



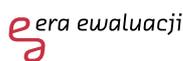
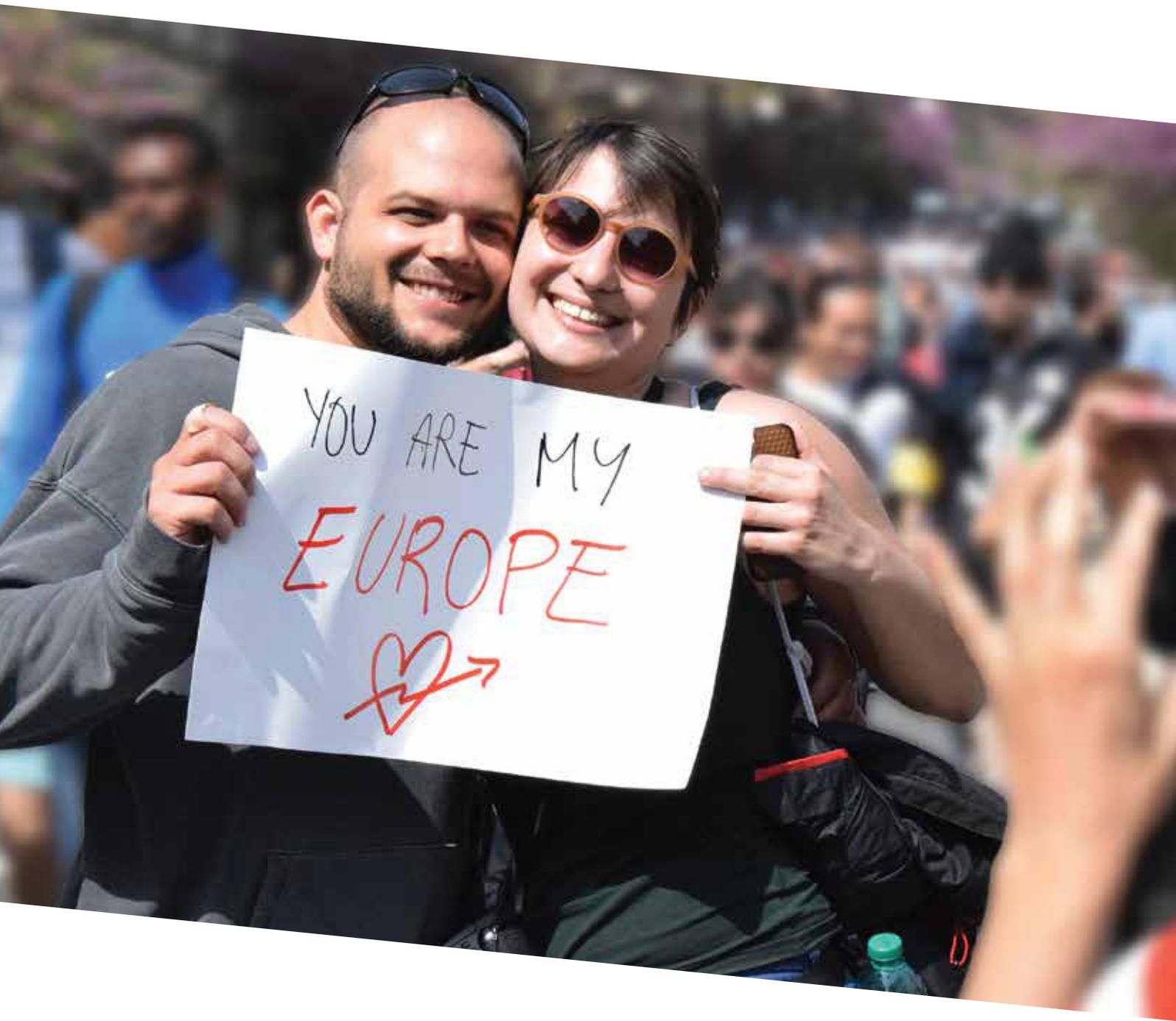
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# VOYCE Project

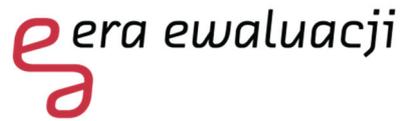
## Output 1 - National Report

 [Poland]





Co-funded by the  
Erasmus+ Programme  
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## **VOYCE Project**

# **Output 1 - National Report on validation of volunteers' competencies [POLAND]**

**Polish country report was edited by Era Ewaluacji**

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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?

Overall scale of engagement in formal volunteering in Poland is relatively low. In 2015 17,1% of adult Poles declared that they had been engaged in formal volunteering (for NGOs, public institutions, churches or other organization), while 16,1% participated in informal (no organization-driven) activity on behalf of local community, environment, city/village [Pazderski, Walczak, 2015]

Indicators of engagement on formal volunteering in previous years were at the similar level: 19% in 2014 [CBOS, 2014], 18% in 2013 [Adamiak, 2014]. It is characteristic that mostly young (less than 25 years old) people declare engagement in volunteering. High level of activity among secondary (junior high) schools is caused by obligatory engagement in voluntary project, demanded by curriculum.

## 2 Validation of volunteers' competencies at national level

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

From legal point of view all the institutions hosting volunteers should issue a confirmation letter of volunteering activity on request. The act from 2003 does not precise what kind of information are to be enclosed on this letter. It is merely said that "scope of activity" should be described. Content analysis of random sample of these documents shows that not competencies, but activities are described there.

There is no central, unified system of validation in Poland. First attempts to establish such a system were undertaken in 2011 by the Ministry of Family, Labour and Social Policy. One year later the Educational Research Institute (a branch of the Ministry of Education) started more or less extensive research on validation of nonformal and informal learning, including research on enhancement of social skills through volunteering [Makowski, Pazderski, Walczak, 2012]. Further attempts to establish a network of validating/certifying institutions are being performed in 2017, but these certifiers are not focused on volunteering.

If, as a nationwide system, we recognize the system applied by an organization operating throughout the country, we can talk about the following validation systems at the national level:

1. Two Polish Scouting and Guiding Associations: ZHP and ZHR developed a complex set of grades reflecting skills. They work on the description of instructors-volunteers' competences (each organization is at different stage of that process).
2. The Foundation of the Research and Social Innovation Laboratory "Shipyard" and the National Network of Volunteering Centers prepared the publication "Portfolio - volunteer skills index". The Index's aim is to support young volunteers in:
  - a. planning their professional development through volunteering,
  - b. discovering their professional potential,
  - c. becoming aware of what qualification they have gained and assess them.
 The publication contains some easy-to-use the professional aptitudes' diagnostic tools and some forms for planning the professional development. Unfortunately the Index does not contain any user-friendly tools for assessing the competencies, except the list of the incomplete sentence test, e.g. I have learnt.... I success is....

<http://wolontariat.org.pl/wolontariusze/rozwoj-poprzez-wolontariat/>

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

Competencies	Solutions	Recommendations
Communication in a mother tongue	None	

Communication in a foreign tongue	None	
Maths, scientific and technological competencies	None	
Digital competencies	None	
Learning to learn	None	
Social and civic	None	
Sense of initiative and entrepreneurship	None	
Cultural awareness and expression)	None	
Emotional skills	None	
Practical skills	None	
Knowledge	None	

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

As there is no such a system in Poland none of the respondents pointed it out (one said “yes” but wasn’t able to name the system). Only one representative of organization indicated EU certificates (Europass) although it is not being used in his organization.

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

There is no such a system, therefore there was no need to ask this question

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

*ibidem*

### 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 ?

There are few examples of successful validation system developed in regions, mainly in big cities. Validation was developed both by the NGOs as well as by public (city) institutions.  
 Some organizations (Schumann Foundation, Borussia Foundation) use Youthpass as for certification.

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

Competencies	Solutions	Recommendations
Communication in a mother tongue	None	
Communication in a foreign tongue	None	
Maths, scientific and technological competencies	None	
Digital competencies	None	
Learning to learn	None	
Social and civic	None	
Sense of initiative and entrepreneurship	None	
Cultural awareness and expression)	None	
Emotional skills	There are few training and certification programmes developed on regional levels (per instance in Podkarpackie and Pomorskie voivodeships) focused on hospice volunteering. After finishing the	

	<p>course, passing the test and observation attendee may receive a certificate.</p> <p>These programme covers both practical (medical) and emotional issues.</p> <p><a href="http://zdrowie.trojmiasto.pl/Kurs-wolontariatu-hospicyjnego-n24581.html">http://zdrowie.trojmiasto.pl/Kurs-wolontariatu-hospicyjnego-n24581.html</a></p> <p><a href="http://www.hospicjum-podkarpackie.pl/wolontariat/szkolenie-wolontariatu-medyczn.html">http://www.hospicjum-podkarpackie.pl/wolontariat/szkolenie-wolontariatu-medyczn.html</a></p>	
Practical skills	see above	
Knowledge	None	

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

Respondents from central region (Masovia voivodeship) know project developed by Warsaw's authorities. Systems in other big cities were indicated, however it was not confirmed in desk research.

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

The respondents have no experience in any validation projects on the regional level and have no information on any validation projects neither.

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

### [4.1DR]Local projects and initiatives

A several successful or partial successful initiatives has been identified.

**1. Project "IMPROVE - IMPact Of VoluntEring on personal and professional growth"**  
- run by Polish Foundation "Umbrella" and its transnational partners in a Grudvig Program. They prepared the toolkit for young volunteers and their coaches/ educators from NGO. The toolkit which, i.a., contains:

- the self-evaluation questionnaire for young volunteers with the list of easy-to-use questions concerned the volunteer's skills in several fields of competences (some of those questions were selected and presented in table below - [5.2 DR])
- the questionnaire for volunteers' tutors/ educators which supports the assessment of volunteers' skills in several fields of competences
- some scenarios of workshops with volunteers during which some volunteers' activities are undertaken to observe and assess volunteers' skills (some of those questions were selected and presented in table below - [5.2 DR])

One of the project's output is user-friendly handbook for volunteers and organizations which contains useful formal documents (e.g examples of agreement with volunteers), diagnostic tools, workshops scenarios etc.

<http://www.sektor3.wroclaw.pl/do-pobrania/podrecznik-zestaw-narzedzi-do-oceny-kompetencji-wolontariuszy/>

**2. The project "LEVER - Modeling informal learning and transversal competences in the voluntary service experience to increase mobility and mobility of citizens"** was run by Good Network Foundation from Poland and its transnational partners from Italy, the Netherlands, Spain, Denmark and Poland. Its goal was to develop and disseminate a model and tools to help volunteers develop soft skills that can be useful in the labor market. It aimed to help volunteers in validation of their the soft skills they acquired during social activities, and to encourage employers to recognize these competences and volunteer experiences as valuable, rewarding and rewarding.

The project has developed the LEVER Model - a process of validating volunteer skills that enables volunteers to obtain an international certificate confirming their level of soft skills that will enrich their profile and CV. That Model contains 5 stages:

#### Stage 1: Raising awareness

The basis for the process of validating previously acquired knowledge is raising awareness about the needs and opportunities for lifelong learning in any context. At this stage, the tutor talks about what non-formal and informal education is and at the same time makes the volunteer aware that knowledge and skills are acquired not only through formal education, but throughout life, under different circumstances, and in a variety of activities.

#### Stage 2: Identification

At this stage, the volunteer assesses his or her own competencies: he/she reflect what he/she knows and can do, what experience he/she has and where he/she has been. He/she compares his/her experience with List 13 soft LEVER competencies and reflect which of

them would like to evaluate with the assistance of an assessor - these competences will be included in the final certificate.

Stage 3: Portfolio

Portfolio is a document in which the volunteer describes his / her knowledge, competence and experience. For each competence prepares a set of documents that will prove to have the competence.

Stage 4: Evaluation.

The prepared portfolio and a complete set of documents are handed over to the assessor - the person who will assess the level of competence held by the volunteer. In the LEVER model procedure, each competency has clear evaluation criteria, making it easier for the assessor to maintain objectivity in evaluation. The assessor prepares the assessment report and discusses it in detail with the volunteer. The volunteer receives an international certificate confirming his / her competence.

Step 5: Look at the future

At this stage, the volunteer, with the assistance of the tutor and assessor, analyzes the competences he/she holds, the strengths and areas for further development, wonders what competences he wants to develop and how he can do so. There is a personal development plan.

The Good Network Foundation intends to develop the model and spread it **among** other Polish NGOs and employers.

Unfortunately no tools and handbooks are not available.

Because very often young people are unable to identify their competences and are not quite convinced as to the specific soft skills, the LEVER model identifies and precisely describes 13 key competences for lifelong learning. The descriptions distinguish the competences between the voluntary context and the context of the labor market (some of chosen descriptions are presented in a table below [2.5DR - point 2]).

<http://kompetencjewolontariuszy.pl/o-projekcie/model-lever/>

The video is available in Italian and English at <https://vimeo.com/195352105>

[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 stem from it?

1. The tool set prepared by Foundation “Umbrella” and its transnational partners in project “IMPROVE - IMPact Of VolunTEring on personal and professional growth” .

<http://www.sektor3.wroclaw.pl/do-pobrania/podrecznik-zestaw-narzedzi-do-oceny-kompetencji-wolontariuszy/>

Competencies	Solutions	Recommendations
Communication in a mother tongue	<u>The self-evaluation tool:</u> A volunteer have to assess her/ his particular skill/ attributes/ features using	We should take into account these selected questions and modify

	<p>the scale:</p> <p>0 - I can not tell if I have a particular trait / skill, or do not have</p> <p>1 - Novice: I have this skill / attribute in a small way</p> <p>2 - Moderate: This ability / feature I use only occasionally</p> <p>3 - High: This ability / feature I use often</p> <p>4 - Very high level: This ability / feature I use very often</p> <p>5 - Level perfect: This ability / feature allows me to realize most of my tasks</p> <p>List of questions:</p> <ol style="list-style-type: none"> <li>1. My statements are clear and understandable.</li> <li>2. I know that the experience of living in my culture affects the way that doing certain things and I communicate different things (standards applicable in a national community, values, stereotypes).</li> <li>3. I speak my mind expressively and with passion.</li> <li>4. I speak freely.</li> </ol> <p><u>The questionnaire for volunteers' tutor/ educator</u></p> <p>The list of questions is similar to the questions in the self-evaluation tool. The scale is different:</p> <ol style="list-style-type: none"> <li>1. You can not judge whether a volunteer has the competence</li> <li>2. Volunteer has the competence to a small extent (BASIC LEVEL)</li> <li>3. The volunteer is quite good at it (SELF-SUFFICIENT LEVEL)</li> <li>4. Copes well (PROFESSIONAL LEVEL)</li> </ol>	<p>them if needed.</p>
<p>Communication in a foreign tongue</p>	<p><b>The project “IMPROVE”’s questions (the scale as above):</b></p> <ol style="list-style-type: none"> <li>1. I speak my mind expressively and with passion.</li> <li>2. I speak freely.</li> </ol>	<p>We should take into account these selected questions and modify them if needed.</p>

Maths, scientific and technological competencies	None	
Digital competencies	None	
Learning to learn	<p><b>The project “IMPROVE”’s questions (the scale as above):</b></p> <ol style="list-style-type: none"> <li>1. I am aware of my knowledge, skills and attitudes.</li> <li>2. I know how to critically look at myself.</li> <li>3. When I learn something new, I can use this knowledge in practice immediately.</li> <li>4. I can learn from my own experiences.</li> <li>5. If I do not have the substantial basis of information on a certain topic, I inquire.</li> <li>6. I can learn by observation.</li> </ol>	We should take into account these selected questions and modify them if needed.
Social and civic	<p><b>The project “IMPROVE”’s questions (the scale as above):</b></p> <ol style="list-style-type: none"> <li>1. I am able to properly and effectively communicate with people from other cultures (with different values, norms, expectations with respect to the relationship, etc.), I do not judge them.</li> <li>2. I try to understand the intentions of the person I’m talking to.</li> <li>3. I can accordingly choose the person for cooperation..</li> <li>4. I make sure that I was well understood by others.</li> <li>5. When I lead the conversation, I remember that I should give everybody the chance to present his/ her point of view.</li> <li>6. I try to understand the arguments of others, to be able to formulate counterarguments that will achieve (my) goal or compromise.</li> </ol>	We should take into account these selected questions and modify them if needed.
Sense of initiative	<b>The project “IMPROVE”’s questions</b>	We should take into

and entrepreneurship	<p><b>(the scale as above):</b></p> <ol style="list-style-type: none"> <li>1. I like to look for new ways to solve problems.</li> <li>2. I know how to plan action in time and reach the sources for the implementation.</li> <li>3. I am able to set priorities.</li> <li>4. Difficulties do not discourage me.</li> <li>5. I am open minded and undertake challenges.</li> <li>6. I choose and specify working methods.</li> </ol>	account these selected questions and modify them if needed.
Cultural awareness and expression)		
Emotional skills	<p><b>The project “IMPROVE”’s questions (the scale as above):</b></p> <ol style="list-style-type: none"> <li>1. I try to observe the emotions and intentions of the person I am talking to.</li> <li>2. I am responsible / accountable for my decisions.</li> <li>3. I can talk about my feelings, both positive and negative.</li> <li>4. I can accept feedback on my opinions and actions.</li> <li>5. I trust myself and I know I have great potential.</li> </ol>	We should take into account these selected questions and modify them if needed.
Practical skills	<p><b>The project “IMPROVE”’s questions (the scale as above):</b></p> <ol style="list-style-type: none"> <li>1. I can perform multiple tasks simultaneously.</li> </ol>	We should take into account these selected questions and modify them if needed.
Knowledge	None	

<b>LEVER project -</b>		
<b>Competencies</b>	<b>Solutions</b>	<b>Recommendations</b>
Communication in a mother tongue	None	
Communication in a foreign tongue	None	

Maths, scientific and technological competencies	None	
Digital competencies	None	
Learning to learn	<p>Competences description:  Ability to persevere in the learning process, awareness of the process and its results.  Ability to understand and use learning styles in formal, non-formal and informal environments. Ability to identify opportunities for education. Ability to overcome obstacles in the process of effective learning.</p> <p><u>The ability to learn in a voluntary context</u> is a learning how to cope with various disabilities, cultures, social criticism. Engage in new situations with all your resources</p> <p><u>The ability to learn in the context of the labor market</u> is a continuation of lifelong learning. Developing the skills needed in current and future roles. Caring and paying attention to the quality of your work. Support and strengthen others. Up-to-date technical knowledge related to work. Visibility to the circumstances and different styles of action.</p>	<p>Generally we should think over the distinction between competences and have clear-cut criteria for selecting them (we should characterised the criteria of competences' division and explain why we choose them).</p> <p>We should use the Lever project's competences' descriptions to prepare the list of indicators (which will help to identify if the volunteer has developed particular competency and to what extend)</p>
Social and civic	<p>The Lever project identify several competences that could be included into the Social and civic:</p> <p><b>1.Teamwork</b>  Ability to work with the team in active or supportive form and to contribute to the achievement of goals set by the group. Ability to recognize and respect the roles of team members.</p> <p><u>Teamwork in the context of volunteering</u> is team management when organizing events / projects. Active participation in association meetings. Ability to engage others in the activities of organisation.</p> <p><u>Teamwork in the context of the labor</u></p>	<p>Generally we should think over the distinction between competences and have clear-cut criteria for selecting them (we should characterised the criteria of competences' division and explain why we choose them).</p> <p>We should use the Lever project's</p>

	<p><u>market</u> includes, among other things, the ability to organize assigned tasks, including team and co-workers (time, roles, responsibilities). The ability to fully understand assigned roles and tasks in a team.</p> <p><b>2. Managing diversity and interculturality</b> Ability to build relationships between people from different cultural / ethnic groups or with disabilities. Ability to appreciate diversity as a value.</p> <p><u>Multiculturalism and intercultural management in a voluntary context</u> is dealing with contacts with immigrants, the handicapped, the disabled, the elderly, youth, etc. Resolving conflicts that arise on a cultural background.</p> <p><u>Managing diversity and intercultural</u> in the context of the labor market is the adoption of organization policies, approaches and practices for multicultural management within the organization and in the interests of global clients.</p> <p><b>3. Communication</b> Ability to create interpersonal connections using, conscious or spontaneous, verbal, written, and digital means of communication adapted to the context. The ability to pay attention to and listen to people and understand their needs.</p> <p><u>Communication in a voluntary context</u> is the ability to dialogue with people of all ages, from different cultures and social conditions while providing volunteering. Interactions, discussions, negotiations with people inside and outside the organization while promoting and disseminating activities (with families, external interlocutors, local decision makers ...).</p> <p><u>Communication in the context of the labor market</u> is the presentation of proposals, projects or their results to a broad audience, eg, the public, managers, external stakeholders, etc. Consistent written reports addressed to the internal</p>	<p>competences' descriptions to prepare the list of indicators (which will help to identify if the volunteer has developed particular competency and to what extend)</p>
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	<p>team, managers and clients. Negotiation meetings to conclude an agreement (eg meetings at work, official agreement with partners). Correct and effective communication</p>	
<p>Sense of initiative and entrepreneurship</p>	<p>The Lever project identify several competences that could be included into the Sense of initiative and entrepreneurship</p> <p><b>1. Innovation and creativity</b>  A seeking attitude, following new, creative ideas that use both experience and imagination. Ability to think out of the box and create alternative ideas for gaining opportunities, solutions, or achievements. Ability to use innovation and learning opportunities.</p> <p><u>Innovation and creativity in the context of volunteering</u> is finding concrete answers to the specific and personalized needs of the people supported.  Devising new actions / actions to support volunteering campaigns.  Innovation and creativity in the context of the labor market is the ability to combine, integrate, change tools / products / services / processes to deliver something new / innovative, which would be able to respond to or anticipate the needs of internal / external customers. The ability to find creative solutions to problems by adopting new approaches.</p> <p><b>2. Responsibility</b>  Ability to accept duties and perceive tasks as oneself, understand the limits of self-reliance / autonomy, and be aware of when to ask for support from others. Ability to talk about your own behavior and work.</p> <p><u>Responsibility in the context of volunteering</u> is focused on the goals and mission of the organisation. Show consistency between organisation's values and your behavior.  <u>Responsibility in the context of the labor market</u> is the ability to report on the results of completed activities to their direct</p>	<p>Generally we should think over the distinction between competences and have clear-cut criteria for selecting them (we should characterized the criteria of competences' division and explain why we choose them).</p> <p>We should use the Lever project's competences' descriptions to prepare the list of indicators (which will help to identify if the volunteer has developed particular competency and to what extend)</p>

	<p>supervisor. Recognize your own mistakes. Ability to identify emergency solutions and avoid exposing yourself and your colleagues.</p> <p><b>3. Focus on results</b>  Ability to "enter the game" and gain the resources needed with persistence and determination. Ability to effectively perform assigned tasks. The ability to create consistent and clear descriptions of the achieved results.  <u>Performance orientation in the context of volunteering</u> is the coordination of complex activities, events, projects-style ventures. Identify obstacles and identify ways to overcome them.  <u>Focusing on results in the context of the labor market</u> is the implementation of appropriate strategies to achieve the goals. Follow in the prescribed direction. Showing determination. Constant striving for better results. Understanding the commercial realities affecting the organization.</p> <p><b>4. Initiative</b>  Ability to "catch" opportunities and turn ideas into action. Ability to take on challenges  <u>The initiative in the context of volunteering</u> reveals the identification of new sources of funds. Designing new organizational activities to meet new needs. Create a network of associations to solve complex issues or manage important projects.  <u>An initiative in the context of the labor market</u> is the capacity to act on initiatives / ideas, identify opportunities, and proactively present ideas and solutions. It is characterized by taking responsibility for your own views and actions.</p> <p><b>5. Engagement</b>  The ability to create and express one's own vision of social development and to connect this vision with the people's performances in the society. Ability to combine personal</p>	
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	<p>competence with mission, vision and goals of performed activities, eg in the context of volunteering. Moving personal commitment to performing tasks in society.</p> <p><u>Involvement in a volunteer context</u> is the ability to combine one's own visions and engagement with tasks performed during volunteering. Awareness of one's own personality traits in design and, if necessary, strengthening and carrying out voluntary activities. Ability to describe and report on your own contribution to volunteering.</p> <p><u>Engagement in the context of the labor market</u> is the ability to express personal motivations and engage them in the society.</p>	
Cultural awareness and expression)	<i>none</i>	
Emotional skills	<p>The Lever project identify the competences “Empathy” - the ability to capture and share the mood of the interlocutor. The ability to take care of the personal feelings of others and showing their interest in “the common mission”.</p> <p><u>Empathy in the context of voluntary service</u> is the ability to establish an active and personalized relationships with people in-supported voluntary actions. The ability to understand, communicate and exchange voluntary ethical values, human and social potential supporters and donors.</p> <p>Empathy in the context of the labor market is the ability to communicate with colleagues / managers / subordinates, showing an open mind and build a good relationship with respect to the role of each co-worker in the productive process.</p>	<p>Generally we should think over the distinction between competences and have clear-cut criteria for selecting them (we should characterised the criteria of competences’ division and explain why we choose them).</p> <p>We should use the Lever project’s competences’ descriptions to prepare the list of indicators (which will help to identify if the volunteer has developed particular competency and to what extend)</p>
Practical skills	The Lever project lists several competences that could be included into	Generally we should think over the

	<p>the Practical skills:</p> <p><b>1.The organization and planning</b>  Ability to organize own and others' work (including through planning and optimization activities and available resources) in order to effectively achieve results. The ability to anticipate and forecasting of requirements and restrictions in order to involve them in the planning process.</p> <p><u>The organization and planning in the context of volunteering</u> include performing all assigned tasks that require coordination and organization of others. The appropriate use of specific resources and respecting the time. Successful achievement of its objectives at all levels (volunteers, teams and organizations).</p> <p><u>Organization and planning for the labor market</u> is the ability to organize own and others' work (including through planning and optimization activities and resources) in order to effectively achieve results. The ability to direct the activities of short / tight deadlines, scarce resources and unstable contexts.</p> <p>7) Troubleshooting  Ability to identify and prioritize problems, measure their impact, analyze potential causes, and identify their "roots." Ability to identify effective corrective actions, manage the implementation process, and verify the level of achievement of the desired result.</p> <p><u>Solving problems in the context of volunteering</u> includes identifying effective solutions for unforeseen and risky situations in planned activities (eg weather changes). Ability to deal with possible problems during the organization's activities.</p> <p><u>Solving problems in the context of the labor market</u> is the understanding of problems / issues and the ability to estimate their impact on the interests of groups in order to prioritize corrective actions. Predicting how the problem and its solution will affect other</p>	<p>distinction between competences and have clear-cut criteria for selecting them (we should characterised the criteria of competences' division and explain why we choose them).</p> <p>We should use the Lever project's competences' descriptions to prepare the list of indicators (which will help to identify if the volunteer has developed particular competency and to what extend)</p>
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	units / departments. Compare alternative ways to achieve your goals and make sensible decisions. Work on eliminating all processes / issues that do not value. Ability to take action under pressure, criticism or in short deadlines.	
Knowledge	None	
Other	<p><b>Leadership</b> Ability to distinguish, integrate, and support the roles of all team members. Ability to listen to others, delegate tasks without loss of overall vision and control over results. <u>Leadership in the context of volunteering</u> is the management of teams within the organization. Formal roles (eg the president, vice president in the governing board). Ability to communicate with external / internal stakeholders as a recognized representative in a given context.</p> <p><u>Leadership in the context of the labor market</u> manifests itself in providing vision and motivation to the team so that they can work towards a common goal. Ability to deal with and resolve possible personal conflicts among team members. Ability to interpret and recognize important arguments of his team in the relevant department of the company.</p>	<p>Generally we should think over the distinction between competences and have clear-cut criteria for selecting them (we should characterized the criteria of competences' division and explain why we choose them).</p> <p>We should use the Lever project's competences' descriptions to prepare the list of indicators (which will help to identify if the volunteer has developed particular competency and to what extend)</p>

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

There is one example already described on regional level. It should be noted, that volunteering activity is mainly focused in big cities in Poland, therefore it was difficult for our informants to distinguish between regional and local activities.

[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?

The respondents have no experience in any validation projects on the local/ project level and have no information on any validation projects neither.

## 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?

There is the Youthpass used by the organization engaged in EVS projects. We did not found any other all-country certificate.

[5.2V] Do you know if being a volunteer may bring you some formal certificate of your new skill or skill development?

All the volunteers confirmed that they know about the certificate, however it seems that some of them referred to the certification of participation in volunteering, not skills. Apparently they referred to the certificates issued by their organizations, not external ones. None referred to the Youthpass, so the only (potentially) all-country system is not recognized within this small sample.

Some volunteers complained about the lack of skills' validation: "I know that many organizations are issuing certificates for volunteers, often without validation of action and without any differentiation – the same paper for each the volunteer" [AP1] "There was no test checking my competencies out" [lamb]. "I got a certificate last year. It was issued automatically, I was even surprised. However, nobody verified it, nor tested, it was prepared without observation of our work" [AP2]

On the other hand some organizations are performing some validation procedures. "Certificates are issued after courses, confirmed through talk enforcing this knowledge. Courses are verified by the special commission. Meeting my year plan is controlled each year. All the units are monitored, its efficiency" [ZHP]

[5.3V] Have you ever received any certificate for your volunteerism? If so, was it easy of complicated? Does certificate describe your competencies acquired through volunteering?

Experiences are differentiated depending on organization. Some examples of prolonged process of validation (as well as a lack of it) were presented in previous point. One of the volunteers summarized that "yes, it required some efforts, but not too much. It cost me a lot of time" [szansa], while the other said "for me obtaining this certificate was easy" [lamb].

It should be concluded, that there is no coherent pattern. Some volunteers are not paying attention to the certificates ("I'm not collecting it [certificates], I assume, that I help gratuitously, so I do not need a document to confirm it" [AP1]), and some organizations are not developing any systems of validation.

[5.4.0] 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?

Most of the organizations certifies involvement but not skills. They also question the validity of such a certificates. There is one exception, however. The Museum of Warsaw Uprising issues a guide-certificate for volunteers. "They [volunteers] are going through special courses, passing exams and receiving certificates. [...] The process of preparation for the certification allows for effective identification of skills by itself"[MPW]

[5.50] 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?

According to our informants there is no such an institution. One of them expressed hope, that it will be developed by the way national qualification frame (which is, by the way, useful inspiration for VOYCE). Other questioned the idea of external certification. "I do not see a sense of this kind of the certification. Each organization, each task requires different skill, different abilities. There is no such unified system, that would cover all the volunteers" [MPW]

[5.6E] Do you know any institutions certifying volunteers' skills? Are any of them more reliable from the point of view of the employers? Why?

The respondents don't know any institutions certifying volunteers' skills.

## 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?

None of the volunteers declared that possibility to obtain a certificate influenced their decision to choose particular organization. They declare that either they didn't know about this possibility starting their volunteering activity ("I had no idea [about certification] so it had no influence on my decisions" [NFM]), or their motivations lie somewhere else. "Self-development and possibility to meet new people was important" [ZHP2].

Some declared, that possibility to obtain a certificate became important during their volunteer career. "I was focused on getting new skills, without any certification at the beginning. But as I go further now, it [getting certificate] is more important, as we are entering labor market and employers are paying attention to this" [ZHP].

One volunteer referred to her experience in involvement in volunteering only to get a certificate. It was caused by the formal requirement during high school recruitment. "One and only volunteering I was involved in due to the certificate was Euro 2012 opening The certificate stating that I worked out 80 hours as volunteer could have be obtained. It gave me additional points during recruitment to the high school." [AP1]

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

Organizations opinions clearly depend on their specifics. For some of them long cooperation with volunteer, who starts as a beneficent and then turns to the voluntary activity, justifies lack of interest caused by certification. On the other hand some organizations recognize importance of certificates for future volunteers "The volunteers themselves pointed it out" [ISP]. It seems that independently from employment market certificates have value from university students (mainly studying social work) perspective.

## 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?

Students of the secondary schools may acquire additional points that will enhance their chances in recruitment to the high schools thanks to the volunteering. It should be noted, however, that there is no qualitative measurement of this engagement, only formal confirmation from host institution or organization is required. Therefore most of the students participate in short term volunteering activity.

## 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?

the skills obtained through volunteering?

[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?

## 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

**1. The System of Integrated Qualification** (ZSK, <http://www.kwalifikacje.gov.pl/>), similar to the other systems in European country was established in 2016. It helps in identification of skills obtained in formal, informal and non-formal learning. The system is based on Polish Qualification Framework. Competencies are divided into knowledge, skill and social skill, then described on eight levels. This structure may be adopted for description and validation of learning through volunteering.

How to use it? We should start from typification of volunteering, basis on the research available and select adequate sections from qualification framework (is seems that national framework will be easier to be adapted). The validation requirements and procedures for particular sector/position should fit without deep changes.

**2. The Instructors' degree system** as a system of planning the development and validation of competences. It contains a few stages:

- 1) A instructor-volunteer prepares the list of task which demand possessing certain competencies to fulfil the tasks. He/she will carry out the tasks during a few months (usually about one year). It is called "the attempt".
- 2) He/she consults the list of tasks with the supervisor who he/she choose. The supervisor is a more experienced instructor-volunteer.
- 3) The list of task is approved by the committee of supervisors and then a instructor – volunteer can carry out the task. He/ she stays in touch with his/her supervisor.
- 4) The instructor meet the committee of supervisor after completing all the tasks and discuss with its members what he/she has learnt and asses his/her competences.

### [9.1.2DR] Regional level

No example has been found

### [9.1.3DR] Particular projects, local initiatives

No example has been found

## 10. Recognition of volunteers' motivations and needs

### cognition of volunteers' motivations and needs

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)?

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

“Soft” diagnosis prevail. Usage of standardized measurement tools is very limited, no quantitative measurement was found. Typical diagnosis is a kind of talk, during which future volunteer is being informed about possible outcomes, asked for his/her needs. This dialogue gives basis for creation of individual paths for the volunteer.

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....

Interestingly, all the volunteers referred to the values and did not mention unpaid work. There are two concepts of volunteering visible: externally and internally focused. The first one emphasize role of volunteering as an effort on behalf of the others. “Giving something from yourself – time – knowledge, doing something on behalf of the others” [Iamb]. The later refers to the volunteers self-development. “adventure, more experience” [AP1]

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

Lack of payment is the only shared element. Some of the respondents referred to the formal definition, pointing the role of formal agreement between volunteer and organization out. There are two other distinctive elements:

- focus on volunteer's individual interests, passions. “Doing activities connected with one's interests, self-realization, without expecting salary” [ZHP]
- volunteers' characters, in particular high moral and ethic values. “Volunteer is somebody with open heart, open for somebody else's needs, [volunteer] doesn't have to get a lot of money, but has a head full of ideas. He/she has ethical and moral backbone, is assertive. He/she is able to heroically give his/herself on behalf of others” [Caritas]

### [10.2.3E] What exactly do you understand by the term “volunteering”?

Volunteering has been described as a voluntary and needy activity that engages in useful activities for others. Some respondents pointed out that unselfish work for others strengthens the value system of young people. It is also seen as a noble way of working for other people. One of the interviewees stated that volunteering promotes active participation in society by participating in non-profit organizations and institutions and developing self-reliance.

The employers participating in the research it is clear that they value the activity of candidates on different levels, of which volunteering is an important element the recruitment process of young employees - the sphere of candidate's non-professional activity plays an important role in the process of choosing the future employee.

One of the respondents said, "It is very important for us whether or not the candidate in question was active in addition to attending compulsory classes. He developed his skills in scientific circles, devoted himself to volunteering, or helped others by acting in volunteer fire departments. " Similarly, other employers have commented on this issue: "In people with lesser experience, their successes, such as dedication, volunteering, things that will distinguish them from other candidates, are very important. We especially value people who have leadership qualities and are willing to act. Volunteering is certainly one of the positive qualities." It is very important for us to be communicating, people should be open and if problems arise, ask your supervisor. Volunteering is definitely a big plus as these people are more open and willing to cooperate. "

"Of course, we focus on the volunteer work of our future employees, because we believe that through volunteering, people develop new skills and willingness to provide selfless help." It is very interesting that the activity of potential volunteer employees is important to all employers regardless of the industry represented. They know and appreciate the benefits of volunteering and, among others, These skills also look for future employees. The employers commented on this in the following way - "First and foremost, the candidate who worked in volunteering is more likely to be effectively organizing his / her working time, since he previously agreed to take on additional responsibilities. It is very good that when a given volunteering coincides with the candidate's passion, then we know that the duties of a given position are also able to "entice" the employee, provided that he is attractive to him/her and that he/she is happy with the job. ", Volunteering is an important part of our CV because it shows that a person is involved not only in the realm of work but also in his/her time helping others.

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

The respondents the most frequently identified following reasons of volunteering activity:

- I want to help others
- I want to gain experience
- I want to meet new people
- For self-satisfaction
- I want to acquire new skills
- I want to share my knowledge and experience

In the next place are answers

- I want to check myself

- I want to develop my hobbies
- I develop my professional interests
- I want to improve my professional qualifications
- I will be able to choose a future profession
- Volunteering allows me to fill free time
- I used to help and pay back like this
- I think it is my responsibility

#### [10.2.40] What do you know about your volunteers' motivations?

There is no coherent set of motivation. Organizers pointed out:

- altruism, empathy
- do ut des –reciprocity, satisfaction for help received in a past
- development of skills useful on labor and educational market
- self-development
- becoming a member of a specific social group

List presented by the volunteers is slightly different. They raised the issue of empathy and altruism, self-development too, but added feeling of being useful to the others. “volunteering gives me a feeling of doing something important to the others, of acting on behalf of peoples' wellbeing” [Iamb].