



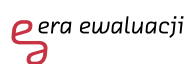
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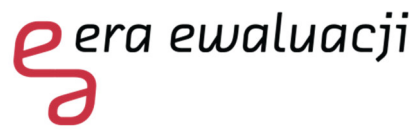
VOYCE Project

Output 1



[Transnational Report]





VOYCE Project

Output 1 - Transnational Report on validation of volunteers' competencies

The transnational report was edited by Era Ewalucji

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Table of contents

| | |
|--|----|
| 1. Introduction..... | 6 |
| 1.1 About VOYCE | 6 |
| 1.2 Methodology of the research..... | 7 |
| 1.3 Key European initiatives in regards to enhancement of volunteering, validation and certification of skills acquired through volunteering | 7 |
| 2. Overall scale of engagement in volunteering..... | 10 |
| 2.1 An overview on the 5 participating countries | 10 |
| 2.2 France | 15 |
| 2.3 Italy | 15 |
| 2.4 Poland..... | 16 |
| 2.5 Portugal | 16 |
| 2.6 Spain | 17 |
| 3. Systems for validation of competencies delivered by volunteering | 18 |
| 3.1 France | 18 |
| 3.1.1 National level..... | 18 |
| 3.1.2 Regional level | 21 |
| 3.1.3 Project level | 22 |
| 3.1.4 Correlation with formal education system..... | 22 |
| 3.2 Italy | 23 |
| 3.2.1 National Level..... | 23 |
| 3.2.2 Regional level | 25 |
| 3.2.3 Projects level | 30 |
| 3.2.4 Correlation with formal education system..... | 34 |
| 3.3 Poland..... | 34 |
| 3.3.1 National level..... | 34 |
| 3.3.2 Regional level | 36 |
| 3.3.3 Project level | 36 |
| 3.3.4 Relations between educational system | 44 |
| 3.4 Portugal | 44 |
| 3.4.1 National Level..... | 44 |
| 3.4.2 Regional level | 45 |

| | |
|---|----|
| 3.3.3 Correlation with formal education system..... | 45 |
| 3.5 Spain | 45 |
| 3.5.1 National level..... | 45 |
| 3.5.2 Regional level | 45 |
| 3.5.3 Project level..... | 45 |
| 3.5.4 Correlation with formal education system..... | 48 |
| 3.6 Good practices form other European countries | 48 |
| 4. Opinions and knowledge on volunteers’ skills measurement, validation and certification | 53 |
| 4.1 How competences developed through volunteering are certified? | 53 |
| 4.2 Does possibility of receiving certificate of skill influence volunteers’ choices?..... | 54 |
| 4.3 Recognition of skills developed through volunteering on labor market..... | 55 |
| 5. Recognition of volunteers’ motivations and needs..... | 56 |
| 5.1 How diagnosis of volunteers’ educational and general developmental needs is made? | 56 |
| 5.2 Understanding of volunteering | 56 |
| 5.3 Motivations | 57 |

1. Introduction

1.1 About VOYCE

This research report is one of the main results of VOYCE, a project co-financed by the European Commission, Erasmus+ program, strategic partnerships in the field of youth. The project started in October 2016 and will end in September 2018.

The project is implemented by a **partnership** of 8 organizations, covering 5 EU Member Countries.

- Italy: CESV - Service Centre for Volunteering: (applicant); CPIA 3 of Rome - a public school for the permanent training of adults.
- France: *CEMEA Centre and CEMEA National Association*: 2 organizations with a long experience in non formal and informal education of youths through creative activities
- Spain: *Fundacion Docete Omnes* - vocational training school for disadvantaged people; *Cibervoluntarios* - association of volunteers specialized in ICT instruments.
- Poland: *Era Ewaluacji* – small enterprise specialized in studies on formal, non formal and informal education
- Portugal: *Instituti Principe Real (IPR)* - organization that implements services and training for youths at risk and disadvantaged categories.

The issue dealt by VOYCE is the validation of the competencies achieved by young volunteers.

The objectives of the projects intends to:

- create practical and innovative tools to be used to validate the competencies of young volunteers;
- promote the use of such tools among the organisations that deal with young volunteers and among public institutions;
- connect young volunteers who have acquired new competences and companies interested in hiring them.

Target groups of the project are:

- European youths who volunteer and are interested in having their competencies validated; a particular attention will be paid to disadvantaged youths and even more to asylum seekers, refugees, immigrants;
- organizations hosting volunteers, that will have a key role in the assessment and validation of their competencies
- public institution in charge for planning and implementing educational policies;
- companies recruiting young people.

The **expected results** of the project are:

- 1) creation of innovative tools for the validation of the competencies acquired through voluntary activities;
- 2) promotion of a link between young volunteers and labour market;
- 3) training of youth workers on the use of the developed tools;
- 4) dissemination of tools and experiences of the project among all subjects potentially interested: public institutions, firms, third sector, volunteers.

There will be 5 different **intellectual outputs**:

- O1 Research on the validation of competencies acquired in voluntary work
- O2 manual for the validation of competencies
- O3 Interactive platform for the validation of competencies online
- O4 guide for "Mentors of pathways of emergence of learning"

- O5 training module “Skills in Action: re-investment of volunteers’ skills in your life”

2 transnational **training courses** will be addressed to a group of 25 youth workers from all participating countries. Each course will have a duration of 5 days.

- C1 training course on validation of learning
- C2 training course on emergence and re-investment of competencies

Finally, the project will organize 5 **multiplier events** for the dissemination of outputs and results. There will be in particular 2 transnational and 3 national events. The events will involve a composite audience made of young people, volunteer organizations, institutions, etc.

1.2 Methodology of the research

This report is based on outcomes from qualitative research and desk research conducted simultaneously in France, Italy, Poland, Portugal and Spain. In each of the countries up to 10 individual in-depth interviews with young volunteers, organizations (both non-government and public) hosting volunteers and employers were arranged. All the interviews were made basis of one set of scenarios prepared in English and translated to adequate languages by the national teams. Interviewees were selected purposefully. Selection criterions were as follows:

- Volunteers: working in different sectors, gender balanced
- Organizations: representatives of organizations hosting young volunteers and representing different operational levels (national, regional and local) and sectors
- Employers: representatives of companies from different sectors, playing decisive role in a company and having knowledge about recruitment

1.3 Key European initiatives in regards to enhancement of volunteering, validation and certification of skills acquired through volunteering

Volunteering is recognised by the European Council and the member states as a key component of youth policy. A set of Common Objectives was established in 2002 (Council of the European Union (2002), *Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council of 27 June 2002 regarding the framework of European cooperation in the youth field* [Official Journal C 168 of 13.07.2002]). The document clarifies distinction between voluntary activities and service. The first term is understood as all kinds of voluntary, unpaid engagement, undertaken by the individuals basis of his/her own, independent decisions, containing educational and social value. The later term is more narrow: voluntary service is a part of voluntary activities, characterized by defined timing, goals, content, structure and institutional framework; relevant support, legal and social protection for volunteer is to be secured. European Union framework for volunteering was developed in following years with clear focus on the youth’s volunteering. It is enclosed in programming documents, like *Lisbon Strategy* and *Europe 2020*. Volunteering is embedded in life-long learning programs, including flagship program *Youth in Action* (Erasmus+).

Council’s recommendations titled *Youth on the move - promoting the learning mobility of young people - political agreement* issued in May 2011 enhanced member states to usage of available instruments to promote youths’ activity. The main instruments are:

- Validation of the outcome from informal and nonformal learning in order to allow mutual recognition of skills between member states;
- *Youth on the Move Card* which enhances youths' mobility;
- Development of the European skill passport (Europass), introduced already in 2001.

Recognition of non-formal and informal learning was described in a Resolution of the Council of Europe in 2006. *Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the recognition of the value of non-formal and informal learning within the European youth field* [Official Journal C 168, 20.7.2006]. European Council recommended:

- Promoting comparability and transparency of the skills and competencies acquired through informal and non-formal learning and development of tools that allow identification and recognition of such outcomes.
- Enhancement of usage of tools for identification and recognition of skills/competencies by public and non-governmental bodies.
- Supporting the contribution of youth organizations and NGOs to non-formal and informal learning
- Promotion of application of European standards for the identification and validation of non-formal learning
- Encouragement of the research on the impact of non-formal and informal learning.
- Encouragement of acknowledge of diversity and quality of informal learning and its added value.
- Development of innovative educational approaches.

Council recommended volunteering to be a part of member countries' social, educational, youth, civic, cultural and sport policy. The biggest volunteering program in EU is *European Volunteering Service* (EVS) being a part of the Youth in Action (now Erasmus+) initiative. EVS was started over 20 years ago and supported over 100 000 volunteers. The newest initiative in this field, *European Solidarity Corps*, was announced in December 2016. ESC is intended to support volunteers struggling challenging situations like per example helping communities that faced natural disasters, working with socially excluded groups, addressing social, economic, demographical challenges and working with refugees.

There are four important tools for validation and certification of educational achievements gained through volunteering.

Youthpass. Launched in July 2007 as a tool for documentation and recognition of learning outcomes in Youth in Action initiative. It supports self-reflection on educational outcomes as well as their social/labour market recognition. Certificate contains of three section: conformation of participation in a project, project description and participant's self-reflection on his/her learning outcomes (divided into key competencies). It is available in six languages. Over 600 thousands of certificates were issued since 2007.

European Skills Passport (ESP), a part of Europass Program (therefore ESP is commonly called Europass). It is a kind of an electronic portfolio that contains a range of different documents certifying skills and qualifications. This project was developed since 1998 to enhance mobility through transnational recognition of vocational qualification. There were almost 91 millions of Europass CVs issued online between 2005 and 2017. This tool is the most popular among Italian, Portuguese and Spanish citizens, who resulted to peak about 57% of portal users. The share of youth (up to 30 years old) among users is 72,3%.

European Portfolio for Youth Leaders and Youth Workers is a self-assessment tool developed between 2004 and 2009 by the Council of Europe with European Commission and European Youth

Forum mainly for youth workers and youth leaders. It allows competencies' identification, assessment and description, based on European quality standards. Portfolio was revised in 2013-2014

Youth on the Move card initiative that is intended to facilitate mobility and participation of young people (between 13 and 30) in students and volunteers exchange. It is also planned to offer pan-European discounts for participants. This card is to be a kind of label on existing cards (for example student ID). This project is still in developmental process.

2. Overall scale of engagement in volunteering

2.1 An overview on the 5 participating countries

We will begin an overview of overall scale of involvement in volunteering with an analysis of European Value Study data base. This survey offers unique possibility to compare participating countries basis on all-country random samples and unified indicators. Unfortunately national statistics (described below basis on National Reports) use different definitions and operationalizations of volunteering, which means that direct comparison is impossible.

Volunteering activities were indicated in EVS study as unpaid work for: social welfare service, religious or church organization; education or cultural activities; work labour unions; political parties or groups; local political action groups; human rights; environment, conservation, animal rights; environment, conservation, ecology; animal rights; professional associations; youth work; sports or recreation; women's group; peace movement; organization concerned with health; consumer groups and other groups. As we may see it reflects division in main areas of the Third Sector's activity, but some involvement in voluntary work organized by public organizations (like per instance education) may be missing. On the other hand focus on areas not organizers lets non-formal volunteering to be enclosed.

In EVS study There is a distinctive difference between France/Italy and other Voyce countries. While the overall scale of engagement in the two first countries is about 22-23%, it is less than 16% in Poland, Portugal and Spain. According to the EVS database overall scale of involvement in 28 EU countries is higher than in Voyce countries and reaches 24,6%.

| | | | Involvement in any kind of voluntary work | | Total | |
|---------|----------|-------------------------|---|----------|--------|--------|
| | | | not involved | involved | | |
| Country | France | Count | 4090 | 1228 | 5318 | |
| | | % within Country/region | 76,9% | 23,1% | 100,0% | |
| | Italy | Count | 5336 | 1549 | 6885 | |
| | | % within Country/region | 77,5% | 22,5% | 100,0% | |
| | Poland | Count | 2997 | 559 | 3556 | |
| | | % within Country/region | 84,3% | 15,7% | 100,0% | |
| | Portugal | Count | 3151 | 587 | 3738 | |
| | | % within Country/region | 84,3% | 15,7% | 100,0% | |
| | Spain | Count | 6390 | 1247 | 7637 | |
| | | % within Country/region | 83,7% | 16,3% | 100,0% | |
| | Total | | Count | 21964 | 5170 | 27134 |
| | | | % within Country/region | 80,9% | 19,1% | 100,0% |

Source: European Value Study, cumulative dataset 2010-2014

An analysis of particular indicators confirms general trend, however some interesting observations may be found. While in most countries the level of participation in particular activities is proportionally stable, Italy peaks over other countries in unpaid work for labour unions, political parties, youth work and health organizations. Interestingly the other leader in volunteering for union trades is Poland, the only representative of post-socialist republic among VOYCE countries, however engagement in work for political parties or groups in Poland is over 7 times lower than in Italy.

The level of engagement in women's groups is higher in Poland and Portugal than other VOYCE countries, including France and Italy. It can be explained, at least in Poland, by the important role of women's associations in rural areas. On the other hand involvement in volunteering for human rights is extremely low in Poland: 0,2% in comparison with average share at the level of 1% in the other countries.

| Voluntary work | | Country/region | | | | | | | | | |
|--|---------------|----------------|------------------|-------|------------------|--------|------------------|----------|------------------|-------|------------------|
| | | France | | Italy | | Poland | | Portugal | | Spain | |
| | | Count | Layer Column N % | Count | Layer Column N % | Count | Layer Column N % | Count | Layer Column N % | Count | Layer Column N % |
| Unpaid work social welfare service | Mentioned | 229 | 4,3% | 246 | 4,5% | 83 | 2,4% | 83 | 2,2% | 290 | 3,8% |
| | Not mentioned | 5086 | 95,7% | 5186 | 95,5% | 3442 | 97,6% | 3638 | 97,8% | 7341 | 96,2% |
| Unpaid work religious or church organization | Mentioned | 172 | 3,2% | 443 | 8,0% | 171 | 4,8% | 161 | 4,3% | 426 | 5,6% |
| | Not mentioned | 5143 | 96,8% | 5077 | 92,0% | 3357 | 95,2% | 3558 | 95,7% | 7205 | 94,4% |
| Unpaid work education or cultural activities | Mentioned | 243 | 4,6% | 288 | 5,3% | 45 | 1,3% | 123 | 3,3% | 225 | 3,0% |
| | Not mentioned | 5072 | 95,4% | 5200 | 94,7% | 3481 | 98,7% | 3598 | 96,7% | 7406 | 97,0% |
| Unpaid work labour unions | Mentioned | 107 | 2,0% | 171 | 3,1% | 96 | 2,7% | 61 | 1,6% | 106 | 1,4% |
| | Not mentioned | 5208 | 98,0% | 5279 | 96,9% | 3431 | 97,3% | 3660 | 98,4% | 7525 | 98,6% |
| Unpaid work political parties or groups | Mentioned | 65 | 1,2% | 202 | 3,7% | 17 | 0,5% | 75 | 2,0% | 106 | 1,4% |
| | Not mentioned | 5250 | 98,8% | 5220 | 96,3% | 3507 | 99,5% | 3645 | 98,0% | 7525 | 98,6% |
| Unpaid work local political action groups | Mentioned | 85 | 2,1% | 88 | 2,2% | 38 | 1,1% | 64 | 1,7% | 50 | 0,9% |
| | Not mentioned | 4030 | 97,9% | 3970 | 97,8% | 3487 | 98,9% | 3657 | 98,3% | 5278 | 99,1% |

| Voluntary work | | Country/region | | | | | | | | | |
|--|---------------|----------------|------------------|-------|------------------|--------|------------------|----------|------------------|-------|------------------|
| | | France | | Italy | | Poland | | Portugal | | Spain | |
| | | Count | Layer Column N % | Count | Layer Column N % | Count | Layer Column N % | Count | Layer Column N % | Count | Layer Column N % |
| Unpaid work human rights | Mentioned | 49 | 0,9% | 87 | 1,6% | 7 | 0,2% | 41 | 1,1% | 83 | 1,1% |
| | Not mentioned | 5266 | 99,1% | 5322 | 98,4% | 3517 | 99,8% | 3676 | 98,9% | 7548 | 98,9% |
| Unpaid work environment, conservation, ecology | Mentioned | 15 | 1,5% | 29 | 1,4% | 16 | 1,6% | 8 | 0,7% | 26 | 1,0% |
| | Not mentioned | 987 | 98,5% | 1989 | 98,6% | 966 | 98,4% | 1177 | 99,3% | 2611 | 99,0% |
| Unpaid work animal rights | Mentioned | 11 | 1,1% | 16 | 0,8% | 15 | 1,5% | 9 | 0,7% | 17 | 0,6% |
| | Not mentioned | 991 | 98,9% | 2002 | 99,2% | 967 | 98,5% | 1176 | 99,3% | 2620 | 99,4% |
| Unpaid work professional associations | Mentioned | 92 | 1,7% | 122 | 2,2% | 45 | 1,3% | 48 | 1,3% | 97 | 1,3% |
| | Not mentioned | 5223 | 98,3% | 5318 | 97,8% | 3479 | 98,7% | 3672 | 98,7% | 7534 | 98,7% |
| Unpaid work youth work | Mentioned | 111 | 2,1% | 195 | 3,6% | 41 | 1,2% | 81 | 2,2% | 138 | 1,8% |
| | Not mentioned | 5204 | 97,9% | 5256 | 96,4% | 3485 | 98,8% | 3640 | 97,8% | 7493 | 98,2% |
| Unpaid work sports or recreation | Mentioned | 315 | 7,7% | 318 | 7,7% | 70 | 2,0% | 171 | 4,6% | 128 | 2,4% |
| | Not mentioned | 3800 | 92,3% | 3838 | 92,3% | 3454 | 98,0% | 3550 | 95,4% | 5200 | 97,6% |

| Voluntary work | | Country/region | | | | | | | | | |
|--|---------------|----------------|------------------|-------|------------------|--------|------------------|----------|------------------|-------|------------------|
| | | France | | Italy | | Poland | | Portugal | | Spain | |
| | | Count | Layer Column N % | Count | Layer Column N % | Count | Layer Column N % | Count | Layer Column N % | Count | Layer Column N % |
| Unpaid work women's group | Mentioned | 15 | 0,4% | 12 | 0,3% | 36 | 1,0% | 31 | 0,8% | 31 | 0,6% |
| | Not mentioned | 4100 | 99,6% | 4013 | 99,7% | 3489 | 99,0% | 3691 | 99,2% | 5298 | 99,4% |
| Unpaid work peace movement | Mentioned | 11 | 0,3% | 41 | 1,0% | 2 | 0,1% | 31 | 0,8% | 25 | 0,5% |
| | Not mentioned | 4104 | 99,7% | 4001 | 99,0% | 3522 | 99,9% | 3687 | 99,2% | 5304 | 99,5% |
| Unpaid work organization concerned with health | Mentioned | 66 | 1,6% | 132 | 3,2% | 24 | 0,7% | 55 | 1,5% | 51 | 1,0% |
| | Not mentioned | 4049 | 98,4% | 3950 | 96,8% | 3500 | 99,3% | 3663 | 98,5% | 5277 | 99,0% |
| Unpaid work consumer groups | Mentioned | 8 | 0,7% | 2 | 0,2% | 0 | 0,0% | 0 | 0,0% | 23 | 1,0% |
| | Not mentioned | 1192 | 99,3% | 1346 | 99,8% | 0 | 0,0% | 0 | 0,0% | 2280 | 99,0% |
| Unpaid work other groups | Mentioned | 216 | 5,3% | 115 | 2,8% | 73 | 2,1% | 108 | 2,9% | 75 | 1,4% |
| | Not mentioned | 3899 | 94,7% | 3979 | 97,2% | 3453 | 97,9% | 3614 | 97,1% | 5253 | 98,6% |

Source: European Value Study, cumulative dataset 2010-2014

In following section data from desk research made by national teams are to be presented.

2.2 France

Lack of comprehensive statistics of involvement in formalized volunteering (*volontariat* that must be distinguished from non-formal *bénévolat*) does not allow to describe overall figure, however some information about involvement in the most popular programs among youth are available.

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

More than 136,000 young people have joined Civic Service since its creation in 2010. In 2015 only, 53,000 young people have signed up to Civic Service in more than 6,200 accredited organizations. 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.

The number of volunteer firefighters (SPVs) is 193,656 recently. 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 population aged 10-18.

2.3 Italy

A research made in 2013 by *Istat* (the public national statistics institute), *CSVnet* (the national network of Service Centres for Volunteering) and the *Foundation for Volunteering and Participation* shows that about one Italian citizen in eight aged 14 and more carries out voluntary activities. In particular, the volunteer participation rate is 12.6% of the population, and the absolute number of volunteers is estimated at 6.63 million people.

The number of citizens who carry out their voluntary activities in organizations is 4.140.000 millions (about 7.9% of the population); 3 millions, instead, is engaged in a non-organized volunteering (5, 8%). The participation rate in volunteering is very similar between men and women: men are slightly more active than women (13.3% vs. 11.9%). In Italy, in 2013, 26 million volunteering hours were made - an average of 19 hours per month for each volunteer.

The percentage of volunteers is higher in central age groups of the population. The volunteer rate increases with age. It reaches the maximum in the class of 55-64 year olds (15.9%), then it decreases after 65 years. The volunteer rate for the class of citizens between 65 and 74 years (13.1%) is still higher than the national average and is close to that of 35 - 44 year olds (13.7%). Concerning young people aged 14 to 24 years, the volunteer rate is 10%. In particular participation to organized volunteering is 7,2% and participation to non organized is 3,5%.

The percentage of those who provide voluntary activity grows proportionally with the increase in the education level. The total volunteer rate is minimal among those who have a primary school certificate or no qualification (6.1%) and is highest among the university graduates (22.1%).

Concerning the employment status of those who pay voluntary activities, the most committed are the employed (14.8%) and students (12.9%). Among the latter, in particular, the organized volunteer rate reaches the maximum (9.5%) while the rate of individual volunteering, instead, is the minimum (4.3%). Also, it is possible to say that, the better the socio-economic conditions of the household, the higher the rate of volunteer work.

Compared to the geographical distribution, volunteering is most prevalent in the North - East (16%); following is the follow North - West (13.9%) and the Centre (13.4%). In the South the level of the voluntary adhesion is considerably lower (8.6%).

2.4 Poland

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]. Other studies show higher level of involvement, however operational definitions are not coherent. 48% of respondents in CBOS 2011 survey declared, that they became at least once involved in unpaid work for strange people, local community or organization during last 12 months. Declaration of involvement in formal volunteering peaks 28%. [CBOS 2011]. The notion of the term “volunteering” is not clear for all the citizens. When directly asked about involvement in volunteering share of confirmation decreased to 11%.

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. The level of involvement drops down among respondents active on the labour market. Volunteering is the most popular among people having BA or MA diploma, and it is slightly higher among women.

2.5 Portugal

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.

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. 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.

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%).

2.6 Spain

The Observatory of volunteering –Volunteering Service Platform, obtains the most adjusted data from 2014 through the company IMOP (Institute of Social and Market research). In previous years the CIS (Sociological Research Centre) collected some of its data. The summary of data on voluntary population volume in Spain shows that the percentage of volunteers over 18 years old in 2014 was 9.8% (3.74 million) and in 2015, it was the 7.9%(3.1 million). (CIS: Study 2864, 2011, Study 3005,2013, *La población española y su implicación en ONGs*, PVE 2014 and 2015, SNC Census of population).

It is still more complex to obtain results by areas of voluntary action, the few available studies show the preference for social volunteering, we can observe gender differences marked by traditional roles: more women than men in social volunteering and educational volunteering; more men than women, in international volunteering and cooperation for development programs and also in sports volunteering programs. About volunteering by sectors and gender data from the survey for volunteers developed by the ministry is incoherent, as the own study observes: in social volunteering the 49.5% are men and the 60.5% are women; participation in international volunteering and development cooperation the 11.4% are men and 5,2% are women; in environmental volunteering programs the 2.8% are men and the 5.2%; in cultural volunteerism the 7.1% are men and the 5.3% are women, in sports volunteerism, the 10% are men and the 2.4% are women, (Survey of the Volunteer Platform of May 2015).

The information from the Research, Marketing and Opinion (IMOP) study for the Spanish Voluntary Service Platform (PVE) in October 2015 reflects that 36.1% of the Spanish population over 14 years of age collaborate in some way with the NGOs and 7.9% is voluntary. The trend is that the collaboration in general,(including the economic collaboration) with NGOs increases with age. However, a significant increase in the percentage of young people under the age of 24 who collaborate economically has increased from 5.8% in 2014 to 10.6% in 2015. Volunteering remains at 7.9%, which does not represent a significant variation with respect to the November 2014 data (9.8%) although it should be noted that it maintains a downward trend. Their number is, therefore, around 3.1 million people over 14 years. In the case of volunteering, more or less homogeneous indices are maintained, although there is some rejuvenation that will allow a generational change, the majority of volunteers are still older than 45 years.

3. Systems for validation of competencies delivered by volunteering

Overall knowledge about all-country systems among organizations is relevant to these systems' availability (see below). Single representatives in Italy, Spain and Poland pointed out pan-European systems like Youthpass. Interestingly, there were some critical comments, in particular in regards to its low recognition among the employers. *We have noticed that the number of young people asking us to do Youthpass is decreasing. This is because the tool has some limitations: companies do not know it and are not interested. Moreover, Youthpass is fundamentally based on self-assessment, and there is no measurement of competencies. The great advantage of Youthpass is instead that it is the only instrument in Italy that deals with transversal skills. Regions and Government deal only with professional ones.* [IDI organizations, ITA].

Knowledge about European system as well as about national systems apparently depends on the organization's specifics – complexity and area of interest. Experiences in usage of EU funds also play a role here. We can sum up that recognition of national systems (of course if there is a one) is driven by the practice, not general knowledge about these systems. Actors who are active in this particular field that requires contacts with validating institutions are usually aware, other – predominantly – not. Knowledge about validation among employers is extremely limited. Only few respondents in Italy, Spain and France reported such a tools (including European ones). What is interesting, employers are not treated as a stakeholders – none of them declared that was consulted in regards to the validation systems.

Regarding regional level there were only few relevant indications among organizations representatives interviewed in two countries (Italy and Poland) thanks to the fact, that respondents were active in the region where validation system had been developed. Taking into consideration territorially limited outreach of such regional initiatives, this low knowledge among organizations should not be confusing. It is not surprising, that none of the employers was involved in or even aware of validation systems on the regional level.

Basis on the information obtained from organizations, there are some interesting attempts to apply European Qualification Framework (and national QF in some cases) to the validation of learning through volunteering. In two initiatives described in Italian report EU key competences framework is used. Competencies are measured on a specified levels with usage of special internet platform (tool.validationforvolunteers.eu) in one of the projects. It is worthy of notice, that this tool is not based on a self-evaluation only, but also involves peers' assessment. The list of 8 key competencies as defined within EU framework is adjusted – national framework is applied to, as well as specific competencies connected with the projects. Employers do not recognize any local initiatives in regards to validation with exception to the single respondents from Spain and Italy, who had been involved in cooperation with such an initiatives or had heard about it.

3.1 France

3.1.1 National level

BAFA

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 behaviours or other behaviours, 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 training process:

1. 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.
2. 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.
3. 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 departmental commission (supervised by the departmental 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 the candidate's ability to perform the **functions** defined below:

- his/her assiduity,
- his/her ability to integrate into collective life
- his/her ability to work with a team

| Competencies | Solutions |
|--|---|
| Digital competencies | Some activities during the training session allows the youth leaders to acquire digital competencies. |
| Sense of initiative and entrepreneurship | By asking youth people to carry out « projects » during the training sessions an desk 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. |
| Practical skills | With a practical session, in situation with children |
| Knowledge | With 2 theoretical sessions |

The evaluation in the BAFA is an auto-evaluation and co-evaluation, which means that the participant him/ herself 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.

There is a national document certifying the receiving the BAFA, patent of Aptitude for the functions of animation (youth leader). This document is provided by the Ministry of the Youth and Sport. 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.

What is important is that the participant can identify her/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.

VAE – Validation des Acquis d’Expérience

VAE 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 (also in volunteering). The only requirement is to have held an activity lasting at least three years in relation to the content of the diploma concerned. 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 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 process of validation

The candidate must complete a file detailing his/her professional experience and the skills acquired. Then he/she presents him/herself to a jury which decides to validate all or part of the diploma concerned. These juries, constituted by the certifying bodies, must be composed in part of salaried

professionals, self-employed persons, members of the liberal professions or non-salaried occupations or retired persons. In the case of partial validation of the achievements, prescriptions are proposed to the candidate in order to obtain the full diploma. 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.

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

Youthpass and the Europass Mobility

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/her and hosting organisation, and describing all the skills acquired:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression.

These tool is unknown by employers.

Other certification system on national level

- 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 Youth pass exists. But the choice is given to the volunteer to fulfil or not the final document of certification.
- For volunteering in civic service - 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 governmental website concerning legislation 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.tpdila16v_3?idSectionTA=LEGISCTA000027864382&cidTexte=LEGITEXT000006071191&dateTexte=20160329
- For volunteering in other devices - certificate of attendance only.

3.1.2 Regional level

There are no systems of validation on regional level, because the national system exists.

3.1.3 Project level

The association called «France bénévolat » created a document for the non formal volunteering to valorise their experience, and to allow to validate it, by being a tool to facilitate the VAE. 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/>

3.1.4 Correlation with formal education system

BAFA

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 babysitting, or for someone who wants to be a teacher in another country.

Solutions for students

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 civil service or EVS for example). The volunteer can get ECTS (European Credit Transfer System) but they are facultative ones, over the necessary ECST for his/her diploma. If 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

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.tp dila16v_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 evaluation 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.

3.2 Italy

3.2.1 National Level

In recent years in Italy attention and awareness have grown on the issue of validation and certification of non-formal and informal competences. However, until now, is missing a structured and unified nationwide system. The national legislation on this issue is incomplete. Nevertheless in recent years the Italian government and Parliament have taken a number of legislative measures that go towards the creation of a unique system of validation and certification of learning (e.g. the Law 92/2012 on labour market reform, the legislative decree of 16 January 2013, and the decree of 30 June 2015 n. 13 set out some general principles on the validation and certification of non-formal and informal learning).

It must be emphasised that all these legislative measures mainly concern the recognition of learning acquired in the workplace. However, the national validation system being developed could also be applied to the voluntary sector.

ISFOL (a public research institute specialized on the issues of training and labour politics) is currently working on behalf of the Ministry of Labour on the definition of a national system for the validation and certification of informal and non-formal learning.

The practical experiments of validation at national level are rare. The descriptions of two national experiences focusing on volunteering are presented below:

Experience nr 1- The National Civil Service

The National Civil Service was created by a law of 2001. It is a system of enhancement / certification of transversal skills and general training of the National Civil Service It is currently the most important measure taken by the Italian Government to promote youth volunteerism. Thanks to this law, every year thousands of young people aged between 18 and 28 years can play a one year lasting volunteer experience in public institutions or in third sector organizations. In return they monthly receive a small amount of money from the state. It has been promoted since 2009 by ARCI (one of the largest third sector organizations at national level). The detailed description is presented below:

| | |
|--------------|--------------------|
| Organization | Arci Civil Service |
|--------------|--------------------|

| | |
|--|---|
| Partners | ASVI School for Management (certification body) |
| Aims | <ul style="list-style-type: none"> • help young volunteers to understand the knowledge acquired during the twelve months of civil service and make them transparent and certifiable • help young people to enter the working/labour world |
| Evaluated competencies | <ul style="list-style-type: none"> • soft skills, especially the ability to plan activities to implement them and account them • the knowledge acquired in general training (a training course established by the Italian government and with homogeneous content for all of the civil service system) |
| Methods used for the recognition of skills | <ul style="list-style-type: none"> • Arci transmits to ASVI It transmits the necessary data related to young volunteers. This transmission takes place at the end of the year of civic service • ASVI elaborates the certificates of certification/recognition of the knowledge <p>(This is at the moment the only information available. We will try to go more in depth with an interviews to Arci)</p> |
| Links with regional systems | NO |
| Time schedule | within 2 months from the end of the civil service |
| Available Materials | NO |
| Formal Certificates | YES |
| Quantitative results achieved | 2.652 certificates issued in the period of 2009-2015 |

Experience nr 2 - Programme of Youth Guarantees

The Programme of Youth Guarantees is a particular form of civil service which mainly regards unemployed young people with low educational schooling. In 2016, the Italian Government has drawn up guidelines for the certification of skills of these young people. The practical application of these guidelines, however, is still very incomplete. The detailed description is presented below:

| | |
|------------------------|---|
| Organization | Italian Government - Presidency of the Council of Ministers – Department for youth and civil service |
| Partners | ISFOL, the Regions, organizations that host the civil service volunteers |
| Aims | the definition of a uniform operating model for the transparency and validation of competencies acquired by the volunteers of the Civil Service – Youth Guarantee |
| Evaluated competencies | Variable, according to the civil service projects and specific activities that every volunteer will carry out. Social and civic competences should be certified for all projects |
| Methods used for the | 3 phases are planned: |

| | |
|-----------------------------|---|
| recognition of skills | <p>PHASE 1: Processing of the ability profile of the Civil Service Project. Analyzing the specific Civil Service projects and the activities planned for the volunteer. Comparing the activities with the National Framework and regional repertories and identification of certifiable competencies and qualifications. This first stage is run by ISFOL for national civil service projects and by the regions for those of regional competence.</p> <p>PHASE 2: Commissioning the transparency of competencies through the individual dossier. For each volunteer an individual dossier is created along with collection of documents and evidence about the activities and acquired competencies. This phase will continue throughout the year of civil service.</p> <p>PHASE 3: Completion of the validation and issuance of the validation document. A titled institution makes a final assessment by the technical examination of the dossier.</p> |
| Links with regional systems | YES |
| Time schedule | within 6 months of the end of the Civil Service |
| Available Materials | YES (only a few) |
| Formal Certificates | YES |

There are no certifiers on national level

3.2.2 Regional level

In the absence of a national system, in recent years, all the Italian regions are working on a validation system of informal and non-formal competences and skills, with different methods and approaches. It is worth stressing once more that these regional systems mainly concern the recognition of learning acquired in work sector but may have application also in the voluntary sector. The situation at the moment is rather uneven and there are three different phases of development of regional systems:

PHASE 1: A first group of regions is at an early stage. In these regions there is no formalized regional system yet. However, the validation is applied experimentally in the framework of specific projects. The regions at this early stage are: Abruzzo, Calabria, Campania, Friuli Venezia Giulia, Molise, the autonomous Province of Bolzano, and Sicily.

PHASE 2: In this case a regional validation and certification system has been formally adopted. However the system has not been implemented yet. The regions are: Basilicata, Lazio, Liguria, Marche, the Autonomous Province of Trento, Apulia, and Sardinia.

PHASE 3: Some regions have established specific validation systems of learning, and have also started concrete actions to implement this system and test its validity. The regions that belong to this advanced stage are: Emilia Romagna, Lombardy, Piedmont, Tuscany, Umbria, Valle D'Aosta, Veneto.

Moreover, in some regions there are experience of validation of certification developed at regional level by third sector organizations. The below mentioned experiences are specifically designed for the sector of volunteering. Two of the are described below.

Experience nr 3 - The volunteer competences and skills: a model of analysis of training needs

| | |
|--|---|
| Organization | Service Centre for Volunteering of the Tuscany region (Cesvot) |
| Partners | voluntary organization of Tuscany region |
| Aims | <ul style="list-style-type: none"> • defining a specific training system for volunteering which is able to develop skills that are in line with the evolution of the needs of people and organizations; • conducting a pilot study to test a model of analysis of training requirements applied to volunteering; • orienting the Cesvot educational programming and making it consistent with the System of Competencies of the Tuscany Region. |
| Evaluated competencies | <p>The skills assessed are of three categories:</p> <p>Basic skills:</p> <ul style="list-style-type: none"> - Volunteering values: protection of rights, active citizenship, equal opportunities, social justice, etc. - Basic relational aspects: communication, listening, empathy, etc. - Language and computer skills <p>Transversal skills</p> <ul style="list-style-type: none"> - Capacity for analysis and synthesis - Advanced interpersonal skills such as teamwork, leadership, etc. - Problem solving skills and initiative <p>Technical and professional skills</p> <ul style="list-style-type: none"> - Communication in public and intercultural mediation - Design of volunteer service - Project management, both in terms of content and financing - Service delivery |
| Methods used for the recognition of skills | <ul style="list-style-type: none"> • Survey: self-administered nominative questionnaire with closed questions, structured into six main sections. Seven questions have been devoted to the "motivation"; 5 to the "values of volunteering"; 4 to the "relationship" skills; 12 to "soft" and "technical professional skills ". The items are designed to explore in detail the training needs and preferences. They use a Likert rating scale of 5 |

| | |
|-----------------------------|--|
| | <p>levels.</p> <ul style="list-style-type: none"> • Evaluative brainstorming in 2 phases: a) motivations for volunteering; b) the volunteer's competences. • Focus group: 2 sessions of analysis and 1 of discussion are included. The aim is to directly collect, through structured discussion tools, the most important information about skills and deficiencies; that is, information, about the "hidden needs" of Volunteering useful to integrate the "explicit needs" detected with the callsign nominative questionnaire. |
| Links with regional systems | The model is connected to the system of the Tuscany Region for the certification of competencies. It is possible for volunteers to get 1000 „competence credits” for particular „areas of activities” linked to specific professional figures. |
| Time schedule | Brainstorming: 2 hours; Focus group: 4 lasting 90 minutes each; Survey: 20 minutes to complete the questionnaire. Research and action: 1 year |
| Available Materials | NO |
| Formal Certificates | YES |

Experience nr 4 - Validation of National Civil Service Volunteers' Competencies

| | |
|--|---|
| Organization | Service Centre for Volunteering of Latium Region (CESV) |
| Partners | CPIA 3 of Latium (public school for adult education) voluntary organization of Latium region |
| Aims | To make visible the competences developed by young people involved in a long term experience of volunteering in a voluntary organization, in order to enhance young volunteers' awareness on the richness of skills experienced and their usefulness both at personal and relational level, but also as experience which gives value to competencies which can have a return of advantage for the job market |
| Evaluated competencies | A set of soft skills and technical skills, but also emotional skills: problem solving, sense of initiative and entrepreneurship, communicative skills, manage group interactions and collaboration, decision taking, relational skills, self-confidence, willingness to change, sense of responsibility, capacity to mediate, to manage information, to manage administrative tasks, to manage tasks related to fund raising, to manage an event organization, digital competencies and foreign language knowledge. |
| Methods used for the recognition of skills | <p>A four step process based on the identification of the level of development of a set of 20 skills. Each skill is identified by a name and by a deep description of corresponding actions.</p> <p>1) identification - through a questionnaire - of the initial level of competencies both self-observed by the young volunteer and by his mentor in the voluntary organization. In the questionnaire, volunteer and mentor declare which level the</p> |

| | |
|-------------------------------|---|
| | <p>competence is possessed on a scale of 7 levels;</p> <p>2) measuring and evaluation of the level reached in a medium term (after about six months of voluntary activities), and at a final term (after one year of activities) through the same questionnaire used at the beginning of the year. The questionnaire is always completed both as self-evaluation by the young volunteer and as hetero evaluation by the mentor who spends most of the time with him;</p> <p>3) analysis of the data collected in the three previous evaluation steps and in-depth interview to the young volunteer made by an expert external to the voluntary organization where the one year experience has been held; matching of all data and validation of a specific set of competencies developed in the non-formal context of volunteering; validated competencies correspond to the strongest ones, or the most developed, or the most activated;</p> <p>4) redaction of the validation certificate subscribed by a public training institution, the CPIA.</p> |
| Links with regional systems | The experience is not referred to an existing professional inventory but is linked with the local public Adult Education System through its relation with a public school, CPIA. |
| Time schedule | The fulfillment of the self and hetero evaluation take about 4/6 hours <i>per</i> young volunteer; the data analysis, interview and drafting of the validation certificate takes about 4/6 hours <i>per</i> young volunteer. |
| Available Materials | YES |
| Formal Certificates | NO |
| Quantitative results achieved | 700 attestation issued until today. 1.000 expected by the end of the year 2017 |

The Training Booklet of the Citizen

One of the most interesting experiments at the regional level is that of the Training Booklet of the Citizen. It is indeed a nationally promoted tool - thanks to a decree of the ministries of labor and education in 2005. The experiments, however, were undertaken independently by different regions, and that's why we decided to report them in this section.

The Training Booklet is a tool that collects, synthesizes and documents all the learning experiences of citizens in several areas: education, training, work, daily life. Its main purpose is to improve the usability of competencies and the level of employability. Unlike tools like CV, the booklet is not just a template to be filled-in with self-declared information: it has an official value. The booklet is in fact issued by a number of operators (training organizations, private companies, etc.) on behalf of the competent national and regional institutions. All these operators must ensure that the compilation of the booklet is structured in four main phases:

- Phase 1: the user is informed about the characteristics and use of the booklet in relation to the individual needs

- Phase 2: the user is supported in the analysis, reconstruction and synthesis of his educational, and professional path
- Phase 3: the information is corroborated by certificates, or other types of documents
- Phase 4: the user is supported in the process of input of the information collected in the training booklet.

Since 2006, the booklet has been adopted on an experimental basis in 9 regions and autonomous provinces: Bolzano, Friuli Venezia Giulia, Emilia Romagna, Liguria, Molise, Toscana, Trento, Valle D'Aosta, and Piedmont. These have used different ways and have turned to different targets, such as workers in employment crisis, apprentices, immigrant workers, and volunteers.

Key competences measurement on regional level

| Competencies | Solutions | Recommendations |
|--|---|--|
| Communication in a foreign tongue | <p>Experience nr 3 has included these competencies in the process of evaluation. However we do not have information about how the competencies are measured.</p> <p>Experience nr 4 measures these competencies through a measurement range of 7 levels. Each level corresponds to how often the volunteer implements a list of actions/behaviours that are connected to the specific competence (level 7 means the volunteer always implements them) . The level is agreed between the volunteer and his tutor</p> | <p>Recommendations from Experience nr 4:</p> <ul style="list-style-type: none"> - A practical solution in order to measure competencies: to translate them in a list of actions/behaviours and to check how often a volunteer performs these actions. - self evaluation can be a valid measurement methodology if combined with an hetero evaluation made by an impartial subject. |
| Maths, scientific and technological competencies | <p>Experience nr 3 has included these competencies in the process of evaluation. However we do not have information about how the competencies are measured.</p> | |
| Digital competencies | <p>Experience nr 3 has included these competencies in the process of evaluation. However we do not have information about how the competencies are measured.</p> <p>Experience nr 4: same as above</p> | same as above |
| Social and civic | <p>Experience nr 3 has included these competencies in the process of evaluation. However we do not have information about how the</p> | |

| | | |
|--|--|---|
| | competencies are measured. | |
| Sense of initiative and entrepreneurship | Experience nr 4: same as above | same as above |
| Emotional skills | Experience nr 4: same as above | same as above |
| Practical skills | Experience nr 4 measures some of these competencies. The measurement system is same as above | Practical tasks performed by volunteers can be extremely different. It is very difficult to set up assessment and measurement tools including all possible practical skills |

3.2.3 Projects level

The examples of practical experiences focused on the volunteer sector are implemented by Service Centres for Volunteering and another entities are presented below

Experience 5 – Attitude project

| | |
|------------------------|---|
| Organization | Service Centre for Volunteering of the province of Milan |
| Partners | Coordinating Body: Milan Polytechnic Foundation voluntary organization of the province of Milan |
| Aims | <p>To apply and spread a operating model of certification of competences that can be shared between volunteering and enterprises. To contribute to identifying and developing those skills that volunteering produces in people, and that may be useful and useable even in the working word.</p> <p><u>Specific objectives:</u></p> <ul style="list-style-type: none"> • Enhance the skills that the volunteer experience can produce, and propose their integration in the regional and the national framework of Professional Standards; • Identify, with the contribution of the companies involved, what skills developed through volunteering are more effective and qualifying for work in the companies; • modeling a skills certification system, recognized by certification bodies, companies, associations, which value the acquisition of skills acquired in non formal and informal sectors. |
| Evaluated competencies | <p><i>A) Evaluated skills corresponding to QRSP (the Regional Framework of Professional Standards of Lombardy Region), through self-assessment</i></p> <p>QRSP AREA 15. Education and Training Services: Making the design of recreational and educational entertainment activities; Realize interventions of animation and game; Carry out the analysis of training needs; Dispense one training session.</p> <p>QRSP AREA 16. Health and social services: Enabling the local network for the realization of social prevention activities; Make interventions of social animation.</p> |

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| | <p>QRSP AREA 21. Communication, public relations, advertising: Making the detection of communication needs / image of the customer; Prepare texts for communication of an organization; Designing a communication event; Making the organization of an event; Make a linguistic-cultural mediation; Plan and manage a communications plan; etc.</p> <p>QRSP AREA 26. Job recruitment, job services: Making the reconstruction of personal and professional profile of the disadvantaged person; Making guidance interviews; Implement the coaching intervention on a group.</p> <p>QRSP AREA 28. Non profit Organization: Carry out research and development of donors; Making the inclusion of selected candidates; Making the search and selection of volunteers.</p> <p><i>B) Soft Skills</i></p> <p>A. Personal skills (Responsibility Autonomy). B. Social skills (Listening skills, communicative capacity, Team work Leadership). C. Cognitive Skills (Problem setting and problem solving; Learning to learn). D. Organizational behavior skills (planning and organization Innovation; Orientation).</p> <p><i>C) Volunteering: activities and areas of expertise</i></p> <p>Acquired "on the field": reporting / communication / conflict management; Entertainment, educational workshop parties, after-school, etc .; Orientation, training families, etc .; Team management, project management, event organization, training / coaching.</p> <p>Auxiliary: project design; project design / evaluation; Internal training; Human Resources: Personal Development Plans; Training Scheduling; Selection.</p> <p>Institutional: Financing; Promotion; Sensitization; Fundraising / people raising; Communication; Marketing.</p> |
| Methods used for the recognition of skills | <p>5 phases are included:</p> <p>F1 - Application (Application for certification; Europass CV concise descriptive sheet)</p> <p>F2 – Evaluation of the application</p> <p>F3 – Portfolio of evidence (Guide the construction of the portfolio; Portfolio of evidence)</p> <p>F4 – Evaluation (Portfolio and in the presence)</p> <p>F5 – Issuance of certification</p> |
| Links with regional systems | YES |
| Time schedule | 3 months |
| Available Materials | NO |
| Formal Certificates | YES |

Experience 6 – You-Up! project

| | |
|--|--|
| Organization | Service Centre for Volunteering of the province of Genoa (Celivo) |
| Partners | voluntary organization of the province of Genoa |
| Aims | You-Up! offers young people the opportunity to do voluntary work in an association and, within it, to develop their potential, their competencies and experiment with forms of active participation. |
| Evaluated competencies | Area "self-Construction": Learning to learn; projecting. Area "Relations with others": To communicate and understand; Collaborate and participate; To act independently and responsibly. Area " Relationship to reality": Solve problems; Find links and relations; Acquire and interpret information. |
| Methods used for the recognition of skills | <ul style="list-style-type: none"> • Volunteering Dossier • Volunteer Certificate (with social recognition), valid as a certificate of activities carried out, which must be completed by the young volunteer and the association's tutor, following a final assessment interview. |
| Links with regional systems | NO |
| Time schedule | 5 meetings to be carried out during volunteer activities |
| Available Materials | NO |
| Formal Certificates | information not available |

Experience 7 – RIVALUTA (Reassess) project

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| Organization | City of Genoa |
| Partners | private companies |
| Aims | To accompany the immigrants to carry out an individual path of re-appropriation of its competences and skills aimed at their promotion and recognition, and to the possible extent, their certification and re-use |
| Evaluated competencies | information not available (we suppose competencies linked to specific professional profiles are concerned) |
| Methods used for the recognition of skills | <ul style="list-style-type: none"> – Individual meetings with an expert to analyze the professional history, knowledge and expertise possessed and which to value (construction of curriculum and skills portfolio) – Support for the evaluation and certification of skills in host companies through |

| | |
|-----------------------------|---|
| | <p>dedicated temporary placements</p> <ul style="list-style-type: none"> – Support for validation of qualifications and relevant experiences – Support for research of adequate training opportunities <p>According to personal preferences, the most appropriate tools are used to achieve the objectives set.</p> <p>To participate in the project, one must meet the following requirements: accumulated and consolidated working skills (occupational activities within their own country for a significant period) or educational qualifications to be validated / recognized / completed.</p> |
| Links with regional systems | YES |
| Time schedule | variable |
| Available Materials | NO |
| Formal Certificates | YES |

Key competences measurement on projects level

| Competencies | Solutions | Recommendations |
|-------------------|---|--|
| Learning to learn | Experiences nr 5 and 6 have included these competencies in the process of evaluation. However we do not have information about how the competencies are measured. | |
| Social and civic | Experience nr 5 has included these competencies in the process of evaluation. However we do not have information about how the competencies are measured. | |
| Practical skills | Experience 5 – Practical skills in social and educative areas are assessed in relation to regional professional standards of Lombardy region | The link between volunteers' skills and professional standards can facilitate the measurement of such skills |
| | Experience 6 – a volunteer certificate is issued for practical skills of volunteers. | |

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|--|---|--|
| | Skills are measured by the young volunteer and the association's tutor, during an interview | |
|--|---|--|

3.2.4 Correlation with formal education system

The Italian law gives to universities and schools a wide autonomy to plan and implement training activities and projects, also if experimental. This autonomy includes the ability to validate competencies and experiences and to recognize course credits. Obviously an autonomy-based system means that the experiences are very variable across the different schools and universities.

The Ministerial Decree n. 270/2004 formalized the ability of universities to recognize academic course credits for professional knowledge and skills and for knowledge and skills gained through educational activities. The rules on lifelong learning of 3 August 2007 give universities the possibility of recognizing learning otherwise acquired for the purpose of re-entry into school and university education system. Since then, many universities have set up projects, rules and procedures for the validation and certification of learning - also related to volunteering - with the main objective to recognize course credits within university courses.

Also CPIA – public schools for adult education often working with disadvantaged groups – have the possibility to assess the competencies acquired by their students in non-formal and informal context and recognize course credits to facilitate the re-entry into the educational system.

An important example of a formal relationship between universities and volunteering is the validation experience of the National Civil Service. Each university may in fact decide to conclude an agreements with the organizations that host civil service volunteers. Thanks to these agreements young people who do the civil service can receive course credits.

Another example of recognition of voluntary practices in the public education system regards the "school-work alternation." The school-work alternation consists of a brief practical experience that the high schools are obliged to arrange for all enrolled students. These experience can be made in private enterprises, but also in non-profit and voluntary organizations.

At the end of the experience a system for the assessment and certification of skills is provided to students. This system is regulated by the ministry of education through a special "operational guide." The proposed steps for assessment of competences are the following:

- Description of competences expected at the end of the experience
- Assessment of incoming skills
- Verification of the results achieved in the intermediate stages
- Assessment of output power skills

The final results of the evaluation are summarized in a final certification and are an integral part of the final evaluation of the course of study.

3.3 Poland

3.3.1 National level

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 non-formal 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:

Polish scouting and guiding associations

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).

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.

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.

Portfolio - volunteer skills index

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.... My success is....

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

The System of Integrated Qualification

In this chapter it is described both non-formal education and volunteering (as a type of non-formal education).

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.

Youthpass

There is the Youthpass used by the organization engaged in EVS projects. We did not find any other all-country certificate (the process of certification was described above).

3.3.2 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.

| Competencies | Solutions |
|------------------|---|
| Emotional skills | <p>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 course, passing the test and observation attendee may receive a certificate. These programme covers both practical (medical) and emotional issues.</p> <p>http://zdrowie.trojmiasto.pl/Kurs-wolontariatu-hospicyjnego-n24581.html</p> <p>http://www.hospicjum-podkarpackie.pl/wolontariat/szkolenie-wolontariatu-medyczn.html</p> |
| Practical skills | See above |

Some organizations (Schumann Foundation, Borussia Foundation) use Youthpass as for certification.

3.3.3 Project level

A several successful or partial successful initiatives has been identified.

Project “IMPROVE

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)
- 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)

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.

| Competencies | Solutions |
|-----------------------------------|---|
| Communication in a mother tongue | <p><u>The self-evaluation tool:</u></p> <p>A volunteer have to assess her/ his particular skill/ attributes/ features using the scale:</p> <p>0 - I cannot 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"> 1. My statements are clear and understandable. 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). 3. I speak my mind expressively and with passion. 4. I speak freely. <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"> 1. You can not judge whether a volunteer has the competence 2. Volunteer has the competence to a small extent (BASIC LEVEL) 3. The volunteer is quite good at it (SELF-SUFFICIENT LEVEL) 4. Copes well (PROFESSIONAL LEVEL) |
| Communication in a foreign tongue | <p>The project "IMPROVE"'s questions (the scale as above):</p> <ol style="list-style-type: none"> 1. I speak my mind expressively and with passion. 2. I speak freely. |
| Learning to learn | <p>The project "IMPROVE"'s questions (the scale as above):</p> <ol style="list-style-type: none"> 1. I am aware of my knowledge, skills and attitudes. 2. I know how to critically look at myself. 3. When I learn something new, I can use this knowledge in practice immediately. 4. I can learn from my own experiences. 5. If I do not have the substantial basis of information on a certain topic, I inquire. 6. I can learn by observation. |

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| Social and civic | <p>The project "IMPROVE"'s questions (the scale as above):</p> <ol style="list-style-type: none"> 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. 2. I try to understand the intentions of the person I'm talking to. 3. I can accordingly choose the person for cooperation.. 4. I make sure that I was well understood by others. 5. When I lead the conversation, I remember that I should give everybody the chance to present his/ her point of view. 6. I try to understand the arguments of others, to be able to formulate counterarguments that will achieve (my) goal or compromise. |
| Sense of initiative and entrepreneurship | <p>The project "IMPROVE"'s questions (the scale as above):</p> <ol style="list-style-type: none"> 1. I like to look for new ways to solve problems. 2. I know how to plan action in time and reach the sources for the implementation. 3. I am able to set priorities. 4. Difficulties do not discourage me. 5. I am open minded and undertake challenges. 6. I choose and specify working methods. |
| Emotional skills | <p>The project "IMPROVE"'s questions (the scale as above):</p> <ol style="list-style-type: none"> 1. I try to observe the emotions and intentions of the person I am talking to. 2. I am responsible / accountable for my decisions. 3. I can talk about my feelings, both positive and negative. 4. I can accept feedback on my opinions and actions. 5. I trust myself and I know I have great potential. |
| Practical skills | <p>The project "IMPROVE"'s questions (the scale as above):</p> <ol style="list-style-type: none"> 1. I can perform multiple tasks simultaneously. |

VOYCE project should take into account these selected questions and modify them if needed.

The project "LEVER

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).

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

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

| Competencies | Solutions |
|---------------------|---|
| Learning to learn | 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 |

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| | <p>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>Social and civic</p> | <p>The Lever project identify several competences that could be included into the Social and civic:</p> <p>1. Teamwork</p> <p>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 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>2. Managing diversity and interculturality</p> <p>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>3. Communication</p> <p>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</p> |

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| | <p>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 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>1. Innovation and creativity</p> <p>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.</p> <p>Devising new actions / actions to support volunteering campaigns.</p> <p>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>2. Responsibility</p> <p>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.</p> <p><u>Responsibility in the context of the labor market</u> is the ability to report on the results of completed activities to their direct supervisor. Recognize your own mistakes. Ability to identify emergency solutions and avoid exposing yourself and your colleagues.</p> <p>3. Focus on results</p> <p>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.</p> <p><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.</p> <p><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</p> |

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| | <p>better results. Understanding the commercial realities affecting the organization.</p> <p>4. Initiative</p> <p>Ability to "catch" opportunities and turn ideas into action. Ability to take on challenges</p> <p><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.</p> <p><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>5. Engagement</p> <p>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 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> |
| 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> |
| Practical skills | <p>The Lever project lists several competences that could be included into the Practical skills:</p> <p>1.The organization and planning</p> |

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| | <p>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</p> <p>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 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.</p> |
| Other | <p>Leadership</p> <p>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.</p> <p><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> |

Having regard the results of Lever project, in VOYCE project 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).
- 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).

3.3.4 Relations between educational system

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.

3.4 Portugal

3.4.1 National Level

National System of Qualifications (SNQ) was created in December 2007. 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 is no particular system regarding volunteering, but there is a job-oriented qualification process - **The RVCC processes: Recognition, Validation and Certification of Competencies** - allowing recognizing, validating and certifying skills acquired throughout life and in different contexts. There is a institution responsible for that process - Instituto do Emprego e da Formação Profissional / Training and Employment Institute a public service under the supervision of Ministry of Labour.

The RVCC processes 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;

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

It was also established a new institution - **the Opportunities Centres** – because 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.

There are not any certificates on the national level.

3.4.2 Regional level

There is no system for enhancement and validation for competences developed by volunteering at regional level because in Portugal do not exist autonomous regions.

3.3.3 Correlation with formal education system

There are not any formal correlation between schooling/university and volunteering in regard to recognition of the skills obtained through volunteering.



3.5 Spain

3.5.1 National level

In Spain there is a recognition of formal and informal learning linked to educational and work learning, but there is no validation system for volunteering

In order to facilitate the recognition of competences between the vocational training of the educational system and the vocational training for employment, there is the National System of Professional Qualifications, which in theory allows to recognize the competences acquired in any of them to obtain the accreditations of vocational training certificates or Professional Certificates.

In Spain Certificates of professionalism, regulated by Royal Decree 34/2008, of 18 January, are the official accreditation instrument of the professional qualifications of the National Catalogue of Professional Qualifications in the field of labor administration. These certificates accredit the set of professional competences that enable the development of an identifiable work activity in the production system without this constituting regulation of the professional practice. The certificate are official and valid throughout the national territory and are issued by the SEPE (Servicio Publico de Empleo Estatal - Employment Office) and the competent bodies of the Spanish autonomies. They are obtained through two ways:

- Passing all the modules/lectures contained in the certificate of professionalism.
- Following the established procedures for the evaluation and accreditation of professional competences acquired through work experience or non-formal training courses.

3.5.2 Regional level

There is not yet a validation system but there is an agreement between National Institute for Youth of Spain - Injuve and the youth organizations of the Spanish autonomies: in February 2017 they agreed to establish a system of recognition of non-formal learning in the youth field in Spain. Injuve. The implementation of this system will allow young people to participate in activities of animation and free time, youth exchanges, volunteering, youth correspondents, association fairs and in training courses and workshops, that the skills they have acquired have an accreditation official.

3.5.3 Project level

The project RECONOCE

The project RECONOCE is led by the Confederation of Don Bosco Youth Centers in collaboration with the Didania Federation and ASDE Scouts of Spain and has the collaboration of the Institute of Youth of Spain, Injuve. The Injuve (National Institute for Youth of Spain) promotes a new online tool for

accreditation of skills acquired through voluntary action. This tool, available since April 2016, is for volunteers, entities and companies committed to volunteering.

The project objective is to put value on the experience of volunteering that works in the field of educational free time, to sensitize the business community and society in general about the skills acquired by these people and to improve the employability of young people.

The main objective of the project is to articulate a national network of organizations that promote the recognition of the skills and abilities obtained through voluntary action to improve the employability of young people. Volunteers and entities, with the aim of promoting the employability of young people, register the activities developed during the volunteering to recognize the skills and abilities obtained. The competences involved in this project are: Negotiation, tact and prudence, teamwork, interpersonal communication, technical and personal reliability, organization and planning, lead initiatives, flexibility (adaptability), optimism and enthusiasm, ability to learn, initiative and autonomy, analyse and solve problems.

RECONOCE project includes an online tool to accredit the competences acquired by a volunteering program. To validate the competences is required that the host organization is registered in the network.

(Source: web site of the Spanish youth Institute www.injuve.es. Website of the project Reconoce: www.reconoce.org)

The Project VOL+

The Project VOL+ developed by the Spanish Platform of Volunteering.VOL+ is a certification program of the skills acquired while volunteering, in order to promote, among other things, improvement of employability of volunteers. This acquisition is the result of specific situations and actual experiences acquired over time, really necessary for someone to develop or strengthen a certain competence.

In the project Vol+, several competences have been selected that can appear in any type of voluntary activity and, moreover, are closely related to those that anyone can implement in a job:

- Analyse and solve problems,
- Flexibility and innovation,
- Initiative and autonomy, teamwork,
- Planning and organization, ability to lead initiatives,
- Interpersonal communications.

The certification process:

1. Each volunteer is assigned a tutor that accompanies them throughout the process.
2. The organization in turn, decides whether to join to this accompaniment (by actively participating in meetings, verifying the information, clarifying possible doubts of volunteering activities etc.) or if they prefer to stay on the sidelines.
3. Once this process is completed, the volunteers receive a report identifying the competencies endorsed by the Spanish Volunteering Platform.

(Source: Website of the Volunteering Platform <http://www.plataformavoluntariado.org/vol-plus.php>)

3) **Project YOTE** (Youth on the Empowerment) funding by the European Commission and coordinated by Fundación Docete Omnes in Granada, Spain.

This project was born to improve the abilities and the employability of the students near to entry in the labour market. The methodology of this “on-line course” about key skills and European mobility combines a theoretical part with a practical exercise to acquire a thorough knowledge of the key competence. The Project intends to help VET students, under the framework of formal education, to

improve their abilities and employability by means of “key competences” recognized by the European Union in the Recommendation of the European Parliament and Council. The course is divided in 8 units of competence:

| Competencies | Solutions | Recommendations for VOYCE project |
|--|---|--|
| Communication in a mother tongue | Theoretical part (Read and develop some activities suggested to acquire the competence) Self-evaluation test Practical case The importance of mobility programs | To observe the unit Communication in a mother tongue of YOTE course as an example for VOYCE |
| Communication in a foreign tongue | Theoretical part (Read and develop some activities suggested to acquire the competence) Self-evaluation test Practical case The importance of mobility programs | |
| Maths, scientific and technological competencies | Theoretical part (Read and develop some activities suggested to acquire the competence) Self-evaluation test Practical case The importance of mobility programs | To observe the unit Math, scientific and technological competencies of YOTE course as an example for VOYCE |
| Digital competencies | Theoretical part (Read and develop some activities suggested to acquire the competence) Self-evaluation test Practical case The importance of mobility programs | To observe the unit Digital competence of YOTE course as an example for VOYCE |
| Learning to learn | Theoretical part (Read and develop some activities suggested to acquire the competence) Self-evaluation test Practical case The importance of mobility programs | To observe the unit Learning to learn of YOTE course as an example for VOYCE |
| Social and civic | Theoretical part (Read and develop some activities suggested to acquire the competence) Self-evaluation test Practical case The importance of mobility programs | To observe the unit Social and civic of YOTE course as an example for VOYCE |

| | | |
|--|---|---|
| Sense of initiative and entrepreneurship | Theoretical part (Read and develop some activities suggested to acquire the competence) Self-evaluation test Practical case The importance of mobility programs | To observe the unit Sense of initiative and entrepreneurship of YOTE course as an example for VOYCE |
| Cultural awareness and expression) | Theoretical part (Read and develop some activities suggested to acquire the competence) Self-evaluation test Practical case The importance of mobility programs | To observe the unit Cultural awareness and expression of YOTE course as an example for VOYCE |

(Source: ww.yote.eu; www.doceteomnes.com)

3.5.4 Correlation with formal education system

Different Spanish Universities recognize credits to the volunteering programs within the official academic schedule: students will be able to obtain academic recognition for the participation in university activities like sport activities, student representation activities, or solidarity activities.

3.6 Good practices form other European countries

Oscar from Belgium

Very interesting on-line tool “Oscar” was developed in Belgium. It is dedicated for validating competences built up trough volunteering (outside school context). Oscar provides vocabulary and game/methods to help students expand their metacognitive capacity. It supports broad range of organisations in all sectors of socio-cultural field. Helps organizations to explicit the competences that volunteers build up in their organization. Provides possibility to certify the process. As you can read at the website: Oscar wants to give people a view of these competencies and to provide them with the means to express and share them.

Let us take a look how authors of this tool explain it to volunteers and organizations

FOR VOLUNTEERS

You learn a lot of the shapes that you follow or the commitments you voluntarily take. In other words, you acquire a lot of skills that enhance your self-confidence, help you make all kinds of choices or find a job ...

What can Oscar mean for you?

During the classes you follow in socio-cultural organizations or the commitments you make as a volunteer, you learn a lot. It is not always easy to convey what you have learned. The Oscar competence document will help you with this. A competence document is issued by the organization where you followed the training or where you have volunteered. It defines the competencies that you have worked during that formation or commitment. Thus Oscar gives you the right words to tell others what you know and can. That insight can give you a lot. It can

strengthen your confidence, help you make all kinds of choices when finding a job ...

Show what you know and can

If you register on this site, all the competent documents you receive will be automatically stored in your personal space. You can view and consult them through your personal login. But Oscar does more: you can also share your competences via a public page or via social media. Oscar offers you the chance to take advantage of your competencies. This way you can show what you know and can.

FOR ORGANIZATIONS

What can you do as an organization with Oscar?

With Oscar, you can easily provide competence documents to students or volunteers who follow a training in your organization or voluntarily engage in an engagement. Such a competence document states the competencies that were worked in the formation or during the engagement.

Competence documents can be printed and submitted to your participants or volunteers. In any case, all the competent documents are kept digitally. The volunteer or the student who receives a competence document can consult this document in his or her personal space through this website.

Which organizations can get started with Oscar?

Oscar has been developed for organizations recognized and / or subsidized by the Flemish youth and child rights policy decree and by the Decree of Social-Cultural Adult Work. Also, heritage organizations, student councils, youth services and amateur art organizations can work with Oscar.

Oscar contains a competence database that can be consulted for everyone. You will learn more about potential competencies that you have or can still acquire. Organizations can effectively use the competences from the database when creating competence papers.

The competency database contains 2 lists:

- Basis of competencies
- List of competencies of organizations

The 'Baseline Competencies' provides an overview of dozens of competencies that are often acquired through training or voluntary work in social-cultural youth or adult work organizations. The competencies are clustered in a number of categories and are always displayed with a brief description.

Base list

The 'Baseline Competencies' provides an overview of dozens of competencies that are often acquired through training or voluntary work in social-cultural youth or adult work organizations. The competencies are clustered in a number of categories and are always displayed with a brief description.

| | |
|-------------------|---|
| Personal Function | <p>The competencies in this category are related to the individual's actions in relation to himself.</p> <ul style="list-style-type: none"> – Stand up for himself – Take responsibility – Control yourself – Continue – Give your own opinion – Emotional distance – Take initiative – Judge – Reflect on oneself – Perspective |
| Ways of working | <p>The competencies in this category refer to ways to organize the action.</p> <ul style="list-style-type: none"> – Working efficiently – Act in stressful situations – Responding to changes – Working accurately – Participative work – Working according to a plan – Work proactively – Work independently |
| Deal with others | <p>The competences in this category have to do with someone's actions in relation to (acting) others.</p> <ul style="list-style-type: none"> – Make appointments – Honour existing commitments – Evaluate others – Others motivate – Entertain others – Others recruit – To make compromises – Managing conflicts – Enthusiasm – To give feedback – Feedback received – Networks – Negotiate – Convince – Work together – Meet – For other opinions open |
| Take leadership | <p>The competencies in this category assume a relationship that places someone above others. This does not mean that these competencies exist only in executive positions.</p> <ul style="list-style-type: none"> – Making decisions – Coach – Delegate – Guide a group – Build a team – Chair a meeting |

| | |
|-------------------------|---|
| | <ul style="list-style-type: none"> – Define borders – To give instructions – Solve problems |
| Organize | <p>The competencies in this category are related to the process of setting up activities, actions or initiatives.</p> <ul style="list-style-type: none"> – Welcome and inform visitors – Evaluate an activity – Perform an activity – Preparing an activity – Plans – Promotion |
| Communication | <p>The competencies in this category are related to the transfer of information and ideas to others and use different media to do this.</p> <ul style="list-style-type: none"> – To listen actively – Give a presentation – Represent an organization externally – Manage a website contentually – Communicate orally – Non-verbal communication – Communicate in writing – Speaking for a group |
| Handling information | <p>The competencies in this category are related to all possible actions undertaken in the process from searching for information data to their management and management.</p> <ul style="list-style-type: none"> – Making research accessible to a wide audience – Analyze – Conceptualize – Process information – Getting information – Synthesize |
| Security | <p>The competencies in this category are related to protecting people from dangers.</p> <ul style="list-style-type: none"> – Provide first aid – Create a safe physical environment – Create a safe mental environment |
| Organization management | <p>The competencies in this category are related to the good running of an organization, regardless of where the organization is involved or in which theme or target group they are specialized.</p> <ul style="list-style-type: none"> – Manage administrative data – Manage an archive – Make a budget – Sign out a policy – Create a file – Develop an organization vision – Control a legal framework – Fundraising – Manage money flows – Carry out comprehensive quality assurance |

| | |
|-----------------------|---|
| | <ul style="list-style-type: none"> – Manage material |
| ICT | <p>The competencies in this category are related to information and communication technology. The "technology" aspect means that technical tools (including all types of computers) are being considered. 'Information' (collecting, processing and generating) and '(tele) communication' indicate the purpose for which those technical tools can be deployed.</p> <ul style="list-style-type: none"> – Managing a website technically – Develop a website technically – Work with a data processing program – With a presentation program work – Work with a Word processor – Working with internet |
| Formation | <p>The competencies in this category are related to the conscious and purposeful creation of conditions, organization of activities and learning processes for some time and with the aim of enhancing or optimizing knowledge, skills and / or attitudes among its participants.</p> <ul style="list-style-type: none"> – Give a formation – To develop a training content – Set up learning texts – Detect formation nodes |
| Technical Competences | <p>The competences in this category have to do with all the actions needed to create something in a particular branch of art, sports, crafts, etc.</p> <ul style="list-style-type: none"> – Add digital images to an image bank – Digital images describe in an image bank – Digitize according to specific standards – Decorate – Build a construction – Maintain a building – A trip / stroll out – Set a room – Graphic shaping – Work with a sound system – Play music – Mounting video images – Cooking for a group |
| Heritage Competences | <p>These competencies are specific to heritage volunteers.</p> <ul style="list-style-type: none"> – Clean archives – Determine the collection policy of a heritage association – Check out exhibition and depot space – Carefully handle heritage objects – Historical sources frame – Historic manuscripts decipher and transcribe – Interviewed according to the methodology of oral history – Inventory and registration of collections – Numbers of heritage objects – Recognize and signal damage to property objects – Packaging of heritage objects |

4. Opinions and knowledge on volunteers' skills measurement, validation and certification

4.1 How competences developed through volunteering are certified?

What is interesting, awareness of certification possibilities among volunteers is limited, even if their organization has a system of validation and certification. Many volunteers confused between formal confirmation of involvement and certification of competencies. Volunteers cooperating with some organizations or governmental programmes, in particular large ones like Italian Civil National Service or Polish Scouting Association, for a longer period of time have more knowledge about available certificates. We can therefore sum up, that awareness of certification depends on some interdependent factors: specifics of organization, length of involvement, volunteers needs (which will be elaborated later).

It seems that volunteers take into consideration the quality of certificate. It was in particular clearly visible among respondents in Poland. They realized that their competencies are in fact not evaluated, and certificates are issued without proper measurement. *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* [IDI volunteer, POL]. On the other hand respondents from the same group identified organizations performing validation. *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.* [IDI volunteer, POL]. We can pose a hypothesis that lack of validation affects future eligibility of such a certificate on a labour market.

Interestingly knowledge about certification varies from country to country: from all or almost all the volunteers interviewed in Poland, Spain and France knew about possibility to obtain a certificate, through small minority in Italy up to none in Portugal. Awareness of EU certificates is also differentiated by the country: it was widespread in Spain and France and invisible in Portugal and Poland. There was only one informant in Italy, who claimed that *I have heard about some structured certification systems at European level but I do not remember well the name and the functioning. I know that at the European level there is much interest in this issue.* [IDI volunteer, ITA].

The volunteers differs in their estimation of process of certification. Some recognized it as a difficult: *Yes, it required some efforts, but not too much. It cost me a lot of time* [IDI volunteer, POL] while the other found it to be easy *For me obtaining this certificate was easy* [IDI volunteer, POL].

Similar discrepancy can be found in regards to motivation to get the certificate. On one hand some respondents declared lack of interest in obtaining the certificate. *I'm not collecting it [certificates], I assume, that I help gratuitously, so I do not need a document to confirm it* [IDI volunteer, POL]. It is clearly connected with moral motivation for engagement in volunteering. On the other hand some respondents recognize usability of certificates for their future career. *It would be very interesting and useful to be able to receive a certificate stating my competences in relation to my volunteer experiences. For example, with an association I deal with Italian-English interpreting in conferences with African kids and adolescents in Nairobi. But no one has ever certified or translated my activities into acquired competences. It would be very useful for my entry into the job market, given the serious situation in which young people are today* [IDI volunteer, ITA].

Independently from volunteers' knowledge and expectation actual availability of certificates seems to be narrow. As it was mentioned above, most of the organizations are not issuing certificates of skills, but confirmations of involvement without any validation process. It is a good point, raised in Italian interviews, whenever small organization is able to pursue complicated and costly validation

process. Only bigger organization are capable to do it. For example 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”* [IDI organization, POL]. It should be added, that this is a public founded, huge organization which customer service is in a main part maintained by volunteers.

On the other hand lack of interest from volunteers influence organizations’ willingness to introduce validation and certification system, even if organization would be capable to maintain it. *No. Nobody ask us that.* [IDI organization, POR].

As possibility of usage of national systems is – as we described above – really limited, the only external system being used is Youthpass (and possibly other, however not directly named in interviews, European systems). Youthpass as external certification used by the organization was indicated in Spain and France, however it may be a consequence of sampling. There were only singular examples of recognition of external certification in Italy and Spain, however it was not used by the informants in this period.

Some informants 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* [IDI organization, POL].

4.2 Does possibility of receiving certificate of skill influence volunteers’ choices?

Opinions expressed by volunteers and organizations’ representatives seem to be coherent, with some slight differences. Due to the volunteers motivations (both declared by the volunteers themselves – see later part of this report – and recognized by the organizations) pragmatic reasons are, with some exceptions in Poland and Spain, invisible.

Volunteers indicated that either they were not aware that organization may supply them with certificate (*I had no idea [about certification] so it had no influence on my decisions* [IDI volunteer, POL]) or that their motivation lay elsewhere. *Self-development and possibility to meet new people was important* [IDI volunteer, POL]. One of the Spanish volunteers declared that he was not motivated by the certification possibilities as these kind of certificates are not widely accepted and recognised when applying for a job.

We also observed that there was a change of volunteers attitudes towards certificates during their volunteering 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* [IDI volunteer, POL].

One of the Polish volunteers 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* [IDI volunteers, POL]. The emphasize put on the exceptionality of this case (“One and only”) probably comes from the key role of moral and self-developmental motivations, we will elaborate in further parts of this report.

Half of the interviewed organizations in Spain and one interviewee supposed that possibility to get certificate may influence volunteers’ choices. *The volunteers themselves pointed it out* [IDI organization, POL]. However, almost all Polish respondents and all the interviewed organizations from France, Portugal and Italy emphasized lack of influence. As it was stated above, organizations’ representatives are justifying it showing moral and developmental motivation of volunteers. Some of them stated that volunteers may be simply not aware of such a possibility. Respondents in France pointed out, that wide recognition of all-country certificate may increase volunteers’ attention.

4.3 Recognition of skills developed through volunteering on labor market

The list of key competencies, shared among countries includes:

General attitudes

- Flexibility and adaptation ability
- Positive attitudes, motivation, commitment, even enthusiasm
- Initiativity, creativity, resourcefulness
- Responsibility, ability to make up decisions
- Willingness to learn

Social competencies

- Ability to organize and to work in teams
- Communication competencies
- Capacity for self-criticism and ability to defend own position

Specific skills

- Having skills important in particular sector (for example technical skills)

It seems that employers expect more general attitudes and social competencies than particular skill needed in a given sector. *Education, kindness, availability, quick learning, and previous experiences even if not specific* [IDI employer, ITA]. On one hand it perfectly meets opportunities created by volunteering, on the other shows, that useful validation and certification should not rely on EU definition of key competencies, but be relevant to the employers expectations.

In most of the countries volunteering is recognized as a valuable addition to the potential employee's curriculum vitae. It depends, however, on the employer specific. Companies representing education, leisure, social work paid greater attention to the experiences with volunteering than other sectors (Italy, France). *We take into account experiences in volunteering. If they are supported by documentation, so much the better, but anyway everything is always evaluated* [IDI employer, ITA]. It seems, however, that there is a need to verify volunteer's competencies, which show potential area for a recognized system of validation and certification.

5. Recognition of volunteers' motivations and needs

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

Organizations' representatives and volunteers opinion on a diagnosis of volunteers' educational and other developmental needs are coherent. Organizations hosting volunteers seem to be very sensitive to recognize the needs. Not in every case this sensitivity go along with standardized measurement tools. Depending on organization size and background it may be an interview, a questionnaire, coaching session or just a conversation with coordinator.

Typically small organizations declared that they are not capable to conduct comprehensive (or just methodologically justified) diagnosis. Such an actors need to apply informal and unstructured approach: reading the CV of the volunteer and an initial interview. In a larger organization, in particular the ones which provide a set of trainings for new volunteers diagnosis is usually being made. Some organization, in particular in Italy, declared usage of tutoring (often peer tutoring) systems, with an organization employee or more experienced volunteer assessing newcomer's needs and competences. Apparently "soft" diagnosis prevail in every countries, quantitative measurement was (almost) not visible.

5.2 Understanding of volunteering

Interestingly some differences between countries may be found, as well as between representatives of volunteers, organizations and employers. However, it should be clearly noted that typically volunteering is to be defined by the values connected with this kind of activity. *To be a volunteer means to act regarding the values you defend* [IDI volunteer, FRA].

Volunteers recognize volunteering as a complex social activity, driven by the old *do ut des* rule, but bringing add-on value not only to the beneficiaries, but also to the volunteers themselves.

Being a volunteer means getting to know each other, helping others, networking, growing emotionally and professionally, getting to know people with different points of view, expanding your way of seeing the world, people, and problems. Making part of yourself available for the good of others. Being a volunteer also means receiving from others a great benefit, it is also helping oneself to grow, evolve; it is mutual help, both for us and for those who demonstrate some need [IDI volunteer, ITA]

Volunteering is being defined as a future oriented activity. *To be a volunteer is an opportunity to get doors open for the future* [IDI volunteer, FRA] declares French EVS volunteer.

While Italian and Spanish organizations emphasize idealistic motivations. *making personal time and abilities available for free for an ideal purpose* [IDI organization, ITA] the only element shared between Polish ones was a lack of payment for the volunteers. 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" [IDI organization, POL]

- volunteers' characters, in particular high moral and ethical 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" [IDI organization, POL].

From the perspective of employers two components seems to be crucial: unpaid work and esteem for a unselfish commitment of young people. *A person performing a task by taking responsibility for passion* [IDI employer, ITA]. However, most of the interviewed employers see educational and

developmental dimensions of volunteering. *We believe that through volunteering, people develop new skills and willingness to provide selfless help* [IDI employer, POL].

5.3 Motivations

There are two main groups of motivations declared by the interviewed volunteers and observed by the organizations' representatives: self and society-oriented. Self-oriented motivations are based on volunteers developmental needs: gaining experience, improving qualifications and interest. *To leave my country (EVS), to get experience, to discover France, and to try to open doors for my future in France* [IDI volunteer, FRA]. Sometimes it is just a expression of internalized values. *To get the harmony between what I think (what I defend), and what I do* [IDI volunteer, FRA]. Society-oriented motivation is based willingness to help the others - *volunteering gives me a feeling of doing something important to the others, of acting on behalf of peoples' wellbeing* [IDI volunteer, POL] - and deeply internalized norms. *I think it is my responsibility* [IDI volunteer, POL].

Some of the quotations from the interview shows that even deeply inherited society-oriented motivations may influence auto-reflexivity and therefore somehow become self-oriented one. *I started volunteering because I thought there were many things to do and change. I started because I wanted to change something giving my own contribution. Enrichment is first and foremost for yourself: one realizes that he/she can receive much by giving something of oneself. You change your relationship with the outside world; you have to learn to mediate your visions and beliefs, also because you get to know many different people. Enrichment stems from the fact that it is a way of confronting you with so many different realities, giving you the ability to learn so many facets of your character you did not think you knew* [IDI volunteer, ITA]

When we look at the all Voyce countries it may be concluded, that moral, society-oriented motivation is more emphasized by the organizations' representatives than by the volunteers themselves. Let's take for example motivations summed up by the Portuguese organizations: *doing good, helping others, alleviating suffering, exercising charity, performing works of mercy to take responsibility, create a more just and equitable society, to safeguard the environment, to defend peace* [IDIs organizations, POR]. On the other hand organizations hosting volunteers are aware that self-oriented motivations may not be enough for the real commitment. *It must be borne in mind that it is very difficult for young people to enter the Italian labour market. Many end up applying for civil service not because they share the project goals, but because they do not find work. This way at least they get cost reimbursements and have something to write in their CV. But this is a modest refund and certainly not a real wage. These young people then end up living the year of civil service in a negative way, as an underpaid work.* [IDI organization, ITA].