring, accompaniment and validation of the gap year, formalized in a document signed by the head of the school and the student. A competency report can be drawn up by the institution and the competences acquired, whether or not they are translated into ECTS, must be added to the diploma supplement in the context of obtaining free teaching units optional*

*However, all the activities carried out by a student performing a gap year according to the terms of **the civic service** are valued in accordance with the provisions of articles D.611-7 et seq. of the Education Code.*

http://www.enseignementsup-recherche.gouv.fr/pid20536/bulletin-officiel.html?cid_bo=91567&cbo=1

Concerning civic service :

https://www.legifrance.gouv.fr/affichCode.do;jsessionid=8DB2D5242646E2982F0C27B23A63B9C6.tpdila16v_3?idSectionTA=LEGISCTA000027864382&cidTexte=LEGITEXT000006071191&dateTexte=20160329

All activities carried out by a student during civic service are valued in the curricula of establishments providing education after secondary education and in the courses of higher education institutions providing training attested by a diploma, in particular by enrolling in the descriptive appendix to the diploma or in a portfolio of competences or by any other method defined by the institution.

The valuation may take the form of a validation as defined below:

When the activities related to the voluntary civic service are carried out in such a way as to enable the student to acquire knowledge, skills and competences related to the course of study pursued by the student, the institution may exempt it from Certain courses or internships falling within its curriculum, award it the benefit of constituent elements of a teaching unit or credits from the European Credit Transfer System (ECTS).

*In the case of a request for validation of civic service activities, the student must provide the certificate of civic service and the **document issued by the State describing the activities carried out and assessing the skills, knowledge and skills acquired during the Length of civic service**(1). The institution may also request in addition an original production which it has the responsibility to define the object and the format.*

(1) : organisations and volunteers don't know that document that should be issued by the state...

8 Recognition of skills developed through volunteering on labor market.

[8.1E] What are key competencies expected from young employees from the perspective of employers?

Difficult because it depends of the job (technical of manager job).

Generally :

- Technical skills
- Ability to work in team
- Sense of initiative
- Sence of organisation
- Adaptation
- Ability to make decision
- Active and dynamic
- To have common sense

[8.2E] Do you pay attention to a candidate volunteering experiences during recruitment? Would you give value to a certificate of competencies acquired by volunteers?

Yes for employers of the field of education and leisure time.

No for employers of any other business.

9. Beyond volunteering - measuring competences developed by formal and non-formal education: good practices

[9.1DR] Please choose examples of systemic and technical solutions developed in your country that are used to measure competences developed by formal and non-formal education. Examples should be relevant to VOYCE project and consists of solutions that may be adapted to the VOYCE

[9.1.1DR] National level

Those examples are not related to the BAFA previously presented :

1/ There is a system called « VAE – Validation des Acquis d’Expérience », which means « validation of skills acquired with experience », that allows people to get a diploma in a field in which they have acquired a lot of experience, in their job or in everyday life.

It is valid for each field of work.

Validation of experience is a measure that allows anyone, regardless of age, education or status, to validate the experience gained in order to obtain a professional certification.

Three years of experience related to the content of the certification required are required.

The VAE is used to obtain, in whole or in part, a diploma, a qualification or a certificate of qualification registered in the National Register of Professional Certification (RNCP).

The candidate must complete a file detailing his professional experience and the skills acquired. He then presents himself to a jury which decides to validate all or part of the diploma concerned. In the case of partial validation of the achievements, prescriptions are proposed to the candidate in order to obtain the full diploma

Everyone has the right to the recognition of their experience: employees, non-wage earners, unemployed, people who had social activities, volunteers, etc.

The only requirement is to have held an activity lasting at least three years in relation to the content of the diploma concerned.

<http://www.education.gouv.fr/cid1106/fonctionnement-de-la-v.a.e.html>

For example, someone working for years in the field of youth work or social work can get a professional diploma in this field (for example the upper diploma), by writing and describing the missions he did in his/her position. Another example : a person working in the field of european project for more than 3 years, can get a master in european projects, by describing his/her experience, with a writing work and oral test.

This is a way to measure competences acquired on formal and non formal education. This is not very used, because it’s hard to get time and motivation to end the process.

2/ The association called « France bénévolat » created a document for the « benevoles » to valorize their experience, and to allow to validate it, by being a tool to facilitate the VAE (previous point).

It attests of the volunteer experience acquired, and can be used as a supporting document supplementing a VAE file. With the support of Pôle Emploi, the Ministry of Education and the AFPA. It allows any volunteer who wishes to create a bridge between his / her associative experience and his / her professional career, and to value the skills he / she has acquired in association.

<http://www.passeport-benevole.org/>

3/ The use of the Youthpass and the Europass Mobility, tools of the European Commission.
(unknown by employers).

<https://www.youthpass.eu/en/>

The process of the Youthpass is very relevant since it's a combination of self evaluation by the volunteer and co-evaluation with the tutor, regarding the 8 key competencies of the Council of Europe.

And at the end the volunteer gets a « formal » document, signed by him and hosting organisation, and describing all the skills acquired.

Key Competencies 1 : Communication in the mother tongue

Key Competencies 2 : communication in foreign languages

Key Competence 3 : Mathematical competence and basic competences in science and technology

Key Competence 4 : Digital competence

Key Competence 5 : Learning to learn

Key Competence 6 : Social and civic competence

Key competence 7 : Sense of initiative and entrepreneurship

Key competence 8 : Cultural awareness and expression.

[9.1.12DR] Regional level

No experience to be reported

[9.1.1DR] Particular projects, local initiatives

No experience to be reported

10. Recognition of volunteers' motivations and needs

10.1 How diagnosis of volunteers' educational and general developmental needs is made?

10.1 How diagnosis of volunteers' educational and general developmental needs is made?

[10.1.1 V] Has anybody asked you about your developmental needs (what would you like to learn, what kind of skills would you like to develop)?

Half of them were asked at the beginning of the experience which developmental needs they had.

So for this half, the evaluation was realized during meetings with the tutor (frequent or not), as a process of self-evaluation and co-evaluation. Also with the help of tools : referential of competencies for youth workers, key-competencies of the council of Europe, and a sort of learning diary.

Special case : for EVS regarding the linguistic skills. A numeric platform allows them to evaluate their first level in french and they can access courses by e-learning. But in addition, some organisations give EVS the opportunity to attend to real course of French. There, an estimation of their needs is don by teachers.

Needs identified :

- Skills in organisation and planning tasks
- Work in team
- Sense of initiative
- Improve the political consciousness
- Better knowing the local, regional associative network
- Better knowing the regional political framework
- Ability to reinvest the precedent experiences, to adapt them
- Adaptation
- Linguistic skills (in french for EVS)
- Discovering aspects of the french culture (for EVS)

[10.1.20] Do (and if answer is yes – how) do you diagnose your volunteers' needs (both educational and general developmental ones)?

They try to do this diagnostic, in fact the tutor does it.

By meetings and discussing with the volunteer. Some organisations propose teh volunteers to use a learning diary but not all volunteers fulfill it regularly.

It's difficult to make a diagnostic at the beginning. Because volunteers have difficulties to imagine

the mission. It's easier to identify the skills acquired once some activities are done, so during the mission.

10.2 What are volunteers' motivations? How do they weight moral motivations ("pure heart") against rational ones (skills needed on the labour market)?

[10.2.1V] Please finish the phrase: to be volunteer means...

« To be a volunteer means a real commitment, in a political framework, and to give time for causes that are important for you and useful for people. »
« To be a volunteer means to act regarding the values you defend. »
« To be a volunteer is a commitment. It's different of working because working has constraints (in volunteering I can choose what I do), and also different for « bénévolat » since we get a small allowance and it's a contractual commitment. »
« To be a volunteer is a commitment »
« To be a volunteer is great ! »
« To be a volunteer is an opportunity to get doors open for the future ». (EVS) »
« To be a volunteer means committing in a project that makes sense for me ».

[10.2.20] What exactly do you understand by the term "volunteering"?

Organizers see volunteering as a commitment for the general interest, a way to get a new experience and to develop skills. And a way to get an active citizenship.
A big issue today is to guaranty the volunteers to be accompanied correctly (some organisations don't have enough time to do ot properly) and to assure that volunteering is not a « hidden » job (replacing a salaried person by a youyh with a small allowance).
The experience must be a positive experience for the young people, meaning : the youth can fail in executing the mission, or he can have difficulties in it, but the organisation must guaranty the quality of the accompaniment, the identification of the difficulties, and the way to make the experience to be positive.
The proposal of the last president to increase the number of young people in civic service mustn't be a way to get the number of unemployed people decrease.

[10.2.3E] What exactly do you understand by the term "volunteering"?

Employers in the field of education, social workd and leisure time see volunteering as a commitment for the general interest and an opportunity for young people.
Employers of busenes world don't even know volunteering. When I explain by giving examples (civic service for example), they described it that way « it's a statute for young people to work in associations ».

Other answers of employers :

A device created to replace the military service, so to commit for the nation.

A way to get busy when some young people don't know what to do.

[10.2.4V] *Why have you engaged in volunteering? What do you want to get from it for your own?*

Values :

To get the adequation between what I think (what I defend), and what I do.

To go away from the professional framework, because I needed it.

Discover culture and language :

To leave my country (EVS), to get experience, to discover France, and to try to open doors for my future in France.

To improve my French (EVS), to discover a culture, and to try to stay there.

Allowance and valorisation :

It was a way to get allowance for what I did for free before as an activist « benevole ».

It was a way to act towards the valorization of volunteering

[10.2.4O] *What do you know about your volunteers' motivations?*

Commitment and values

A way for them to commit for a cause, for the general interest, for the society

A way to commit for citizenship

A way for young people to be active in the society

A way to act regarding values (of the organisation they are hosted in or for a cause in their mission).

For EVS, cultural discovery, linguistic skills, opportunities

It's different for young people in EVS : they want to discover the french culture, and to improve their linguistic skills in French.

Some of them we receive want to stay in France after their EVS experience (and it can be a motivation before coming), to study or to get a job here, because the situation is better here than in their countries.

To get experience and skills :

Young people want to get an experience they could valorize later, to get a job or to enter a particular cursus at school.

That's also a way to get busy as a useful way when you don't study anymore and you don't want to enter yet the labor market. As a sort of transition.