



# Recognition of Competences Acquired By Volunteers

## Catalogue

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## Recognition of Competences Acquired By Volunteers

# 1 The background of the project

Volunteers often have the difficulty of communicating to an employer what knowledge and key qualifications they have acquired. Employers, in turn, often find it difficult to identify the knowledge gained when reading credentials of volunteer organizations, since these certificates usually describe the activities done, but not the acquired competencies.

Volunteering in times of the pandemic is an opportunity to proactively combat limited employment and loss of income, to be socially active and to feel being part of civil society. Equally important, it is also a way to gain new soft skills like team spirit, critical abilities, communication skills, intercultural competence, stress management, discipline, and self-confidence. Volunteering is an effective learning environment, especially for those people who had to realize that their professional activity is by no means systemically relevant in terms of crisis management. Strictly speaking, volunteering is a great opportunity, namely that of acquiring and validating soft skills and then being able to use it in any professional environment as an additional qualification. This Catalogue provides an overview about projects, initiatives and methods for the recognition of non-formal and informal learning, through volunteering, and identifies instruments, models, and schemes which validate and clearly identify the key competences that have been gained by volunteers.

Providing this recognition can motivate volunteers to become either involved in additional learning activities or may also facilitate or improve their employability.

## 1.1 Target groups of our projects

1. Volunteers who need a meaningful document about their expertise gained in volunteering for entering the paid employment market,
2. Organisations which work with volunteers and have to issue certificates on their activities,
3. Employers who want to learn what kind of expertise job applicants have gained in voluntary environments and tasks.

The project focuses on bringing together most relevant instruments on one platform and developing instruments for quick access in order to make the best use for volunteers of their gained knowledge in the application stage for paid jobs.

## 1.2 Recognition of competences in times of Covid-19

Within a few weeks, the Corona crisis has led to developments in the field of volunteer work which for years seemed unthinkable and which have turned current developments that gave cause for concern into the opposite. Although not many data are available at the time of the elaboration of this Catalogue, it is already possible to say with certainty that voluntary work and the associated assumption of responsibility in civil society have gained a completely new appreciation.



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The tools developed for this purpose (such as platforms for placing volunteers) were developed, activated and used virtually "overnight" thanks to digital technologies.

People not only volunteer for the well-being of their neighbours, offer interactions with people who cannot leave the house or take on shopping services. They also take on activities that have nothing to do with their actual job: Those affected by short-time work or lack of orders are also involved as volunteers in areas outside their profession where support is urgently needed: in care, in agriculture, or in the mobility economy.

Regardless how different in terms of professional background the volunteers are, they have one thing in common: Volunteering in times of the pandemic is an opportunity to proactively combat limited employment and loss of income, to be socially active and to feel being part of civil society. Equally important, it is also a way to gain new soft skills like team spirit, critical faculties, communication skills, intercultural competence, stress management, discipline, and self-confidence. Volunteering is an effective learning environment, especially for those people who had to realize that their professional activity is by no means systemically relevant in terms of crisis management. Strictly speaking, volunteering is a great opportunity, namely that of acquiring and validating soft skills and then being able to use it in any professional environment as an additional qualification.

However, how can a volunteer recognize and validate those new skills? How can an employer be made aware of these skills as an added value for the creation of teams, stress situations or intercultural tasks? Consequently, it is absolutely fundamental to properly validate those "soft skills", i.e. new personal competences. Although the wording suggests otherwise, it is "soft skills" that can make the difference in working life.



## 2 Introduction

There is currently a growing trend in Europe to develop validation mechanisms for non-formal and informal learning, as indicated in the 2012 Council Recommendation, and to link them to the National Qualifications Frameworks, as well as to the European Framework. All Member States offer validation procedures in at least one of the following areas: education and training, labour market and third sector.

In the areas of education and training, the most common link is that validation gives access to formal education and leads to the acquisition of a partial or full qualification in a formal context, however many countries do not yet have such a connection between validation and the National Qualifications Frameworks in the employment and third sectors.

Different countries have tools for evaluation and certification, but there are no internationally standardised processes for the validation procedure: each country (and sometimes even each Certification Organisation) establishes how the validation of such learning will take place. However, methodologies can be observed that are repeated throughout the European continent, which could indicate some development of good practices.

Since regional guidelines are still in the process of being created, not all countries attach the same importance to developing competency validation mechanisms, and certainly each country focuses on processes differently.

Given this situation, the purpose of this document is

To give an overview about the European Regulatory Framework and the most relevant regulatory developments in relation to the recognition of formal, non-formal and informal learning and the validation of acquired competences, and about the Conceptual Framework and the different tools for the validation of non-formal and informal learning (chapter 3).

In the subsequent chapters we present the situation in those European countries which are covered by partners of this Erasmus partnership, namely by:

- the four operative partners from Austria, Slovakia, Slovenia and Spain (chapters 4 to 7);
- the associated partners which participated from Germany, Denmark, France, Italy and Portugal (chapters 8 to 12);
- Validation Tools at European Level (chapter 13)

The Appendix lists all best practice examples which have been identified and collected by the partnership. They are also available in the database where they can be searched by various parameters, e.g. the country, type of best practice, or target group.



### 3 Theoretical Framework

Due to the rapid evolution of both the economy and society at large, it is crucial to keep learning new things all through adulthood. Education is just one way that people learn; there are many other ways, such as work, volunteering, leisure activities, online learning, and more. However, many people struggle with displaying these learnings, which can slow their academic and professional advancement and prevent them from boosting their employability.

A CEDEFOP document defines Lifelong learning as “a key path to personal development and its recognition can bring greater value to individual achievements and their potential contributions to society”.

For this reason, the European Union has published Declarations, Resolutions, Recommendations, Guidelines, Opinions, and Reports to back its decision to support projects for the recognition, validation, and certification of competencies obtained through various types of learning.

#### 3.1 The way to the European Regulatory Framework

This section will provide a brief historical overview of the most important regulatory developments in regards to the validation of formal, non-formal, and informal learning and the skillsets acquired through such learning.

To begin, the Bologna Declaration of 1999 served as the cornerstone for the development of the European Higher Education Area, an academic region that aims to "facilitate the mobility of students and staff, higher education is more inclusive and accessible, and make education superior in Europe become more attractive and competitive globally."

The Lisbon Strategy of 2000 served as a watershed moment, prompting a number of initiatives emphasising the value of informal and non-traditional education.

The Lisbon Strategy, which aims to make Europe one of the most competitive and dynamic knowledge-based economies in the world, was issued in 2002, and the Council Resolution on Lifelong Learning confirmed that LLL is a central component of this strategy.

Since its 2004 public release, the Decision of the Council and the European Parliament on a Single Community Framework for the Transparency of Qualifications and Competences (Europass) has established a framework by creating a coordinated and personal document portfolio known as Europass, which citizens can use on a voluntary basis to improve communication and presentation of their qualifications and competences across Europe.

In 2006, the Council Resolution on recognising the value of non-formal and informal learning in the field of European youth was issued. This resolution emphasised that this form of education adds value to European society, economy, and youth, and it urged Member States to encourage the identification of acquired competences.



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Member States were urged to promote the validation of non-formal and informal learning and to establish links between their national qualifications systems and the European Qualifications Framework (EQF) in 2008, per the Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework (EQF).

In 2009, the European Parliament and Council pushed for the creation of the European Credit System for Vocational Education and Training (ECVET), and in 2010, they pushed for the creation of a European Quality Assurance Reference Framework for VET.

There was a call for Member States to establish agreements for the validation of non-formal and informal learning by 2018. This call came in the form of a 2012 Council Recommendation (Council of the European Union, 2012).

Lifelong education has been recognised as a central tenet of European education and employment policies since 2015, when the Committee of the Regions issued an opinion on the Recognition of skills and competences acquired through non-formal and informal learning.

With the goal of bolstering Europe-wide efforts to cultivate essential skills, the Commission revised a recommendation from 2006 in 2016 as part of the 2006 Recommendation Review on Key Competences for Lifelong Learning.

The European Economic and Social Committee issued an opinion in 2020 titled "Validating skills and qualifications acquired through non-formal and informal learning," in which it urged Member States to make it possible for all citizens, regardless of age or level of education, to have their non-formal and informal learning validated.

The European Qualifications Framework for Lifelong Learning is an updated version of a 2008 Parliament and Council recommendation that aimed to improve education and training systems, as well as the employability, mobility, and social integration of the labour and student sectors.

In light of these revisions, the Commission adopted a proposal for a new Recommendation on key competences for lifelong learning in 2018, and as a result, three documents were drafted: the Council Recommendation on Key Competences for Lifelong Learning, a Commission Staff Working Document, and a separate document on Key Competences in Lifelong Learning.

### 3.2 Conceptual Framework

Non-formal and informal education have received more attention since the 2012 Council Recommendation, which also inspired the development of various tools for validating such education. To promote openness and comprehension of the to-be-carried-out procedures, this process prioritised the precision of the concepts that make up the validation.

Some of the concepts will be introduced in this chapter with the hope that they will be easier to grasp.





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### **The European Qualification Framework (EQF)**

The European Qualifications Framework (EQF) is an eight-level framework for all types of qualifications based on learning outcomes that can be used as a conversion tool to make it easier to interpret and compare different national qualifications frameworks. It is comprehensive, encompassing all forms of qualification, and structured upwards into eight progressively more difficult levels of competence, with close ties to national qualifications frameworks.

### **The National Qualification Framework (NQF)**

It is a tool for organising and standardising national qualification subsystems to boost qualification-related marketability, equity, and quality in the context of society and the workplace.

To ensure that the process of cooperation at the European level is firmly rooted at the national level, most European countries have opted to develop National Qualifications Frameworks that reflect and respond to the EQF.

### **Lifelong learning**

European Commission's definition from 2001: "any lifelong learning activity with the aim of improving knowledge, competences, and skills from a personal, civic, social, or employment-related perspective" is one of the more common ones.

The three types of learning can be broken down by the setting in which the learning takes place. Following is a list of what the Council recommended in 2012:

#### **Formal learning**

Learning that is typically provided by a school or other formal training programme, is organised (according to didactic goals, duration, or support), and culminates in a credential is said to be formalised. From the perspective of the student, formal education is purposeful "This category of education encompasses not just primary and secondary schools, but also colleges and universities.

#### **Non-formal learning**

It is "independent study is any form of education or training that does not come from a formal school or university and does not typically result in a degree. While organised (in terms of didactic objectives, duration or support). From the perspective of the learner, non-formal education is deliberate "This category of education includes things like vocational training, classes offered by non-profits and community groups, and basic education and literacy classes for adults who dropped out of school at a young age.

#### **Informal learning**

To put it simply, it is the "knowledge picked up while going about one's regular routine, be it professional, personal, or recreational. It lacks structure (in terms of educational goals, course length, or instructor support) and typically does not result in certification. The majority of informal learning is not planned but rather occurs by chance ".



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### **Prior Learning Recognition (RAP)**

There are two types of learning that fall under the RAP: first, formal learning, obtained through formal certification within the higher education system, and second, experiential learning, obtained through workplace experiences, voluntary action, or any other field.

### **Learning results**

Learning outcomes are defined by the European Qualifications Framework as "statements of what the learner knows, understands, and can do at the end of a learning process," with the focus on knowledge, skills, and competences.

### **Competences**

Competences are defined in a variety of ways, but one common definition is found in the Recommendation of the European Parliament and the Council on Key Competences for Lifelong Learning "integration of learning and behaviour wherein:

- facts, figures, concepts, ideas, and theories that have already been established and contribute to an understanding of a subject matter constitute knowledge;
- The ability to carry out tasks and make effective use of prior knowledge is what we mean when we talk about skills.
- Attitudes characterise a person's frame of mind and their propensity to take action in response to ideas, people, or circumstances.

Competence is defined as "the ability to apply knowledge, skills, and abilities, whether they are technical, practical, social, or theoretical, in learning, working, or developing oneself" (European Qualifications Framework).

Competences can be classified into three groups:

- **Technical Competences:** Understood as those competences related to tasks, contents and tools of a particular job or profession.
- **Cross-Competences:** Understood as competences common to a variety of professions or jobs, and which can be transferred from one context to another.
- **Key Competences:** These are the basic competencies for personal development and full participation in society. The European Commission defines key competences as "a combination of knowledge, skills and attitudes appropriate to the context (...) that all people need for their personal fulfilment and development, as well as for active citizenship, social inclusion and employment".

The Recommendation on updating key competences for lifelong learning sets out eight key competences for personal development, the adoption of a healthy and sustainable lifestyle, employability, active citizenship and social inclusion:

- Competence in literacy;
- Multilingual competence;
- Mathematical competence and competence in science, technology and engineering;



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- Digital competition;
- Personal, social and learning competence to learn;
- Citizen competence;
- Entrepreneurship competence;
- Competence in cultural awareness and expression.

Policymakers, education and training providers, social partners, and students all benefit from this Council Recommendation's standardised European reference framework on key competencies. It also suggests effective ways to promote skill development via novel pedagogical strategies, assessment tools, and educator reinforcement.

### **Validation**

In this context, "process" means "a process by which an authorised body confirms that a person has acquired the learning outcomes measured at a relevant level."

In order to produce learning tests that can be potentially exchanged in future learning or work, validation must go through the steps of identification (identification), documentation (documentation), evaluation (evaluation), and certification (certification), as outlined in the European Guidelines for the Validation of Non-Formal and Informal Learning. It is also argued that the purpose of validation is to give people a sense of agency and that it can be used as a tool to give those who have been marginalised a second chance.

The European Guidelines specify four stages for the validation procedure:

- Determination (identification) of the learning outcomes of a person acquired through non-formal and informal learning;
- Documentation (evidence) of a person's learning outcomes acquired through non-formal and informal learning;
- Assessment of a person's learning outcomes acquired through non-formal and informal learning;
- Certification of the learning assessment outcomes of a person acquired through non-formal and informal learning in the form of a qualification or credits leading to a qualification, or otherwise, as appropriate.

### **Voluntary action as a learning space**

Organization, Third Sector Organization, and Voluntary Organization all refer to the same thing: a place where people come together to do good for others.

The voluntary sector, as mentioned by CEDEFOP, plays a crucial role in promoting validation of informal learning, and voluntary action provides a space for acquiring knowledge within this context.



## Recognition of Competences Acquired By Volunteers

Volunteer work is typically thought of as something individuals do on their own time, for the greater good of a group or community, and at no financial cost to themselves. Definitions of volunteering vary widely from one nation to the next. In Spain, for instance, one of the defining features of volunteering is that it is done "without consideration," in contrast to the situation in France, where a form of "remunerated" volunteering is considered.

Volunteering is a complex concept to define because each country in this study has its own unique history, vision, policy, and understanding of what it entails. These divergent perspectives on volunteerism are related to the various recognition and certification models, as we shall see in subsequent chapters.



## 4 Austria

### 4.1 Situation in Austria

The Voluntary Act (Federal Law on the Promotion of Voluntary Commitment 2012) regulates the conditions for formal voluntary activities of general interest in Austria.

Promotion of voluntary organisations, the Voluntary Passport, and a periodic report on the voluntary situation in the country are all outlined in the Act's first section. It mandates that in exchange for state funding, non-profits must provide volunteers with documentation of the time they spent volunteering, the tasks they completed, and the skills they learned, so that the volunteers can put their newfound abilities to use in the future. Within six months after the end of the voluntary activity period, this evaluation (Voluntary Person Passport) must be issued.

There has been a lot of talk in recent years about ways to give credence to lifelong learning experiences that don't take place in a classroom, in particular in relation to the national qualifications framework and the strategy for lifelong learning. According to the 2019 Austrian report on the validation of non-formal and informal learning, significant strides have been made since 2016, particularly with the implementation of the national validation strategy and the creation of the national qualification framework.

The national validation strategy, which underpins the expansion of validation across all sectors, makes reference to the Council Recommendation's guiding principles. When it comes to the validation and recognition of non-formal and informal learning, Austria does not have a uniform legal framework at present. In 2019, work began on a national strategy to address these problems.

Nonetheless, several legislative efforts have been launched in recent years to verify informally gained expertise:

- The Vocational Training Act provides the opportunity for an apprenticeship examination and the recognition of training for those who have not gone through the dual tandem of vocational school and in-company training, or who have only partially completed the dual system.
- A 2002 amendment to the Industrial Code established that a "individual qualification certificate" could be substituted for a licence in order to practise a particular trade. Additionally, the entry age for the Master Craftsman Examination has been lowered to 18.
- Practical work experience is valued just as highly as academic achievement in the vocational maturity test. If you're at least 20 years old and have completed four years of professional education and training, you may take the university entrance exam and gain limited admission to university. Vocational schools also offer opportunities to take external examinations to have previously acquired skills and knowledge recognised. In addition, there are market certifications like the European Computer Driving Licence (ECDL) or language certificates, as well as personnel certifications in accordance with the European Standard 45013, which certifies certain competences for individuals.



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### 4.2 Freiwilligenpass — Voluntary Person Passport

In 2005, the Austrian Federal Ministry of Employment and Social Affairs developed this instrument to certify skills and experiences gained through volunteer work, with the hopes that doing so would aid in professional growth, social integration, and job prospects.

The Federal Ministry of Employment and Social Affairs in Austria has created a special form that can be filled out by the volunteer body in order to help enhance the volunteer's portfolio and gain official recognition from the Austrian national education system for the skills developed through volunteering.

The Passport is a digital form that can be requested from the Austrian Volunteer Council and is a part of an online tool called the Passport.

#### **The validation process**

This tool analyses technical and transferable skills throughout the four phases of the validation process.

Communication between the volunteer and the organization's representatives is emphasised as a means of documenting the transferability of skills gained through volunteer work. Volunteers, with the help of individuals representing volunteer organisations, compile the evidence in several steps, which are outlined in detail in the instructions for creating the evidence section of the website.

The volunteer's time commitment, position within the organisation, responsibilities, skills, competencies, and abilities (including social competences and the ability to cope with stress, commitment, willingness to accept responsibilities, motivation, self-discipline, leadership, and management competences), and all relevant professional competences are detailed on the certificate (such as language competences or computer skills).

#### **Volunteer digital pass**

Two documents, the Voluntary Activities Test Form and the Voluntary Person Passport, are offered in both hard copy and electronic formats. In the latter case, volunteers and organisations coordinate the registration of volunteer activities and skills in a digital proof or passport through a web application.

So, the Digital Voluntary Passport is a supplement to the analogue pass, letting institutions issue electronic registers of actions for volunteers. You can access the Digital Pass-port through a citizen card or a mobile phone by visiting [www.freiwilligenpass.at](http://www.freiwilligenpass.at). Organizations and volunteers now have a digital tool for easily exchanging proof of volunteer work that was previously only available in paper form.

The Federal Ministry of Social Affairs and Consumer Protection issues a "proven" seal to all active and registered organisations. As a result, in the future, only registered organisations or associations will be able to issue records of volunteer activities, which will increase confidence in their veracity and transparency.



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### Resources

The platform offers a checklist for both volunteers and organizations. It consists of the following points:

- The organisation must be listed in the directory of organisations on the volunteer website so that volunteers can place orders and fill out evidence of their volunteer activities.
- A folder in which volunteers can store their completed volunteer tests, guidelines for documenting their efforts, and sample documents (such as skill logs and worksheets) that should make it easier to document their time spent volunteering. The "Voluntary Person Passport," which serves as proof of volunteer work, is included in the packet as well.
- The documentation needs to be completed accurately and seriously, ideally with the help of both the volunteer and the organization's head. Both parties' signatures are required on the proof. The platform also offers training for persons responsible for entities that want to accompany volunteers in the creation of the Volunteer Passport. These trainings are carried out on specific dates that are reported through the calendar of events on the web.

The website has downloadable documents in German, such as the evidence form for voluntary action, certificates, instructions for compiling evidence, examples of competences and how to recognise them, and some trainings and information on lifelong learning in Austria.



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# 5 Spain

## 5.1 Situation in Spain

Spanish central and regional governments have strengthened national procedures for recognising professional competences gained through work experience and non-formal learning in response to a Council Recommendation from 2012. Similar mechanisms for the acceptance of prior professional and work experience have been established by educational institutions for the purposes of admitting students (especially those over the age of 40) and awarding academic credit. In order to earn a degree from a university, work experience can be converted into credit hours under the provisions of Royal Decree 861/2010.

In Spain, professionals can get certificates that formally acknowledge the professional qualifications listed in the country's National Catalogue of Professional Qualifications and that also give credit for relevant work experience and non-formal learning.

An updated Volunteer Law, law 45/2015, has been in effect in Spain since 2015. Volunteers' skills and knowledge must be validated in accordance with "general rules on the recognition of competences acquired by work experience or by non-formal means of training," as stated in the guidelines for accrediting and recognising non-profit work.

Additionally, RAP mechanisms exist in higher education and vocational training in Spain to give students credit for what they've already learned. Although state-level regulation of the process for validating volunteer-based apprenticeships has thus far been impossible, there are emerging initiatives in the country that seek to achieve this goal.

## 5.2 Vol+ Competences through Volunteering

Vol+ is a certification programme administered by the Spanish volunteer organisation, Platform of Volunteering of Spain (PVE). It's a way for volunteers and non-profits to jointly assess the skills and knowledge gained from their work together, with the end goal of awarding the volunteer with a formal recognition that can be included in their resume (Spanish Volunteer Platform or PVE).

"Recognizing the impact of volunteering on skill development; Making it clear that voluntary practise promotes learning and improving the employability of volunteers" is one of Vol+'s stated goals.

Vol+ is a tool that encompasses the four phases of the validation system included in the European Guidelines for the validation of non-formal and informal learning. It does this by identifying the learning acquired in terms of transversal competences, which are universal across all areas of volunteering (selected on the basis of some of the key competences proposed by the European Union) and thus may be of greater interest in enhancing the curriculum of volunteers.

### **The validation process**

- Training: All parties involved (volunteers, tutors and entity managers) have training linked to the Vol+ context and methodology.
- Allocation: Each volunteer is assigned a guardian who will accompany the entire process.





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- Initial interview: A common work schedule is agreed, key dates, the self-assessment form that the volunteer has to complete is reviewed and an approach is made to the learning (competences) that the volunteer wants to certify.
- Completion of forms: The volunteer completes the self-assessment form and the tutor makes their first report on the first interview.
- Revision: Tutors review the self-assessment form and if it does not require major modifications, convene another meeting.
- Contrast Interview: All information collected is valued and doubts are resolved. After this instance, the tutor completes a form with clarifications and incidents related to the interview and additional information to the form completed by the volunteer.
- Proposal for certification: the tutor sends to the EDP a proposal for identification of competences together with the forms.
- Issue of the certificate: The PVE reviews all the information and issues (or not) the Vol+ certificate.

Everyone involved in the process, from trainers to trainees to certificate-holders, communicates and works together in a dedicated area of the PVE's Moodle. Similarly, different tabs or parts of the procedure may be inaccessible to a user depending on his or her role.

### **Competences that are validated**

Vol + currently identifies seven transversal competences and divides them into three groups:

- Self-Management Competences: analyse and solve problems; initiative and autonomy; flexibility and innovation
- Organizational competences: ability to lead initiatives; planning and organisation
- Communication skills and personal relationships: interpersonal communication; teamwork

### **Assessment of competences in Vol+**

Vol+ takes into account the low, moderate, and advanced levels of scope when evaluating capabilities. When measuring the level of skills, the tool finds specific experiences that it deems significant and which, depending on the exposure level, act as indicators. Therefore, it must be supported by enough "important experiences" with a minimum intermediate degree of breadth in order to determine that a given competency has been attained.

Although it includes brochures in English, the tool is only available in Spanish and is free for users as a result of funding from the Ministry of Health, Consumer Affairs, and Social Welfare.

## **5.3 Network Recognises**

The Recognises Project is a programme that aims to support young people's employability by recognising the skills that volunteers develop. The tool's goal is "to develop a national network of organisations that encourage the recognition of skills, fostering a conversation between public



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administrations, businesses, and youth and voluntary organisations, in order to offer volunteering experiences and its advantages publicity."

The Confederation of Youth Centers, Don Bosco of Spain, Scouts of Spain, and Didania are the organisations that support the Network (Federation of Christian Free Time Entities). About 15,000 volunteers are gathered by the three organisations across Spain.

### **Description of the tool**

This tool includes the four validation process steps and analyses cross-cutting competencies. The network supports an online accreditation system where volunteers can be accredited for the skills they have gained via their volunteer work after their actions have been audited. The tool has an app support staff, an audit team, an evaluation methodology, and an external monitoring system.

### **Phases of the accreditation process**

- Self-assessment: The volunteers reflect on their experience and the lessons learned and put them in value, thus facilitating the search for a job.
- Evaluation: The entity's assessor performs the assessment to the volunteer in the usual context of his/her duties.
- Contrast: Through an external oversight mechanism (audit team).

In this way, the volunteer person initiates the process of applying for the skills, during or at the end of his/her volunteering experience. Subsequently, the volunteer organisation receives the request and the assessor assesses it and validates it internally. Next, the Recognising audit team, made up of persons belonging to the Promoting Entities and INJUVE, corroborates and validates the accreditation. Finally, the accreditation is sent in PDF to the applicant.

### **Competences to be certified**

The Recognises System covers a catalogue of 12 transversal competences that respond to business demand, from a comprehensive approach, grouped into three classes.

Finally, it should be noted that the tool is available in Spanish and the validation and certification process is free of charge.

## **5.4 Talante Solidario**

Talante Solidario (Solidarity Sense) is a project created by the Fade Foundation and offered free of charge for volunteers. It consists of a platform for training and certification of transversal competences, aimed at volunteers from social organisations as a complement to improve the impact of their social action.



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The training content is based on theories such as Howard Gardner's Multiple Intelligences or Neuro-linguistic Programming among others, and seeks to achieve the deconstruction of limiting beliefs so that the person can be enhanced.

Once the volunteer has completed and approved the courses, and has put the skills into practice through voluntary action, Talante Solidario evaluates the whole process and generates certification.

This tool is a joint work between the third sector, the professional world and the public administration. The training material was produced by César García-Rincón, expert in Prosocial Education. More than 100 volunteers have been trained, trained and certified in key competences through the platform.



## 6 Slovenia

### 6.1 Situation in Slovenia

The Slovenian Philanthropy, which coordinates the Slovenian Network of Voluntary Organizations, assists voluntary organisations in the development and implementation of volunteer programmes as well as the recruitment of volunteers, is the main organisation in charge of volunteering in Slovenia. The field of volunteering is routinely monitored by the Ministry of Public Administration's Service for Non-Governmental Organizations. The Movit Institute administers the duties of the National Agency in EU youth programmes and grants accreditations in the European Voluntary Service (EVS) sector. Since 2002, the Slovenian Youth Council has encouraged youth to volunteer by holding a contest for the Best Volunteer. Through volunteer work and voluntary projects, the Voluntariat Institute spreads the concepts of peace, social justice, sustainable development, international cooperation, and solidarity. The greatest place to find information on volunteering overseas is at this website. The Volunteering Act, revised in 2011, offers fundamentals for the documentation of volunteer activity and instructions for creating a certificate for volunteers. It also systematically governs the sector of volunteering in Slovenia.

According to the most recent statistics for 2019, women make up the majority of volunteers (171.507 women or 55,82 %) in Slovenia. The age group of people between 30 and 60 years old accounts for the biggest proportion of volunteers (102.543 persons or 33.4%), and social activities accounted for the majority of volunteer hours. These hours were primarily spent working in organisations that support minorities, persons with disabilities, and people with special needs through social services, counselling, and programming. Education-related volunteer work accounts for the second-highest amount of hours. These hours are typically spent in extracurricular activities that are not required for the curriculum or helping peers learn. Some of them also include extracurricular pursuits that are acknowledged in the context of extra points for accreditation. Hours spent in the cultural and athletic fields are in third and fourth position, respectively. This volunteerism is associated with rural communities, where the majority of residents are involved in firefighting, cultural, and sporting organisations. Additionally, they participate in NGO projects and programmes if their financial resources are insufficient to support new employment.

The foundation for the assessment and acknowledgment of informal and ad hoc learning in formal education is provided by strategic papers like the White Paper from 2011 and the Slovenian Strategy of Lifelong Learning from 2007. However, issues with the education system's lack of a vertical career orientation and its inadequate integration with the labour market, which inhibits young people from gaining more job experience throughout their study term, occur in practise. The same legal framework, known as the Rules for Assessment of Knowledge in Vocational and Secondary Vocational Education (Official Gazette of the Republic of Slovenia, No. 79), is used by high schools in Slovenia for the purpose of validating informal and sporadic acquired skills and knowledge. However, in practise, there is very little recognition at the time of the high school.



## Recognition of Competences Acquired By Volunteers

### 6.2 Nefiks

When people reach adulthood, a lot more non-formal knowledge evaluation processes are documented. The difficulties that young people encounter when proving their work experience led to the development of the Nefiks, or informal index, which aims to "translate" their abilities and knowledge into the "language of employers." Nefiks has also been approved by the University of Ljubljana for use in implementing informal knowledge at faculties, however issues still crop up in practise. The guidelines for validation end up being too generic in their design, and issues arise from varying interpretations of what can be validated and accepted. The indicated certificate, "My experience," is a good illustration of how informally gained competencies in the field of economics might be recognised. It strives to acknowledge the professional experience gained via student labour. It has been used by 235.000 young people in Slovenia since 2012. When looking for prospects for student labour and later full-time employment, 35% of businesses requested it. Young people have easy access to and are familiar with recording tools like the already mentioned Nefiks-informal index, certificate "My experience," and Youthpass. The two most frequent addressees to whom people would like to demonstrate their skills and expertise earned through non-formal education are employers and educational institutions, but they do not receive enough formal recognition, which diminishes their beneficial value in those contexts. Since 2007, work experience obtained through non-traditional means (such as a contract for writing or other services or a student recommendation) may be taken into account when applying for positions in public administration. This is equally relevant to the job for which the applicant is applying.



## 7 Slovakia

### 7.1 Situation in Slovakia

The Act on Volunteering (No. 406/2011) in Slovakia governs the legal status of the volunteer and the legal relationships when engaging in voluntary work both domestically and overseas. According to this definition, a volunteer is a person who, based on his or her free will, does unpaid volunteer assistance to another person or organisation during their free time.

Nevertheless, the law stipulates precisely what is not regarded as voluntary behaviour. Regulations govern the sending organization's legal standing and its responsibilities to the volunteer.

According to the Act, if a volunteer hasn't already signed a contract with the sending organisation, the recipient of the volunteering activity will choose, register, and prepare volunteers for the performance of the activity. The consent for volunteering may be expressed verbally or in writing. If the volunteer is under the age of 18 or the volunteering opportunity is offered overseas, a formal contract is required.

Three fundamental types of volunteering exist:

- Volunteer activity - this is a variety of irregular volunteering involvements in different organisations (verbal agreement),
- Voluntary service - formalised voluntary activity characterised by a time limit, a clear objective, content, tasks, structure and organisational framework, personal support and legislative and social protection, where the beneficiary can rely on the provider voluntary assistance within an agreed framework (verbal or written agreement),
- Voluntary self-help - mutual assistance, neighbourhood assistance, groups of children and young people among themselves - based on mutual agreement outside the organisation, characterised by spontaneity.

Slovakia has devised a concept for educating and preparing children and young people for volunteer work beginning in 2018. The Concept aims to build circumstances for the implementation of education and training for volunteering at all levels of education in schools and educational institutions, as well as to define the goals and guiding principles of such programmes and develop implementation strategies. The goal of the Concept and its execution is to help Slovaks and their communities integrate volunteering into everyday life, bridging the gap between the classroom and the outside world.

The Slovak Republic's Youth Strategy for 2014–2020 also addressed volunteering. According to this document, volunteering's strategic objective is "to involve as many young people from different groups as possible in volunteering through the creation of diverse volunteering opportunities responding to the current needs of young people and trends in volunteering, and to ensure the sustainability of young people in volunteering." One of the measures was fusing volunteerism with academic study. The methodology for educating and preparing kids and teenagers for volunteering using a "service learning" approach was released in 2019.



## Recognition of Competences Acquired By Volunteers

The Platform of Volunteer Centers and Organizations (PDCO), founded in Slovakia in 2011, is an umbrella organisation whose goal is to support the development of a favourable environment for volunteering in Slovakia. It serves as a voice for volunteer centres and organisations that promote volunteering, advocating for their needs and interests and converting them into societal or legal requirements. They uphold the principles of professionalism, ethics, knowledge, responsibility, and constructive guidance with the aim of providing the best institutional, financial, and legal conditions that permit the sustained growth of volunteering in Slovakia. The Platform of Volunteer Centers and Organizations in Slovakia is a member of the Global Network of Volunteering Leadership (GNVL), the International Association for Volunteer Effort, and the Centre for European Volunteering (CEV) (IAVE).

Slovakia has volunteer centres in Banská Bystrica, Bratislava, Košice, Nitra, Prešov, Trenčín, and Žilina, which are organised by region. Each region has a volunteer centre that offers services to the general public, organisations that deal with volunteers, people interested in volunteering, volunteers, and organisations or projects that require volunteers. The Ministry of Education, Science, Research, and Sport of the Slovak Republic as well as IUVENTA, the Slovak Youth Institute, or the Erasmus+ programme are additional PDCO backers and contributors.

The number of volunteers in Slovakia has grown recently, and the trend of volunteering is now acknowledged as a meaningful contribution made by an individual for the benefit of society. This resulted in the establishment of an awards programme for volunteers.

The Heart on the Palm is an award given to exceptional volunteers, both individually and collectively, for their selfless efforts in support of others in a variety of fields, including social life, community development, environmental protection, health, culture, art, education, and education, without receiving any compensation or honoraria. Additionally, it honours remarkable initiatives whose goals result in positive change.

The awards are administered at the county/region level and conclude with a gala event in each region at the conclusion of the year. The Heart on the Palm awards were presented in each of Slovakia's eight regions for the first time ever in 2020. Additionally, it was for the first time ever closely related to the national honours, for which the best tales from every region were submitted. All eight counties combined to earn 287 nominations in 2020, and 91 prizes were given out. Of these, 60 advanced to the Volunteer of the Year national award stage. This honour was created in 2008. All of the events' partners are CARDO - National Volunteer Center and the Platform of Volunteer Centers and Organizations (PDCO). The regional awards are now sponsored by the Government Plenipotentiary for the Development of Civil Society.

### 7.2 V-Skills for Employment

Concerning a nation-wide initiative, there is a relatively new project V-Skills for Employment (D-zručnosti pre zamestnanie), which is an online tool that allows volunteers to recognize, describe, prove, and validate competencies acquired through volunteering. In this initiative, the volunteers evaluate



## Recognition of Competences Acquired By Volunteers

their gained skills themselves and support their self-assessment with photos, videos, documents and other outputs and results of volunteering. The completed form is then verified by a local coordinator in the organization, where the mentioned activities were carried out. The acquired competencies are then assessed by the Commission at Matej Bel University in Banská Bystrica, which issues a certificate with the specified competencies. There is a structured form containing 34 possible competencies, from which the volunteer chooses those that are applicable to his/her experience. The coordinator of the volunteer then con-firms these gained competencies and the University issues the certificate.

There is also one initiative that promotes the importance of volunteering and the gained skills in wide public. The organization IUVENTA created a “Declaration on the Recognition of Contribution of Non-formal Education in the youth work”. It is a tool that promotes non formal education and links all of those who realize that non-formal education is to play an important role in the education of the young generation. It was a significant milestone, when important partners were attracted to promote non-formal education in the youth work. It is a document, in which all of those convinced would publicly and officially declare their support of NFE in youth work and willingness to cooperate.

This organization also performs the Project KomPrax (Practical Competencies), which is a set of learning programs for young people, where they can acquire new skills and competencies. After successfully completing the training, each participant is listed in a database of volunteers, where there is recorded the level of competencies that he/she reached in the training. Participants can decide, to whom they will make this information available and to whom they will present the acquired competences. Thus, it is a simple tool for the employers and educational institutions, where they can check the level of acquired competencies.





## 8 Germany

### 8.1 Situation in Germany

Germany is a Federal Republic made up of 16 states (*Länder*), each with its own constitution, parliament, and legislative and decision-making authority. State governments regulate higher education, while national and state institutions simply co-manage vocational training. As a result, there are numerous applicable legal frameworks for the recognition of abilities and qualifications, and agreement must be made amongst the many system actors at various levels.

The shared competencies of the *Bund* (German federation) and the *Länder* (Federal States) in education and training are determined by the federal system of Germany. According to the *Grundgesetz* (Basic Constitutional Law of the Federal Republic of Germany), the states are in charge of enacting laws and overseeing educational policies. The scope of the federal government's duties in the area of education is also laid out in the *Grundgesetz*, which specifies that the *Bund* is in charge of several areas of education. Germany lacks a single legislative framework and a standardised mechanism for the validation of informal learning at the national level and in all education sectors due to the federal structure of distinct competences for education, and it is therefore more challenging to execute than in other nations.

The Ministries of Education and Cultural Affairs provide the governing framework and oversee the numerous university validation procedures in the area of higher education (which are autonomous). In accordance with the Professional Qualifications Assessment Act (BQFG), which has been in effect since 2012, all individuals with a qualification obtained abroad have the legal right to have the equivalence of this qualification verified by a competent body within three months. This law aims to ensure the skilled workforce as well as the integration of immigrants in Germany.

Around 450 occupations are governed by the Act, which also covers about 40 professions and 41 trades at the federal level (see Articles 3 to 61 of the Recognition Act).

Volunteers must abide by the legal requirements that partially regulate volunteering in order to protect them from certain risks, compensate them for any disadvantage as a result of their activity, promote volunteering through qualifications, and provide incentives for volunteering. This is done through the March 2013 Act for the Promotion of Volunteering. The 2011 Federal Voluntary Service Act specifies the type of volunteering to be carried out, in which areas it will be carried out, the figure of the volunteer, the duration of the activity, and the locations where it can be carried out. However, there is a more detailed regulatory framework for some specific volunteers. The study also states that only organisations recognised by the State may conduct voluntary activity, that volunteers must get support and direction from qualified staff, and that organisations must offer a certificate for the work done.



## Recognition of Competences Acquired By Volunteers

### 8.2 Qualipass

The initiative was started in 2002 and acknowledges the skills gained through informal and non-formal learning (including volunteering in the latter category). Since its inception, it has been run by the German government-run Baden-Württemberg Youth Foundation. The Qualipass for Young People, the Qualipass for Adults, the Qualipass for Adults in Simplified Language, and the Qualipass for Young People in its National Version are the four versions available.

The resource is a folder of documents that lists the skills and experiences people have gained through volunteering in organisations, organisations, community projects, courses, adventures abroad, internships, or opportunities for professional growth. The institution where the volunteer activity took place issues a certificate of learning achieved as a result of the validation process.

On the tool's website, a number of templates and certification models are accessible for downloading. However, each volunteer organisation or school can buy the Qualipass with all forms and customise them to fit their own needs. On the other hand, immigrants and refugees who speak little or no German are the target audience for the simplified language version of Qualipass. A version for adults is also available, and it gathers data from volunteer activities, paid employment, and education.

More than 500,000 children and adults have received the Qualipass since 2002, and they have used it to record their educational history.

The Qualipass validation process consists of four stages: identification, documentation, evaluation, and certification. The transversal and technical competences that are certified.

#### **Qualipass for young people**

The folder contains several documents and forms, including:

- Instructions for use.
- List of activities that can be certified (including volunteering).
- Tips for choosing a career or orientation.
- Career orientation activity forms.
- List of competencies (staff, social, methodological and professional) and templates to create a skills profile or portfolio.
- Templates of three job profiles for career choice.
- "Evidence Content Table": it is a general overview of the activities carried out in chronological order (five documents as evidence of practical work, and three for evidence of training courses).

You can also keep third-party papers in or on Qualipass, including employment references, the European Computer Driving Licence, Europass documents, and specific diplomas from associations, seminars, competitions, and companies. In the "Table of Evidence Contents" section, these should be listed in chronological order.



## Recognition of Competences Acquired By Volunteers

The applicant must select the certificates from the portfolio that best match the work, study programme, or training to which he or she desires to gain access for the applications that they wish to submit.

You can acquire certificate types and templates for logging proof of competencies from the portal. It is crucial to keep in mind that the person in charge of regulating the voluntary practise should compile the evidence. It should be highlighted that a more thorough explanation of the tasks, deemed aptitudes, or training material will result in more valuable proof and recognition of what has been accomplished.

### **Qualipass in simplified language**

This version of the Qualipass is designed for immigrants and refugees who speak little German, as was previously mentioned. The language has been significantly simplified when compared to the tool's standard version, and the information has been tailored to the target audience. This version is a frequently used tool by numerous individuals and organisations that help the employment placement of migrants and refugees.

All the necessary documentation for seeking professional advice and employment or training is contained in the document folder:

- Proof of internships/internships in a company.
- Test of language courses or language exams.
- Proof of voluntary action.
- Testing a computer course or other professional courses or higher education.
- Proficiency test results.
- Certificate of completion of studies.
- Certificate of professional qualification or university degree.
- Labour references.
- Updated curriculum vitae.

Together with a consultant, the skills profile is created, and on the last page, key phrases like "training contract," "vocational training grant," and "entry level qualification" are simply defined.

Under the guidance of the Stuttgart Work Center, the state of Baden-Württemberg and the city of Stuttgart created this version of the tool, which has been accessible since July 2017. There are specific editions for Stuttgart and Karlsruhe in addition to the regular edition.

The certificates are the same as those used by the Qualipass for youth, whose templates can also be downloaded from the website, filled out, and printed.

### **Qualipass for adults**

This version includes job references, vocational training certificates and voluntary action.

The most important documents are two different certificate templates:

- Evidence of voluntary action.



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- Evidence of trainings: professional development opportunities and qualifications of volunteering.

Certificates record the amount of time spent, the function performed, the main areas of activity, the skills required or the content of the training, details of the internship or training provider and details of a contact person. There is also a section in the document folder where job references can be added and an updated resume.

As in the other Qualipasses, certificates are placed in chronological order in the “Table of Evidence Contents” section. All tokens (evidence of voluntary action, evidence of training, evidence of internships) can be downloaded online from the tool’s website.



## 9 Denmark

### 9.1 Situation in Denmark

A crucial component of fostering lifelong learning in Denmark is the validation of non-formal and informal learning, which has been on the political agenda in Denmark for more than 20 years. A legal framework (Act No. 556) has existed for the validation of prior learning (RAP) since 2007, ensuring that people have the right to receive the validation of it, regardless of where or how they acquired those competencies. This law gives people the option of getting both a full and a partial qualification.

According to Danish law, the educational institution providing the pertinent curricula is required to evaluate the validation application, though other bodies or institutions may be in charge of providing information, identification, guidance, and advice in a broader sense during the stage prior to the evaluation process (referred to as "the pre-trial phase"). In other words, the volunteer is in charge of gathering and submitting the documentation even though validation is handled by an educational institution.

Although there are rules and regulations that outline the conditions that entities must follow in order to be considered legitimate, eligible for funding, or exempt from paying taxes, there is no legislation that defines and governs volunteering, the role of the volunteer, or voluntary organisations.

### 9.2 Frivillighedskompetencer

Three tools are included in this platform (Volunteering skills) for validating abilities picked up through volunteering. These tools are focused on the phases of identification (identification) and documentation of the validation process. First, a deck of competency cards that can be used to identify and describe genuine competences The Game of Competitions, an instructional game for three to six players, comes in second. Finally, a competency profile or portfolio can be used as an electronic instrument for pre-learning documentation (RAP).

Available in Danish and English, competency cards and skill sets can be used independently or as a starting point for developing a competency profile using the electronic tool.

This tool only covers the determination and documentation phases of the validation process, and the competencies that are recognised are the transversal ones. Although they are a part of the Game of Competences, you can utilise them separately. They aid in verbalising and making visible:

- social skills,
- learning competences,
- creative-innovative competences,
- communicative competences,
- self-management skills,
- intercultural competences,
- organizational competences
- democratic competences.



## Recognition of Competences Acquired By Volunteers

A total of 120 possible job cards were created, with 80 skill cards (10 for each category), 20 of which are blank to allow volunteers to add the jobs they desire.

Statements on each competition card describe various features of it (a kind of indicators). The project advises using both of these since it is more convenient (the volunteer can have them "handy" while filling out the online form). These are the identical lines that are repeated in the electronic tool.

### **Game of Competences**

It is a game that promotes conversation about transversal talents, how they are acquired, and what may be used to various roles within volunteer work or in various occupations. The same competencies that are considered are those in the competency cards.

The game's goal is to increase players' awareness of what the group's actual competencies are, what competencies they possess, and the group as a whole. The rules are provided on the platform. Between three and six persons can participate in the game.

### **Tool to describe Pre-Learning (RAP)**

It's an online self-assessment tool that aims to define the competencies acquired through volunteering. The volunteer can complete the form alone or with assistance from a partner or guide, and in order to proceed with the procedure, they must describe at least two of the eight core competences.

The outcome is the volunteer's skills profile, which can be used, for instance, if the volunteer has to prepare a job application or apply for admission to a programme. The platform advises using the competency cards to prepare the form, and it includes a sample proficiency profile that users can use as a guide.

Although the competency cards and competition game are also available in English, the tool is free to use and the web platform is only available in Danish.

([frivillighedskompetencer.dk](http://frivillighedskompetencer.dk)).



## 10 France

### 10.1 Situation in France

The Bénévolat and the Volontariat are the two categories of volunteering that exist in France.

Although the legal status of voluntary work is extremely complicated, there is no overarching legal framework in France that governs volunteering. On the one hand, there are several provisions between various laws that grant Bénévoles specific rights in relation to their activity. On the other hand, there are numerous laws that regulate the various forms of volontariat.

The Bénévolat is a free contract that makes no demands on things like education. There is no contract, but it is necessary to abide by the rules of the organisation where the volunteer action is taking place. It is a moral obligation that requires the person to set aside time for his activities and contribute to the organization's goals. The volunteer, however, cannot be coerced into participating in any activity or penalised. Volunteers are not required to follow any formal procedures in order to end their participation. This status does not entitle you to social security benefits (disease, maternity, accidents, etc.). The Bénévole is not compensated, however occasionally the organisations will provide per-diem expenses. As previously mentioned, there is no specific legal framework for this type of volunteering; nonetheless, organisations called "Commitment Agreements" that encourage reciprocal rights and obligations between volunteers and organisations include France Bénévolat.

The Volontariat is a legally binding contract. For the most part, a volunteer must be at least 16 years old in France and at least 18 years old to volunteer abroad. Volunteers are compensated on a monthly basis. Taxes and social security contributions are not applicable to this salary, which may also include a reintegration allowance. Compensation for voluntary service ranges from 115 to 770 Euros. The cost of volunteering internationally ranges from 100 to 810 Euros. Additionally, the volunteer may receive benefits including housing, food, transportation, and health repatriation insurance. Even though the volunteer is paid, he is not regarded as an employee or hired worker. The participant must provide at least one month's notice if he or she wants to quit taking part. This standing confers the right to social protection (disease, maternity, accidents, etc.).

#### **Validation of non-formal and informal learning**

The validation of informal and non-formal learning has been referred to in France as "Validation of Lessons Learned" (VAE) since 2002. It is the fourth legal method of certification, following initial education and continuing education. The Social Modernization Act of 2002 established the VAE as a personal right in France, and it is now protected by the Labour Code and the Education Code. It is a process for obtaining all or a portion of a recognised qualification (university degree, professional diploma, or certificate of professional qualification) through the official recognition and accreditation of competencies obtained through prior experience and learning, particularly work experience.

The VAE was established from a national viewpoint and is explicitly articulated with policies for lifelong learning, employment, and training. It is a comprehensive system that connects to both the National Qualifications Framework and the National Directory of Professional Qualifications,



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encompassing EQF levels 2 through 8. The process is outlined by laws and executive orders, ensuring uniformity across all industries. It has also been incorporated into the Labour and Education Code.

The VAE system has undergone several significant changes as a result of Act No. 2016-1088 on Work, Modernization of Social Dialogue, and Career Assurance, including the requirement that VAE applications be submitted by anyone with a minimum of one year (instead of three years) of activity, whether continuous or not, on a part-time or full-time basis, under one or more states (employees, self-employed individuals, volunteers, job seekers, etc.). The professional diploma, professional title, or certificate of professional qualification for which the application is made must directly relate to the experience gained through this activity.

### 10.2 Validation des acquis de l'expérience bénévole (VAEb)

Through the "validation of the voluntary experience acquired" instrument (VAE) at the national level, learning experiences other than volunteering are also eligible for an official certificate. A jury evaluates it after reviewing the full dossier of documentation attesting to the applicant's abilities.

Anyone who has at least a year of experience directly connected to the certification they intend to achieve, regardless of age, country, position, or degree of training, is eligible to apply to a VAE. The National Directory of Professional Certifications must have this certification, which may be a diploma, diploma, or certificate of professional qualification, listed (RNCP). On the French Competences website, where there are currently more than 20.525 different types of certifications mentioned, you can find a list of the competencies and certifications that are offered.

This tool analyses both technical and cross-cutting skills and includes all four steps of the validation procedure. The main goal of the tool is to obtain a certification that is appropriate for the person's level of responsibility, validates their experience, acknowledges their acquired skills, allows them to change jobs or access higher level training, helps them advance professionally, get a promotion, or earn more money, and, finally, allows them to build their self-confidence. The certification earned through VAE is equally valuable to that earned through formal education.

The required skills and knowledge for certificates, as well as the methods of assessment for initial training, in-service evaluations, and VAE, are determined by certification bodies. A Ministry, a Consular Chamber, a public or private training organisation, or a professional group can all serve as certification bodies (a set of companies in the same sector or commercial activity which have some form of agreement defined by trade unions, which may be collective).

#### **Procedure**

The ministry or certifying authority must receive a document outlining the candidates' experience. Then, depending on the certification sought, the evaluation is conducted, where they will either be required to exhibit their experience file or be put in a professional setting before a jury. The jury will then meet with the candidates in both situations and decide whether to grant complete or partial validation or deny validity. From the project definition through the final validation testing, the entire





## Recognition of Competences Acquired By Volunteers

procedure takes eight to twelve months. The site advises preparing ahead because it is a time-consuming process and provides tools like tables to help with better procedure architecture.

### **Le Passeport Bénévole**

The NGO France Bénévolat developed this technique in 2007, and it entails filling up a "mission sheet" or portfolio by summarising the experience from the voluntary action. The volunteer is required to provide details about their experience, including where they evolved, how they gained their skills, and more, in a number of sections. The VAE method mentioned in the preceding section can then use this as a file in the official process of validating the experience obtained.

The Passport is a starting step toward various forms of certification rather than a formal certificate. However, since the volunteer completed part of the form and signed it, there is no outside organisation authenticating the experience. Therefore, for the paper to be valid, the organization's address must be on it.

This tool only examines cross-cutting competencies and the first three steps of the validation process (decision, documentation, and evaluation).

The Voluntary Passport serves as a conduit between the volunteer and the organisations, supplying proof of the volunteers' abilities and experience in various volunteering contexts and with various voluntary organisations. It incorporates these components into a portfolio and certifies the abilities and skills acquired through volunteer work.

The passport is a collection of records that include information about the individual, information about their volunteer work (description, skills they developed, special notes), information about certificates they received from organisations (description of the achievement, skills they developed, and any special notes), a list of all volunteer roles they took on, and information about any training, certifications, or ongoing professional development they undertook.

The Voluntary Passport program's primary target audiences are young people in any type of volunteer work, employees seeking a change in careers, and unemployed individuals seeking to advance their education and experience. The Passport enables the volunteer to maintain an extensive and impartial record of the actions performed, which are verified by the organization's management. The Passport is helpful when looking for a job, getting a diploma, or changing one's professional path.

The organisation also benefits from the Voluntary Passport in that it clarifies its objective and values the contributions of each volunteer. France Bénévolat recommends organisations to use the Passport as a tool to assist and retain volunteers when recognising their activity since she claims that a volunteer who feels recognised will want to remain permanently in the organisation.



## 11 Italy

### 11.1 Situation in Italy

The creation of a national policy is related to Law 92/2012 on the Reform of the Labour Market (also known as the Fornero Law), which identifies one of the essential components for ensuring and putting into practise lifelong learning as the validation of informal and non-formal learning within the framework of the national competency certification system. To provide transparency, usability, and widespread accessibility to validation or certification services, the law imposes rules and regulatory requirements (standards) on the qualities and parties involved.

The Legislative Decree No. 13/2013 on "Certification and Validation of National Competences of Non-Formal and Informal Learning" was passed in response to this law. The overall guidelines and fundamental performance benchmarks for the identification and validation of informal and non-formal learning, as well as the minimal service requirements of the national competency certification system, are defined in this decree. This order further states that organisations that are authorised or licenced by the public body and qualify as public or private enterprises may offer identification, validation, and certification services.

According to Interministerial Decree 13/2013, the Regional Framework for Professional Standards (MREP) was defined. This framework established processes, endorsements, and standard operating procedures of the system for the identification and validation of non-formal and informal learning and competence certification services, on the one hand, and a mutual recognition mechanism between regional qualifications, on the other hand.

Animator, social animator, senior residence animator, trainer, PR expert, event organiser, sign language interpreter, youth communication expert, counsellor, job placement expert for disadvantaged people, coach, fundraising expert, recruiter, secretary, data entry operator, ambulance driver, butler, etc. are just a few of the 25 professions that make up the Lombardy region's Regional Framework of Professional Standards (MREP).

### 11.2 Competency certification methodology for volunteers

The structure of a first group of 12 evaluators and the successful execution of the Lombardy Region system for skill certification for 100 volunteers served as the foundation for the competency certification methodology for volunteers. In order to be used later in the certification process, it was important to compile a list of typical abilities acquired through volunteering, together with their corresponding indications and links to the EQF. It was also important to make a clear connection between competences and MREPs. The validation concentrated on cross-cutting skills:

- Personal: practical sense; empathy; availability; self-checking; sensitivity.
- Social: diversity management; listening capacity; communication; leadership.
- Cognitive: organisation-research; problem solving; synthesis capacity; creative thought.
- Organizational: planning; organisation; ability to control/verify; results-oriented; change management.



## Recognition of Competences Acquired By Volunteers

The validation process is explained in five steps, based on the Lombardy procedure:

- Submission of request: submission of the application by the candidate, with reference to the MREP and the EQF level of the selected skills to be certified.
- Assessment of the application: by the Certification Body with regard to EQF levels; orientation/information interview.
- Evidence Portfolio: Collection of evidence by the candidate: from tacit to explicit, support tools, benchmarks, examples of evidence.
- Evaluation: carried out by the evaluator and the Certification Body: evaluation of the evidence and definition of the final evaluation, face-to-face, with benchmarks.
- Certification: issue of the certificate by the certification body.



## 12 Portugal

### 12.1 Validation in education and training

The national education and training system for recognition, validation, and certification of competencies (Reconhecimento, Validação e Certificação de Competências in Portuguese) RVCC incorporates the validation of non-formal and informal learning. It covers all stages of elementary and secondary education. All Centros Qualifica established these special procedures. Competency Standards are the foundation for validation. Although this situation does not necessitate the use of differentiated tools for the validation of non-formal and informal learning, these centres, which may be connected to sectoral training organisations or to entities that operate in specific economic fields, as well as a wide range of providers, including regular schools, VET centres, town halls, and local development associations, have developed these validation processes.

In the growth of the recognition, validation, and certification of skills, there have been a few improvements to school certification since 2016. One of these changes relates to the requirement that adult learners complete at least 50 hours of training on topics related to competency standards. This training is developed in the Centro Qualifica or in training provided by training providers, joining short-term courses, and is necessary to acquire the competences required to complete the process and permit the validation of a competence that was not previously developed.

Adult learners must also put in an additional 25 hours to get ready for the certification jury's final exam. When evaluating the portfolio and competencies of adult learners, the recognition, validation, and certification of competences processes (school and professional) also contain a scale from 0 to 5 that supports the jury's certification judgement. Teachers have been using this scale for school RVCC validation since 2012, when the Centers for Qualification and VET were established. Since its inception, the scale has been a part of professional RVCC validation tools.

The levels 2 and 4 of the National Catalogue of Qualifications are covered by RVCC in VET. When it comes to basic and secondary education certification and VET, national validation arrangements encompass the four stages of validation (identification, documentation, assessment, and certification).

No particular sector or area of policy has been given top priority.

At many stages of a person's life/career growth, certification can be obtained through the validation of non-formal and informal learning. For instance, a person might have obtained a certain certification by having their informal and non-formal education verified. If the person continues to learn new things, they can apply to have their new learning recognised in order to advance to a higher level of certification (up to level 4 of the NQF). This highlights a Portuguese validation system strength that was mentioned by an interviewee.

The RVCC's current validation practises do not solely rely on free online course materials (OER). Although it can occasionally be established through the use of remote education tools, face-to-face arrangements and procedures are what RVCC in general education and VET mostly entails.



## Recognition of Competences Acquired By Volunteers

Online access to information on RVCC's validation practises enables students to become familiar with the current setup. The knowledge gained through MOOCs or OER can also be verified in this learning and compared to the current Competencies Standards.

Within adult education and training public policy, general education (and not so obviously VET) RVCC has been given priority from 2000 to the present; this position is also clear in terms of the funds allotted and the amount of human resources, etc. Although general education and VET RVCC were not given priority as a result of the changes in public policy, adult learners' access to centres creating RVCC was significantly reduced as a result.

### 12.2 Validation and the labour market

There is a personal certification plan by adult learners that has existed since the New Opportunities in the case of the methods for validation of non-formal and informal learning employed in RVCC in general education and VET. The purpose of this is to determine the career pathways taken by adult learners as well as potential future directions for education and training that could influence those decisions.

It is important to note that the Sectoral Councils for Qualification discussed the Professional Competence Standards that are part of the National Catalogue of Qualifications in VET RVCC. The Sectoral Councils work to maintain the National Catalogue of Qualifications, for example by developing or improving resources that can be used to award professional certifications to adult learners. Experts, governmental representatives, social partners, businesses, training facilities, and technology centres make up these councils. They concentrate on several economic sectors, such as the agro-food industry, handicrafts and jewellery, business and marketing, the building industry and urban planning, culture, heritage, and content creation. A human resources management policy included preparing the Portuguese workforce to contribute to the development of a stronger national economy since the mid-1980s, which was fuelled by globalisation and Portugal's 1986 accession to the European Economic Community/European Union. The current validation procedures aim to promote adult learners' access to and retention in the labour market as well as, in the long run, their academic and professional development. The economic and working conditions, which have generally not been favourable in recent years due to the economic and financial crisis, are a major factor in whether these goals can be achieved. The high unemployment rates of adult learners with only a high school diploma are a persistent reality. Although there has been an increase in the number of adult learners willing to achieve VET RVCC, the situation can be different if obtaining a professional certification through VET RVCC is at stake. As a result, the achievement of the recognition, validation, and certification of competences allowing a school certification does not seem to have a clear impact on adult learners' professional lives. It should be highlighted that certification achieved through the validation of non-formal and informal learning does not necessarily include certain professional outputs governed by sectoral organisations, as is the situation with agriculture. Some of these instances don't produce certification outcomes that are accepted by industry rules.



## Recognition of Competences Acquired By Volunteers

As a result, learners are forced to create two distinct professional certifications: one that incorporates general education and/or VET validation, and another that is related to a particular field of professional activity.

If their validation application is approved, students receive ECTS credits, which they can use to waive some requirements for professional higher technical courses, degrees, master's degrees, or doctoral degrees. The plan of studies that students are enrolled in is the only one for which credits will be awarded.

The money for validation procedures must come from the HE institutions themselves. Additionally, they choose the precise rates that students must pay for the validation and accreditation procedures, which vary significantly between universities.



## 13 Validation Tools at European Level

### 13.1 Europass Skills Passport (ESP)

The Europass Skills Passport (ESP) is an electronic portfolio that assists students, workers, and job seekers in compiling a list of their personal skills and certifications that they have accumulated over the course of their lives. The ESP could include a number of papers (language passport, copies of diplomas, job certificates, etc.). A Europass CV may include the ESP Passport as supporting documentation for the specified abilities and credentials.

In Europe, the ESP is a free set of online resources for managing skills and organising apprenticeships and jobs. The application offers suggestions for job and educational opportunities across Europe, customizable templates for the creation of CVs and cover letters, information on how to work and study in Europe, links to various support networks, and lets people reflect on their abilities and experiences.

The new Europass Platform, which was released in June 2020, gives users of all ages access to a variety of online e-Portfolio tools and resources to manage their learning and careers. A new part of the Europass CV that mentions volunteering was also added in 2021.

The Commission has also collaborated with 18 nations as part of the new Europass to test Europass digital credentials, which are real and untouchable digital credentials (e.g. qualifications, diplomas, certificates). Digital Europass credentials can help with qualification recognition and comprehension throughout the EU. One of the 12 centrepiece initiatives of the European Agenda competencies that were approved by the European Commission on July 1, 2020 is Europass. By launching this platform, the Commission is taking the first step in realising the Agenda's goal of making lifelong learning a reality for everyone.

#### **Validation process**

This tool analyses competencies and includes the four validation process stages.

A Europass profile is initially developed, which compiles all talents, credentials, and experiences online. Thus, it is possible to keep track of all employment experience, education, and training, as well as language and digital abilities, project details, volunteer activities, and any accomplishments deemed significant. The personal library of Europass can also be used to save titles, letters of recommendation, and other documents.

The person then considers work or educational opportunities that fit their profile after determining their interests and goals. They can apply and share the pertinent portions of their Europass profile via a link if they find an offer they are interested in.

Additionally, ESP has a digital credential, which is an electronic document provided by a facility where research has been done. It gives a description of the holder's credentials and might also give details on the courses he's taken, his projects, and other accomplishments. Educational institutions are free to offer digital qualifications and other learning credentials because Europass digital



## Recognition of Competences Acquired By Volunteers

credentials have the same legal standing as printed certificates. These credentials can be used for a variety of purposes, making it simple to get degrees, diplomas, and digital certificates from different educational and training organisations. The person in question has the option of asking to have the file transferred to his email address, another location, or to keep it in his Europass library.

Any organisation that requires information about a person's credentials can receive it from them by using their digital Europass credentials. They will automatically be able to confirm that credentials are valid and will be better able to gauge the breadth of each individual's abilities and experiences. The European Commission oversees the free use of the Europass digital credentials system.

### **Mobility Europass**

The EPS's Europass Mobility tool is an additional intriguing feature. This is a record of the information and abilities gained when participating in job placements, academic exchange programmes, or short-term NGO volunteering in other European nations. Regardless of age or educational level, this tool was created for anyone who has visited any country in Europe to study, volunteer, or get work experience.

Two partner organisations are involved in the initiative, the first from the home country and the second from the host country. Partner organisations can include colleges, schools, enterprises, NGOs, and training facilities.

The ESP website has the templates for the Europass Mobility documents:

<https://europa.eu/europass/es/europass-mobility-examples>

## 13.2 Validation of Learning Outcomes from Volunteering (eVA-VOL)

A multilingual online platform called Electronic Validation of Learning Results through Volunteering (eVA-VOL) that is accessible in English, Spanish, Portuguese, and Italian aids students in identifying and documenting the learning they have acquired through volunteer work in a way that may be suitable for formal validation requests in their formal academic studies.

Universities or certification organisations can analyse and certify learning outcomes achieved through volunteering by using the eVA-VOL technique. To establish a common language for the process's outputs to be transferable and useful throughout the European Union, the platform's content concentrates on the usage of European rather than national validation tools and procedures. Only the first three stages of the validation process are covered in this tool, which recognises transversal competences (determination, documentation and evaluation). However, in advancing the validation process, eVA-VOL discovered a fifth stage and gave it the name "conversion phase" by going from the documentation phase to the assessment phase. The transition of learning from voluntary work to formal schooling occurs during this additional phase.

Three stages make up the organisation of the online platform:

- Identification: The volunteer identifies the learning obtained through volunteering that is related to the curriculum for which he wishes to obtain validation. This stage has tools that facilitate reflection on the learnings obtained.





## Recognition of Competences Acquired By Volunteers

- Documentation: Once the learning through volunteering is identified and defined as compatible with the curriculum, evidence will be collected to support and demonstrate the existence of learning.

The "Incorporation of learning into volunteering in response to learning outcomes" tool is used in the first two stages, and it enables volunteers to pinpoint the learning they have obtained while volunteering and link it to the curriculum that needs to be followed.

- Evaluation: After gathering and organising the evidence, a Portfolio will be presented in advance to the universities or certifying entities. The platform offers a self-reflection and assessment tool for the volunteer as well as another assessment geared toward the educational institution to accurately assess the learning gained through volunteering. With the use of these instruments, educational institutions can conduct accurate and useful evaluations of volunteers face-to-face.

Three sections make up the Portfolio:

- The CV
- Learning gained through volunteering
- The Evidence Inventory

To make preparing the material easier, the evaluation area also includes editable template examples and portfolio examples. Guides are provided at various stages for both nonprofit organisations and educational institutions. As a result, eVA-VOL serves as a bridge for volunteers to travel from charitable organisations to educational institutions.

Additionally, eVA-VOL offers a theoretically-based online course with a variety of assessments that, if successful, will result in the issuance of a certificate that can be appended to a CV. This course will assist users gain all the knowledge necessary to properly validate their learning, and it is enriching in terms of learning validation methods.

eVA-VOL advises taking the course to advance the validation procedure.

The site also offers a two-way orientation forum where all users can discuss issues and exchange experiences in order to address those of others. Should the volunteer wants to study more about the topic, the platform also provides a library with all of the validating backgrounds for informal and non-formal learning in Europe.

The Good Practices area of eVA-VOL includes success stories that encourage users and enhance the validation of their learning through volunteering.

The Portuguese, Italian, Spanish, and English versions of the tool are all free.

The course available in: <https://www.es.evavol.eu/curso-online>



## Recognition of Competences Acquired By Volunteers

### 13.3 Youth Volunteering (VOYCE)

VOYCE is a tool for certification of competences obtained in volunteering issued by CSV Lazio , and consists of the validation of the skills that young people acquire when carrying out voluntary activities. VOYCE methodology identifies and documents the learning gained through the volunteering experience.

The aim of this tool is to improve the learning outcomes of young volunteers by promoting their employability. In this regard, the project intends to

- develop practical and innovative tools to validate skills acquired by young volunteers;
- promote the use of such tools among organisations dealing with young volunteers and among public institutions;
- increase in the eyes of employers, the credibility of certification of skills acquired through volunteering.

The evaluation focuses on the eight key competences for lifelong learning identified by the European Commission:

- Communication in mother tongue
- Communication in foreign languages
- Mathematical skills and basic competences in science and technology
- Digital skills
- Learn to learn
- Social and Civic Skills
- Sense of initiative and entrepreneurship
- Awareness and cultural expression

Each competition includes sub-competences, totalling 27.

The validation process consists of four stages:

- Training: As a first step, all participants receive training on VOYCE Methodology, so that they are informed and aware of the objectives, timelines and tools of the validation process. Tutors and supervisors are required to read the procedures manual carefully.
- Pairing: Each volunteer is assigned to an organisation and to a guardian. The latter may be a volunteer or a member of the staff of the organisation where the volunteer's experience takes place. The primary requirement of the guardian is to spend a minimum of four hours per month with the volunteer person during the volunteering period.
- Evaluation: the evaluation is carried out through three tools:
  - Questionnaires completed by both the volunteer (self-assessment) and other parties involved: tutors and possibly companions and users (other evaluators).
  - After completing the questionnaires, it will be useful for the volunteer and guardian to meet, discuss why they have expressed a judgment and seek agreement for any difference of opinion.



## Recognition of Competences Acquired By Volunteers

- Meeting with the person responsible for volunteering. At the end of the process, meeting with the supervising person, who, if necessary, will play the role of impartial mediator, will be crucial.

The first step implies that the volunteer completes the self-assessment questionnaires for the first time. Within the first two months, the tutor will complete his/her respective evaluation questionnaire. The methodology recommends that the tutor and volunteer should meet and compare the views expressed, which will also provide an opportunity to seek clarification on terminology and methodology.

The second step, self-assessment and evaluation of the tutor will be repeated within the fourth month and at the end of the year, completing the same questionnaire. The methodology again recommends a meeting between the volunteer and tutor to compare the intermediate and final questionnaires. The objectives shall be:

- Identify the progress made by the volunteer by acquiring skills;
- Identify the margins for improvement and therefore the skills to work;
- Resolve possible disagreements over the evaluation of different sub-competences.

The third step involves a meeting with the supervisor. Prior to the meeting, all documentation related to the validation route, and in particular the initial, intermediate and final questionnaire, is further elaborated.

At the end of the evaluation route, the supervisor will issue and deliver the certificates to the volunteers. The certificate only lists the key competences and sub-competences that received a positive assessment. The assessment of a sub-competence shall be considered positive when it coincides with both the self-assessment and other agreed assessments. On the other hand, the certificate shall not inform the sub-competences (and related key competences) considered “not acquired” or “in progress” by both the self-assessment and the assessment of the tutor.

The skills listed are not scored, as the tool seeks to avoid any risk of generating competitive and hierarchical dynamics that contradict the culture of volunteerism.

The tool is free for users, its development was funded externally, and is available in English, Spanish, French, Italian, Portuguese and Polish.



## Recognition of Competences Acquired By Volunteers

### 13.4 Youthpass

Youthpass is a European recognition tool for non-formal and informal learning at work with young people, developed by SALTO, initially for the Youth in Action programme.

The tool is intended for projects funded by Erasmus+ Youth Programmes and helps volunteers participating in such projects to record their learning and skills development, which they can then use to support job applications or applications for additional courses.

Youthpass helps to define and describe learning outcomes. Using this tool can add value in several ways, as reflection on learning structure strengthens the educational value of the project. By becoming more aware of their skills, it becomes easier for participants to use them in the future.

Also, by emphasising the (voluntary) learning processes and outcomes of young people's work, the use of Youthpass helps to increase the so-called learning to learn competence, established as a competence key for the European Union.

#### **Structure of the Certificate**

Youthpass certificates are specific to different types of non-formal and informal learning projects, but the overall structure of the certificate is the same. It is divided into three sections:

- The first page confirms participation in a given project and lists the main data of the project. It also provides basic information on the overall context and value of the activity. It must be signed by a person who is the legal representative of the organisation.
- The second section reports on the project in more detail. The organisations in charge are mentioned, the objectives, activities and results of the project are described. This part of the certificate must be signed by the person responsible for the project.
- In the third section, participants reflect on their learning and outcomes. They are encouraged to describe what they have learned in the course of the project, joining the eight key competences for lifelong learning. If applicable, a dialogue partner is also invited to sign the third section. There is no limit on characters for participants to describe their learning and it is not necessary to include all competences.

Certificates are issued by the organisation or by a youth worker involved in the project.



## Recognition of Competences Acquired By Volunteers

### Appendix: Best Practice Examples

In the final version of this Catalogue, this section will contain all best practice examples which the operative and associated partners have identified and collected during the course of the strategic partnership, i.e. between September 2020 and August 2022.

Currently, we present these examples in the interactive database where they can be searched for various parameters: <https://e-c-c.at/recovol>



# SOFT SKILLS ASSESSMENT AND COMPETENCE VALIDATION FOR VOLUNTEERS

<b>TARGET GROUP:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Future employer</li><li><input checked="" type="checkbox"/> (Future) Volunteer</li><li><input checked="" type="checkbox"/> Organisations, NGOs, etc.</li><li><input type="checkbox"/> Social or youth worker</li><li><input type="checkbox"/> Teacher or trainer</li></ul>	<b>TYPE OF BEST PRACTICE:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Network / organisation</li><li><input type="checkbox"/> Programme / project</li><li><input type="checkbox"/> Study / publication / guide</li><li><input checked="" type="checkbox"/> Tool / template</li><li><input checked="" type="checkbox"/> Training / learning material</li></ul>	<b>TOPICS:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Awards</li><li><input checked="" type="checkbox"/> Certificates / references</li><li><input type="checkbox"/> Informal learning / non-formal learning</li></ul>	<b>AVAILABLE LANGUAGES:</b> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> English</li><li><input checked="" type="checkbox"/> German</li><li><input checked="" type="checkbox"/> Slovak</li><li><input checked="" type="checkbox"/> Slovene</li><li><input checked="" type="checkbox"/> Spanish</li><li><input checked="" type="checkbox"/> Other:</li></ul>
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The project has developed a detailed assessment tool for 18 soft skills, comprising 92 core skills in 4 questionnaires. Altogether, the selection of more than 400 statements yields a profound overview about the test person's competences in the following skills sectors:

Self-awareness (self-concept, strengths & weaknesses, self-motivation)

Emotional intelligence (empathy, integrity, EMO self-regulation, ...)

Resilience (handling stress, coping with difficult situations, relaxation, ...)

Personal development (positivity, ethics, self-assessment, development of new skills, ...)

Self-management (balance between personal and professional life, improvement of skills, ...)

Communication skills

Problem solving skills

Intercultural skills

Presentation skills (self-confidence, rhetoric's-face-to face; written, web-based)

Client-orientated skills (accountability /responsibility, etc.)

Teamwork

Adaptability and flexibility

Conflict solving skills

Cooperation and networking

Leadership

Innovativeness

Strategic planning

Analytical thinking

In addition, a detailed self-promotion tool gives volunteers a wealth of ideas on how to use the soft skills they have acquired in crises. It also provides access via digital sources to other tools already in use across Europe.

The products are also available as mobile apps.

**WEBSITE:** <http://crisiss.eu> (ACCESS DATE: OCTOBER 2022)



# KOMPETENZPROFIL / COMPETENCY BALANCE (AUSTRIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input checked="" type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other

KOMPAZ is oriented towards the quality standard of the company CH-Q (the Swiss Qualification Program for the Career) and is a conceptual framework for the certification of persons on four levels. Level 1 is the creation of an individual competency profile.

#### Admission conditions:

No requirement for level 1, except own motivation, willingness to develop a personal competence profile, ...

#### Performance assessment:

For level 1: four group work workshops, at least 20 hours of independent work.

#### Intensification:

1-day group assessment for the assessment of social and communicative competences

4 workshops of 5 units each with 1 - 2 coaches

Step 1: Inventory (orientation and tracking)

Step 2: Potential evaluation and competency balance

Step 3: Personal profile and target concept

Step 4: Presentation, implementation training and final reflection

#### Authorization:

Personal competency profile, knowledge about one's own abilities, certificate (confirmation about ability to independent competency management)

Costs for a workshop series Level 1: EUR 195,-

Assessment of the personal portfolio and summary of results by the trainer: EUR 50,-

Certificate CH-Q, Level 1: EUR 35,

## Kompetenzprofil



Entdecken Sie Ihre Kompetenzen >>

**WEBSITE:** <http://www.kompetenzprofil.at> (LAST ACCESS DATE: 15/01/2022)



# CONTINUOUS EDUCATION ACADEMY / ÖSTERREICHISCHE WEITERBILDUNGSKADEMIE (AUSTRIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other

The Austrian Academy of Continuous Education is a partnership institution for adult education in Austria, which verifies and certifies the competences of adult educators according to defined standards. wba issues "Certified adult educator" (wba certificate) and "Graduated adult educator" (wba diploma).

The Austrian Academy of Continuous Education is a partnership institution for adult education in Austria, which verifies and certifies the competences of adult educators according to defined standards.

Admission conditions: A completed vocational education or training (e.g. a school leaving certificate) or a compulsory school leaving certificate (AHS, BHS, BMS) is required. Practice in the area of adult education must be demonstrated.

## Performance assessment:

Initial consultation and location determination, then competency assessment in the "certification workshop": obligatory three-day event with assessment and multiple-choice test. The wba certifies adult educators by providing standards in the form of a curriculum. People who are active in adult education can submit their competencies and practical experience acquired in a variety of ways. These certificates are assessed and acknowledged on the basis of the curriculum. Missing competences can be introduced through course visits or other proofs. Graduates receive a recognized certificate or diploma.

## Authorization:

Certified certificate or diploma: "Certified adult educator" (wba certificate), "Graduated adult educator" (wba diploma).

The wba offers elements of the interpenetration between adult education and higher education. Acknowledgement of the competences recognized in the wba is possible at the following Master's courses:

- "adult education", university course with master's degree (Master of Arts, MA)
- "education management and school development", university course with master's degree (Master of Education, MEd)
- "Education and Globalization - IPED International Professionals in Education".

WEBSITE: <https://wba.or.at/de/> (ACCESS DATE: 15/01/2022)





# POTVRDA O KOMPETENCIJAMA STEČENIM KROZ VOLONTIRANJE (CROATIA)

<b>TARGET GROUP:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Future employer</li><li><input checked="" type="checkbox"/> (Future) Volunteer</li><li><input type="checkbox"/> Organisations, NGOs, etc.</li><li><input type="checkbox"/> Social or youth worker</li><li><input type="checkbox"/> Teacher or trainer</li></ul>	<b>TYPE OF BEST PRACTICE:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Network / organisation</li><li><input type="checkbox"/> Programme / project</li><li><input checked="" type="checkbox"/> Study / publication / guide</li><li><input checked="" type="checkbox"/> Tool / template</li><li><input type="checkbox"/> Training / learning material</li></ul>	<b>TOPICS:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Awards</li><li><input checked="" type="checkbox"/> Certificates / references</li><li><input type="checkbox"/> Informal learning / non-formal learning</li></ul>	<b>AVAILABLE LANGUAGES:</b> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> English</li><li><input type="checkbox"/> German</li><li><input type="checkbox"/> Slovak</li><li><input type="checkbox"/> Slovene</li><li><input type="checkbox"/> Spanish</li><li><input checked="" type="checkbox"/> Other: Croatian</li></ul>
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The certificate of competences acquired through volunteering is a document that confirms the volunteer participation of a person, the tasks carried out and the learning and competences acquired during the volunteering. The document is under the Croatian National Qualifications Framework. The peculiarity of this certificate is that it's not issued retroactively; the volunteers must inform the organisation that they want to receive the certificate when the volunteering starts because they have to be guided and assessed during their service. Once they have defined the purpose of the certificate and the tasks they will be doing, the organisation must monitor the activities in which the volunteers participate and collect the necessary information. Finally, the organisation creates the certificate.

This process can be done online and is only for long-term volunteers (more than 3 months). The competences that this tool certifies are the 8 EU key competences for lifelong learning:

- Mother tongue communication
- Foreign language communication
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Learning to learn competence
- Social and citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

**WEBSITE:** [https://kompetencije.hcrv.hr/en/o\\_kompetencijama](https://kompetencije.hcrv.hr/en/o_kompetencijama) (ACCESS DATE: 9/11/2021)



# IM-PROVE APLIKÁCIA / IM-PROVE APPLICATION (CZECH REPUBLIC)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input checked="" type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other: Czech, French

This international project “Upgrade Yourself” was aimed to create an on-line app based on a learning journal offering volunteers the opportunity to track their own personal growth and translate their experiences in terms of soft skills. The on-line app IM-PROVE scores the competences of the individual volunteers. It helps the volunteers to self-reflect the competences they developed during various volunteering activities (workcamps, youth exchanges, trainings, national projects, EVS, internships...) in various roles (participants of the project, leaders, managers, trainers, facilitators...). The volunteers record their volunteer experience, then their experience is transformed into competences and the volunteers can create a plan for their personal development.



## Development of on-line Learning Journal

The on-line app scores the competences of the individual volunteers. It helps the volunteers to self-reflect the competences they developed during various volunteering activities (workcamps, youth exchanges, trainings, national projects, EVS, internships...) in various roles (participants of the project, leaders, managers, trainers, facilitators...).

## IM-PROVE app:

- translates volunteers’ experiences into competences (the users can add concrete situations, which happened during any volunteer project, and the app translates these situations into 14 competences identified in the app)
- lists these situations one behind each other and allows to filter them – as a Learning Diary
- allows the volunteers to plan their next progress by showing situations they haven’t been through
- generates a “public profile”, which can be shared on the outside
- is available in English, Czech and Slovene

## Manual for long-term work with volunteers

This manual is intended for youth workers and non-governmental organizations that are interested in long-term continual work with youth and in linking volunteering with education. In this manual, we present know-how that has been achieved during the existence of the Volunteers Clubs by INEX-SDA (Czech Republic) and Zavod Voluntariat (Slovenia). We believe experience of these two organizations may serve as a good practice example and an inspiration for other NGOs and institutions, which are looking for a strategy on how to involve the volunteers on long-term basis and help them raise their competences to achieve better position in their personal and professional life. The Manual is available in Czech, Slovene and English. Other Activities Joint educational events for volunteer mentors and coordinators from the Czech Republic and Slovenia represented by the project partner organisation Zavod Voluntariat. The aims of these are to share the experience, motivate and educate each other to implement the best volunteer projects and to learn the most from them.

WEBSITE: <http://improve.inexsda.cz/> (LAST ACCESS DATE: 15/01/2022)



## KEY TO LIFE / KLÍČE PRO ŽIVOT (CZECH REPUBLIC)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input checked="" type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other: Czech

This set of self-evaluation tools guides through the process of detecting competencies that people have gained through activities with children and young people (whether in the position of active participants or employees of an organization), but also how to develop and how to “translate” the gained competencies into the language of potential employers.

In addition to foreign examples, within the framework of the project “Key to Life - Development of Key Competencies in the field of informal and non-formal education”, there was also developed a Czech tool - Personal Competency Portfolio. The purpose of this portfolio is to realize your knowledge, competencies, soft skills, experience, education in the field of leisure and non-formal education, your practice, and also to learn to name it and then present it to educators and employers, and thus increase your labour market value and success in life. The guide is available here: <http://crdm.cz/download/KPZ-sebeevaluacni-nastroje.pdf>

The Personal Competency Portfolio is a tool for capturing competencies and a place for storing documents on knowledge and skills developed throughout life. Its output is a curriculum vitae that can be printed from the online form of the tool in the form that suits you best - it offers a selection of the experiences and competencies you need to present. To make it as useful as possible, it offers not only a description of your journey through informal education, but also all other "standard" CVs.

By far, the greatest added value of the Portfolio is the know-how developed in cooperation with experts from the National Institute of Children and Youth, the National Institute for Further Education and representatives of NGOs working with children and youth. The Portfolio is based on philosophy that the most important is what one can do and not where and when he learned it. In this spirit, the competencies rank first in the CV. To ensure that their description is not comprehensible to the writer alone, the Portfolio adds a comprehensive system of help and guidance texts based on proven competency profiles for positions in the field of work with children and youth. You can create your own portfolio on this link: <http://znv.nidv.cz/okp/vypln-si-okp>

When planning your personal development, it is important to know three things - where am I now (what I have already done), where do I want to get and what draws me there, and finally - how do I get there? On this site you will find many suggestions and activities to help you clarify, draw, or otherwise record it. This will make it easier for you to take steps and make decisions in difficult moments.

- On the “Self-study” page, you will find activities focused on your personality, strengths, and competencies.
- “The Motivation, Values and Needs” page is about your wishes, about what's important to you, and what your motivation is - what drives you ahead.
- “The goal, the plan, the way to change” page is to apply your motivations and strengths to your unique life path. It will help you plan changes and achieve your goals. Individual pages offer you a taste of methods that have been selected from the K2 project titled METHODOLOGY - Competence, Quality, Qualification, (Self) Concept for Non-Formal Education.

**WEBSITE:** <http://crdm.cz/download/KPZ-sebeevaluacni-nastroje.pdf> (LAST ACCESS DATE: 15/01/2022)



## EVA-VOL (EUROPEAN UNION)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input checked="" type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other: Portuguese, Italian

The EVA-VOL Platform helps university volunteers to gain recognition of their learning through volunteering from their university. At the end of the process, they can obtain ECTS credits.

In order to get the ECTS credits, they must complete an online training course about informal learning during volunteer work. Then, the platform guides them step-by-step to create their volunteering portfolio. The portfolio is a document with which they can show the competences and learnings acquired through their volunteering at their university. They describe it as a “collection of information and documentation which supports an application for validation and provides evidence of the learning”.

The phases of creating the portfolio are: Identification, Documentation and Assessment. During the Identification phase, the volunteers reflect on the activities that enabled them to gain specific Learning Outcomes using a tool designed for that purpose by the project. Then, they collect evidence that can prove their learning, which constitutes the Documentation phase. Finally, they prepare a portfolio for the Assessment phase. The portfolio has three parts:

1. Personal CV
2. Learning Achieved – it reflects the learning acquired through the volunteering activities.
3. Portfolio Inventory – it provides the supporting evidence.

The portfolio is developed by the volunteer together with the organisation in which they have participated. The project offers a template for the portfolio and the tool above mentioned, as well as a guide for the educational institutions on how to adequately assess or judge the volunteer’s prior learning.

WEBSITE: <https://www.evavol.eu/> (ACCESS DATE: 9/11/2021)



## JOB BRIDGE (EUROPEAN UNION)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input checked="" type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other: French, Bulgarian, Italian

Job Bridge is a European project intended to develop the capacity of adult education providers and organisations working with volunteers to improve and recognise the volunteers' competences. The project also aims to guide on supporting the learning journey of the volunteers, from the identification of their needs and progress to the evaluation, by setting up Learning Projects.

The project has developed a tool for the evaluation and certification of the volunteers' competences. This tool helps trainers assess the competences of their volunteers, build a learning plan and deliver a certificate at the end of the process. Job Bridge uses the validating approach LEVEL5, which is specifically designed to validate personal, social and organisational competence developments in rather non-formal and informal learning settings. It is based on a 3-dimensional approach to validate cognitive, activity-related and affective learning outcomes – the LEVEL5 cube. It also takes advantage of other tools such as the Animafac Portfolio, the volunteer and skills passport, Open badges, etc.

To learn about the JOB BRIDGE concept of validation and competence-oriented learning in volunteering, the project has developed an online training course of five modules:

1. Volunteering as a means to increase job readiness
2. Competence oriented learning
3. Validation and link to the labour market
4. Validating competences with LEVEL5
5. Learning Projects

WEBSITE: <https://job-bridge.eu/> (ACCESS DATE: 9/11/2021)



# LEVER PROJECT (EUROPEAN UNION)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other: Dutch, Polish, Italian, French

The LEVER UP Model has been created in order to help people value their soft competencies achieved while volunteering and participating in other activities of benefit to the community and society. It has been designed on the basis of the Validation of Prior Learning (VPL) thanks to the partners' experience participating in the "LEVER project – Modelling informal learning and transversal competencies gained through voluntary experience to increase employment and mobility of citizens".

The LEVER UP process is as follows:

First, the volunteer contacts a Validation Centre, where a professional tutor will guide them through the LEVER UP process. With the tutor's support, the volunteer will identify the acquired competences during past experiences and learn how to validate them. The tutor will help the volunteer creating a personal portfolio that will be assessed then by a LEVER evaluator. When the process has ended, the Validation Centre will provide the volunteer with an International LEVER Certificate, which can be attached to the CV. The LEVER project validates up to 13 competences:

- Personal competences
  - Empathy
  - Commitment
  - Flexibility and adaptability
  - Initiative
  - Responsibility
- Methodological competences
  - Innovation and creativity
  - Learning to learn capacity
  - Problem-solving skills
- Social competences
  - Communication
  - Intercultural and diversity management
  - Leadership
  - Teamwork
- Organisational competences
  - Digital thinking
  - Planification
  - Results orientation

WEBSITE: <http://www.leverproject.eu/> (ACCESS DATE: 9/11/2021)





# REFERENCE FOR VOLUNTEERS (EUROPEAN UNION)

<b>TARGET GROUP:</b> <input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input checked="" type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<b>TYPE OF BEST PRACTICE:</b> <input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<b>TOPICS:</b> <input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<b>AVAILABLE LANGUAGES:</b> <input checked="" type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other
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Eight NGOs from Germany, UK, Czech Republic, Slovenia, Slovakia, Romania, Malta and Bulgaria, all working with volunteers, formed the Grundtvig Learning Partnership "References for volunteers". The partners have developed a European format as a basis for a **professional reference letter** for volunteers in NGOs. The key product of this partnership was a European **Guideline for NGOs** working with volunteers on how to identify and document the skills, know-how and expertise of their volunteers in a manner which is understood, recognised and valued by local, national and European employers.



recognised and valued by local, national and European employers.

The aim of this project is to provide a guideline with examples to assist all NGOs in writing professional references of interest in the modern commercial and industrial world. Full version of guidelines is available on the website for a free printable download in English, Czech and German. The full version contains 4 chapters:

- Introduction,
- How to write a professional reference (letter) for volunteers,
- How to Raise Awareness Amongst Employers,
- The European Template.

The full project guideline can be downloaded in English. Shorter version of the guidelines is available in German, Romanian, Slovenian, Bulgarian and Czech.

Logo	Letterhead	
Title „Reference Letter“		Place, Date
Salutation: To whom it may concern		
Declaration statement on volunteering, e.g. „Volunteers contribute 5% of EU GDP annually“		
Name of employer / organisation and		
Description of organization (very short, but stressing being worth recommending)		
Name of employee / volunteer + relation to employers		
Duration of engagement		
Volunteer's tasks and responsibilities		
Achievements and result of tasks and responsibility		
Promotions and upgrades during engagement, participation in further training		
Professional skills	Link skills with tasks and responsibilities and if possible in relation to new potential job	
Social skills		
Reason for termination of engagement		
Expression of recommendations		
Closing remark		
Signature, name & positions + stamp		

WEBSITE: <http://references-for-volunteers.eu> (LAST ACCESS DATE: 15/01/2022)



# VALIDVOL PROJECT (EUROPEAN UNION)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input checked="" type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other: Italian, Greek

The ValidVol Project aims to strengthen the skills and competencies of volunteers over the age of 50 to improve their employability. For that purpose, the project recognises and certifies the learning and the competences achieved thanks to their volunteer work.

The Project recognises eight key competences:

- Mother tongue communication
- Foreign language communication
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Learning to learn competence
- Social and citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

The ValidVol guide has been developed to assist organisations in the process of recognising and accrediting the skills and competencies that people acquire through volunteering, including effective strategies and concepts that can be used to improve the learning process and employability.

WEBSITE: <https://www.validvol.eu/index.php/> (ACCESS DATE: 9/11/2021)





# YOUTHPASS (EUROPEAN UNION)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input checked="" type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other: 27 European languages

The Youthpass certificate confirms and recognizes that a person has performed service as a volunteer in the activities supported by the Erasmus+: Youth in Action programmes and European Solidarity Corps. It also ratifies some of the competences acquired and developed during that volunteer service.

The Youthpass certificates are specific to the various types of non-formal learning projects, but the general structure of the certificate is the same. The Youthpass certificate is divided into three sections:

- The first page confirms the participation in a given project and lists the main facts about the project. It also provides background information about the general context and value of the activity.
- The second section informs about the project in more detail. The organisations in charge are mentioned, the aims, activities, and results of the described project.
- In the third section, participants reflect upon their learning and the outcomes. They are encouraged to describe what they have learnt in the course of the project, adhering to the eight key competences for lifelong learning.

The eight key competences included in the Youthpass certificates are:

- Multilingual competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence
- Digital competence
- Mathematical competence and competence in science, technology and engineering
- Literacy competence

WEBSITE: <https://www.youthpass.eu/en/> (ACCESS DATE: 11/11/2021)



## REFERENCE FOR VOLUNTEERS (GERMANY)

### TARGET GROUP:

- Future employer
- (Future) Volunteer
- Organisations, NGOs, etc.
- Social or youth worker
- Teacher or trainer

### TYPE OF BEST PRACTICE:

- Network / organisation
- Programme / project
- Study / publication / guide
- Tool / template
- Training / learning material

### TOPICS:

- Awards
- Certificates / references
- Informal learning

### AVAILABLE LANGUAGES:

- English
- German
- Slovak
- Slovene
- Spanish
- Other: Maltese, Romanian

NGOs working with volunteers need to become more aware of the importance of job references. Only through issuing qualified job references can volunteers adequately demonstrate the knowledge contributed or gained during their work, in order to open up new job or career opportunities.

The project partners of **Reference for Volunteers** have developed templates and a guideline for NGOs working with volunteers on how to identify and document the skills, know-how and expertise of their volunteers in a manner which is understood, recognised and valued by local, national and European employers.

Guidelines and templates are available for download in several languages: <http://references-for-volunteers.eu/2-guideline-references-for-volunteers>



WEBSITE: <http://references-for-volunteers.eu> (ACCESS DATE: 23.09.2021)



# RECOGNITION OF NON-FORMAL AND INFORMAL SKILLS SCIENTIFIC PAPER PUBLICATION OF THE FEDERAL INSTITUTE FOR VOCATIONAL TRAINING, BONN (GERMANY)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input checked="" type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other

This report to the Board of the BIBB has been prepared to assist the players in vocational training in the discussion about the inclusion of the results of non-formal and informal learning in the German Qualifications Framework for Lifelong Learning (DQR). To this end, essential ideas, concepts, and terms relating to the recognition of non-formal and informal learning are briefly presented. The main objective of the report is



- to provide an understanding and a conceptual clarification on the recognition of non-formal and informal learning, reflecting the state of international and national discussion, recommendations, and procedures,
- to provide a documentation of examples from neighbouring countries,
- to provide suggestions for further discussion in Germany,
- to stimulate innovation, and - to take a critical look at the steps of further work.

The report targets the following questions (among others):

- What is the importance of non-formal and informal learning in the EQF, the ECEVET and other EU recommendations?
- What is the understanding and use of non-formal and informal learning at EU level?
- What is the understanding in Germany?
- What are the specific legal frameworks for the promotion of non-formal and informal learning and the recognition of its results in the EU Member States?
- Which institutions currently accept the recognition of non-formal and informally acquired competences?
- Are there already approaches or concepts for allocating non-formal and informally acquired competencies to the EQF?
- How can non-formal and informally acquired competences be assigned to the DQR?
- How can it be ensured that they fulfil the requirements described in the DQR as well as comparable formal qualifications?

WEBSITE: <https://www.bibb.de/dienst/veroeffentlichungen/de/publication/show/6258>

(LAST ACCESS DATE: 15/01/2022)



# STUDY: FROM COMPETENCES TO JOB CHANCES (WENN AUS KOMPETENZEN BERUFLICHE CHANCEN WERDEN) (GERMANY)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input checked="" type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input checked="" type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning	<input type="checkbox"/> English <input checked="" type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other: Maltese, Romanian

In Germany – as in other European countries – discussions are taking place about how vocationally relevant practical knowledge can be better identified and certified. Up until now, it has been mainly formal training courses which have opened up opportunities in the education system and on the labour market. By contrast, competences acquired informally in work or leisure time or in further education without receiving a formal qualification have carried less significance, despite often being more beneficial to one's vocational competence than formally certified knowledge. This study ("Recognition of non-formal and informal learning in Germany") is an outcome of the Bertelsmann Foundation's "Continuing Education for All" project. The project aims to provide an education system that is also accessible to people with low formal qualifications.

In the study, national experts of seven European countries provided an overview of the current state of the aspects in recognition of non-formal and informal learning. Based on this, they used case studies to illustrate just how recognition systems have proven to be successful in those countries. The experiences of the other countries could provide Germany with guidance and targeted transfer impetus as it seeks to introduce recognition procedures of its own. The latter was also covered in the study. The main test criteria for a recognition system in Germany were:

1. the degree of legal binding force of the validation procedures,
2. acceptance of certificates in the education and employment system,
3. awareness of recognition possibilities (not only) for formally low-qualified persons and easy access.



**WEBSITE:** [https://www.bertelsmann-](https://www.bertelsmann-stiftung.de/fileadmin/files/user_upload/LL_Wenn_aus_Kompetenzen_berufl._Chancen_werden_19.05.15.pdf)

[stiftung.de/fileadmin/files/user\\_upload/LL\\_Wenn\\_aus\\_Kompetenzen\\_berufl. Chancen werden 19.05.15.pdf](https://www.bertelsmann-stiftung.de/fileadmin/files/user_upload/LL_Wenn_aus_Kompetenzen_berufl._Chancen_werden_19.05.15.pdf)

(ACCESS DATE: 23.09.2021)



## DESTINATION eVALIDATION (GERMANY)

<b>TARGET GROUP:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Future employer</li><li><input checked="" type="checkbox"/> (Future) Volunteer</li><li><input type="checkbox"/> Organisations, NGOs, etc.</li><li><input type="checkbox"/> Social or youth worker</li><li><input type="checkbox"/> Teacher or trainer</li></ul>	<b>TYPE OF BEST PRACTICE:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Network / organisation</li><li><input checked="" type="checkbox"/> Programme / project</li><li><input type="checkbox"/> Study / publication / guide</li><li><input checked="" type="checkbox"/> Tool / template</li><li><input type="checkbox"/> Training / learning material</li></ul>	<b>TOPICS:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Awards</li><li><input type="checkbox"/> Certificates / references</li><li><input checked="" type="checkbox"/> Informal learning / non-formal learning</li></ul>	<b>AVAILABLE LANGUAGES:</b> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> English</li><li><input type="checkbox"/> German</li><li><input type="checkbox"/> Slovak</li><li><input type="checkbox"/> Slovene</li><li><input type="checkbox"/> Spanish</li><li><input type="checkbox"/> Other</li></ul>
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The aim of this project was visualization, documentation and recognition of acquired competences in the field of volunteering and developing an online tool for validation of volunteering competences. The Destination eValidation (DesTeVa) project wanted to find a way to recognise and validate volunteers' informal learning and experiences in a way that they could be used to help a volunteer find employment, either as an unemployed person or as an economic migrant to a new country. The validation tool has been completed and is already used for validating volunteering skills.



The project had adopted an individual perspective instead of an institutional one, as it does not target the education system, but focused on individual volunteers. The objectives were:

- collecting, comparing and disseminate information about National Qualification Frameworks, their relation to the European Qualification Framework, and about validation tools.
- improving access to and information about validation (tools) for disadvantaged groups by creating a website and an ebook, which includes information about different tools and methodologies
- creating an online tool for validation of volunteering competences
- raising awareness of the competences acquired through volunteering and the need for those competences to be validated
- facilitating the recognition of volunteering competences by relevant stakeholders by engaging them in seminars/conferences.

The online tool should offer the volunteer the possibility to create an individual profile which is possible to connect to other social media tools (f.e. facebook, xing). The volunteers can fill in a form which leads to a statistical result and shows a personal profile or write individual texts about themselves or their experiences. Volunteering institutions can be linked as well.

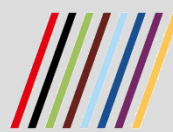
**WEBSITE:** <http://www.validationforvolunteers.eu/> (ACCESS DATE: 15/01/2022)



# EFFECTVPL - EFFECTIVENESS OF VPL POLICIES AND PROGRAMMES FOR LABOUR MARKET INCLUSION AND MOBILITY – INDIVIDUAL AND EMPLOYER PERSPECTIVES (GERMANY)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input checked="" type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other

The Erasmus+ project “Effectiveness of VPL Policies and Programmes for Labour Market Inclusion and Mobility – Individual and Employer Perspectives (EffectVPL) seeks to evaluate the effectiveness of validation



# EffectVPL

programmes in terms of how the recognition of prior learning benefits the individual. The focus thereby will be placed on if and how validation procedures and programmes support individuals’ labour market inclusion, employability and further learning pathways. Through introducing biographical perspectives into the validation process and identifying the role of employers for validation and recognition of prior learning (VPL), the project seeks to enhance the effectiveness of VPL practice in Denmark, Germany, Poland and Turkey. In addition, the project will review the advancement of VPL policies and programmes over the project period. The results of the review, empirical investigations and several company case studies will be channelled into the on-going VPL policy dialogue and also be reflected in a jointly developed training module to support VPL practitioners.

As a Strategic Partnership for Adult Education, the project enhances the exchange as well as the cooperation between the eight partner organisations participating in the project that combine practical expertise and theoretical background knowledge. Based on a common learning process, the project contributes to enhancing the transparency and recognition of skills and qualifications and facilitating labour market inclusion through access to training and recognition of competences for all. The project is coordinated by the Center for Labour and Political Education, University of Bremen.

The intellectual output of the project, a training module for practitioners of validation of prior learning is available for download in English: [https://blogs.uni-bremen.de/effectvpl/files/2019/09/EffectVPL\\_Training-Module.pdf](https://blogs.uni-bremen.de/effectvpl/files/2019/09/EffectVPL_Training-Module.pdf) The training module focuses on the aspects of benefits for the individual of VPL and introduces the role of transitions and biographical perspectives and approaches in the validation process and the role of employers.

Project duration was September 1st, 2016 to August 31st, 2019.

WEBSITE: <https://blogs.uni-bremen.de/effectvpl/> (ACCESS DATE: 15/01/2022)





# GRETA – FUNDAMENTALS FOR THE DEVELOPMENT OF A CROSS-CARRIER RECOGNITION PROCEDURE FOR THE COMPETENCES OF TEACHERS IN ADULT EDUCATION / FURTHER EDUCATION (GERMANY)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input checked="" type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other

Course leaders, lecturers, trainers - in short teachers - make a significant contribution to the quality and success of continuing education programmes. However, what it means to be able to "teach" in adult education does not yet exist in general standards. In addition, there is still too little recognition of professional teaching. The research and development project GRETA aims to create the basis for a cross-carrier recognition procedure for the competence of teachers in adult and further education. This is a major step towards professionalization in this educational sector.



## Which questions does the project address?

- What competences are relevant to teaching and how can they be operationalised for recognition?
- Which validation procedures are suitable for the recognition of non-formally and informally acquired competences of teachers?
- How can interdisciplinary training courses for teachers be related to the competency model and how can development opportunities for providers be identified?
- Which challenges are associated with corresponding professionalization strategies?

## Which procedure was chosen?

To develop a recognition system that is widely accepted, the project will be carried out in close cooperation with eight federal and umbrella organisations from all important fields of adult education and further education. The cross-facility approach is a novelty in this area and is intended to decisively support the success of the project. The research and development project develops, on a scientific basis and in cooperation with teachers, training providers and project partners, instruments, and procedures to enable the recognition of teachers' competences. It pursues a multi-methodological approach consisting of material and literature analyses, group discussions, expert, and specialist interviews. The data is evaluated and then mirrored back into practice.

## Research

The results result in recommendations for action for a procedure for the recognition of competence of teachers, considering an analysis of opportunities and risks.

## What does GRETA want and what has already been achieved?

The aim of the project is the professionalisation and recognition of teachers' competences in adult and further education. The core of the project is a competency model that reflects all the basic competencies required for teaching. The competence model according to GRETA is divided into competence aspects, areas of competence and facets of competence. It reflects all competences that are important for the implementation of a good adult learning provision.

WEBSITE: <https://www.greta-die.de/> (LAST ACCESS DATE: 15/01/2022)



# CERTIFICATION OF COMPETENCES: WHAT MEANING AND WHAT PATH IN VOLUNTEERING? (ITALY)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input checked="" type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input checked="" type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other: Italian

Volunteering, that is among the most difficult forms of activities considered as an effective formative moment, certainly falls into the category of informal learning. Yet, skimming the founding principles contained in the Chart of Values of Volunteering we can read that "volunteering proposes everyone to be responsible, each for its own part, both for the local problems as for the global ones, and, through participation, to bring a contribution to social change. Thus, volunteering produces ties, relational goods, trust and cooperation relations between individuals and organizations contributing to increase and enhance the social capital of the context in which it operates". If an expert in the field of Human Resources reads this sentence, he/she probably would associate these words with specific skills acquired through these activities. Therefore, you can immediately guess that volunteering can be an opportunity not only for personal and emotional growth, but also for a professional one, thanks to the activities that allow the development and the increase of competences required also from the labour market.

**bollettinoADAPT.it**

A research commissioned by the Youth Forum and conducted by the University of Bath and GHT Consulting (Study on the Impact of Non formal Education in youth Organisations on Young People's Employability, 2013) which involved more than 1,000 youth and about 245 youth organizations, states that many competences acquired during volunteering experiences appear to be required by the labour market, particularly communication, organizational, decision-making competences, the ability to work in a team, and linguistic competences.

It is therefore necessary that the systems for validation and certification of competences - contributing to the transparency and portability of learning outcomes in other areas such as, for example, work field - they can make recognizable the results of learning completed under volunteering. The systematic use of competences developed in volunteer experiences certification systems would also help improve the professionalism of the sector operators, offering the possibility to those who participate in the activities to gain recognition and expendable what done.

The spread of validation practices and certification of competences within the voluntary sector, on the other hand, does find obstacles not only in the prejudice of the superiority of formal training. European studies reveal, in fact, a certain reticence by part of voluntary organizations to present their activities as a growth possibility not only human but also professional, fearing they can negate the thrust and the perfect reason of volunteering (as a free activity), at the expense of a desire for professional growth.

Then there are two other obstacles that make the certification of competences a difficult process in this context. The first consists in the excessive bureaucratization of this procedure, often managed in a centralized way by national or regional authorities, and that scares the social workers and volunteers. The Italian system is certainly an example of a public law procedure that makes the development and implementation of the certification system difficult.

The second obstacle to the development of a functional and effective validation and certification system, not only in our country, is the lack of common standards for certification of the various types of learning, as in non-formal and informal learning there is a lack of a bond with national and European qualifications frameworks.

**WEBSITE:** <https://www.bollettinoadapt.it/certificazione-delle-competenze-qual-e-significato-e-qual-e-percorso-nel-volontariato/> (LAST ACCESS DATE: 15/01/2022)





# RULES ON PROCEDURE AND CRITERIA FOR THE RECOGNITION OF INFORMALLY ACQUIRED KNOWLEDGE AND SKILLS (SLOVENIA)

## TARGET GROUP:

- Future employer
- (Future) Volunteer
- Organisations, NGOs, etc.
- Social or youth worker
- Teacher or trainer

## TYPE OF BEST PRACTICE:

- Network / organisation
- Programme / project
- Study / publication / guide
- Tool / template
- Training / learning material

## TOPICS:

- Awards
- Certificates / references
- Informal learning / non-formal learning

## AVAILABLE LANGUAGES:

- English
- German
- Slovak
- Slovene
- Spanish
- Other

This practice represents 11 of 24 articles of “Rules on Procedure and Criteria for the Recognition of Informally Acquired Knowledge and Skills”, which was adopted by the Senate of the University of Ljubljana on 29th May 2007. It provides a detailed overview of the validation process that faculties (members of University in Ljubljana) use for the recognition of competences, which students gained in non-formal education trainings and projects.

### Article 1: Contents

These Rules govern the procedure of establishing, assessing, confirming, and recognising knowledge, and the criteria on the recognition of knowledge and skills obtained by the candidates through informal learning prior to enrolment and while studying at a University of Ljubljana member (hereinafter: “UL member”). Informal learning is an intentional educational activity carried out as part of or outside of educational institutions. Educational activities, programmes, courses and other types of informal education do not provide students with a state-approved education degree or qualification. The category of knowledge obtained through informal learning includes the knowledge obtained as part of work experience, knowledge obtained through self-learning or as part of amateur activities, as well as knowledge obtained through experiential learning.

### Article 2: Recognising the knowledge and skills obtained through informal learning

The procedure of establishing, assessing, confirming and recognising the knowledge and skills obtained through informal learning is the same for the candidates who intend to enrol in a UL member as for students who are already enrolled in a UL member. Candidates who want their informally obtained knowledge and skills to be recognised as admission requirements or as a part of the obligations of the study programme in which they are already enrolled can apply for the recognition procedure. The term “candidate” applies to students.

### Article 3: The principles applied in the process of recognising informal knowledge and skills

A UL member recognises and attributes to candidates the informally obtained knowledge and skills whose content, volume and difficulty level comply, fully or in part, to the general or subject-specific competencies determined relevant to the study programme that the candidate wishes to enrol in.

### Article 4: Basis for recognition

The recognition is based on a certificate or another document, where the date and the institution, the number of ECTS (if determined) and the programme with its contents are specified and proving that the candidate has completed

The screenshot shows the official website of the University of Ljubljana. At the top, there is a navigation menu with categories: STUDY, RESEARCH, INDUSTRY, QUALITY, DOCTORAL SCHOOL, MEMBERS, ALLIANCE, SRAE, and GENDER/EQUALITY. Below the menu, the breadcrumb trail reads: UNI|J > University > Organization, legal framework and reports > Statutes of UL and regulations. The main heading is: RULES ON THE PROCEDURE AND CRITERIA ON THE RECOGNITION OF THE KNOWLEDGE AND SKILLS OBTAINED THROUGH INFORMAL LEARNING. The text below states: Based on ZVIS, Official Gazette of the Republic of Slovenia, No. 67/1993, and the amendment, the official consolidated text: Official Gazette of the Republic of Slovenia, No. 119/2006, the Criteria for credit assignment to study programmes. Official Gazette of the Republic of Slovenia, No. 124/2004, the Criteria on accreditation of higher education institutions and study programmes. Official Gazette of the Republic of Slovenia, No. 101/2004, and the provisions of the University of Ljubljana Statute, Official Gazette of the Republic of Slovenia, No. 8/2005, and the amendment, the University of Ljubljana Senate, at its 15<sup>th</sup> session dated 29 May 2007, adopted the following: Rules on the procedure and criteria on the recognition of the knowledge and skills obtained through informal learning. Article 1 Contents. These Rules govern the procedure of establishing, assessing, confirming and recognising knowledge, and the criteria on the recognition of knowledge and skills obtained by the candidates through informal learning prior to enrolment and while studying at a University of Ljubljana member (hereinafter: "UL member").

the programme. Any certificates or other documents which can serve as proof for the candidate's knowledge obtained through informal educational programmes include:

- a certificate from the education and training instructors about the successfully completed educational programme;
- a certificate on informal education;
- a certificate issued by a company on internship, project implementation, etc.;
- the submission of products, publications and other types of independent work prepared by candidates.

#### **Article 5: Credit assignment**

If informally obtained knowledge and skills are recognised as a completed study obligation, they must be evaluated in accordance with the criteria for credit assignment to study programmes according to ECTS.

#### **Article 6: The body appointed for the implementation of the procedure to recognise the knowledge and skills obtained through informal learning**

The knowledge and skills obtained by the candidates through informal learning is established, verified, confirmed and recognised by the competent body of a UL member.

#### **Article 7: The criteria applied in the recognition procedure**

The following criteria are applied in the recognition procedure: • the assessment of the achieved competencies must be based primarily on the educational objectives or admission requirements of the study programme the candidate wishes to enrol in; • the candidate's obtained competencies need to be properly documented and recognised regardless of where and how the candidate has obtained them.

#### **Article 8: Special cases needing proof of knowledge and skills obtained through informal learning**

Special cases needing proof of knowledge and skills obtained through informal learning include the following:

- The candidate submits a certificate or another document that only proves their attendance at an education course but not also that their knowledge was assessed;
- The candidate is unable to submit a certificate or another document because the relevant education provider did not issue such a document;
- Either the candidate cannot get the printed material of the relevant educational programme or such material is insufficient to the point that the comparison cannot be made.

#### **Article 9: Recognising knowledge and skills obtained at work, through self-learning and informal learning**

A candidate can apply for the recognition of the knowledge and skills obtained at work, through self-learning and informal learning. The process of establishing, assessing, confirming and recognising such knowledge is different because there are usually no certificates or other documents to support the acquired knowledge or descriptions of an educational programme to enable comparison. In the process of establishing, assessing, confirming and recognising the informally obtained knowledge and skills, the competent body of a UL member decides:

- a) whether or not to assess the informally obtained knowledge or skills;
- b) whether or not to assess the products and services submitted by the candidate as proof of mastering certain knowledge or skills.

a) Assessing the informally obtained knowledge and skills with knowledge and skills assessments:

In order to verify the informally obtained knowledge and skills, the competent body of a UL member selects the method which is the most suitable in terms of the objectives and standards of knowledge that are to be assessed. Knowledge can be assessed in the following ways:

- With an interview, discussion or defence;
- By defending a seminar paper or project prepared for this purpose, or by evaluating a product;
- With an oral or written exam.
- By evaluating the procedures carried out by a candidate during a practical test (work, task, etc.), demonstration, presentation or simulation;

b) Establishing, assessing and confirming the knowledge and skills obtained through informal knowledge by assessing resulting products and services A candidate may already have prepared a product proving they master a part of the study programme (module, course) that they are enrolling in. The committee can use such a product as the basis for the preparation of the assessment about the learning outcomes and competencies achieved by the candidate. By assessing such products and services, the following can be established, verified and confirmed:

- The performed practical work;
- A written paper;
- A performed service at work (the implementation of a project, etc.)

#### **Article 10: Application**

The recognition procedure starts on request by the candidate who submits an application on the proper form, which is an integral part of these Rules, at the Student Affairs Office. If the application is incomplete, the Office shall ask the candidate to complete it and set a deadline for the completion thereof.

#### **Article 11: Mandatory components of the application for the recognition of the knowledge and skills obtained through informal learning**

The application for the recognition of the knowledge and skills obtained through informal learning (hereinafter: “application”) must include:

- certificates;
- other documents (various documents, which are issued by the employer and serve as evidence of experience, certificates of attendance at seminars and trainings, etc.);
- a portfolio in which candidates prepare their CVs with information about education, jobs and other previously obtained experience and knowledge;
- other evidence (products, services, publications and other independent work prepared by candidates; projects, inventions, patents, etc.).

**WEBSITE:** [https://www.unilj.si/university/organization\\_legal\\_framework\\_and\\_reports/statutes\\_of\\_ul\\_and\\_regulations/2016102414583479/](https://www.unilj.si/university/organization_legal_framework_and_reports/statutes_of_ul_and_regulations/2016102414583479/)  
(ACCESS DATE: 15/01/2022)



# TOOL FOR SELF-ASSESSMENT OF COMPETENCIES: BIOGRAPHICAL METHOD (SLOVENIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input checked="" type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input checked="" type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other

It is a systematic and chronological display of an individual educational path. The educational biography collects and analyses the different ways of acquiring knowledge and competence development in different life circumstances. This method has a special value in the detection of hidden knowledge, and it is suggested to be used in the initial phase of the evaluation process – diagnosis or CV preparation. It could be drawn in the form of a structured essay, guided interview or preferably a combination of both. Use of biographical method is particularly suitable in situations where individuals find themselves in a completely new and unpredictable situation, such as new job, transition from public to private sector and many others.

## Opomnik za prepoznavanje neformalno pridobljenih kompetenc iz življenjske zgodbe

Socialno okolje

Zaščitno okolje / Kompetence

Interesno področje – zanimanja, konjčki, razvedril

Zaščitno okolje / Kompetence

Paravizualne življenjske prelomnice – nove življenjske okoliščine, nove vloge

### Biographical method consists of several steps:

- Step 1: Preparation of instructions for writing biography and motivation of the candidate to participate. Instructions need to be short and should not ask about the details, but merely draw attention to certain situations and life events. There is no prescribed form or the scope of the narrative. When candidate writes his/her biography s/he must have sufficient space to be able to express freely in accordance with inner emotions and own views. If the candidate refuses to write his/her life story, then the adviser can decide to use an open interview. If it is possible, the adviser records each conversation or writes a short note to remember information, which can be otherwise overlooked later. The adviser's role in this part is only active listening and unobtrusive guidance with short questions.
- Step 2: In-depth reading life stories in the second part the adviser analyses the written story or his/her notes and prepares questions for a guided interview of areas that in his/her opinion are still necessary to discuss for reliable determination of the candidate's knowledge, skills and competences.
- Step 3: Guided Interview In dialogue the adviser tries to find out more about details that are important for an explanation and description of non-formal knowledge and competencies of the candidate. The reflective analysis of the living situation, working history with accompanying learning are important for diagnosing of the competences that later can be edited and, if necessary, evaluated.
- Step 4: The collection of additional evidence Many of the competences that advisers together with the candidates identified may be supported by additional evidence such as various certificates, recommendations, photo documentation, etc.

**WEBSITE:** [http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/odrasli/Gradiva\\_ESS/ACS\\_Razvoj\\_pismenosti/RAZVOJ\\_PISMENOSTI\\_38Pripomocek\\_za\\_samoevalvacijo\\_kompetenc.pdf](http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/odrasli/Gradiva_ESS/ACS_Razvoj_pismenosti/RAZVOJ_PISMENOSTI_38Pripomocek_za_samoevalvacijo_kompetenc.pdf)  
(LAST ACCESS DATE: 15/01/2022)



# ELECTRONIC PORTFOLIO EP (SLOVENIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input checked="" type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input checked="" type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other

Electronic portfolio (EP) is a web application, which was developed at Andragogic centre in Slovenia for identification and recognition of non-formal learning. Portfolio is designed in a way, that candidates can be presented entirely with all applications and learning activities achieved in the working and private life. It may consist of various documents: of those, which are about individual qualification prepared by others (e.g.: teachers, counsellors, employers), reflections about learning activities, especially learning achievements and candidate's products, projects, or other forms of copyrighted work. Electronic portfolio allows creativity and the presentation of individuality.



To use E-portfolio we need a PC (stationary, portable notebook, netbook, tablet, smartphone) and an operating system (Linux, Mac, Windows), which is connected to the Internet and has loaded the appropriate web browser. For comfortable work, broadband connection to the Internet is recommended, regardless of the browser, which should be the latest version of Firefox, Chrome, Safari, Opera, or IE 8-10.

The entry registration is required with a username and password. Before use, the users must read the terms, conditions of use and privacy statement and agree with them.

A portfolio consists of tools for the collection and compilation of data and documents, where users can create their profiles, CVs, uploaded documents and learning diaries. Tools are available for the organization of the documents, where users can arrange elements, they want to include in their portfolio or choose between different views of portfolio for different target groups.

Tools are also available for sharing and networking: here users can edit privacy, find friends, join groups, or discuss different topics.

WEBSITE: <https://www.acs.si/en/fields-of-work/validation/> (LAST ACCESS DATE: 15/01/2022)





## QUESTIONNAIRE FOR THE IDENTIFICATION AND EVALUATION OF KEY COMPETENCE (SLOVENIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input checked="" type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input checked="" type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other

This is a questionnaire for the identification and evaluation of the key competence “learning to learn”. It is a self-assessment questionnaire for adults, which help identify and evaluate different types and levels of competences in the field of “learning to learn”. The aim is to enable adults to become more self-aware of how they need to learn to be to be successful in their professional and private lives.



**VPNZ**

*Vrednotenje in priznavanje  
neformalnega znanja*

The questionnaire has been developed within the framework of the project “Developing literacy and determine provision of non-formal learning and recognition” in 2011. “Learning to learn” competencies include:

- motivational area with the social context of internal (values, attitudes, feelings) and external factors (social environment), which affects learning.
- cognitive and learning strategies: complex thinking skills, mental habits, direct learning of successful learning strategies, knowledge of learning at three levels: I know a) how to learn; b) why / when to use certain learning;
- metacognitive area, which covers the development of metacognitive strategies and the ability of meth learning by showing if adults can reflect, monitor, control and navigate their learning.

The questionnaire consists of 60 claims, which are designed to assess all three areas of competence “learning to learn” in accordance with defined operational objectives: 15 claims relate to a motivational area and the social context, 28 claims with the cognitive area and the last 17 with metacognitive abilities. The first 20 claims of the questionnaire relate to the preparation for learning other 20 claims on the implementation of learning and the last 20 argument on reflection on teaching. E-form of questionnaires enable better data analysis and interpretation of the results, because printout present achieved points for each competence and sum of competences in particular area. The electronic form is password accessible through the Adult Education Centre Slovenia at the web address: <http://vpnz.acs.si/vprasadnik/index.php/survey/index/sid/88328/lang/en>. The number of points in certain areas can indicate, if present educational goals are set properly and to what extent the individual is motivated and aware of his/her learning strategies. Detailed interpretation of the results in the questionnaire provide feedback about each competence: which are well developed and which of them need to be upgraded. One of the important aspects of the questionnaire is that it motivates adults to take responsibility for their lifelong learning. The questionnaire helps (to):

- identify values and attitudes to education, learning and knowledge;
- identify characteristics of a good learning environment and become aware of how to create it;
- being aware of fundamental interests (desires, expectations regarding education and occupation);
- establish and maintain motivation for learning;
- cope with emotions and developing social skills;
- monitor and evaluate own learning and earning progress;
- explain the process of the own learning (structure, strategy, comparison of experiences, identifying gaps in knowledge, search for the causes of success and failure, knowledge of the internal mood and motivation)
- develop the ability of complex thinking and develop learning strategies (planning learning objectives, focusing attention on the task of selecting the appropriate cognitive strategies and structuring information, and memorizing and processing information, the use of appropriate means to show what has been learned)
- plan learning

**WEBSITE:** <https://vpnz.acs.si> (LAST ACCESS DATE: 15/01/2022)



## MY EXPERIENCE / MOJE IZKUŠNJE (SLOVENIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input checked="" type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input checked="" type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other

**Moje izkušnje** is a tool for validation and recognition of working experience, gained by student work for students and secondary school pupils. The certificate **Moje izkušnje** includes past experiences and competences to support young people in increasing their employability. On the other hand, **Moje izkušnje** gives employers an easy and credible review of all working experiences of a pupil/student during the studies. Youth can access the **Moje izkušnje** electronically as a digital portfolio and export the certificate to PDF file or print it out.



Moje izkušnje consists of information of all student activities which an individual has performed:

- about the employer/company where the student worked;
- about the type of work;
- about the duration and the number of hours of student work;
- about the basic competences gained by student work (for example IT skills, foreign languages, the ability to perform basic administrative duties, communication with customers, etc.);
- about the additional competencies gained by student work. All data are collected automatically, so students and pupils only must export it to PDF file or print it out. **Moje izkušnje** is validated by the Nefiks certification system. Also, other employment agencies for mediating student work in Slovenia offer a kind of print of previous works and student referrals. Currently, 135.000 young people in Slovenia have **Moje izkušnje**.

The employer can see:

- review of all working experience of a pupil/student during the studies, which helps you in the selection and hiring process of youth (for student jobs and for regular employment);
- name of the company/employer;
- the year of student work at the employer;
- the type of work the students performed;
- the number of hours of student work at each employer (the exact information based on the number of hours on the paid invoices of referral forms - Moje izkušnje are credible);
- gained competences (soft skills, work-specific competences, foreign languages, IT skills) – employers get a better overview of the candidate's knowledge through **Moje izkušnje**, it is an addition to the candidate's CV.

**Moje izkušnje** is available for members and ex-members of e-Študentski Servis employment agency at the website [www.studentski-servis.com](http://www.studentski-servis.com) called Osebni Servis (Personal Service). It is prepared to help young people in recording their knowledge and skills acquired through student work as easy and quickly as possible. It serves as a tool for planning career path: It can be:

- saved to PDF file and attached to the electronic job applications;
- printed out as a document and enclosed to the job application in addition to CV and motivational letter;
- brought to the job interview as a certificate of acquired experiences;
- presented to the career counsellor at Public Employment Service as it helps in preparation of career plans and it enables an overview of young persons' experiences.

WEBSITE: <https://www.moje-izkusnje.si/sl/> (LAST ACCESS DATE: 15/01/2022)



# VOYCE PROJECT (ERASMUS +)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input checked="" type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other: Italian, Portuguese, Polish, French

VOYCE – Volunteering Youth: routes and tools for Competence’s Emersion was an Erasmus + project. The main aim was to validate competencies achieved by young volunteers.

Target groups of the project were:

- European youths who volunteer and are interested in having their competencies validated; a particular attention was paid to disadvantaged youths;
- the people who within the organizations are mentoring the volunteers;
- public institution in charge for planning and implementing educational and employment policies;
- companies recruiting young people.

5 different outputs were created:

- O1 research on the validation of competencies acquired in prior voluntary work
- O2 manual for the validation of competencies
- O3 interactive platform for the validation of competencies online (<http://intranet.voyceproject.eu/>)
- O4 Guide for “Mentors of pathways of emergence of learning”
- O5 training module Skills in Action

**WEBSITE:** <http://www.voyceproject.eu/> (ACCESS DATE: 8.11.2021)





# QUALITY MARK - ZNAČKA KVALITY (SLOVAKIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other:

The Volunteer Management **Quality Mark** is a unique tool for assessing and setting quality standards for organisations working with volunteers, wanting to improve their management or confirm their quality. The label is also a useful reference for the volunteers themselves when choosing an organisation to work with.

The Volunteer Management Quality Standards are a mark of the quality of volunteer management that an organisation can obtain if it goes through a defined process of self-assessment and external evaluation of volunteer management by trained assessors. The quality label is awarded for three years.

The Quality Standards were developed in 2014 and have become part of the volunteer offerings of volunteer centres. Potential volunteers can see how many stars an organisation that has published a volunteer offer has or what standard it meets.

In order to obtain the quality mark (from 1 to 3 stars), it is necessary to verify the organisation's system of working with volunteers in the follow-up steps:

- First, the organisation self-assesses its performance through a self-assessment form and sends the completed form to the PDCO (The Platform of Volunteer Centres and Organisations).
- The external evaluator will contact the organisation and request additional materials/documents that organization need to have according to the completed form.
- Once the materials are completed, the assessor will award/not award a quality mark and consult on how to improve the quality of volunteer management in the organisation.

The external evaluation process takes approximately 1 to 3 months, depending on how well the organisation has all the materials to prove whether it meets a certain standard.

**WEBSITE:** <https://www.dobrovolnickecentra.sk/sk/aktivity/znacka-kvality> (ACCESS DATE: 3.11.2021)



## V-COMPETENCES (D-ZRUČNOSTI) (SLOVAKIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input checked="" type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input checked="" type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other

**V-competences** is an online tool that helps the volunteers realize, name, record and demonstrate competencies acquired or developed through volunteering. The volunteers support their self-assessment with photos, videos, documents and other outputs and results of volunteering. The completed form is then verified by a local coordinator in the organization, where the mentioned activities were carried out. The acquired competencies are then assessed by the Commission at Matej Bel University in Banská Bystrica, which issues a certificate with the specified competencies. The volunteers can attach this certificate to their CV and demonstrate to their future employers verified competencies that they gained through volunteering. The tool was developed in the project VOLWEM – Volunteering as Way to Employment.



The eight key competences in the form are inspired by the Key competences for Lifelong Learning defined by the European Parliament and Council:

The eight key competences in the form are inspired by the Key competences for Lifelong Learning defined by the European Parliament and Council:

1. Communication competences
2. Digital competences
3. Problem solving competences
4. Learning to learn
5. Social and personal competences
6. Sense of initiative and entrepreneurship
7. Social and civic competences
8. Mathematical competence and basic competences in science and technology

Within the individual competencies, there are mentioned specific knowledge, skills, abilities and attitudes, with brief explanations and examples of activities in which the volunteers could acquire or develop these competencies.

### One example of the Key Competence:

#### Communication competences

1. Ability to adequately communicate in the native language means to communicate in spoken and written form in different situations, customize your own expressions to the requirements of the situation. Examples of activities: personal communication with clients, partners, staff workers and organizations from different groups, with people of different ages, gender, backgrounds and so on; calling the clients; writing reports; presentations of own work or presentation of the organization, ... (*many more listed*)

2. The ability to work with information means able to distinguish and use different types of texts, search, collect and process information. Examples of activities: Search for information on a particular topic, Creation of the texts on a chosen theme, Preparation and development of promotional materials and presentations on the subject, administrative work.
3. Ability to actively listen to others means to listen to other people's expressions, understand and react accordingly.  
Examples of activities: Communication with other people, listening to their problems, listening to their stories and active, empathic and sensitive response at the hearing; Providing feedback to people; Communication with a client that requires active listening and responding to a hearing.
4. Ability to participate in the debate means to participate effectively in discussions, express and defend views, properly argue a constructive dialogue. Examples of activities: management of discussions / debates with other volunteers, workers or customers focusing on various topics; Taking part in group work / discussion.
5. Ability to communicate in a foreign language means to understand and express ideas and opinions in oral and written form in various social and work situations, ability to listen, speak, read and write in a foreign language. Examples of activities: Personal and / or written communication with other people in a foreign language; Preparation of reports in a foreign language; Search for information in a foreign language; Study in a foreign language; Translation of texts; Interpreting.

**WEBSITE:** <http://www.dzrucnosti.dobrovolnickecentra.sk/> (ACCESS DATE: 23.09.2021)



# CIVCIL – COMPETENT IN VOLUNTEERING, COMPETENT IN LIFE (ERASMUS+)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input checked="" type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other:

**Competent in Volunteering, Competent In Life** was Erasmus + project (2015 – 2017) with aim to involve young people with fewer opportunities into volunteering and thus integrate them into society. Within the project, they planned to recognize competencies and skills gained through volunteering and increase the employability of these young people. Second aim was to inform about tools for validation of competencies acquired through volunteering already existing within Europe.

In the CIVCIL project, in addition to developing online tool, they have created an overview website [www.civcil.eu](http://www.civcil.eu) on similar online tools in Europe and developed publications and training materials on Managing Young Volunteers and Volunteers with Disabilities.

**WEBSITE:** <http://www.civcil.eu/aboutcivcil/> (ACCESS DATE: 3.11.2021)



## E-LEARNING – E-VZDELÁVANIE (SLOVAKIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other:

E-learning in Moodle environment is other activity of PDCO in Slovakia. Those interested can find courses (2021) on the following topics:

- **Service learning in the education and training of children and young people for volunteering (1,2)** - the main objective of the training programme is to develop and expand the knowledge and skills of pedagogical and professional staff of schools and educational institutions in the implementation of education and training of children and youth for volunteering through the strategy of service learning in accordance with the Concept of Education and Training of Children and Youth for Volunteering.
- **Volunteer Management Course - LEVOL-APP**
- **Measuring and communicating the impact of volunteering**
- **Training for evaluators of the Engaged School and Regional Service-learning AWARD in CEE region**

The portal was created and operates thanks to the support from the grant of the Ministry of Education, Science, Research and Sport of the Slovak Republic "Programmes for Youth 2014 - 2020", administered by IUVENTA - Slovak Youth Institute.

**WEBSITE:** <https://evzdelavanie.dobrovolnickecentra.sk/> (ACCESS DATE: 3.11.2021)



# EDUCATION IN VOLUNTEERING - VZDELÁVANIE V DOBROVOĽNÍCTVE (SLOVAKIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other:

PDCO platform has a long-standing commitment to education and key skills development in the field of volunteering. It offers a number of training programmes aimed at improving the quality of volunteer management, bringing together experts and professionals who have been involved in the practice, theory and legislation of volunteering for many years.

The Platform has recently expanded its offer to include online courses, making them even more accessible to anyone in Slovakia. The content corresponds to the scope of classical face-to-face trainings, while also including personal consultations.

Individual courses are opened by the Platform to the general public, while private courses are also available for schools, organizations or institutions.

Current trainings on offer (2021):

- Management of volunteers
- Service learning in the education and training of children and young people to volunteer
- Measuring and communicating the impact of volunteering
- Managing young and disadvantaged volunteers

**WEBSITE:** <https://www.dobrovolnickecentra.sk/sk/aktivity/vzdelavanie> (ACCESS DATE: 3.11.2021)



## ENGAGED SCHOOL - ANGAŽOVANÁ ŠKOLA (SLOVAKIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input checked="" type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other:

**The Engaged School - National Service Learning Project Award** is aimed at highlighting and recognizing the work of kindergarten, primary and secondary schools that implement service learning projects, promote active citizenship among youth, and carry out community service activities that achieve educational goals.

The National Awards are prepared by the Platform of Volunteer Centres and Organisations under the auspices of the Ministry of Education, Science, Research and Sport.

The award is open to kindergarten, elementary, and middle schools that implement volunteer projects focused on community service in conjunction with educational goals and promote active youth citizenship. By implementing such projects, schools are fulfilling the Concept of Education and Training of Children and Youth for Volunteering, which was approved by the Ministry of Education, Science, Research and Sport in 2018.

This is the first award of this type, which wants to make visible and highlight the importance of the work of educational institutions using the service learning method to promote the involvement of pupils in civil society activities. This method uses the knowledge and skills that male and female pupils acquire during their studies to identify problems plaguing the community in which the school operates and apply solutions to these problems.

The award is intended to emphasize the role of the school as an institution that not only imparts academic content, but prepares young people to participate in the democratic life of society by encouraging participation in improving the quality of life of the community and society.

The winners of the national round will be nominated for awards at the level of Central and Eastern Europe for the so-called Regional Award for Successful Service-Learning Practice in Central and Eastern Europe (CEE SL Network).

**WEBSITE:** <https://angazovanaskola.sk/> (ACCESS DATE: 3.11.2021)



## FUTVOL (ERASMUS +)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other:

The Future Skills for Volunteering (FutVol) project addresses the future skills challenges in the field of volunteering in Europe. The FutVol project approaches these issues by designing and testing a new skills concept aimed for adult learners who are volunteers. Project brought together educational institutions, third-sector organisations and other actors from 10 countries (BG, FI, HU, IT, LV, PO, PT, RO, TK and UK). The skills concept combines a set of defined future volunteering skills, peer learning and foresight activities:

- FutVol Skills – STAR system
- Peer learning Model
- Facilitating an NGO future workshop
- Foresight tool

**WEBSITE:** <https://futvolproject.eu/results> (ACCESS DATE: 3.11.2021)





# IT COURSE FOR SENIORS – IT KURZ PRE SENIOROV (SLOVAKIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input checked="" type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other:

The IT course focused on the development of information technology skills for seniors, through which they could improve their skills in working with a computer, tablet or smartphone, get acquainted with modern technologies and use them to improve the quality of their lives.

## Project idea

The main motivation for the creation of the activity was an indirect request from the community, but also from the 1st Private Gymnasium in Bratislava itself. The Gymnasium has long been trying to open up the school community to the wider environment, with the aim that pupils and students will meet ordinary people and experience a different environment than the one at home or school. In this way, the school creates and seeks out situations and contacts where pupils leave their comfort zone and meet people who are disadvantaged and live in different circumstances to them.

The 1st Private Gymnasium in Bratislava was awarded the Engaged School label for its project "IT course for seniors" as a finalist in the first national award in 2020.

The school's award-winning activity focused on helping seniors in the Bratislava - Ružinov district. It also responded to an article in the monthly magazine Ružinovské echo of the municipal district, which described the great interest of pensioners at the Ružinov Local Authority in IT education. In cooperation with the local authority, the school identified a group of seniors and approached them with an offer of a course focused on the development of IT skills. Each senior had one **student volunteer** who was also his/her personal assistant.

**WEBSITE:** <https://angazovanaskola.sk/ocenovanie/ocenene-skoly/2020/1-sukromne-gymnazium-v-bratislave> (ACCESS DATE: 3.11.2021)



## LEVOL-APP (ERASMUS +)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other: Italian, Portuguese

“Levol-app: learning app for the VET on volunteering management programmes” appeared to overcome the lack of new learning pathways orientated to cover the real professional needs of non-profit organisations and their teams. It was a 28-month strategic partnership at EU level funded by Erasmus+ and its Key Action 2 for the development of VET.

Project created an online platform in 5 languages to support NGOs on the creation or improvement of programmes to better engage volunteers as active citizens and improve the competences and professional skills of the volunteer managers. Besides the online format and coaching offered by project partners to its users, the platform combines different formal and non formal methodologies together to interactive and audiovisual materials to ensure an effective self learning of those using it. The platform contains nine learning units including a theoretical part, practical exercises and plenty of external materials and templates about: 1. Planning volunteer programme; 2. Organisation of the volunteer program; 3. Designing volunteer positions; 4. Recruiting the right volunteers; 5. Matching volunteers to the role; 6. Preparing volunteers for success; 7. Support and supervision in managing volunteers; 8. Monitoring and evaluation of volunteer programmes; and 9. Recognition of volunteers.

**WEBSITE:** <https://www.levol-app.eu/outputs/> (ACCESS DATE: 3.11.2021)



## FROM BENCHES TO VOLUNTEERING – OD LAVÍC K DOBROVOĽNÍCTVU (SLOVAKIA)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input type="checkbox"/> Other:

From Benches to Volunteering are activity tips for 2<sup>nd</sup> grade of Primary schools on the topic of volunteering.

Learning material on how to work with the theme of volunteering in primary school are presented by the Nitra Volunteering Centre. In times of pandemic, direct contact with teachers is not possible, so this material in pdf format is intended to help primary school teachers of 2<sup>nd</sup> grade to work with the topic of volunteering.

The activities are practical, designed to fill the time of the 45 minutes (1 school hour).

For each activity there is a list of tools and a short explanation.

**WEBSITE:** [https://www.ncdnitra.sk/fileadmin/user\\_upload/\\_nove-centra/nitra/dokumenty/II.\\_stupen\\_Od\\_lavic\\_k\\_dobrovolnictvu\\_-\\_II.\\_stupen\\_ZS\\_\\_2\\_.pdf](https://www.ncdnitra.sk/fileadmin/user_upload/_nove-centra/nitra/dokumenty/II._stupen_Od_lavic_k_dobrovolnictvu_-_II._stupen_ZS__2_.pdf) (ACCESS DATE: 3.11.2021)



# PORTUGAL VOLUNTÁRIO (ERASMUS +)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input checked="" type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input checked="" type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other: Portuguese

The Portugal Voluntário is a platform that aims to facilitate the meeting between those who want to participate in a volunteer action and the organizations that promote it.

Platform provides several tutorials, information about legislation, registers and volunteer registration forms:

- Registration of Organizations Promoting Volunteering
- Registration Tutorial for Volunteer Promoting Organizations on the Portugal Volunteer Platform
- Register of Local Volunteer Initiatives
- Tutorial for registering Local Volunteer Initiatives on the Portugal Volunteer Platform
- Volunteer Registration
- Registration Tutorial for Volunteers on the Portugal Volunteer Platform

**WEBSITE:** [www.portugalvoluntario.pt](http://www.portugalvoluntario.pt) (ACCESS DATE: 8.11.2021)



# SoVol (ERASMUS +)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input checked="" type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input checked="" type="checkbox"/> English <input type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other: Polish, Dutch, Romanian, Hungarian, Croatian

SoVol - *CAPACITY BUILDING IN THE SOCIAL SECTOR through the Development of Volunteer Programs at Social Institutions in the CEE Region* is Erasmus+ project.

The main goal was to strengthen the capacity of social work institutions to deliver good quality help to disadvantaged groups, such as those living in poverty, the elderly, people with disabilities and ethnic minorities in the CEE Region. The social institutions in Eastern and Central Europe were influenced by the communism very similarly. Civil Society in communist countries was obviously too weak to serve the purpose of mobilizing citizens for spontaneous voluntary action. Volunteering was under state control, therefore, it was quite frequently compulsory rather than voluntary. The program wanted to create learning and sharing experience for the participating organisations, to generate high-quality learning materials to support citizens wanting to get involved in the lives of public social institutions. At the same time, the project wanted to enable and encourage social institutions to open and utilize the added value volunteers can bring.

The project carried out several outputs:

- **Step by step guidebook on Volunteer Management** on how to set up volunteer programmes in social institutions. It contains the key guidelines that have to be followed and provided for a successful volunteer programme in any social institution.
- **Trainers' Handbook: Benefits of volunteering in social institutions Sensitizing workshop – training for beneficiaries, employees of social institutions and members of community/stakeholders** - the project partners have elaborated handbooks for trainers to deliver a series of sensitizing workshops for beneficiaries, local community and employees of social institutions on how to cooperate with volunteers.
- **Training for volunteer managers of social institutions** - Trainers' Handbook
- **Training for volunteer guides of social institutions** - Trainers' Handbook
- **Training for volunteers of social institutions** - Trainers' Handbook
- **Handbook on measurement and communication of the impact of volunteering** in social institutions

Outcomes are available in all partners languages: in Croatian, Hungarian, Slovak, Polish, Romanian and Dutch..

**WEBSITE:** <https://sovol.wordpress.com/> (ACCESS DATE: 3.11.2021)



# VOLXPO (ERASMUS +)

<b>TARGET GROUP:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Future employer</li><li><input type="checkbox"/> (Future) Volunteer</li><li><input checked="" type="checkbox"/> Organisations, NGOs, etc.</li><li><input type="checkbox"/> Social or youth worker</li><li><input checked="" type="checkbox"/> Teacher or trainer</li></ul>	<b>TYPE OF BEST PRACTICE:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Network / organisation</li><li><input checked="" type="checkbox"/> Programme / project</li><li><input type="checkbox"/> Study / publication / guide</li><li><input type="checkbox"/> Tool / template</li><li><input checked="" type="checkbox"/> Training / learning material</li></ul>	<b>TOPICS:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Awards</li><li><input type="checkbox"/> Certificates / references</li><li><input checked="" type="checkbox"/> Informal learning / non-formal learning</li></ul>	<b>AVAILABLE LANGUAGES:</b> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> English</li><li><input type="checkbox"/> German</li><li><input type="checkbox"/> Slovak</li><li><input type="checkbox"/> Slovene</li><li><input type="checkbox"/> Spanish</li><li><input type="checkbox"/> Other: Bulgarian, Finnish, Hungarian, Italian, Polish, Portuguese, Romanian, Turkish</li></ul>
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The VolExpo project main aim was:

- To provide a toolbox for volunteer managers where methods and tools are arranged thematically (partially translated in 10 languages (English, Bulgarian, Finnish, Hungarian, Italian, Polish, Portuguese, Romanian, Turkish))
- To improve partner organisations' and their stakeholders' abilities to offer volunteers better management and supervision, which may lead to improved informal learning outcomes.

The project delivered: two "expeditions", online courses for volunteer managers, testing the tools in practise and an online toolbox, available via this link: <http://www.volexpo.eu/toolbox.php>

**WEBSITE:** <http://www.volexpo.eu/> (ACCESS DATE: 8.11.2021)



## VOLUNTARIADO Y ESTRATEGIA (SPAIN)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input checked="" type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other:

The organisation Voluntariado y Estrategia develops competency-based methodologies through corporate volunteering. They offer skills-based volunteering and pro bono work that enables employees to acquire new competences. Through pro bono services, professionals offer their abilities to persons or organisations trying to achieve a solidarity goal but can't afford those services.

In order to make sure to develop the talent specifically sought after for these assignments, the organisation counts on a two-way analytic tool. On the one hand, it allows the identification of the activities that foster the targeted competences. On the other hand, it indicates which competences are developed with each activity. Finally, they offer a certificate that recognises formally the learning acquired through volunteering.

Their experience in developing competency-based methodologies through corporate volunteering has served them to guide the UN volunteers in the designing process of their own Competence Certificate Program. The persons who choose to volunteer get to attain and consolidate competences of great value for society. This innovative initiative wants to formally recognise those abilities and competences acquired in order to improve the employability of the UN volunteers. In particular, the program certifies the following six competences which are the most valued in hiring processes:

- Teamwork
- Communication
- Flexibility and adaptability
- Planification and organisation
- Respect for diversity
- Commitment to continuous learning

WEBSITE: <https://voluntariadoyestrategia.com/> (ACCESS DATE: 05/11/2021)



## COCEMFE (SPAIN)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other:

The Spanish Confederation of People with Physical and Organic Disability (COCEMFE) counts with a competences' certification and accreditation process for their volunteers called COCEMFE Valora. This system certifies the competences developed through physical and organic disability volunteering. The six competences are transversal in any volunteering program or project conducted by COCEMFE or its associative movement. Given the characteristics of this volunteering, they evaluate very specific competences focused on people care and human diversity: commitment, interpersonal sensitivity, teamwork, autonomy, communication and disability perspective.

The volunteer requesting the certificate must have completed at least 50 hours of volunteer work at COCEMFE. They must participate in a course and attend a minimum of two meetings to complete the process. In these meetings, competences are assessed. Then, the organisation submits a report to a validation team responsible for verification that the person has acquired the competences included in the certification. Finally, the volunteer receives the certificate.

If the level of acquisition of the competence is below the level established for certification, the person receives a report of recommendations to continue to improve with the full support of the organisation.

WEBSITE: <https://www.cocemfe.es/> (ACCESS DATE: 05/11/2021)





# CVOL (SPAIN)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other:

The Volunteer Competency Portfolio (CVOL Portfolio) is a system for accrediting the competencies of volunteers who participate in the programs of social entities in Aragón (Spain). It is an innovative social network aimed at promotion, visibility, connection and accreditation of the solidarity work of volunteers of all ages. This Portfolio serves as a tool for volunteers to show the competences they have gained and developed through their volunteering in social entities.

CVOL proposes a structure based on four clusters of volunteer development linked to the following competences: personal, relational, social and professional. These four clusters are then divided into two groups. On the one hand, group 1 includes the personal and relational competences and, on the other hand, group 2 contains the social and professional competences. In total, the CVOL recognizes eleven competences, as follows:

## Group 1: Personal and relational competences

- Personal development:
  - Personal growth
  - Emotional intelligence
  - Initiative and entrepreneurship
- Relational development:
  - Communication
  - Teamwork
  - Conflict resolution

## Group 2: Social and professional competences

- Social development:
  - Social commitment
  - Citizenship, inclusion and diversity
  - Innovation
- Professional development:
  - Organisation and planification
  - Functional learning

**WEBSITE:** <https://gobiernoabierto.aragon.es/agoab/voluntariado/programas> (ACCESS DATE: 05/11/2021)



## FUNDACIÓN HAZLO POSIBLE (SPAIN)

### TARGET GROUP:

- Future employer
- (Future) Volunteer
- Organisations, NGOs, etc.
- Social or youth worker
- Teacher or trainer

### TYPE OF BEST PRACTICE:

- Network / organisation
- Programme / project
- Study / publication / guide
- Tool / template
- Training / learning material

### TOPICS:

- Awards
- Certificates / references
- Informal learning / non-formal learning

### AVAILABLE LANGUAGES:

- English
- German
- Slovak
- Slovene
- Spanish
- Other:

*Hacesfalta.org* (You are needed), from Fundación Hazlo Posible, is the reference platform for volunteering in Spain and allows connecting thousands of volunteers with the participating NGO's specific needs every year.

Every user who has volunteered thanks to the platform can download a volunteering and competences certificate at any moment. The platform sends a message to the volunteer asking for a valorisation of the NGO in which has participated. Then, the person can download the certificate at the end of the message. This document contains the activity or activities the person has performed during the volunteering, and the competences reinforced with those activities. The competences included in the certificate are those the NGO selected when published their volunteering offer on the platform.

**WEBSITE:** <https://www.hacesfalta.org/noticias/detalle/?IdPost=12036> (ACCESS DATE: 05/11/2021)



# PROYECTO MOVILIZA-T (SPAIN)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other:

The Moviliza-T project (Mobilise) is the only volunteering application in the world with a geolocation tool that allows you to access the offers around you. It is also one of the top 5 volunteering applications in Europe.

To participate in the project, the organisations must certify the competences and learnings the volunteers have acquired through their volunteer work, using resources (non-formal learning and competences dossier) provided by the organisation. The volunteer is thus certified for the skills acquired and the tasks performed during the volunteering period.

The project develops a Transversal Competences Guide that allows accrediting the set of competences built up in any volunteering action. In this way, any volunteer who carries out their volunteer action from the Moviliza-T APP will be able to certify their learning through a validated and contrasted tool.

**WEBSITE:** <https://www.movilizat.org/> (ACCESS DATE: 05/11/2021)



# PLATAFORMA DE VOLUNTARIADO DE ESPAÑA – PVE (SPAIN)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other:

The PVE is a network formed by 81 Spanish social entities, regional platforms and provincial platforms that promote volunteer action throughout the country. The network provides free training to the volunteers in different modalities and counts on two different programs for recognition of competences:

## Vol+

Vol+ is the PVE program that certifies the competences that people acquire through volunteering. Its goal is to recognize the importance of volunteer work in developing competences, draw attention to the fact that volunteering promotes learning and development of professional competences, and improve the volunteers' employability. The competences that this program certifies are the following transversal competences in volunteering:

- Analysis and problem-solving skills
- Initiative and Autonomy
- Flexibility and Innovation
- Leadership
- Organisation and Planification
- Interpersonal communication
- Teamwork

The process of the recognition of competences is aligned with the European Guidelines for the Validation of Non-formal and Informal Learning. The entire certification process is developed in an integrated Moodle space and three levels of achievement are considered: low (which is not certified), intermediate and advanced. With this certificate, volunteers will be able to enrich their CVs or prove the knowledge and experience they have acquired through their solidarity work when applying for a job.

## Certifica+

That is a "stamp of quality" offered by the PVE to social entities that offer their volunteers training that meets its requirements. One of these requirements is that the training includes a learning evaluation at the end. This certificate aims to certify the same competences that the Vol+ program.

**WEBSITE:** <https://plataformavoluntariado.org/> (ACCESS DATE: 05/10/2021)



## RED RECONOCE (SPAIN)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other:

The Reconoce project is a shared initiative aimed at improving youth employability with the recognition and highlighting of the skills and competences that volunteers develop thanks to their solidary participation in the associative network.

The main goal of Reconoce is to articulate a national network of organisations that promote the recognition of these competences, with the collaboration of the public administration, private companies, and youth and volunteer organisations, in order to raise awareness about the volunteer experience and its benefits.

The Reconoce network promotes an Online System of Certification. Those persons who request it will get a certificate of the competences they have gained through volunteering after completing an audited process. The System recognises 12 transversal competences, classified into three groups, that meet the employers' demands:

- Self-management
  - Analysis and problem-solving skills
  - Initiative and autonomy
  - Ability to learn
  - Optimism and enthusiasm
  - Flexibility (adaptability)
- Organisational skills
  - Leadership
  - Organisation and planification
  - Technical and personal reliability
- Communication
  - Interpersonal communication
  - Teamwork
  - Negotiation
  - Tactfulness and caution

WEBSITE: <https://reconoce.org/> (ACCESS DATE: 05/11/2021)



# TALANTE SOLIDARIO (SPAIN)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input checked="" type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input type="checkbox"/> Teacher or trainer	<input type="checkbox"/> Network / organisation <input type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input checked="" type="checkbox"/> Tool / template <input checked="" type="checkbox"/> Training / learning material	<input type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning / non-formal learning	<input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Slovak <input type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other:

Talante Solidario (Spirit of Solidarity) is a soft skills training and certificating online platform for volunteers. The goal of the project is to improve the impact of the volunteers' work. It is structured around ten core competences:

- Analysis and problem-solving skills
- Assertiveness
- Interpersonal communication
- Empathy
- Flexibility and Innovation
- Initiative and Autonomy
- Leadership
- Organisation and Planification
- Responsibility and Commitment
- Teamwork

It is a requirement for the user to be already volunteering in a social entity because it is the field training that enables the acquisition and development of these competences.

The user has to complete a course for each competence. Every course can be done in eight hours, and they recommend dedicating an hour per week so that the course can be completed in eight weeks. When a course is finalised, the user obtains a badge. When the user achieves all ten badges, the volunteering organisation sends the Talante Solidario Certificate. The degree is issued by the University of Murcia.

WEBSITE: <https://talantesolidario.org/> (ACCESS DATE: 05/11/2021)



# THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD (UK)

TARGET GROUP:	TYPE OF BEST PRACTICE:	TOPICS:	AVAILABLE LANGUAGES:
<input type="checkbox"/> Future employer <input checked="" type="checkbox"/> (Future) Volunteer <input type="checkbox"/> Organisations, NGOs, etc. <input type="checkbox"/> Social or youth worker <input checked="" type="checkbox"/> Teacher or trainer	<input checked="" type="checkbox"/> Network / organisation <input checked="" type="checkbox"/> Programme / project <input type="checkbox"/> Study / publication / guide <input type="checkbox"/> Tool / template <input type="checkbox"/> Training / learning material	<input checked="" type="checkbox"/> Awards <input checked="" type="checkbox"/> Certificates / references <input checked="" type="checkbox"/> Informal learning	<input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> German <input checked="" type="checkbox"/> Slovak <input checked="" type="checkbox"/> Slovene <input checked="" type="checkbox"/> Spanish <input checked="" type="checkbox"/> Other

The **Duke of Edinburgh's International Award** is a non-formal education and learning framework operating in more than 130 countries and territories around the world, through which young people's achievements outside of academia are recognised and celebrated.



The programme is led on high schools, where the students plan, organize, and realize their personal development in 4 areas: talent, sport, volunteering and adventurous expedition. After successfully completing the learning program and the set goals, the participants receive a certificate validating the gained competences. This certificate is applicable in the admission procedure for some universities, particularly those from English-speaking countries. Successfully managing the program can also attract a future employer, given that the certificate itself is a proof of the young person's honest work to develop his/her own competencies.

**Information is available in languages spoken in 130 countries worldwide, including the following European languages:** English, German, Slovak, Slovenian, Spanish, French, Bulgarian, Czech, Danish, Dutch, Estonian, Finnish, Greek, Hungarian, Irish, Italian, Latvian, Maltese, Norwegian, Polish, Portuguese, Romanian, Russian, Serbian, Swedish and Turkish.

If you are missing a specific language, please check availability here: <https://intaward.org/do/regions-locations>

**WEBSITE:** <https://intaward.org/> (ACCESS DATE: 23.09.2021)