Voyce

VOYCE Project
Output 1 - National Report
[Portugal]
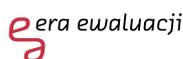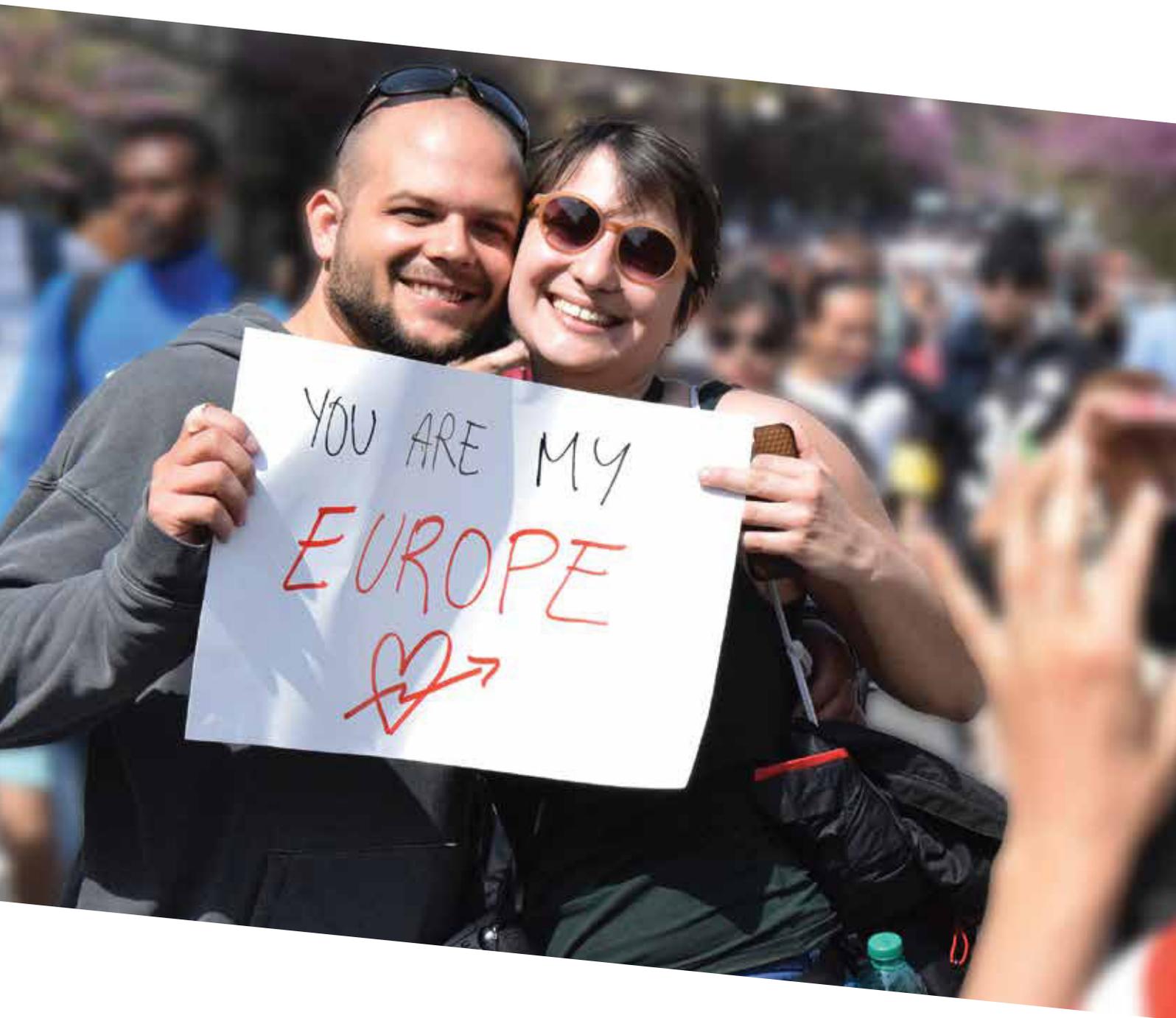
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Instituto Principe Real

VOYCE Project

Output 1 - National Report on validation of volunteers' competencies

[PORTUGAL]

Portuguese country report was edited by Instituto Principe Real

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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?

The Portuguese are among the Europeans who least volunteer and in 2012 were one million, or 12% of the population over 15 years old had participated in voluntary work, at least once, according to INE(National Statistics Bureau). According to the survey results, about 11.5% of the resident population aged 15 or over had participated in at least one formal or informal voluntary work activity, representing 1.040 million volunteers. Portugal came in third last place, relatively distant from the European Union average (24%), and only Bulgaria and Poland had lower participation rates in voluntary actions, according to the information released.

The Portuguese position is explained "in part by the culture of participation in voluntary work activities and by the socio-economic conditions of the country, with some correlation between the degree of economic development and the voluntary rate of the countries".

In 2015, "368.2 million hours of volunteer work" will have been spent in Portugal and, based on the total number of hours worked by the Portuguese National Accounts, it was concluded that the hours devoted to voluntary work were equivalent to 4.3% of total hours worked in the country. This means that, on average, the total resident population aged 15 or over has devoted approximately 29 hours per month to voluntary work, says INE.

INE calculations show that, based on the national minimum wage, "voluntary work amounted to € 1.014 billion, corresponding to 0.60% of national GNI in 2012".

If the analysis takes into account a "social support salary", which brings together the average salaries of the professions equivalent to the most frequent voluntary activities, an intermediate value of € 1.6 billion is obtained, corresponding to almost 1% of GDP national.

The type of activities developed by volunteers in Portugal is different from that observed in Europe and INE emphasizes the greater relevance of social support and religion activities and the lesser relative importance of sport, culture, community associations, advocacy and professional organizations and Unions.

Main organisations with volunteers:

Associations of Voluntary Firefighters (70.7%),

Red Cross (66%),

Youth Associations (65%)

Hospital Volunteer Groups (69%),

IPSS (29%),

Associations of Immigrants (22.2%),

Cooperatives of Social Solidarity (22%) and

Houses of the People (14.2%)

One of the characteristics that highlights the volunteers regarding the population National level is the high level of schooling, which is extremely relevant, taking into account the still significant percentage of illiteracy in the Portuguese population. Like this, 65% of the volunteers had a secondary or higher level of education. Caritas's data collection reveals that the percentage of women (73%) is much higher than that of men (27%).

2 Validation of volunteers' competencies at national level

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

It is a job-oriented qualification process and allows recognizing, validating and certifying skills acquired throughout life and in different contexts. Instituto do Emprego e da Formação Profissional/Training and Employment Institute a public service under Ministry of Labour supervision is the responsible.

Recognition, Validation and Certification of Competencies is for adults who meet the following conditions:

18 years or more at the date of initiation of the proceedings;

School qualification from less than 4 years up to 12 years;

Who do not have or want to increase their level of professional qualification.

The RVCC processes - Recognition, Validation and Certification of Competencies can confer a school, professional certification, or both, depending on the type of process.

Rapid technological, scientific and social changes and economic instability create risks of social exclusion. As a consequence of these effects, there is a greater labour and competitiveness requirement, reducing employment opportunities for the less skilled workers.

Portugal continues to have very low levels of enrolment, with an increase in the unemployment rate for the less skilled workers. This contributes to many people's concern for the acquisition of new knowledge and the recognition of skills acquired throughout their lives in order to meet the demands of a new society. The bet on the qualification of the Portuguese has been one of the measures of the national policy.

The New Opportunities Centres appear as an attempt to accelerate this process, appearing as a new path to qualification. The New Opportunities initiative is characterized as a mechanism for the recognition, validation and certification of competences acquired throughout the life of individuals, in diverse educational contexts - formal, informal and non-formal.

Volunteering and the labour market: Often this linkage is made from the demand side, through personal initiative to include the experience of volunteering in the curriculum vitae, or the part of the offer, requesting certain knowledge, attested by a letter of recommendation, for example, in the recruitment. However, these practices are discretionary and do not promote a systematic and impartial appreciation of informal learning. There is a lack of precise, well-founded and universal mechanisms which may not be established as binding but adopted by all concerned.

National System of Qualifications (SNQ) was created in December 2007, with the publication of Decree-Law no. 396/2007, of December 31, in articulation with the European Qualifications Framework, with the main objective of promoting the active population, through school and professional progression. Its development strategy is to ensure the relevance of training and learning

for personal development and for the modernization of enterprises, as well as for the educational and professional progress of citizens, through the formation of dual certification included in the National Qualifications Catalog (CNQ) or through the process of recognition, validation and certification of competencies. The SNQ also intends, through the CNQ, to ensure the relevance of the training references and their recognition to the needs of companies and the economy, that is, to ensure their rapid and permanent updating and diffusion by the training promoters.

There are no particular system regarding volunteers. All the cases are inserted in the general framework. In general all the organisers are positively ignorant of the system.

(The law says) …The accreditation and certification of voluntary work shall be carried out by means of a certificate issued by the promoter organization in which the volunteer carries out his work, where, in addition to the identification of the volunteer, it must include, in particular, the field of activity, the place where Was exercised, as well as its beginning and duration. This is what the organisers know.

In Portugal, the so-called competency recognition, validation and certification system (RVCC), which applies to both informal and non-formal learning (ie, both those resulting from experience and those resulting from non-institutional training activities), certified more than 400,000 citizens between 2006 and 2011, and it is essential to think about the recognition of the experience of volunteering in our country. The RVCC acquires national visibility through the New Opportunities initiative in 2005 and, after the recent suspension, is now implemented in the Centres for Qualification and Vocational Education (CQEP), allowing recognition again. However, these experiences of RVCC and CQEP, which do not seem to imply any impediment to the recognition and validation of the learning acquired by volunteering as a central experience, seem to treat these learning only as one of the elements to be considered in the portfolios. This means that either the RVCC or the volunteers themselves do not seem to be a priori sensitized to the possibility of valuing the volunteer experience, execution or direction, per se.

In short, a system of recognition and validation of informal learning is indispensable so that the skills acquired in volunteering are recognized and mobilized. However, there are few national proposals, although there seems to be a proliferation of initiatives in other countries to certify volunteering. The national education system is also not aware of this.

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

During the last 6 years the Portuguese laws refereeing to these matters were suspended. We have now a new law (Law n.º 14/2017 from 26 of January), new regulations, new centres and new experts expecting training. This month (March 2017) the new centres were recognized. Now they must define areas, internal regulations, access, the teams, training, etc. It´s not easy to define the question. For example:

REFERENCIAL OF COMPETENCES - Trade Technician
GENERAL DESCRIPTION OF THE QUALIFICATION:

Organize and commercialize products and / or services through conventional and online channels, guaranteeing the Clients satisfaction.

CONDITIONS OF CONTEXT:
It performs its function in companies of different areas of activity in the retail sale of goods and services.

01 To advise and advise customers on products or Services in face-to-face context
02 To assist and advise customers on products or Services through interactive or digital media
03 Make and sell the respective procedures Administrative
04 Carry out after-sales follow-up
05 Receiving and handling customer complaints regarding Products or services provided in face-to-face
06 Carry out the exposure and replacement of products at the sale 07 Organize and boost points of sale
08 Collaborate in organizing and participating in fairs and events

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CATÁLOGO NACIONAL DE QUALIFICAÇÕES

ANQEP
AGÊNCIA NACIONAL PARA A QUALIFICAÇÃO E O ENSINO PROFISSIONAL, I.P.

FICHA DE UNIDADE DE COMPETÊNCIA 01
ATENDER E ACONSELHAR OS CLIENTES RELATIVAMENTE A PRODUTOS OU SERVIÇOS EM CONTEXTO PRESENCIAL

1. **UNIDADE DE COMPETÊNCIA:** Atender e aconselhar os clientes relativamente a produtos ou serviços em contexto presencial

2. **TIPO DE UNIDADE DE COMPETÊNCIA:**
   - ☒ Nuclear
   - ☐ Bolsa

3. **REALIZAÇÕES PROFISSIONAIS E CRITÉRIOS DE DESEMPENHO**
   Esta Unidade de Competência contempla as seguintes realizações profissionais:

REALIZAÇÕES PROFISSIONAIS	CRITÉRIOS DE DESEMPENHO
RP1. Acolher o cliente e averiguar as suas necessidades	CD 1.1. Respeitando as regras gerais de atendimento presencial e o protocolo definido internamente
	CD 1.2. Comunicando de forma clara e compreensível pelo cliente
	CD 1.3. Comunicando em língua estrangeira de forma clara e compreensível pelo cliente
	CD 1.4. Questionando o cliente de forma a obter mais informações relativamente às suas necessidades
RP2. Apresentar os produtos e serviços ao cliente	CD 2.1. Selecionando a informação adequada aos interesses e objetivos expressos pelo cliente
	CD 2.2. Informando acerca das características do produto e serviço, preço, condições de aquisição, etc.
	CD 2.3 Comunicando de forma clara e compreensível pelo cliente
	CD 2.4. Comunicando em língua estrangeira de forma clara e compreensível pelo cliente
RP3. Esclarecer dúvidas e questões do cliente relativamente ao produto ou serviço	CD 3.1. Comunicando em língua estrangeira de forma clara e compreensível pelo cliente e obtendo *feedback* da parte do cliente
	CD 3.2. Demonstrando disponibilidade e atenção perante novas as solicitações do cliente
RP4. Informar o cliente relativamente a programa de fidelização e/ou campanhas promocionais a decorrer	CD 4.1. Referindo as condições associadas aos programas ou campanhas
	CD 4.2. Respeitando as normas e regulamentos relativamente a proteção de dados e privacidade

4. **PRODUTOS/OUTPUTS:**
   Registo de atendimento realizado.

And then the expert has lots of fiches to examine: Communication in a mother tongue, etc.
This is a very complicate framework were everything is defined.

5. RECURSOS INTERNOS
Conhecimentos, aptidões e atitudes a mobilizar nas realizações profissionais:

REALIZAÇÕES PROFISSIONAIS	CONHECIMENTOS	APTIDÕES	ATITUDES
RP1. Acolher o cliente e averiguar as suas necessidades	· Fundamentais do setor do comércio e serviços · Fundamentais da estrutura organizacional da empresa · Fundamentais de legislação comercial · Fundamentais de funções e competências do técnico de comércio · Aprofundados de postura profissional · Fundamentais de métodos de organização do trabalho · Aprofundados de atendimento presencial · Aprofundados de técnicas de atendimento presencial · Fundamentais de normas de protocolo · Aprofundados de comunicação e relacionamento interpessoal · Aprofundados de técnicas de comunicação oral em contexto comercial · Aprofundados de sistema informático do serviço comercial	· Descrever as funções do técnico de comércio no atendimento presencial a clientes · Identificar os fatores críticos do atendimento presencial a cliente · Reconhecer a importância da postura profissional · Aplicar técnicas de organização do trabalho · Identificar as fases do atendimento presencial · Utilizar estratégias de acolhimento e receção do cliente · Aplicar estratégias de identificação das necessidades do cliente · Utilizar técnicas de comunicação em contexto comercial · Aplicar técnicas de comunicação em língua inglesa e/ou outra estrangeira · Aplicar normas de protocolo · Utilizar as funcionalidades do sistema informático do serviço de comercial	· Demonstrar facilidade de relacionamento interpessoal · Demonstrar interesse pelo cliente e respeito pela sua individualidade · Comunicar com diferentes interlocutores em diferentes contextos · Capacidade de organizar o trabalho e gerir o tempo
RP2. Apresentar os produtos e serviços ao cliente	· Aprofundados sobre os serviços e produtos comercializados na entidade · Fundamentais sobre normas e regulamentos aplicáveis à comercialização dos produtos e serviços · Fundamentais de ética e deontologia do atendimento comercial · Aprofundados de estratégias de promoção comercial · Aprofundados de sistema informático do serviço de comercial	· Analisar documentação sobre os serviços e produtos comercializados (características; valor e preço a pagar; condições de troca, devolução, reparação; condições de garantia; direitos de propriedade; extensão de benefícios; efeitos na saúde do consumidor; outros) · Analisar normas e regulamentos aplicáveis à venda e comercialização de produtos e serviços · Analisar condições ou acordos especiais com entidades individuais ou coletivas · Selecionar e aplicar regras de comunicação oral · Aplicar técnicas de promoção e *marketing* de serviços e produtos comercializados · Consultar e extrair informações	· Demonstrar facilidade de relacionamento interpessoal · Demonstrar interesse pelo cliente e respeito pela sua individualidade · Comunicar com diferentes interlocutores em diferentes contextos · Demonstrar capacidade de agir em conformidade com a ética comercial

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

No organizations stated they know or use such systems, except for the EU Youthpass

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

No employer stated they know or recognize such systems

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

One employer stated "*I believe that the national system were built with the contributions of someone, but nobody knows that*"

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 ?

The system is national. We don´t have autonomous regions. And all the stakeholders are waiting the new framework.

Most of the organizations surveyed (65%) gave or provided training to their volunteers, and of these about 34% provided training to all of them. The training given to the volunteers represented mainly a low volume of hours (38% of the organizations indicate training predominates up to 8 hours), but more technical (52%) than general ones, that is, about volunteering.

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

Not applicable

[3.3O] Are there such a systems developed in your region?

No organizations stated they know or use such systems

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

No employer stated they know or recognize such systems

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

[4.1DR]Local projects and initiatives

No experience was found

[4.2O] Do you know about any successful initiatives by particular organization or local authorities with regard to volunteers' skill certification?

No organizations stated they know or use such systems

[4.3E] 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?

No employer stated they know or recognize such systems

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 are no certifiers on national level.

Possibly, the accreditation and certification of volunteer work could be done done by means of a certificate issued by the promoter organization within which the volunteer carries out his work, where, in addition to the identification of the volunteer, it must include, in particular, the domain of the respective activity, Where it was exercised, as well as its beginning and duration.

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

Each organisation organises the process according their own ideas.

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

No volunteer stated he knows about this

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

No volunteer stated he has received such certificate

[5.5.O] 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?

One organization stated: "*No. Nobody ask us that. Sometimes in some activities as training we issue the certificates.*"

[5.6O] 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?

No organizations stated they external institutions certifying volunteers' skills (except for the UE Youthpass)

[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?

No employer stated they know external institutions certifying volunteers' skills

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

[6.1DR] Is there any formal correlation between schooling/university and volunteering in regard to recognition of the skills obtained through volunteering?

There are no relations in the new law

7 Recognition of skills developed through volunteering on labor market

[7.1E] What are key competencies expected from young employees from the perspective of employers?

Most employers are interested in professional competencies linked to their specific sector of activity. But some employers stated they are also interested in soft skills like responsibility and capacity to work in a group.

[7.2E] Do you pay attention to a candidate volunteering experiences during recruitment? Would you give value to a certificate of competencies acquired by volunteers?

No positive answers

8 Recognition of volunteers' motivations and needs

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

One volunteer stated to be volunteer means: *"a growing social, political and scientific valorisation and visibility of voluntary action, which has increased prestige and recognition and, consequently, attraction"*

[8.2O] What exactly do you understand by the term "volunteering"?

Some of the most meaningful statement are:

"It is an individual who in a free, disinterested and responsible way undertakes, according to his / her abilities and in his / her free time, to develop voluntary actions for the benefit of individuals, families and the community."

"To act as a volunteer is to have an ideal for doing well, which is based on a solidarity relationship translated as free of charge in the exercise of the activity, providing unpaid services for the benefit of the community"

"To be voluntary is also to have convergence and harmonization with the interests of the recipients of the action and with the culture and values of the promoting organizations."

[8.3E] What exactly do you understand by the term "volunteering"?

One employer said: *"Volunteer work, as its name implies, is unpaid work where volunteering devotes its talent and time to helping other people."*

[8.4O] What do you know about your volunteers' motivations?

Motivations of moral and religious character, expressed such as "doing good," "helping others," "alleviating suffering," "exercising charity "," performing works of mercy "

More frequent in other areas of voluntary work in particular and the younger ones, expresses themselves in other ways, more linked to participation, citizenship and new struggles and social movements, in ways such as "to take responsibility", "for Create a more just "and" equitable "society," to safeguard the environment "," to defend peace ".