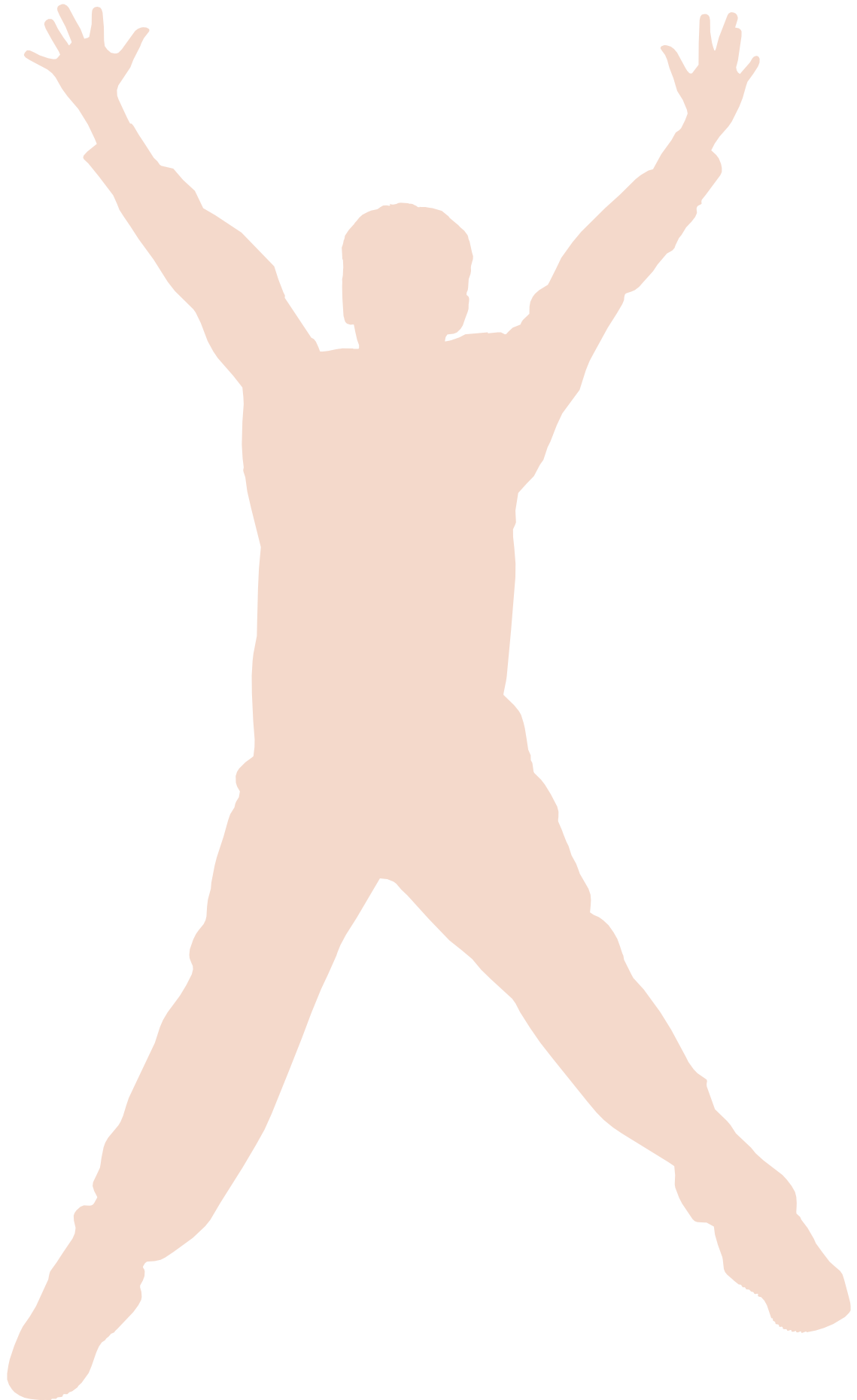


# VOLUNTEERING EXPERIENCE AS A STEP TOWARDS EMPLOYMENT

A PRACTICAL GUIDE FOR RECRUITERS





# **VOLUNTEERING EXPERIENCE AS A STEP TOWARDS EMPLOYMENT A PRACTICAL GUIDE FOR RECRUITERS**

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It is estimated that around 92 to 94 million Europeans over the age of 15 are involved in a volunteering activity, or between 22% and 23% of the population.<sup>1</sup> Out of social and environmental concerns people are more and more taking the step towards active citizenship.

Due to differences in history, politics and community culture, many differences exist between volunteering sectors in different European countries. In some countries, a longstanding tradition in volunteering exists with a well-developed volunteering sector (e.g. Ireland, the Netherlands and the UK). In others, the sector is emerging and shaking off the shackles of negative connotations during years of oppressive regimes (e.g. Bulgaria, Greece, Latvia, Lithuania, and Romania). The nature and legal status of volunteering is also as diverse as the 28 Member States.

Most European volunteers engage in a sport club or in outdoors activities (24%)<sup>2</sup>. These are followed by cultural or artistic associations (20%), charitable organisations or social aid organisations (16%), community or neighbourhood associations (13%), and religious organisations (12%).

More recently, a flash Eurobarometer on European Youth looked specifically in the participation of young people in organised volunteering activities. Young volunteers predominantly focused on two main areas: charity, humanitarian and development aid (44%) and education, training and sport (40%). For these young people, engaging is also a pathway to personal and skills development. In the 2011 survey the following were the most quoted benefits of volunteering activities: growing as a person (25%), acquiring professional skills (22%) and the opportunity to be an active citizen (20%).

## Increasing young people's employability through volunteering

The above figures demonstrate that volunteering activities are wide spread among EU countries and that young people represent a large share of volunteers. While one might expect these experiences to be widely valued on the job market, the reality is more complex. Promoting the benefits of volunteering in terms of skills and competences development could however be a lever to the employability of young people, who are particularly affected by unemployment (17.2% in 2017)<sup>3</sup>.

Most volunteering activities occur in a non-formal/informal environment, which often means that volunteers have no certification or other official documents to prove their commitment or skills gained through volunteering. Indeed, it is estimated that only a quarter of young volunteers receive a certificate of their volunteering experiences.<sup>4</sup>

The informal setting of most volunteering activities thus creates an obstacle to recognising skills gained during these experiences in the labour market, as the under-valuation by volunteers themselves and a lack of awareness among recruiters.

## The Eurovip project

In this context, the aim of the ERASMUS+ Project European Volunteer Inclusion Program (EuroVIP) is to strengthen the recognition of skills and competences acquired by young adults (17-30 years old) during volunteer activities, to promote them as valuable for their entrance into the labour market and to strengthen the link between business and non-profit fields.

Over two years (2016-2018), the project aims to support 180 young volunteers from France, Germany, Romania and the UK in the definition of their professional pathway, and the certification of their skills and knowledge gained during their engagement, thanks to a portfolio of competences developed in the framework of the project. The second aim is to raise awareness among 60 recruiters, demonstrating the competences gained during volunteering.

## What is this practical guide about?

This guide has been specially designed for recruiters to find out more about volunteering in order to support the employability of young people in the European Union.

The first part underlines why volunteering matters to recruiters: what kind of competences can be gained through it? What is the added value of recruiting a candidate with a volunteer background?

The second chapter provides inspiring examples of recruiters already engaged in the recognition of volunteering as a valuable experience, which could be replicated. The last chapter presents resources available at the European and national level to help identify competences gained by volunteers.

<sup>1</sup> According to the last comprehensive assessment of volunteering in the EU, which occurred during the European Year of Volunteering in 2011.

<sup>2</sup> According to the 2011 Eurobarometer Survey on volunteering. In this survey, 2 700 Europeans over the age of 15 were interviewed. Close to a quarter of the survey participants were involved in volunteering activity on a regular or occasional basis, despite vast differences between the Member States.

<sup>3</sup> <https://www.toutleurope.eu/actualite/le-taux-de-chomage-des-jeunes-mars-2017.html>

<sup>4</sup> European Commission, Directorate-General for Education and Culture, Flash Eurobarometer 408. European youth: Report, 2015, 25-36. [http://ec.europa.eu/commfrontoffice/publicopinion/flash/fl\\_408\\_en.pdf](http://ec.europa.eu/commfrontoffice/publicopinion/flash/fl_408_en.pdf)



# CHAPTER I

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**VOLUNTEERING ACTIVITIES, A LEVER TO  
SKILLS DEVELOPMENT AND PROFESSIONAL  
INCLUSION FOR YOUNG PEOPLE**

## VOLUNTEERING ACTIVITIES, A LEVER TO SKILLS DEVELOPMENT AND PROFESSIONAL INCLUSION FOR YOUNG PEOPLE

**The introduction provided us with an overview of volunteering figures in the EU and the main benefits of volunteering. In this first chapter, you will gain a deeper insight of the volunteering situation in your country, and research inputs on competences you can expect from a young person with a volunteer background.**

### Volunteering in the United Kingdom (UK)

Volunteering in the United Kingdom (UK) is widespread and consequently there are a large number of active actors, reflecting the diversity in this field. There is no legal framework on volunteering and therefore it is quite difficult to assess the number of volunteers. However, the National Council For Voluntary Organisations (NCVO) makes a yearly estimate in their annual UK Civil Society Almanac. In assessing the state of volunteering in the United Kingdom, NCVO differentiates between formal and informal volunteering. Formal volunteers give unpaid help in an organised framework like a group, club or an organisation in a structured and regulated relationship, while non-formal volunteers operate any organised framework more on ad-hoc or informally. Additionally, a distinction is made between regular and irregular volunteers. A regular volunteer gives up time for the benefit of others at least once a month, while an irregular volunteer does so at least once a year.

It is estimated that 41% of the British population over the age of 16 formally volunteers at least once every twelve months. Regular formal volunteering is less common, 27% of the adult population is a regular formal volunteer. Informal volunteering is far more widespread than formal volunteering, respectively 60% and 34% of the adult population engaged in informal volunteering activities on a yearly or monthly basis in 2016.

Despite the support provided by several volunteering agencies, employer supported volunteering remains relatively rare, but is popular when offered by employers. According to the 2013/2014 NCVO almanac, less than 10% of employees were offered the opportunity to engage in an employer-supported volunteering scheme. However, since then NCVO has ceased to survey these schemes.

Most volunteers engage for the benefit of others due to altruistic reasons. The respondents of the NCVO survey indicated they “wanted to help to improve things/help people” or that they considered the cause they were engaging for to be important (39%). While less frequently mentioned, a large number of volunteers indicated that they also saw professional benefits in engaging for other’s well-being. Of all the NCSVO survey respondents, 30% indicated they hoped that volunteering would give them an opportunity to use a skill they had previously mastered and 19% wished they would improve their competences. A very small number of volunteers also considered these activities to be a means to have better career prospects (7%) or as an opportunity to obtain a recognised qualification (3%).<sup>5</sup>

### A more soft-skills-demanding job market

The labour market is constantly changing, forcing recruiters to adapt to be able to keep up. The most indicative example is probably how the Fourth Industrial Revolution (driven by artificial intelligence (IA), nanotechnology, the internet of things and the automatisisation of processes) has started to have major impacts on the labour market. The World Economic Forum estimates that 65% of the current primary school children will work in a job that currently does not exist. Another study from the same organisation also indicated that by the time of graduation, already 50% of the knowledge acquired during the first year of a four-year study towards a technical degree is outdated. Equally, the practical skillsets needed to carry out a job at the time of graduation are generally mostly changed.

As part of these changes, the importance and the value of behavioural skills are becoming essential to recruiters who are starting now to look for different skillset. Teamwork, stress management, capacity to integrate change and problem-solving abilities are among the most important soft skills according to directors.<sup>6</sup> This reflects how much recruiters are looking for adaptability and why valuing skills acquired while volunteering is important. Indeed, most competences gained through these experiences are transversal and transferable to the job market.

Due to widespread computerisation and the inherent data generation, the demand for the ability to interpret, manipulate and visualise data is increasing. Regardless of the industry, field of employment or role of employee, more than one third of roles will require employees to have complex problem-solving skills. Overall, social skills, especially persuasion, emotional intelligence and teaching will be in high demand across sectors. Consequently, in the near future, many current purely technical roles will include creative and interpersonal aspects.<sup>7</sup> It is important to keep in mind that this reality and this “soft-skills philosophy” is much more than just a passing fad. As Jérôme Hoarau, co-author of “Le Réflexe soft skills” (The soft skills reflex) said: “in a changing world where jobs are disappearing while others are emerging, technical skills can become obsolete but soft skills won’t.”<sup>8</sup>

<sup>5</sup> <https://data.ncvo.org.uk/category/almanac/voluntary-sector/>

<sup>6</sup> Ernst & Young and LinkedIn. La Révolution des métiers – Nouveaux métiers, nouvelles compétences : quels enjeux pour l’entreprise ? [online]. 2014, 50p. [http://pmb-soie.univ-lyon1.fr/doc\\_num.php?explnum\\_id=515](http://pmb-soie.univ-lyon1.fr/doc_num.php?explnum_id=515).

<sup>7</sup> Till, A., L., Vesselina, R., Saadia, Z., World Economic Forum, Global Challenge Insight Report. The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution, 2016, 3- 39. [http://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs.pdf](http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf).

<sup>8</sup> NASI Margherita. En entreprise, la personnalité des diplômés devient primordiale. Le Monde [online]. 2016.

[http://www.lemonde.fr/emploi/article/2016/10/12/en-entreprise-la-personnalite-des-diplomes-devient-primordiale\\_5012299\\_1698637.html](http://www.lemonde.fr/emploi/article/2016/10/12/en-entreprise-la-personnalite-des-diplomes-devient-primordiale_5012299_1698637.html)

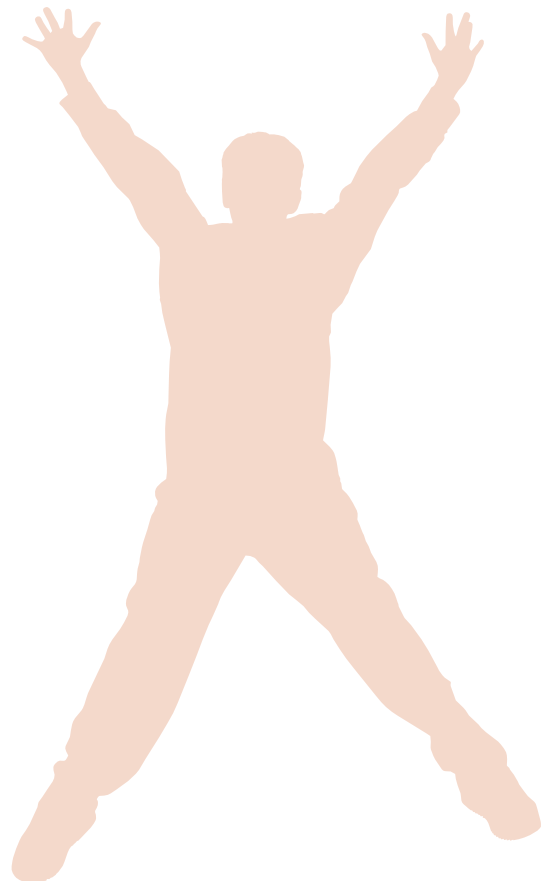


## Volunteering as a soft skills development experience

During a long-term volunteering experience, changes in understanding, knowledge and skills take place as the volunteer gets acquainted with a new environment, values and way of living.<sup>9</sup> As adaptability and problem-solving skills become increasingly important during the next decades, the development of these skills is as important to volunteers with professional experiences as to those who are yet to take their first steps in the labour market. Surveys conducted with current long term, full time volunteers indicate that volunteers become more open-minded and are more conscious about their own personality. In turn, this helps to increase their confidence and resilience in challenging situations.<sup>10</sup>

The predictions made by the World Economic Forum make it clear that being able to demonstrate having transversal competences will be very beneficial in tomorrow's job market. Especially the ability to adapt to a changing labour market, to communicate with a wide range of stakeholders and to solve problems will become as important as acquiring hard knowledge. We already gave several examples above of how volunteering has helped to build young people's resilience and confidence.

To have a better understanding of the value of volunteering, we can look at a Curriculum Vitae showing the impact of volunteering experiences on a young person's skills.



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<sup>9</sup> BREWIS, G., Institute for Volunteering Research, Assessing Voluntary Experiences: Report 3, 2005, 2-5.

<http://www.iriv-vaeb.net/pdf/experimentation%20vaeb%20UK.pdf>.

<sup>10</sup> CLACK, J., Lewis, S., VSO, Impact beyond volunteering: A realist evaluation of the complex and long-term pathways of volunteer impact, 2017, 31.

[https://www.vsointernational.org/sites/default/files/VSO\\_ImpactBeyondVolunteering\\_MainReport\\_web.pdf](https://www.vsointernational.org/sites/default/files/VSO_ImpactBeyondVolunteering_MainReport_web.pdf).



# PAUL HARRISON

30 Imaginary Road, London E27 0DN  
paulharrison@gmuk.com  
0777 666333

## PROFILE



A strong leader and team player. Self-motivated, pro-active, creative and resourceful, passionate and committed to giving something back to the community using the knowledge and skills gained through experiences to date. Academic and voluntary experience with a focus on social and environmental justice and education.

## EDUCATIONAL QUALIFICATIONS



**2016** University of Manchester - BA (Honours) Sociology (2:1)

**2013** A Sixth Form College, Birmingham - A Levels: Biology (C), English Literature (B), General Studies (B), Geography (C)

**2011** A High School, Birmingham - GCSEs: 10 GCSEs A-C, including English, maths and science

## VOLUNTARY EXPERIENCE



### Befriender and Community Link Volunteer

April 2017–ongoing

A charity that supports people with learning disabilities and mental health challenges to have control over and choice about their lives and to contribute to the community as equal citizens. I volunteer to help a group of Three Cs clients to access and enjoy events and activities in the local community and have also been placed as a Befriender to build a positive one-to-one relationship with one client to help her achieve her potential.

*A charity for adults  
with learning disabilities,  
Manchester*

### Volunteer Helper

November 2016–April 2017

Assisted with cleaning, preparing and serving breakfast to guests once a week

*Winter Night Shelter,  
Manchester*

### Volunteer Mentor

November 2014–November 2016

Received training by the charity to work with children one-to-one to offer support with their homework and help them contribute to creative projects.

*Children's Education  
Charity, Manchester*

### Ranger's Assistant

June–September 2014

Assisted the Trust's countryside rangers with conservation projects and educational workshops for children.

*Hogwarts Wildlife Trust*

## REFERENCES

**Available upon request.**

August 2017

## Volunteering is not a work activity

As we can see from this CV, the young person who it belongs to, Paul, has recently obtained a degree, but has so far been unable to find work. After enrolling in higher education, Paul has undertaken several volunteering engagements in line with his passions and studies. This kind of learning helps to broaden the understanding of issues researched while obtaining a degree and has helped with acquiring professional skills. A number of social competences have been obtained by the young person over the course of their volunteering career. Though most volunteering roles required a variety of competences, occasionally overlapping, the following paragraph highlights the most important competence in each engagement.

His role as a Befriender and Community Link Volunteer for a charity for adults with learning disabilities has helped him to develop emotional intelligence and empathy competences. The focus of his role was building a positive relationship with a client to help them engage and feel part of the community. To facilitate this, it was key for Paul to constantly be aware of his client's situation to help them feel comfortable. He had to put himself into his client's situation, which was challenging due to the contrast between him as a university student and his client with special learning needs. Whilst working at the Winter Night shelter as a volunteer helper, Paul prepared and served breakfast for guests. Coordinating the different tasks and activities around a number of guests together with other volunteers required good team working skills to guarantee a smooth operation of the shelter. He had to fit himself into the existing team and deliver his assigned tasks while negotiating demands and challenges with other colleagues. Social skills were also crucial during his engagement as a volunteer mentor for a children's education charity. He learned and practiced how to break up a problem into manageable chunks and guide a child along to trigger the vital moment of understanding. These teaching skills are a valuable asset for an individual in a number of professional contexts. Though problem solving competences were relevant in all of Paul's volunteering roles, it was in his role as a volunteer mentor that they were most essential due to constantly changing children and subjects of homework. In each new situation Paul had to assess the situation to come up with a suitable teaching strategy within a few minutes. Finally the fact that Paul was able to perform well in the four different volunteering engagements highlights his ability to adapt quickly in new environments. This requires a high level of confidence and creativity to settle quickly into a new role. A CV like Paul's, enhanced by various volunteering roles, demonstrates this important cognitive competence.

Thus, volunteering has helped Paul to boost his personal interaction skills and problem-solving skills. Moreover, his direct engagement with people who have to overcome significant challenges in life gave him a deeper understanding of issues he addresses in jobs directly related to his sociology degree.<sup>11</sup>

While this consortium promotes volunteering as a valid pathway into full-time employment, we are aware that volunteering engagements should not be at the expense of roles carried out by professionals. Volunteering should help to improve the quality of life of others, not putting job prospects at risk. In essence volunteering should be an activity that an individual freely commits for over a specific amount of time. An example of this fine line can be found in the Handyman project undertaken in Stirling. Here volunteers help elderly people with small maintenance issues in their house, like the unblocking of a sink or the replacement of a light bulb. It would be expensive to hire a professional to carry out this job, but volunteers' contribution allows these elderly people to continue to live independently.

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<sup>11</sup> Career prospects include, but are not limited to: advice worker, community development worker, family support worker, further education teacher, international aid/development worker, social researcher, social worker, youth worker



# CHAPTER II

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**RECRUITERS COMMITTING TO VOLUNTEER INCLUSION:  
GOOD PRACTICES**

## RECRUITERS COMMITTING TO VOLUNTEER INCLUSION: GOOD PRACTICES

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According to a recent survey led on the professional network LinkedIn, 41% of hiring managers consider volunteering activities as valuable as paid work. However, the same study showed that only 45% of candidates mention their volunteering engagement in their CV, though 89% have engaged in a volunteering activity.<sup>12</sup>

This short insight underlines very well how volunteering fails to be valued by job seekers, and although several employers already recognise its value there is still room for improvement. Volunteering experience has been proved as an efficient lever for the development of soft skills, as demonstrated in the first chapter of this guide.

Thus, the recognition of volunteering is meaningful in raising the employability of volunteers, but also for the management of competences by recruiters. Former volunteers gained technical and personal competences, transferable to a work activity. Valuing and recognising officially competences acquired through informal and non-formal learning contexts can open new paths in a recruitment process.

Encouraging the involvement of workers in a non-profit organisation is also a way to value volunteering, and thus contribute to an increased interest. A company that values volunteering, by creating pathway to engage, has a positive impact on society. This commitment can be expressed in the company's Corporate Social Responsibility policy.

In the second chapter, you will obtain a better insight into good practices in Europe of employers valuing volunteering. You will discover innovative projects and how they benefited the organisation, the volunteer and the society. Perhaps these will inspire you to replicate similar projects internally!



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<sup>12</sup> <http://uduni.com/career-tips/do-companies-really-care-about-volunteer-experiences>



## RECOGNITION AND INTEGRATION OF VOLUNTEERING EXPERIENCES INTO THE RECRUITMENT PROCESS



### The Casino Group (France)

The Casino Group signed in 2011 the Charter of the recognition of skills gained during a Civic Service. By doing so, the company recognised and communicated that competences gained during a civic service are in line with the recruiter's expectations. The Casino Group also recognises the added value of a volunteering experience, and ensures that their HR team takes into consideration this kind of engagement in recruitment. Moreover, the Group opens regularly its doors to young volunteers (company visit, meeting between employees and young people). Since 2011, more than 400 young people benefited from this program. In 2017, the Casino Group contributed to the video "Merci aux volontaires", celebrating the 7th anniversary of the civic service in France.

The recognition of the added value of a volunteering experience by a company and its HR team is a concrete lever to include volunteering experience in the recruitment process. It contributes to the process of "normalisation" of volunteering as equivalent to professional experience. It is thus a starting point to promote volunteering as a pathway to employment for volunteers. Public engagement and a declaration in favour of volunteering is also a powerful lever to change the view on volunteering, while being cost effective for the company.



## CREATING A VOLUNTEERING PROGRAMME FOR PUBLIC SERVICE COMPANIES



### GRDF (France)

Civigaz is a programme built by GRDF (a French gas provider) in partnership with FACE. It aims at raising awareness among low income households about gas safety. Concretely, young volunteers visit households that are clients of GRDF, to help them better manage their energy consumption and prevent the risk of a gas accident. The programme is not just about awareness raising, but directs people to relevant practical advice. 700 young volunteers are mobilised through the Civic Service programme for two and a half years. On top of their mission, volunteers benefit from a specific training, personalised support, career guidance, immersion in companies, during and after their civic service, with the help of GRDF and the volunteering organisation Uni-Cité.

Public service companies not only provide clients with a specific service, but hold a specific role in society by providing necessary utilities. They are tightly linked to the public authority, at the national or the local level. Their roles go behind the business sector. For these companies, engaging in a volunteering programme, in its creation or implementation, is a way to improve the quality of their public service. Volunteers do not act for the company, neither are they employed by them, but their activities complement what is provided by the company. This encourages lowering the barrier between the business and the volunteering world, and reduces prejudices between the non-profit and the business sector.



## FACILITATING A LINK BETWEEN VOLUNTEERING ACTIVITIES AND THE JOB MARKET



### Médecins du Monde (Belgium)

Médecins du Monde Belgium is deeply involved in increasing the value of volunteering by multiplying pathways between volunteering and employment. This engagement can take different forms.

Firstly, the organisation supports skills development. Volunteers get the opportunity to be trained, depending on the projects they are involved in, to develop or reinforce needed competences. Volunteering can also be the first step towards employment in the NGO. Former volunteers regularly join the headquarters of the association as interns, trainees or even employees.



### HEC Business Club, Vendredi (France)

The companies of the HEC Business Club (Crédit Agricole, Danone, Ernst & Young, L'Oréal, McKinsey, Michelin, Orange, Price Water House Coopers, Procter & Gamble et Société Générale) signed a partnership with the program "Soladiri France", allowing employees to engage in a civic service when signing their first contract with one of the above companies. A similar programme is offered by the association "Vendredi". Partner companies offer an internship during which every Friday is spent in a nonprofit organisation. Through this "shared internship", young people can develop similar or complementary skills while working or volunteering.

Facilitating a link between volunteering and a job position underlines first that competences and skills gained in these two environments are similar and transferable. Thus, it contributes to the increased value of volunteering. The recruiter and the NGO share common interests. Promoting these pathways is a way to attract new talent, as the latter could see potential opportunities for their commitment to the activities of the association. It is also an efficient way to develop the competences required for projects. For volunteers, it shows that their activities can pay off also for themselves, which encourages a long-term involvement.



## DEVELOPING COMPETENCY ASSESSMENT TOOLS



### Veolia (France)

Veolia Campus, the Olympique Lyonnais Foundation and Pôle Emploi 69<sup>1</sup> initiated a joint project to develop the Smart City of employment and bring about a revolution in the recruitment process through skills. The project named ODAS (Open Data Application for Skills) aims at creating a common skills language shared by all the economic actors of the territory. The final objective is to map all the available skills of the territory to facilitate the researches for both companies and job-seekers.

Gathering no more than 150 skills, this common language is used through a smartphone application provided with a geolocation tool that links recruiters and job-seekers. The candidates create a profile on the application identifying their skills and rating them on a four-level rating scale.

### The VoluntPass (Romania)

Romania developed its own national system of recognition of competences gained through volunteering with the creation of a Volunteering Certificate. The VoluntPass is a supplement that states 5 types of competences volunteers gained from their experience. Public institutions contributed to its building, together with companies. 125 organisations and companies were involved in the process of defining competences and the certification process: BCR (Romanian Commercial Bank), Transilvania Bank, Habitat for Humanity Romania, Piraeus Bank, SAP Romania, Cetelem IFN SA, HR Club, DB Global Technology, Junior Achievement Romania, Medicover, Raiffeisen Bank and OMV Petrom.

A competence based recruitment increases the employability chances of volunteers. Indeed, it allows taking into account all kinds of experiences and types of knowledge, from the professional and education spheres to less formal learning contexts. This approach also helps internal and external mobility for people who have the skills but not necessarily the right diplomas or experiences.

<sup>13</sup>French governmental employment centre of the Rhone region.







# CHAPTER III

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**TOOLS FOR RECOGNISING VOLUNTEERING EXPERIENCES**

## EUROPEAN TOOLS

This chapter provides short and practical presentations of recognition tools existing at the European level. It sheds light on different approaches, methodologies and certificates, to help you better identify volunteer competences.

### YOUTHPASS – EUROPEAN COMMISSION

Youthpass, created by the European Commission, is a European recognition tool for non-formal and informal learning in youth work in the framework of the Erasmus+ programme. As a recognition tool, Youthpass is made up of many certificates (description of activities and assessment of competences) contributing to the recognition of non-formal and informal learning and of youth work. It puts strong emphasis on systematic reflection of the learning process and outcomes in youth projects.

Youthpass is a valuable document for listing the competences gained in a project. Using the 8 key-competences<sup>14</sup> framework helps the participants to describe what they had learnt, to carry out the self-assessment and to highlight social skills, mostly not recognised in formal education. When filling out the Youthpass certificate, the self-evaluation part helps the participants to become more responsible for their own learning and more conscious of it. The certificate is validated by a representative of the hosting organisation.

<https://www.youthpass.eu>

**Youthpass**

### EUROPASS – EUROPEAN COMMISSION

Europass can be defined as a portfolio of skills including five complementary documents that can be used individually. These documents help identify and describe clearly the knowledge, skills and qualifications gained through education and both professional and personal experiences (such as volunteering) in Europe.

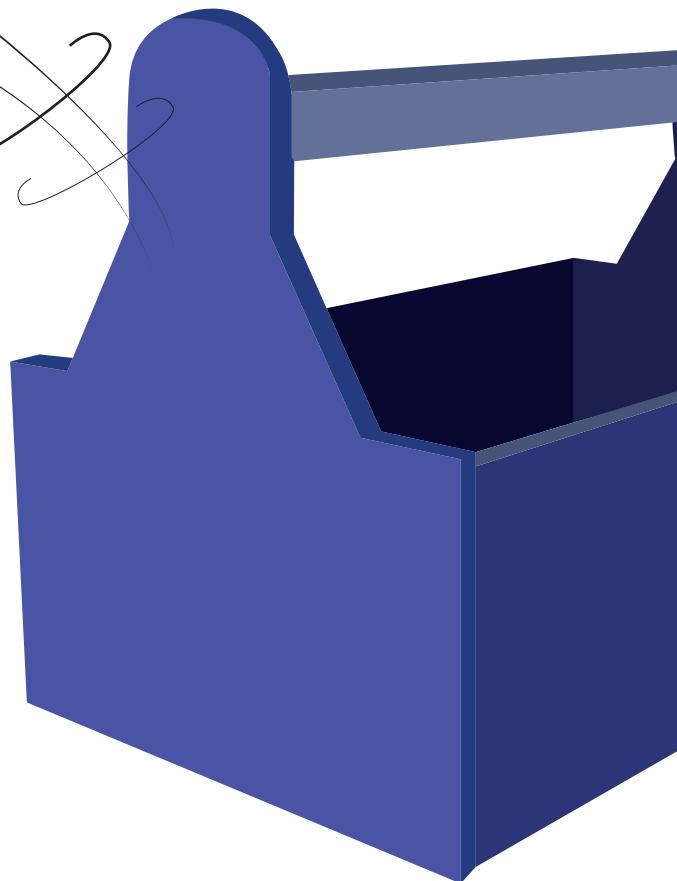
Among the five documents, two can be freely accessed online:

- The Curriculum vitae (CV) introduces clearly all your skills and qualifications;
- The Language Passport is a self-assessment tool for language skills and qualifications.

The three other documents can only be issued by specific education and training authorities.<sup>15</sup>

The Europass documents, adopted by the European Council and the European Parliament in 2005, are identical and recognised in 34 European countries. The objective is to help recruiters understand better every European's career paths and experiences. Moreover, the Europass aims at helping citizens to identify and clearly describe their knowledge, skills and qualifications and recruiters to understand the knowledge and skills gained by candidates in a different context.

<https://europass.cedefop.europa.eu/>



## PORTFOLIO FOR VOLUNTEERING EXPERIENCES – BASED ON PROFILPASS –EUROVIP

The “Portfolio for Volunteering Experiences” is a tool specially developed to self-evaluate the learning outcomes and self-reflect the skills gained while volunteering. Produced as part of the EuroVIP project, this portfolio is based on the ProfilPASS and ProfilPASS for young people developed first by the German Institute for Adult Education Leibniz Centre for Lifelong Learning (DIE). Therefore, the ProfilPASS tool has been adapted and new material have been designed to meet the needs of young people aged 17-30 who have engaged in volunteering and now want to integrate the labour market.

As volunteering experiences, personalities and the reason to use the Portfolio differ, the tool includes the possibility to assess different categories of skills. First, volunteers identify the different tasks they did, what they learned from it and how well they mastered them during their engagement. Next, participants are invited to identify those things they particularly enjoyed and fields they would like to improve on. The last phase of the debriefing of their volunteering experience allows them to identify if one of the tasks they excel in matches with skill sets that are highly sought after by employers. A final certificate approves the competences developed by the volunteer, and is signed by the representative of the organisation.

<http://www.eurovip-erasmusplus.eu/resources/>



## TOOLS IN THE UNITED KINGDOM

### MILLENNIUM VOLUNTEERS (MV)

Millennium Volunteers (MV) is a programme open to volunteers aged 14-25 who want to get their commitment, skills and experience recognised. All volunteers receive a record book, named “Validating your skills”, in which they are encouraged to register everything about their volunteering journey. The document is signed by the hosting organisation. It allows volunteers, helped by their coordinators, to step back and reflect on the learning outcomes from this experience. This tool enables volunteers to identify the skills acquired while volunteering and show them how they have grown as they volunteer.

<http://youngcitizens.volunteernow.co.uk/millennium-volunteers>



### DESTINATION EVALIDATION

The Destination eValidation project aims at visualising, documenting and recognising skills acquired through volunteering as well as developing an online tool to validate volunteering competences. The online tool was developed in partnership with nine different European partners<sup>14</sup>, each integrating their knowledge about their own education systems in the tool's development process. This tool is based on the key competences of the “European Lifelong Learning Programme”, meaning that skills validated with it are quite the same across all European countries. This online tool enables volunteers to create their own portfolio of competences gained while volunteering. Each knowledge, skill and attitude from the level matrix is related with a key competence: general communication competence, mathematical competence (and basic competences in science and technology), digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression. The DESTEVA online tool can be used by volunteers for job applications, but it can also be a useful tool for self-reflection and personal development.

<http://validationforvolunteers.eu/>



<sup>14</sup> Communication in the mother tongue, Communication in foreign languages, Mathematical competence, basic competences science / technology, Digital competence, Learning to learn, Social and civic competences, Sense of initiative and entrepreneurship, Cultural awareness and expression

<sup>15</sup> The Europass Mobility (registers the knowledge and skills gained in another European country during an Erasmus mobility or an internship for example); The Certificate Supplement (describes the knowledge and skills acquired by holders of vocational education and training certificate) and The Diploma Supplement (records the knowledge and skills gained by holders of higher education degree)

<sup>16</sup> University of Paderborn in Germany, Opintotoiminnan Keskusliitto ry in Finland, Cooperazione Paesi Emergenti in Italy, Alpha Vision in Bulgaria, Eco Communities in the UK, Fundacion CV PactoEmpleo Valencia in Spain, Alle ve Sosyal Politlklar Ankara Il Mudurlugu in Turkey, Kerigma in Portugal and The Society of Geography in Romania.

## LIST OF NATIONAL VOLUNTEERING ACTORS IN THE UNITED KINGDOM

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Convinced that volunteering is a pathway to employment and that competences developed through volunteering match the one you need? Take action now and get in touch with stakeholders in your country to undertake inspiring projects.

The government lists an overview of the most important providers of volunteering activities on its website:

<https://www.gov.uk/government/get-involved/take-part/volunteer>

### The Do-it database

The easiest way to get involved in volunteering activities is by visiting the Do-it database. On it more than a million volunteering options are provided and it is possible to sort these offers by interest, activity or location and then apply online.

<https://do-it.org/>

### National voluntary organisations

Volunteering England, Volunteer Development Scotland, Wales Council for Voluntary Action, and Northern Ireland Volunteer Development Agency. These organisations receive government funding. In turn, they support local and regional voluntary organisations in their respective country. A complete overview of actors can be found in the UK's country report in the EU's study on Volunteering in the European Union.<sup>17</sup>

### Volunteering Matters

Formally known as CSV, it is the largest provider of full-time volunteering opportunities for young people. Founded in 1962, Volunteering Matters is one of the largest voluntary organisations in the UK, that engages 200,000 volunteers to give time to their communities, from one-day projects through to full-time placements in its over 180 volunteering projects.<sup>18</sup>



## V

Is an independent charity set up to inspire a new generation of young volunteers (aged 16-25) in England. It aims to offer 75,000 volunteering opportunities will be on offer through 158 innovative projects across the country.<sup>19</sup>

### **Volunteering Wales**

is a website developed in conjunction with the Welsh Assembly Government to help individuals access information on volunteer opportunities in Wales. It is made up of information provided by the 33 volunteer bureaux based across Wales. Volunteer centres are voluntary organisations that provide information and advice on volunteering. There is a volunteer bureau in each local authority area.<sup>21</sup>

### **Volunteer Centre Networks –**

**Scotland** are one-stop shops where people interested in volunteering can access information, advice and support on volunteering. Volunteer Centres also provide advice and training to organisations that use volunteers. There is Volunteer Centre coverage in each local authority area in Scotland and each centre is a locally managed independent voluntary organisation.<sup>20</sup>

<https://www.civiweb.com/FR/index.aspx>

### **Volunteer Centres**

In 2004 there were 324 volunteer centres in England providing a range of services from matching volunteers to opportunities, to working with organisations on best practice and in volunteer involvement to engaging with local policy makers to create and sustain the conditions that support



<sup>17</sup> European Commission, Study on Volunteering in the European Union. National report – United Kingdom, 2010, 12- 17.

<sup>18</sup> <https://volunteeringmatters.org.uk/>

<sup>19</sup> <https://vinspired.com/>

<sup>20</sup> <http://www.volunteerscotland.net/>

<sup>21</sup> <https://www.volunteering-wales.net/landing/>

## GLOSSARY

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### • **Formal learning**

Is based on a programme and is totally intentional knowing that all the objective of the activities suggested to the learners is learning.

Example: school.

### • **Non-formal learning**

Conscious decision coming from the learner to master an activity, a competence or a specific area of knowledge and implies an intentional effort. However, they do not need to be officially registered in a programme or to be subject to external evaluation. Examples: sports, music or in some cases, volunteering.

### • **Informal learning**

Happens outside of educational institutions and is linked to activities that a person begins without specifically wanting to gain new knowledge. This is an unintentional learning and is part of life. Examples: learning a foreign language through relatives, or in some cases, volunteering.

### • **Skills, competences**

Everything a person knows and is able to do/perform, as opposed to qualifications. A person that acts competent is able to use their knowledge, their skills and qualifications on the basis of their values and attitudes. Usually a difference is made between technical competencies and social/organisational skills, referring to behaviour.

### • **Volunteering, volunteerism, voluntary activities**

Wide range of activities, whether formal or informal, including traditional forms of mutual aid and self-help, formal service delivery and other forms of civic participation; often carried out in support of a non-profit organization or community-based initiative. Legal definition and status differs widely across countries.

### • **Personal qualities, soft skills**

Qualities referring to what a person has done, how they reacted in day-to-day activities or in the context of volunteering. It also refers to attitudes and values. Examples: team worker, pro-active, confident, etc.



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