



**ImproVal**

Improving Validation in  
the Voluntary Sector

# Validation in volunteering: policy and advocacy

Appendix to the Policy Paper

October  
2020

Co-funded by the  
Erasmus+ Programme  
of the European Union



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## Project information

Project Title:	Improving Validation in the Voluntary Sector
Project Acronym:	ImproVal
Grant Agreement Number:	2018-1-FI01-KA204-047225
Coordinator:	Sivis Study Centre (Finland)
Project Website:	<a href="http://www.improval.eu">www.improval.eu</a>

*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## Table of contents

1. Introduction .....	2
2. Justification .....	3
3. Research findings .....	4
Supplement 1: Elements/conditions for a strong infrastructure on national level in the voluntary sector .....	15
Supplement 2: Country reports of the "European inventory on validation of non-formal and informal learning 2018", passages dealing with the voluntary sector .....	35

# 1. Introduction

With this appendix we add more details to the policy paper about three subjects:

## 1.A) Erasmus+ projects dealing with validation in the voluntary sector.

In paragraph 4 of the policy paper is mentioned that, since the start of the Erasmus+ Program (2014), more than 50 organizations from 20 EU member states were involved in Erasmus+ projects dealing with validation in the voluntary sector.

In this appendix, we give a detailed overview of projects and participating countries. By combining this information about validation projects and EU member states in a matrix scheme, we provide insight which countries are very active, and which countries are less active, when it comes to Erasmus+ projects dealing with validation in the voluntary sector.

## 1.B) Infrastructure of the voluntary sector, and the importance for validation.

One of the recommendations of the policy paper is to make use of the existing infrastructures in the voluntary sector.

In this appendix, we give detailed information about the validation infrastructure in EU member states, and we describe the importance of this infrastructure to strengthen validation initiatives.

## 1.C) Validation systems for the voluntary sector in EU member states.

One of the recommendations of the policy paper is to create stronger connections between validation policy developments at EU and national level on one hand, and validation in the voluntary sector on the other hand.

Based on the most recent country reports regarding validation, as published on the website of Cedefop, we give a summary of available validation systems that are relevant for the voluntary sector.

## 2. Justification

### 2.A) Erasmus+ projects dealing with validation in the voluntary sector.

For this subject, we have visited the websites of the Erasmus+ projects that are mentioned in the policy paper. If there was no website available, we consulted the Erasmus+ dissemination platform.

We made an inventory of EU member states participating in these projects. It is an inventory of participating countries, not of participating organizations. In some projects, more organizations from one member state were involved.

We also registered in which member state the project coordinator was based. Usually, the project coordinator is the same as the applicant organization.

### 2.B) Infrastructure of the voluntary sector, and the importance for validation.

For this subject we consulted the country reports on volunteering infrastructure, published by the Centre for European Volunteering. Focusing on the member states of the EU, we analyzed 29 reports. There are separate reports from Belgium Flanders and Wallonia, and from the four countries within the United Kingdom.

Most reports are from 2012 (22), one is from 2017, four countries updated their report in 2018, and three were updated in 2020. Of two EU member states we didn't find a report on volunteering infrastructure: Lithuania and Sweden.

By comparing some 2012 reports with 2018 reports from the same country, we found out that there seem to be not many changes regarding the infrastructure of volunteering, which brought us to the assumption that the information from 2012 still has value in the framework of this appendix.

Starting with the definition of infrastructure itself, we make good use of the Policy Agenda for Volunteering in Europe (PAVE) where the infrastructure is defined as:

"(..) a combination of organizational structures and support mechanisms which together provide the enabling environment needed to encourage and adequately support volunteer involvement for the benefit of society as a whole." (PAVE, 2011)

Varying on this definition, it is clear that most countries agree on this definition, taking into account that the history, origin and current situation of volunteering are quite different.

For every EU member state we selected the elements/conditions of a good infrastructure of the voluntary sector that are in place, and those that are missing. The full text of our findings is included in supplement 1, a summary can be found under chapter 3B of this appendix.

### 2.C) Validation systems for the voluntary sector in EU member states.

For this subject we consulted the country reports of the "European inventory on validation of non-formal and informal learning 2018", as published by Cedefop on their website. Every country report contains a paragraph on validation in the third sector, and in all these paragraphs there is a passage on

the voluntary sector. The full text of these passages is included in supplement 2, a summary can be found under chapter 3C of this appendix.

## 3. Research findings

### 3.A) Erasmus+ projects dealing with validation in the voluntary sector.

We found out that some projects that are mentioned in the policy paper were dealing with validation in general, so not specifically for the voluntary sector; these projects are not included in the research findings. We ended up with 20 projects: 6 were financed under Erasmus+ Youth, 14 under Erasmus+ Adult Education, 2 under the Lifelong Learning Program.

The Erasmus+ Program started in 2014. 7 projects started in that same year, 3 started in 2015, 3 in 2015, 2 in 2016, 2 in 2017, 2 in 2018, 1 in 2019. One or more projects might have started in 2020, information about these projects is not yet available online.

## Erasmus+ projects dealing with validation in the voluntary sector 2014 - 2019

Projects																				
	RIVER 2012	Volunteering Validation Highway 2013	Desteva 2014-2016	Euravon 2014-2016	I've Experienced 2014-2016	GR-EAT 2014-2016	Lever 2014-2016	Validvol 2014-2016	Vapovo 2014-2016	BEVIN 2015-2016	CivCil 2015-2017	VALLEY 2015-2017	Volcar 2015-2017	e-VOC 2016-2017	Voyce 2016-2018	Easy 2017-2018	Lever Up 2017-2019	ImprovVal 2018-2020	Job Bridge 2018-2020	Upgrading Validation 2019-2022
EU member states																				
Austria (A)																				
Belgium (B)																				
Bulgaria (BG)																				
Croatia (HR)																				
Cyprus (CY)																				
Czech Republic (CZ)																				
Denmark (DK)																				
Estonia (EST)																				
Finland (FIN)																				
France (F)																				
Germany (D)																				
Greece (GR)																				
Hungary (H)																				
Ireland (IRL)																				
Italy (I)																				
Latvia (LV)																				
Lithuania (LT)																				
Luxembourg (L)																				
Malta (M)																				
Netherlands (NL)																				
Poland (PL)																				
Portugal (P)																				

	Projects	RIVER 2012	Volunteering Validation Highway 2013	Desteva 2014-2016	Euravon 2014-2016	I've Experienced 2014-2016	GR-EAT 2014-2016	Lever 2014-2016	Validvol 2014-2016	Vapovo 2014-2016	BEVIN 2015-2016	CivCil 2015-2017	VALLEY 2015-2017	Volcar 2015-2017	e-VOC 2016-2017	Voyce 2016-2018	Easy 2017-2018	Lever Up 2017-2019	ImprovVal 2018-2020	Job Bridge 2018-2020	Upgrading Validation 2019-2022
EU member states																					
Romania (RO)																					
Slovakia (SK)																					
Slovenia (SLO)																					
Spain (E)																					
Sweden (S)																					
United Kingdom (GB)																					
EU level																					
CEV																					
AEGEE																					
LLLP																					
blinc eG																					
EVS Alliance																					
WOSM																					
YEU																					
EAV																					



project partner



project coordinator

There are 6 EU member states that are not represented in these projects, and 7 EU member states that are only represented in 1 project. 5 member states are represented in 7 or more projects.

Participation of organizations from EU member states in Erasmus+ projects dealing with validation in the voluntary sector 2014 - 2019

Not participating in any project	Estonia, Lithuania, Luxemburg, Malta, Slovenia, Sweden
Participating in 1 project	Cyprus, Czech Republic, Denmark, Greece, Hungary, Ireland, Latvia
Participating in 2 projects	Belgium, Croatia
Participating in 3 projects	Austria, Slovakia
Participating in 4 projects	Bulgaria, Poland, Portugal
Participating in 5 projects	Finland, Romania, United Kingdom
Participating in 7 projects	France, Germany
Participating in 8 projects	Netherlands
Participating in 9 projects	Spain
Participating in 13 projects	Italy

The project coordinators were based in 8 EU member states. One project was coordinated by an organization from a candidate member state, one was coordinated by an organization working on European level.

Coordinating organizations from EU member states in Erasmus+ projects dealing with validation in the voluntary sector 2014 - 2019

Coordinating 1 project	Austria, Poland, Slovakia, Spain
Coordinating 2 projects	Finland
Coordinating 3 projects	Germany, Netherlands
Coordinating 6 projects	Italy

### 3.B) Infrastructure of the voluntary sector, and the importance for validation

We made an inventory of the current elements of the infrastructure of the voluntary sector. In line with the items mentioned in the general definition of an infrastructure of the voluntary sector, and the elaboration per EU member state, we come to the following set of elements, criteria and conditions for this infrastructure:

1. Public policies (laws, regulations) on volunteering, depending the habits of the country on national, provincial, regional and/or local level
2. National body for advice, lobbying, dialogue and policy making
3. National website for matching volunteers and volunteer opportunities



4. Quality standards and training courses of volunteer programs and for volunteer coordinators and volunteer centers.
5. Network of volunteer centers on national, provincial, regional, local level.
6. Collaboration with the social and education sector
7. Collaboration between companies and the voluntary sector to engage their employees in volunteer activities.
8. Criminal record check for volunteers working with vulnerable target groups
9. Volunteering promotion and raising public awareness on values of volunteering, on local, regional and national level.
10. Funding mechanisms to ensure sustainability of volunteer involving organizations and volunteering opportunities
11. Certificate of competencies gained through volunteering
12. Hours of community service before concluding secondary school, different names and forms in different countries. Also student volunteering
13. The possibility to offer community work as an alternative to time spent in prison.

Based on our wide knowledge about, and experience with (projects dealing with) validation in the voluntary sector, we consider from this list these elements as important conditions to develop and implement validation in the voluntary sector:

National body for advice, lobbying, dialogue and policy making.

Quality standards and training courses of volunteer programs and for volunteer coordinators and volunteer centers.

Network of volunteer centers on national, provincial, regional, local level.

Collaboration with the social and education sector.

Collaboration between companies and the voluntary sector to engage their employees in volunteer activities.

Certificate of competencies gained through volunteering.

## Conditions to develop and implement validation in the voluntary sector:

	NaBo	QuTr	NeVo	CoSE	CoCV	CeC
<b>EU member states</b>						
Austria (A)						
Belgium (B)						
Bulgaria (BG)						
Croatia (HR)						
Cyprus (CY)						
Czech Republic (CZ)						
Denmark (DK)						
Estonia (EST)						
Finland (FIN)						
France (F)						
Germany (D)						
Greece (GR)						
Hungary (H)						
Ireland (IRL)						
Italy (I)						
Latvia (LV)						
Lithuania (LT)						
Luxembourg (L)						
Malta (M)						
Netherlands (NL)						
Poland (PL)						
Portugal (P)						
Romania (RO)						
Slovakia (SK)						
Slovenia (SLO)						
Spain (E)						
Sweden (S)						
United Kingdom (GB)						

	Is existing
	No Information found
	Is not existing

<b>NaBo</b> =	National body for advice, lobbying, dialogue and policy making
<b>QuTr</b> =	Quality standards and training courses of volunteer programs and for volunteer coordinators and volunteer centers
<b>NeVo</b> =	Network of volunteer centres on national, provincial, regional, local level
<b>CoSE</b> =	Collaboration with the social and education sector
<b>CoCV</b> =	Collaboration between companies and the voluntary sector to engage their employees in volunteer activities
<b>CeC</b> =	Certificate of competencies gained through volunteering

### 3.C) Validation systems for the voluntary sector in EU member states.

Abstract from the country reports of the “European inventory on validation of non-formal and informal learning 2018”

What’s happening in the voluntary sector?

Austria	<p>Some examples that are considered good practice in Austria:</p> <p>‘Proof of voluntary activities’ (‘Nachweis über freiwillige Tätigkeiten’): This document was introduced in 2005 by the Ministry of Social Affairs as a certification of competences and qualifications obtained through volunteering. It documents the personal development process and can be used as a supplementary document in job applications.</p> <p>‘Competence portfolio for volunteers of a platform of Austrian Adult Education Associations’ (‘Kompetenzportfolio für Freiwillige des Rings Österreichischer Bildungswerke’) to systematically document skills and competences acquired by volunteers.</p>
Belgium FR	<p>No specific tools or processes have been set up by the voluntary sector.</p> <p>In relation to VAE in higher education, voluntary activities can be taken into account in the ‘relevant experience’ presented in the candidate’s portfolio.</p>
Belgium NL	<p>There is scope in the cultural, youth and sports sectors to offer recognition of competences. In the cultural and youth sectors the focus is for the moment only on validation in the sense of ‘identification’ and ‘documentation’ and less so on ‘assessment’ and ‘certification’.</p>
Bulgaria	<p>Currently there is no system for the recognition of skills and competences acquired by volunteers.</p>
Croatia	<p>There is the possibility to award Certificate on competences acquired during volunteering, which contains information on the skills, competences and knowledge gained through volunteering practice.</p> <p>The Certificate of Competences acquired during Volunteering can be issued by the employer on the demand of the volunteer. The Certificate contains the following information: information about the organiser of the volunteering; information about the volunteer; description of the volunteer’s position (tasks and responsibilities); type, name and duration of additional training undertaken during the volunteering period; description of competences acquired during the volunteering period – divided according to eight key competences as defined by the European Commission.</p>
Cyprus	<p>We have not identified any specific third sector initiatives for validation.</p> <p>Volunteering activities do not lead to the provision of attestations or certificates.</p>

Czech Republic	In the last ten years two important ESF-funded national projects ‘Keys for Life’ and ‘K2 – Quality and Competitiveness in Non-formal Education’ have been carried out by the National Institute for Children and Youth (merged with the National Institute for Teachers’ Professional Development in 2014) to raise awareness and provide tools for the assessment of non-formal and informal learning attained by leaders working with children and youth.
Denmark	Voluntary work is included in the Danish VPL legal framework for validation of learning acquired in all areas of informal and non-formal learning.
Estonia	There is little evidence of validation practices in the youth and volunteering sectors. Young people can describe their knowledge, skills and practical experience acquired through youth work using a designated online tool Stardiplats ( <a href="https://www.stardiplats.ee">https://www.stardiplats.ee</a> ).
Finland	<p>The role of third sector actors is mainly to inform their target groups about the possibility for validation.</p> <p>There is a growing number of NGOs and other third sector actors, who have adopted Open Badges and are systematically developing learning outcomes in co-operation with formal training and other validation providers.</p> <p>Some third sector organisations provide validation services and have developed tools for validation. Sivi Study Centre has developed an e-learning platform for its members, which promotes and instructs how to validate the competences of their customers.</p>
France	The Passeport Bénévole, a tool developed by the association "France Bénévolat", helps volunteers keep track and document the skills acquired during volunteer assignments, which could be transferred to companies, or could be used to initiate a VAE process.
Germany	A number of different certificates and validation opportunities exist in the third sector, in order to document voluntary engagement. Major certificates in this field are the Kompetenznachweis Kultur (Certificate of Competence Culture) and Nachweis International (Certificate International). Other relevant certificates are the JuLeiCa (Jugendleiterkarte, Youth Leader Card), the Qualipass/ Qualipass, the Certificate of Competence Hessen (Komptenznachweis Hessen), ProfilPASS, and the Competence Cards (Kompetenzkarten).
Greece	In the third sector, there is no specific framework for validation.
Hungary	The main voluntary organisations are open to the validation approach and – on the basis of their international experiences – well informed on the issue. They are familiar with the practices of the voluntary sector in Europe, including the portfolio method. They provide methodological guidelines on their websites.
Ireland	Many organisations offer opportunities for non-formal and informal learning, and there is some evidence of organisations collaborating and networking with counterparts in the education sector and labour market on the provision of RPL.
Italy	In the third sector, there is a dynamic sense of innovation and a strong interest in the validation on non-formal and informal learning for the very large body of workers and volunteers participating in this context in Italy. In June 2016 a structural legislative reform of the entire third sector was put in force in National Law 106/2016 and among the provisions there was the right for the volunteers of ‘recognition and

	enhancement of the competences acquired during the completion of the universal civil service aimed to their further use in education and work pathways’. In 2015, the National Programme of Competence Validation for volunteers in the civil service under the Youth Guarantee, started. The programme was carried out by almost all the Regions and targeted at more than 5 000 volunteers.
Latvia	Validation in the third sector is not very common since more traditional ways of validation prevail. The major player dealing with validation in the youth sector is the Agency for International Programmes for Youth (subordinated to the Ministry of Education and Science of the Republic of Latvia).
Lithuania	The Lithuanian Association of Non-formal Education (LANE) <sup>22</sup> in cooperation with partners in 2015-2017 implemented a strategic partnership project ‘Trusted Badge Systems’ <sup>23</sup> . The project aimed at strengthening cooperation between nongovernmental organisations and companies and ensuring better recognition of competences acquired in a non-formal setting through the technological standard of open badges.
Luxemburg	In the third sector, tools focusing on the recognition of learning outcomes from nonformal and informal learning are in place. These tools aim at documenting competences acquired by participants, typically young people, to support applications for jobs or education and training opportunities, and are not linked to formal qualifications.
Malta	No specific projects which lead to full validation in the third sector have been identified in Malta. One initiative in the Third Sector is the project on the validation of informal and nonformal learning of youth leaders in Catholic Church groups. The project aimed to provide a tool which acknowledges and accredits youth leaders’ years of service as well as provides means to help them develop further.
Netherlands	Validation in the third sector is fragmented in the Netherlands. Many procedures are active in various third sector organisations. In general, these initiatives are embedded in the labour market route with a special focus on linkage with the education route.  At the national level, Europass Nederland offers ‘the Europass certificate for volunteers’. This certificate for volunteers gives a clear and objective description of the activities of the volunteer: the context, type of activities, specific skills and competences, duration, etc.  EDOS Foundation is developing ways to make volunteers and volunteer organisations aware of the added value of non-formal and informal learning, and how to get it validated. In several European projects the foundation has developed easy-to-use tools and methods for the individual volunteer and for the volunteer organisation, like portfolio-tools, assessmentinstruments, capacitation. The LEVER model for volunteers that has been co-developed by the (Dutch) European Centre for Valuation of Prior Learning in an Erasmus+-project is one of the tools.
Poland	Validation in the third sector concerns various projects funded by the EU, sometimes implemented in cooperation with actors representing other organizations and sectors.

Portugal	Validation procedures in the third sector are part of the validation arrangements that exist in general education and VET RVCC. Competence Standards, which apply, for instance, to the validation of non-formal and informal learning of a professional nature, include learning developed by learners, such as that which occurs in activities to support elderly people, children and youth.
Romania	No specific responsibilities are in place for third sector organisations. Although they are the main providers of informal and non-formal learning, they are not perceived as providing necessarily qualification related skills.
Slovakia	<p>There are important national activities in the third sector that are at least partly related to VNFIL</p> <p>Two ESF projects were implemented in the field of youth work in 2011 – 2015: “KomPrax- competencies for practice” and “Praktik - practical skills through nonformal education in youth work”. They focused on innovation and identification of examples of good practice in youth work.</p> <p>One objective of a 2012-2014 Transfer of Innovation Leonardo da Vinci project “Volunteering – Way to Employment (VOLWEM)” run by Matej Bel University was to make “institutions of formal education aware about opportunities and existing systems of recognition of non-formal education”, exploiting a Scottish experience with an on-line instrument “V Skills for Employability”.</p> <p>The follow up project to the VOLWEM project entitled Competent in Volunteering, Competent in Life which aims at the social inclusion and better integration of young people with disabilities. This is achieved through volunteering and also the recognition and validation of competences acquired during voluntary activities.</p>
Slovenia	<p>There are some good examples of already existing practices of validation of nonformally gained competences within the youth sector:</p> <p>The Slovenian Association of Scouts recognises qualifications through different systems of recognition of knowledge. The Slovenian Association of Scouts has also developed a TAborniski PASsport (TaPas) of knowledge and skills. It represents a tool for identifying and evaluating own experience, knowledge and skills acquired during voluntary work.</p> <p>The project Zavod Nefiks and its e-Nefiks tool are very good examples, further details as presented on their website.</p>
Spain	<p>There are some validation initiatives developed by the third sector in the fields of youth and volunteering:</p> <p>Civil organisations, such as the Spanish Red Cross, Caritas, or NGOs for social development have organised initiatives to validate the transversal competences of volunteers. Until now, individual organisations mostly had their own processes in place.</p> <p>However, the ‘Reconoce’ project, initially developed by a consortium of three youth organisations, has now evolved to a national level project. In 2017, a new recognition system for non-formal education, based on the project Reconoce, was approved by the INJUVE and the youth departments of the Autonomous Communities.</p>

Sweden	Two private initiatives exist that are used as tools for skills mapping (documentation), namely ELD-Kompetens and Valideringsforum. ELD-Kompetens was originally developed to help individuals identify skills and competences acquired during a stay abroad, primarily in connection with youth exchanges and voluntary work.
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# Supplement 1

## Elements/conditions for a strong infrastructure on national level in the voluntary sector

Country		Austria (2012)
Definition		
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>• national body for advise and lobbying for dialogue and policy making</li> <li>• Corporate Social Responsibility</li> <li>• national website</li> <li>• mostly project based funding</li> <li>• Some Austrian organisations apply measures of quality management</li> <li>• network of volunteer centres</li> <li>• Funding at the national level is usually project-based, but is reliable if approved</li> <li>• set of 10 standard criteria for advanced quality volunteer management</li> <li>• training courses for volunteer coordinators</li> <li>• regional awareness campaigns volunteering</li> <li>• Austrian volunteer pass and a training manual for volunteer coordinators</li> </ul>
	Lacking	<ul style="list-style-type: none"> <li>• specific long-term research programme on volunteering</li> </ul>
	Recommendations	
Country		Belgium FLA (2012)
Definition		
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>• Law on the Rights of the Volunteer and in the Flemish Decree</li> <li>• Flemish Volunteer centre</li> <li>• National Coordinating Body</li> <li>• legal framework for volunteering is mainly governed at the federal level</li> <li>• regional volunteer centres, volunteer support centres</li> <li>• Volunteer Award</li> <li>• High Council of Volunteers</li> <li>• Funding takes different forms: core funding for support centres and for sector specific centres and project funding.</li> <li>• some organisations have their own standards of quality and ethical codes</li> <li>• website for matching volunteers and volunteer opportunities</li> </ul>
	Lacking	<ul style="list-style-type: none"> <li>• structured collaboration between volunteer centres across Belgium</li> <li>• accurate and consistent statistics on volunteering</li> <li>• national unified code of ethics</li> <li>• general agreed quality standards for volunteering</li> </ul>
	Recommendations	
Country		Belgium WAL (2012)
Definition		The global context of support and supportive measures in which volunteering can take place and flourish, from a micro to a meso and macro level, and in different fields of society: civil society, public authorities and other stakeholders.
element	Present	<ul style="list-style-type: none"> <li>• The Belgian law</li> <li>• High Council for Volunteers (Conseil superieur des volontaires)</li> <li>• Specific research and statistics focused on the profile of volunteers and volunteering in Wallonia in particular and in Belgium in general are rather limited</li> </ul>



		<ul style="list-style-type: none"> <li>• at the regional level, there are volunteering Platforms in both the Dutch-speaking and the French-speaking communities.</li> <li>• umbrella organisations for volunteering NGOs</li> <li>• One important issue for ensuring quality of volunteering is related to training for volunteers.</li> <li>• The French-speaking Volunteering Platform (FVP) runs a website where a database of volunteer involving organisations exists to help potential volunteers identify suitable volunteering opportunities and choose the most appropriate one, according to individual interest and skills and matching the needs of the organisations</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• national volunteer centre or resource centre for volunteering in Belgium.</li> <li>• National funds targeting the volunteering sector are missing</li> <li>• the Belgian law does not recognise corporate volunteering</li> </ul>
	<b>Recommendations</b>	<p>At the national level:</p> <ul style="list-style-type: none"> <li>• A volunteer centre promoting and supporting volunteering is established.</li> <li>• Volunteering funds and sustainable financial means aimed at supporting the promotion, research and development of new opportunities for volunteering in Belgium are established.</li> <li>• Systematic and regular research on volunteering, including focused data collation and analysis, is conducted by a public body purposely appointed to do so.</li> <li>• A national mechanism accounting for the contribution which volunteering makes to the country's national economy is developed.</li> <li>• New training programmes for volunteers and volunteer managers are introduced and the accreditation of such training programmes is promoted.</li> <li>• Means are given to help the platforms and the High Council for Volunteers to act as multistakeholder networking platforms, with the aim of promoting volunteering structures, schemes, and initiatives within the community, the corporate sector and the educational sector, among others</li> </ul> <p>At the European level:</p> <ul style="list-style-type: none"> <li>• Introducing legislation aimed at promoting and safeguarding the rights and obligations of volunteers within EU Member States.</li> <li>• Establishing funding programmes at the European Commission level which are aimed at promoting and developing sustainable volunteering structures.</li> <li>• Promoting the recognition of unpaid voluntary work by all managing authorities as eligible in-kind contributions for co-financing purposes related to structural funds.</li> </ul>
<b>Country</b>		<b>Bulgaria</b>
<b>Definition</b>		
<b>elements/criteria/conditions</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• Volunteer corps, managed by individual municipalities. They recruit and train citizens to cope with disasters and emergencies</li> <li>• Act on Crisis Management and Emergencies</li> <li>• Labour Code</li> <li>• Law on Youth</li> <li>• Law on Volunteering</li> <li>• A special procedure for access of volunteers to specialized gated institutions for children</li> <li>• some organizations create and apply their own standards to ensure the quality of voluntary work in the fields in which they operate.</li> <li>• Municipalities, schools, hospitals and social institutions provide social services and rely on volunteers much less for their current activities</li> <li>• National Alliance for Volunteer Action</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• Volunteering is still not recognized as a value in Bulgarian society. There are no forms for its recognition and legalization at a local or national level.</li> <li>• legislation in Bulgaria concerning voluntary work</li> <li>• a clear definition of the rights and responsibilities of volunteers</li> <li>• nationally representative survey or statistics</li> </ul>

		<ul style="list-style-type: none"> <li>• uniform standard for working with volunteers</li> </ul>
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Enhance the role of the school and family to nurture the volunteer spirit in young people and promote volunteerism.</li> <li>• Change attitudes towards long- term voluntary work.</li> <li>• One of the key factors that prevents or hinders the participation of volunteers in initiatives is the lack of detailed information about volunteering initiatives and the causes they support</li> <li>• Recognize volunteering as an instrument of accumulation of knowledge and skills by businesses and employers in Bulgaria.</li> <li>• A separate law is needed to regulate volunteering in Bulgaria.</li> <li>• There is a clear need for greater awareness, instruction and training for introduction to volunteering, getting acquainted with the specifics of the activities in which citizens can participate, and the rules by which the work is done, and expansion of the channels for promotion of volunteering and attracting new people.</li> </ul>
<b>Country</b>		<b>Croatia</b>
<b>Definition</b>		<ul style="list-style-type: none"> <li>• the different systems, mechanisms and instruments needed to ensure an environment where volunteering can grow and flourish. It stimulates crosssectoral cooperation and the engagement of different stakeholders, in an attempt to promote volunteering possibilities and citizen engagement.</li> <li>• to create an enabling environment (political, social, and economic) in order to support, increase and develop volunteerism in the country.</li> </ul>
<b>elements/criteria/conditions</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• Public policies (laws, regulations) on volunteering;</li> <li>• Volunteer involving organisations: organisations and networks at local, regional and national level; local/regional/ national institutions;</li> <li>• Regional and local volunteer centres and the Croatian Volunteer Development Centre;</li> <li>• Volunteering opportunities and brokering mechanisms between (potential) volunteers and volunteering opportunities, including national on-line placement database;</li> <li>• Volunteering promotion and raising public awareness on values of volunteering, on local, regional and national level;</li> <li>• Funding mechanisms to ensure sustainability of volunteer involving organisations and volunteering opportunities;</li> <li>• Academic and CSO's research projects;</li> <li>• Quality standards of volunteer programs for VIO's;</li> <li>• Quality standards of Volunteer Centres.</li> <li>• The Law on Volunteering</li> <li>• National Strategy:</li> <li>• National Strategy for the Creation of an Enabling Environment for Civil Society Development</li> <li>• Certificate of competencies gained through volunteering</li> <li>• The National Foundation offers professional and financial support to programmes which encourage sustainability of the non-profit sector, the inter-sectoral collaboration, civil initiatives, philanthropy, volunteerism and which improve democratic institutions.</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• (I) cross-sectoral cooperation between stakeholders, in particular the involvement of businesses and universities,</li> <li>• (II) recognition of volunteering,</li> <li>• (III) longitudinal (academic) research projects acting as an empirical support tool for further infrastructure development.</li> </ul>
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• strengthening the volunteer centres as a volunteer infrastructure (particularly important in engaging with policy makers to create the conditions for volunteering);</li> <li>• promote the law and inform volunteer involving organisations about the law;</li> <li>• further encourage/develop policies and programmes for school volunteering;</li> <li>• further recognition of volunteering in the process of employment and formal</li> </ul>

		<p>education;</p> <ul style="list-style-type: none"> <li>• increase frequency of volunteering;</li> <li>• setting up a system for information collection, especially related to volunteer profile, frequency of volunteering, motivation, types of activities;</li> <li>• set up a system for assessing the economic value of volunteering;</li> <li>• increase volunteering in public institutions (i.e. health and social care and local and regional government);</li> <li>• strengthening the partnership and cooperation between different stakeholders (cross- sectoral cooperation);</li> <li>• secure sustainable funding;</li> <li>• encourage/develop policies and programmes for volunteering in crisis.</li> </ul> <p>Recommendations for volunteering on a European level:</p> <ul style="list-style-type: none"> <li>• promote volunteering infrastructure as a tool for encouraging citizens to volunteer;</li> <li>• ensure basic elements of volunteering infrastructure;</li> <li>• achieve a common understanding at European level about what is meant by "volunteering infrastructure" and what are its main roles and elements;</li> <li>• supporting the good balance between spontaneity of volunteering and organised volunteering;</li> <li>• showcase the good practice examples as well as bad practice ones in order to improve quality of volunteering.</li> </ul>
Country		Cyprus
Definition		the whole system supporting and enabling volunteering and its development, including the political and legal framework, funding mechanisms, etc.
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>• joined definition of volunteering and use of the same terms</li> <li>• legal framework</li> <li>• cooperation between the State, the community and individuals for the best interests of the community members</li> <li>• a number of governmental, semi- governmental and independent bodies have set volunteering related goals, developed partnerships and collaborative strategies with voluntary/non- profit associations in order to contribute to specific policy objectives</li> <li>• national Commissioner for volunteering and NGOs</li> <li>• The Pancyprian Volunteerism Coordinative Council law</li> <li>• decentralised/regional volunteer centers</li> <li>• collaboration with social sector, education sector</li> <li>• divers funding opportunities</li> <li>• tools to strengthen ethics and quality standards for volunteering</li> <li>• online database for registration and opportunities for volunteering</li> <li>• local and national awareness campaigns</li> </ul>
	Lacking	<ul style="list-style-type: none"> <li>• research</li> </ul>
	Recommendations	<ul style="list-style-type: none"> <li>• safeguard that legislation provides a comprehensive legal framework that addresses threats and challenges</li> <li>• develop a national strategy for volunteering as well as national quality standards</li> <li>• build more effective communication channels between the voluntary sector and society at large</li> <li>• safeguard that all NGOs have access to funding and resources, strengthen NGOs' participation in policy making</li> <li>• improve capacity building to strengthen NGOs</li> <li>• provide incentives for systematic research on the voluntary sector</li> <li>• improve policies and procedures and the environment in which voluntary organisations/NGO function and safeguard that this environment is supportive to organisations and that it provides opportunities towards building a stronger and more enabling environment for volunteering</li> </ul>
Country		Czech Republic

Definition		
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>• national law, no framework</li> <li>• financial support for accredited organisations</li> <li>• joined definition</li> <li>• some regional volunteer centers</li> <li>• national volunteer center</li> <li>• national network of volunteer organisations</li> <li>• many sources of financial support for volunteering, but none of them could be considered a main source</li> <li>• research on volunteering</li> <li>• quality standards in volunteer centres and standards of volunteering in general were established. This is the first systematic attempt to set general and ethical volunteering standards</li> <li>• national website with information and databases</li> </ul>
	Lacking	
	Recommendations	<ul style="list-style-type: none"> <li>• Europe-wide support of volunteering in the community</li> <li>• Emphasis on cooperation of municipalities and citizens on volunteering programmes</li> <li>• Additional support for non-formal education</li> </ul>
Country		Denmark
Definition		the framework provided to support volunteering: i.e. support centres, laws and regulations, public programmes and funding schemes etc.
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>• joined definitions</li> <li>• acknowledgement for its contribution to democratic and social values and its ability to empower and integrate people.</li> <li>• registration to receive public money</li> <li>• criminal record check for volunteers working with children under the age of 15</li> <li>• national volunteer support laws</li> <li>• national sector specific support organisations</li> <li>• local volunteer centers for local support in general</li> <li>• national advice council</li> <li>• both local and national funding are available through government grants</li> <li>• Basic grants are assigned through the so-called Danish Pools and Lotto Funds</li> <li>• Project grants are awarded directly to specific projects and activities.</li> <li>• “block grant” which the state distributes to the municipalities</li> <li>• companies supporting and financing volunteering</li> <li>• online database for volunteer job opportunities</li> </ul>
	Lacking	
	Recommendations	
Country		Estonia
Definition		
elements/criteria/conditio	Present	<ul style="list-style-type: none"> <li>• joined definition</li> <li>• many laws affect on volunteering</li> <li>• clear role for volunteering in civil society policy</li> <li>• volunteer development policy divided over several ministries</li> <li>• national volunteer network</li> <li>• local volunteer centers</li> <li>• National Foundation is financed from the state budget</li> <li>• project funding by government</li> <li>• national studies on voluntary activities</li> <li>• Code of Good Practice on Volunteering and Volunteer Friend quality standard</li> </ul>

		<ul style="list-style-type: none"> <li>• volunteering campaigns</li> <li>• national recognition event</li> </ul>
	<b>Lacking</b>	
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Some stakeholders feel that generally the regulatory framework for NGOs is good, although some shortcomings still remain. In the field of volunteering, for instance, the issues of reimbursement of per diem and covering insurance costs need better regulation.</li> <li>• There is a need for more transparent and efficient funding systems for voluntary organisations. Public sector recognises the value of volunteering, but at the same time the availability of</li> <li>• resources do not increase in correlation with expectations to NGOs and volunteers.</li> <li>• State funding for the third sector has increased but tends to be project-based, rather than provides core funding. This creates uncertainty for some organisations about the future of their activities.</li> <li>• There is a room for greater degree of co-operation between non-profit associations and foundations and the private sector.</li> <li>• There is a need to build the capacity of voluntary organisations to deal with today's challenges in relation to funding, legal issues, volunteer management, etc. There is also a need to ensure more training for volunteer management.</li> </ul>
<b>Country</b>		<b>Finland</b>
<b>Definition</b>		
<b>elements/criteria/conditions</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• A number of laws regulate volunteering</li> <li>• Advisory Board for the Civil Society Policy to enhance cooperation between civil society and public administration</li> <li>• Support Group on Volunteering in the Finnish Parliament</li> <li>• municipalities offer facilities for the use of voluntary organisations, play an important role in the development and delivery of training for many people involved in volunteering, become increasingly important partners for many voluntary organisations in services and grant local organisations</li> <li>• national development and information centre for voluntary actors in Finland</li> <li>• training in volunteering management. Sectoral ethical codes and quality standards systems exist.</li> <li>• In Finland, both local and national funding are available.</li> <li>• Very important contributor is the gaming organization Veikkaus, which has monopoly over the Finnish gaming market.</li> <li>• Discussion on the rights to people with special needs to voluntary work is growing. It includes, for example, refugees and migrants, people with intellectual disabilities, visual impairments</li> <li>• many portals matching potential volunteers and voluntary opportunities</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• legal definition of volunteering</li> <li>• clear rules for unemployed to work as volunteer</li> <li>• There is very little research on volunteering in Finland. Only a few doctoral studies and diploma works</li> </ul>
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• research</li> <li>• Permanent funding for the national multi-sectoral volunteer centre</li> <li>• Permanent funding for local volunteer centres</li> <li>• Civic activity funding at the local level in the municipalities and in the new region province counties (2020)</li> <li>• Clarification of rules, laws, acts and instructions concerning volunteering, especially concerning volunteering of unemployed people and reimbursements in volunteering in public organisations</li> <li>• Enlargement of the national volunteering development network to all areas</li> <li>• Raising interesting volunteering themes as a common discussion and enabling thematic cooperation</li> </ul>

		<ul style="list-style-type: none"> <li>• Service Learning to the higher education</li> <li>• Enabling the establishment of a nation-wide internet-based search tool for finding suitable voluntary work (and its social marketing)</li> <li>• Research the significance of volunteering infrastructure in society</li> <li>• Developing quality standards and certification system for regional volunteer centres in Finland</li> <li>• Developing peer support and voluntary work at volunteer centres</li> <li>• Developing quality standards and certification systems for voluntary work and peer support offered at volunteer centres</li> <li>• Developing models and establishing guidance for NGO's and public and private organisations about employer supported volunteering</li> <li>• The Law on Volunteering.</li> </ul>
Country		France
Definition		the United Nations Volunteers definition, "systems, mechanisms and instruments needed to ensure an environment where volunteerism can flourish"
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>• The concept of "Volontariat" is used to name the four different forms of volunteer services that exist so far: international volunteering, military volunteering, civil service and fire service. The concept of "Bénévolat" is used to name persons who engage voluntarily in altruistic activities without any financial retribution or material benefits.</li> <li>• no specific law on "bénévolat" volunteering in France, there are some laws that regulate "volontariat". Specific laws offer volontaires some rights and obligations, as well as requirements for undertaking "volontariat"</li> <li>• local, regional, departmental volunteer centers</li> <li>• national organisation/center for volunteering</li> <li>• volunteering by companies/ employers</li> <li>• Much of the funding for volunteering comes from members</li> <li>• financial grants are available to registered Volunteer Involving Organisations</li> <li>• reliable research on volunteering but not carried out systematically</li> </ul>
	Lacking	<ul style="list-style-type: none"> <li>• official definition</li> <li>• national database of volunteers and volunteer opportunities</li> </ul>
	Recommendations	<ul style="list-style-type: none"> <li>• In France, a distinction is made between mainstream volunteering (Bénévolat) and volunteering with a status (Volontariat). This is not the case elsewhere in Europe and permanently needs explanation. Yet it would be very useful to make this difference also at the European level when proposing helpful infrastructures for the development of volunteering, as the needs of these two forms of volunteering are not the same.</li> <li>• As already proposed in CEV's Manifesto for Volunteering, we recommend the adoption of a status for "European Associations", considering that "such a status would enhance the visibility of the volunteering infrastructure organisations at the European level and would acknowledge their role in building a European identity, in fostering mutual understanding and building European social capital".</li> </ul>
Country		Germany
Definition		<ul style="list-style-type: none"> <li>• organisations and institutions, such as volunteer agencies, volunteer centres or self-help contact points, that have been established over the past three decades</li> <li>• the common aim to act as information hubs and development centres for volunteering and civic engagement</li> </ul>
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>• The proposed law on voluntary services is intended to regulate, among others, the extent and duration of voluntary services, the possibility of training and the amount of subsidy from public funds for the volunteer placements.</li> <li>• National Strategy on Volunteering</li> <li>• national coordinating body of the volunteer agencies</li> <li>• Most of the infrastructures of civic engagement depend on funding from public budgets.</li> <li>• The municipalities (cities and counties) are mainly responsible for the sustainable</li> </ul>

		<p>promotion of volunteer agencies and centres.</p> <ul style="list-style-type: none"> <li>• funds from foundations</li> <li>• Donations and sponsorship mainly play a role in individual projects;</li> <li>• Many of the volunteering infrastructures hope to increase revenue from enterprises</li> <li>• national survey on volunteering is compiled every five years</li> <li>• many regional and local online databases give an overview of facilities and volunteering possibilities</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• general law on volunteering</li> <li>• law for civic engagement</li> <li>• centralised national volunteer centre</li> </ul>
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• come to ensure greater stability in paid staff</li> <li>• profound coordination between the federal and state levels is needed</li> <li>• strategic solutions for the coordination and funding of the volunteering infrastructure: basic funding of infrastructure facilities; specific programmes directed to different target groups, such as elderly, migrants; innovative schemes, transfer of good practice.</li> <li>• For the establishment of a strategic approach to the promotion of volunteering a reliable analysis of the reality at place is necessary. In this respect an evaluation of the instruments and the quality management is needed.</li> <li>• The EU, with its influential programme funding, could be helpful in promoting a volunteering strategy aimed at the public welfare. Here, the upcoming programme generation 2014-2020, could already set the course</li> </ul>
<b>Country</b>		<b>Greece</b>
<b>Definition</b>		the potential of volunteering development on the local, national or international level. It is constituted and defined by the level, quantity and quality of relevant information and knowledge, the existence and the functionality of policy directives and the willingness and experience of different stakeholders to promote volunteering in a specific human environment
<b>elements/criteria/conditions</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• media provide free advertising time to promote voluntary organisations without putting emphasis on the promotion of voluntary work</li> <li>• Civil Society's Parliament of Greece aims to promote social solidarity, volunteering, social cohesion, empowerment of civil society and non-profit organisations. the economic crisis and lack of any support from the government have resulted in delays to the beginning of the institution's proceedings</li> <li>• Funds are provided on a "contract state" basis, for specific missions, especially for social care and environment projects</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• general law on volunteering</li> <li>• legal framework on volunteering.</li> <li>• specific and clear bodies of law concerning non-profit, voluntary organisations and relevant notions well known in literature</li> <li>• systematic scientific research</li> </ul>
	<b>Recommendations</b>	<p>The Greek Government's attempts to promote volunteering in the past 15 years have proved insufficient. Likewise, civil society organisations do not have the means, in general, to support and promote volunteering on a large scale.</p> <p>Efficient strategies may come from horizontal civil society networks and not by authorities in Greece. Volunteering should not be defined strictly on an individual level, but in a larger framework, as a collective movement for social transformation.</p> <p>Volunteering, social justice, solidarity, democracy, and active citizenship should not be seen separately, but as components of a larger vision, aiming to build a real civil society</p>
<b>Country</b>		<b>Hungary</b>
<b>Definition</b>		all elements, software and hardware, that help develop volunteering in Hungary, it can include legislation, the network of volunteer centres, specific programmes, publications, knowledge and everything related
<b>e</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• Hungarian Act on volunteering</li> </ul>



		<ul style="list-style-type: none"> <li>• official registration of NGO gives benefits of the law</li> <li>• National Volunteer Centre</li> <li>• Regional volunteer centers</li> <li>• Companies are becoming increasingly interested in collaborating with the voluntary sector and in engaging their employees in volunteer activities</li> <li>• 50 hours of community service before concluding secondary school</li> <li>• Government and European Union programmes are the larger sources of funding for volunteering in Hungary</li> <li>• different surveys using different methodologies and reflecting different realities</li> <li>• nation-wide database of volunteers and volunteer opportunities</li> <li>• One of the strengths in the Hungarian law on volunteering lies in its provisions that specifically look at ensuring that volunteering is compatible with the receipt of social benefits such as unemployment.</li> <li>• the possibility to offer community work as an alternative to time spent in prison</li> <li>• Volunteer Passport system</li> <li>• National Strategy for Volunteering</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• specific volunteering quality framework</li> </ul>
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• appropriate policy framework and funding support</li> <li>• White Paper on Volunteering in Europe</li> <li>• European Voluntary Service (EVS) should be maintained and reinforced.</li> <li>• European programmes should regard more quality guidance, volunteering programmes and partnerships.</li> <li>• A similar programme to EVS should be developed for Adult and Senior Volunteers, beyond what the Grundtvig programme is currently providing.</li> <li>• Monitoring quality volunteering development in different member states would help EU member states to understand the needs and particularities of the sector at different levels and foster the exchange of good practices.</li> <li>• In that sense, an online platform such as the CEV managed Online Community, can provide the space for the knowledge sharing.</li> <li>• Research in the field of volunteering should be carried out at the European level. Thematic analysis and specific studies on different policy developments should be done in all EU countries and at the European level.</li> <li>• Eurostat should call on all EU member states to produce statistics on volunteering.</li> <li>• Research on volunteering will bridge the gap between the voluntary sector needs and policy design. It will give clear information on the contribution of volunteering to society and the economy and overall recognise the value of volunteering.</li> <li>• Volunteering should also more clearly form part of the European Union policy agenda, rather than be merely integrated as feature in different policy areas.</li> </ul>
<b>Country</b>		<b>Ireland</b>
<b>Definition</b>		those organisations, programmes or projects, which exist solely to support volunteering.
<b>elements/criteria/conditions</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• promotion of volunteering,</li> <li>• alongside the facilitation of volunteering</li> <li>• Effective training, both of volunteers and staff and to non and for-profit organisations</li> <li>• Legislation in the field</li> <li>• evidence-based policy</li> <li>• accurate and comparable research into volunteerism, of both a qualitative and a quantitative nature.</li> <li>• national volunteer development agency, Volunteer Ireland</li> <li>• a network of local Volunteer Centres (20+) affiliated through their membership of Volunteer Ireland</li> <li>• Boardmatch, a national organisation dedicated to identifying and placing prospective volunteers on the boards of management of non- profit organisations</li> <li>• several initiatives within third level educational establishments that promote and</li> </ul>



		<p>facilitate student volunteering.</p> <ul style="list-style-type: none"> <li>• The main source of financial support for volunteering is the Department of Environment, Community and Local Government.</li> <li>• legal Acts touch upon and regulate volunteering</li> <li>• quality standard framework for volunteer-involving organisations: Investing in Volunteers (IiV), a UK-wide standard</li> <li>• national campaigns</li> <li>• National Day of Volunteering</li> <li>• National Volunteering Week</li> <li>• online portal</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• legal framework or legislation for volunteering</li> <li>• real systematic and reliable research into, or measurement of volunteering</li> </ul>
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• At a European level, it would be recommended to implement the International Labour Organisation Manual on the Measurement of Volunteer Work.</li> <li>• At a national level, several recommendations could be made: <ul style="list-style-type: none"> <li>- More cohesion across the volunteering infrastructure</li> <li>- A national policy/commitment to volunteering</li> </ul> </li> <li>• The accurate and comparable measurement of volunteering, again with use of the ILO Manual</li> </ul>
<b>Country</b>		<b>Italy</b>
<b>Definition</b>		<p>a set of policy measures and long term activities that sustain the valorisation and practice of volunteering.</p> <p>The elements of infrastructure are:</p> <ul style="list-style-type: none"> <li>• Legal framework</li> <li>• Fiscal policy</li> <li>• Volunteering support centres</li> <li>• Stable channels for dialogue and representation of interests between the public institutions and volunteering organisations</li> <li>• Long term sustainable mechanisms for the promotion of and training for volunteering</li> <li>• Data and standards</li> </ul> <p>The mission of the volunteering infrastructure is to facilitate the civic engagement of citizens and organisations and to enhance their impact.</p>
<b>elements/criteria/conditions</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• National Framework Law on Volunteering</li> <li>• insurance for volunteers</li> <li>• National and regional Observatory on Volunteering to support, promote and develop volunteering through research, databases and specific training and projects</li> <li>• regional and provincial volunteer support centres</li> <li>• biennial National Conferences on Volunteering</li> <li>• Financial support for volunteering is provided by private and public funders, and from membership fees and own revenue</li> <li>• Carta dei Valori del Volontariato (Charter of Volunteering Values), describes the shared identity and shared aims of Italian volunteering, asserting its vital testimony and highlighting its social character.</li> <li>• Carta della Rappresentanza (Charter of Representation) contributes to the quality and effectiveness of the relations between volunteering, third sector and public administration.</li> <li>• Code of Ethics of the Volunteer which sets out and illustrates the moral and ethical principles of the volunteering role.</li> <li>• free advertising space on national media (TV, radio, press) reserved for advertisements by not-for-profit organisations</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• granted or low cost premises for institutional activities</li> <li>• Systematic and stable provision of data on volunteering</li> <li>• nation-wide database of volunteers and volunteering opportunities</li> </ul>

	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• re-definition of the legislative framework of the third sector</li> <li>• stabilisation of the fiscal mechanism of 5 per thousand direct tax giving including a safe-guard mechanism for small voluntary organisations</li> <li>• betterment of some fiscal mechanisms in favour of voluntary organisations including VAT deduction</li> <li>• control mechanisms and standards for public funding</li> <li>• recognition of volunteering hours as own contribution in co-funded projects</li> <li>• standards and an equal and stable distribution of funding for CSVs</li> <li>• adoption and stable implementation of the ILO Manual by the national statistics institute.</li> <li>• European Infrastructure elements to be defined together with a basic set of standards, and claim made to Member States to evaluate according to these standards and put in place mechanisms to adapt the national legislation and funding mechanism to ensure the valorisation and development of volunteering.</li> <li>• Eurostat to ask National Statistical Agencies to adopt and regularly use the ILO Manual on the Measurement of Volunteer Work in order to guarantee comparable data on the number and profile of volunteers, the nature of their activities and their economic contribution.</li> </ul>
<b>Country</b>		<b>Latvia</b>
<b>Definition</b>		includes resources, such as information, databases, legal acts, which are available for both volunteers and organisers of voluntary work in order to perform voluntary work and engage volunteers and has to assure development possibilities for voluntary work
<b>elements/criteria/conditions</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• municipalities get more informed and interested to develop voluntary work in their subordinate institutions</li> <li>• Project “Big Cleanup”, that every spring gathers a huge amount of environmental volunteers who engage in the clean-up campaign</li> <li>• increasing trend, for companies to recruit volunteers for their own commercial activities, for example, in the organisation of a summer music festivals, where there is no public benefit or purpose</li> <li>• online database that acts as a virtual meeting point for volunteers and providers of voluntary work, organisers</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• Law on Volunteering</li> <li>• shortage of the principles to be followed in concluding a voluntary work contract;</li> <li>• At national level there is no structured and regular support for voluntary work activities</li> <li>• governmental or municipal funding available for the operation of organisations</li> <li>• non existence of specific rights, duties and responsibilities of both parties;</li> <li>• necessity to define a wider scope of legal entities that are eligible to engage volunteers;</li> <li>• non existence of legal basis of application of volunteer work.</li> <li>• specific supervising institution that is responsible for the implementation of other provisions referring to volunteering present in other laws</li> <li>• national volunteer centre or national support or resource centre for volunteering in Latvia</li> <li>• regional or local volunteer centres</li> <li>• Data related to volunteering is not measured systematically and regularly</li> <li>• Unified principles according to what organisations and institutions engage or select volunteers</li> </ul>
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• develop procedures on volunteer engagement and management in the organisations/institutions in Latvia (unified voluntary work model/guidelines)</li> <li>• carry out training of volunteer coordinators in NGOs, governmental and municipal institutions.</li> <li>• unitary voluntary work record keeping system should be developed as well as a system of evaluation of economical contribution of voluntary work</li> <li>• introduce regular financial support to NGOs for their activities related to</li> </ul>

		volunteering as well as to create volunteer assembly points in municipalities, ensuring all the possible information on voluntary work, possibilities and offers.
Country		Lithuania
Definition		
elements/	Present	
	Lacking	
	Recommendations	
Country		Luxembourg
Definition		<p>Volontariat: the activities carried out within the “Youth Voluntary Service” structure, activities of general interest carried out in a non-professional capacity by young volunteers at their free, personal choice. Whilst engagement in the service is voluntary, “volontaires” are party to a full-time working contract and are entitled to financial support covering food, travel and accommodation expenses, as well as pocket money. The domains concerned with the Voluntary Service include tourism, sport, education, and more.</p> <p>Bénévolat: voluntary activity undertaken freely with no financial remuneration in the service of a third party or a community. This form of volunteering is not governed by law as it is considered a free, private activity.</p>
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>• Charter of Volunteering sets out guidelines for the proper implementation of volunteering and specific guidelines equating to an ethical code for VIOs and volunteers to follow</li> <li>• national agency</li> <li>• Law on Voluntary Service</li> <li>• Law on Youth Voluntary Service</li> <li>• National Youth Service</li> <li>• Ministry of Family and Integration</li> <li>• High Council for Volunteering</li> <li>• Volunteer Association</li> <li>• The State is involved in funding both types of volunteering in Luxembourg</li> <li>• Individual donations contribute to the functioning of Volunteer- involving organisations</li> <li>• platform on which to search for volunteering (bénévolat) opportunities, allowing potential volunteers to filter their choices by region, volunteer sector and type of volunteering.</li> <li>• 72 Hours of Volunteering, an event where Luxembourgish VIOs, foundations and clubs are able to promote their activities and the need for volunteers</li> </ul>
	Lacking	<ul style="list-style-type: none"> <li>• any sort of academic research on volunteering</li> </ul>
	Recommendations	<ul style="list-style-type: none"> <li>• Creating in law a legal definition and a framework for “bénévoles” and “bénévolat” volunteering would solidify the position of volunteering in society.</li> <li>• Providing in detail and systematic research would be beneficial to VIOs and to the National Volunteer Agency for informing policy and promotion of volunteering.</li> </ul>
Country		Malta
Definition		incorporating the structures, systems, mechanisms and instruments which are necessary for the promotion, support, coordination, and recognition of volunteering
elements/criter	Present	<ul style="list-style-type: none"> <li>• Voluntary Organisations Act</li> <li>• Register for Voluntary Organisations</li> <li>• Commissioner for Voluntary Organisations</li> <li>• Malta Council for the Voluntary Sector</li> <li>• national umbrella organisation for organisations involved in volunteering</li> </ul>
	Lacking	<ul style="list-style-type: none"> <li>• specific law which addresses volunteering or is concerned with individual</li> </ul>

		<ul style="list-style-type: none"> <li>volunteers</li> <li>national volunteer centre</li> <li>resource centre for volunteering</li> <li>specific funding mechanisms in Malta which aim at promoting and supporting volunteering initiatives and sustainable volunteering structures</li> <li>tools available in Malta to assure ethics and/or quality standards for volunteering</li> <li>Databases of volunteers and volunteer opportunities are not available at national level</li> </ul>
	<b>Recommendations</b>	<p>National level:</p> <ul style="list-style-type: none"> <li>legal provisions which specifically provides for the status, rights and obligations of volunteers should be introduced</li> <li>a national volunteer centre promoting and supporting volunteering is established</li> <li>a national volunteering fund aimed at supporting the promotion, research and development of new opportunities for volunteering in Malta should be established</li> <li>systematic and regular research on volunteering, including focused data collation and analysis, should be conducted by a public body purposely appointed to do so</li> <li>a national mechanism accounting for the contribution which volunteering makes to the country's national economy should be developed</li> <li>new training programmes for volunteers and volunteer managers are introduced and the accreditation of such training programmes should be promoted</li> <li>national efforts currently being undertaken at establishing a system for the validation and recognition of informal and non- formal learning experiences should be accelerated, thus also facilitating the process for volunteers</li> <li>multi-stakeholder networking platforms should be established, with the aim of promoting volunteering structures, schemes, and initiatives within the community, the corporate sector and the educational sector, among others.</li> <li>national strategy on volunteering.</li> </ul> <p>European level:</p> <ul style="list-style-type: none"> <li>introducing legislation aimed at promoting and safeguarding the rights and obligations of volunteers within Member States</li> <li>establishing funding programmes at European Commission level which are aimed at promoting and developing sustainable volunteering structures</li> <li>promoting the recognition of unpaid voluntary work by all managing authorities as eligible in-kind contributions for co- financing purposes related to structural funds.</li> </ul>
<b>Country</b>		<b>Netherlands</b>
<b>Definition</b>		organisations that “provide infrastructure to promote, stimulate, and develop volunteering in general and, in many cases locally, through volunteer support, management support and community support”
<b>elements/criteria/conditions</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>organisations that “provide infrastructure to promote, stimulate, and develop volunteering in general and, in many cases locally, through volunteer support, management support and community support”</li> <li>Association of Dutch Voluntary Effort Organisations (NOV)</li> <li>Netherlands centre for social development</li> <li>Social Support Act</li> <li>local volunteer centers</li> <li>national network of volunteer centres</li> <li>The business case for employee engagement is gaining ground</li> <li>service-learning into secondary school curriculum</li> <li>Most of the budget for volunteering in the Netherlands is spent on the support of volunteers and their organisations</li> <li>longitudinal surveys on volunteering</li> <li>Quality label for volunteer centres in the Netherlands</li> <li>Quality label for volunteer organisations</li> <li>Within Safe Hands (In Veilige Handen)</li> <li>Good governance and democratic associations</li> </ul>

		<ul style="list-style-type: none"> <li>• national website for volunteers</li> <li>• national campaign</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• national charter on the rights and responsibilities of volunteers or on the concept of volunteering in the Netherlands</li> </ul>
	<b>Recommendations</b>	<p>National level:</p> <ul style="list-style-type: none"> <li>• Work towards concrete arrangements with all parties involved</li> <li>• The manifesto calls on the Dutch government to work towards concrete agreements to strengthen the voluntary and unselfish efforts of citizens for the good of civil society. The government should work together on this with civil society organisations, local municipalities, businesses and social partners.</li> <li>• Give civil society more space and opportunities to engage</li> </ul> <p>European level:</p> <ul style="list-style-type: none"> <li>• Respect the intrinsic motivation of volunteering</li> <li>• Need for a broad view of volunteering</li> <li>• Be aware of the changing motivations of the next generation of volunteers</li> <li>• Recognise the skills and competences gained through volunteering</li> </ul>
<b>Country</b>		<b>Poland</b>
<b>Definition</b>		the whole system supporting volunteering and its development
<b>elements/criteria/conditions</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• Long Term Strategy for Volunteering Policy Development</li> <li>• Act on Public Benefit Activity and Voluntarism</li> <li>• Law on Public Benefit and Volunteer Work</li> <li>• local and regional Volunteer Centres</li> <li>• Volunteer Centres Association</li> <li>• Council of Volunteer centres Network</li> <li>• national online platform provides information for all non-profit organisations in Poland, also on volunteering</li> <li>• Corporate Social Responsibility</li> <li>• Student Volunteering</li> <li>• Volunteer sector organisations finances are mostly supported by public money</li> <li>• Research on the organisations of the third sector and social life in Poland are conducted in the several centres</li> <li>• standard for organisations and institutions which engage volunteers in their activities.</li> <li>• training and raising awareness of volunteering values</li> <li>• smart and easy tool-kits with easy tips on how to work with volunteers, how to maintain their motivation, how to recruit new volunteers and how to work with them when they cease volunteering</li> <li>• Local structures of self- government should be much more involved in promoting and supporting local volunteering infrastructure and volunteering as it develops social capital in communities.</li> <li>• The rules of mutual, local cooperation should be established in cooperation with local NGOs, which are familiar with local needs.</li> <li>• maintain programmes such as Youth in Action and its EVS component</li> <li>• programme</li> <li>• that supports the growth of volunteering infrastructure should be developed</li> <li>• implement Long-term strategy for volunteering policy development and adopt measures are in national, regional and local programmes and projects</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• official and regular data collection regarding the involvement in volunteering</li> <li>• well-recognised professional database</li> <li>• social campaigning</li> </ul>
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• there should be more attractive promotional campaigns targeting volunteers</li> <li>• government and local authorities should support the development of voluntary activities for schools</li> <li>• National Statistical Office should support academic institutions and non-governmental organisations in regular research on social and economic value of volunteering</li> </ul>

		<ul style="list-style-type: none"> <li>• Voluntary organisations should build networks to learn from each other's experience, to jointly follow and implement innovative ideas and advocate their needs to the national and regional public authorities.</li> <li>• Polish voluntary organisations should also strengthen their participation in the European networks, government should possibly support networking and partnerships on both European, national, regional and local level</li> </ul>
Country		Portugal
Definition		responsible for defining a volunteering programme as the result of the mutual will and responsibility of the volunteer and the organisation
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>• basic legal framework for volunteering</li> <li>• National Council for the Promotion of Volunteering</li> <li>• CNPV acts as a national support and resource centre for volunteering in its capacity of public body responsible for volunteering</li> <li>• Portuguese Confederation for Volunteering</li> <li>• Business involvement in volunteering</li> <li>• Civic Education</li> <li>• stable state funding for CPV</li> <li>• other voluntary organisations are independent from the state and have their own budgets</li> <li>• Other sources of funds for the voluntary sector are donations and fundraising events and NGO's</li> <li>• quality of volunteering in Portugal is related to training for volunteers in specific sectors</li> <li>• national website where a database of volunteer involving organisations exists to help potential volunteers to identify suitable volunteering opportunities</li> </ul>
	Lacking	<ul style="list-style-type: none"> <li>• national volunteer centre</li> </ul>
	Recommendations	<ul style="list-style-type: none"> <li>• In Portugal, connect the Local Volunteering Banks to the Local Social Networks for discussion and planning of local social development.</li> <li>• stimulate local partnerships between businesses, NGOs and local authorities to develop new combined ways of volunteering.</li> <li>• At the European level, define a partnership between the governments and the most important enterprises and NGO networks, to establish a functional cooperative framework for volunteering.</li> </ul>
Country		Romania
Definition		a set of resources and a combination of mobilising actors and networks that provide a particular sense of empowerment of volunteers and volunteering organisations and function according to voluntarily assumed self-regulatory principles.
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>• national resource centre for volunteering</li> <li>• Federation of Organisations Supporting the Development of Volunteering in Romania</li> <li>• Law on Volunteering</li> <li>• Law on National Education</li> <li>• National Register of Non-Profit Entities</li> <li>• local volunteer centres</li> <li>• National Network of Local Volunteer Centres</li> <li>• Businesses' involvement in volunteering is almost always part of corporate social responsibility</li> <li>• volunteering regulations and funding programmes are almost nonexistent</li> <li>• Funding for volunteering in Romania is available from external sources</li> <li>• several attempts to measure volunteering in Romania</li> <li>• ethical code for organisers of volunteering activities</li> <li>• national website for volunteering and matching</li> <li>• national campaigns</li> </ul>
	Lacking	

	<b>Recommendations</b>	<p>Recommendations for decision makers:</p> <ul style="list-style-type: none"> <li>• Adopt a strategy for the development and support of volunteering in Romania as an official public policy;</li> <li>• Recognise volunteering as a policy area within the competence of a clearly identified public institution at the national level to allow coordination and coherence of approaches to volunteering;</li> <li>• Implement public, stable and reliable funding schemes for volunteering infrastructure;</li> <li>• Implement official measurement mechanisms enabling regular assessment of the impact of volunteering for the individual and the society overall;</li> <li>• Implement European regulations supportive for volunteering development even if they are not mandatory</li> </ul> <p>Recommendations for volunteer organisations:</p> <ul style="list-style-type: none"> <li>• Build credibility based on transparency, responsibility, and voluntarily assumed codes of ethics;</li> <li>• Constantly monitor the contribution of volunteering to the development and impact of each organisation and build mechanisms to collect such data sector-wide;</li> <li>• Increase the quality of volunteer opportunities, volunteer management, and services provided with volunteer involvement;</li> <li>• Find an adequate balance between the needs of organisations and volunteers' expectations and interests;</li> <li>• Collaborate more under the existing umbrella bodies to coordinate efforts and advocate strongly with a unified voice for support of volunteering development from public funds.</li> </ul>
<b>Country</b>		<b>Slovakia</b>
<b>Definition</b>		a set of tools and conditions that are enabling the development of volunteering
<b>elements/criteria/conditions</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• Law on Volunteering</li> <li>• Law on Employment Services</li> <li>• Support of Work with Youth</li> <li>• national volunteer centre</li> <li>• regional volunteer centres</li> <li>• Platform of Volunteer Centres and Organisations</li> <li>• employee volunteering</li> <li>• The funding of many volunteer organisations is provided by the state through mechanisms implemented by the respective Ministries</li> <li>• financial sources for volunteering are provided by regional and local governments</li> <li>• national portal for (potential) volunteers and volunteer organisations, where the public can get basic information on volunteering</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• system of financial support targeted specifically at volunteering, volunteer organisations and volunteer centres</li> <li>• systematic research about volunteering and its contribution</li> <li>• general tools to assure ethics and/or quality standards for volunteering</li> </ul>
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Volunteer centres and volunteer organisations should work on cooperation with the government and declare their interest in specific support from government, in order to create an enabling environment for the development and fulfilment of their roles.</li> <li>• develop and explore volunteering more deeply in cooperation with academic institutions and experts with practical experience in the field.</li> <li>• Volunteer centres should develop quality standards, specify their roles and functions. More volunteer centres should be established in Slovakia so that the services they provide will be available in all Slovak regions.</li> <li>• Volunteer centres should devise a strategy for involving more people of various age groups, ethnicity, social background, and make volunteering open to all</li> <li>• Volunteer centres should prepare a strategy for the Ministry of Education in order to create a subject focusing on volunteering in community or at least to involve the topic of volunteering into the subject of civic education,</li> </ul>

		<ul style="list-style-type: none"> <li>Volunteering should be recognised by employers and formal educational institutions as a tool for gaining competences for the professional as well as personal lives of volunteers. Different stakeholders such as volunteer centres, Lifelong Learning institutions, employers and job offices should cooperate in order to see volunteering as relevant for employment.</li> </ul>
Country		Slovenia
Definition		mechanisms that support volunteering in the country are coordinated and reinforced through the national network of volunteer centres and volunteer organisations
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>Centre for the Promotion of Voluntary Work</li> <li>Law on Volunteering</li> <li>National Volunteer Centre</li> <li>volunteer organisations are actively collaborating with schools</li> <li>Ministry of Justice and Public Administration provides funds for volunteering infrastructure</li> <li>Voluntary organisations fund their programmes through national and local call for projects of diverse nature.</li> <li>There are many organisations with a budget that consist only from membership fees</li> <li>Code of ethics for organised voluntary work</li> </ul>
	Lacking	<ul style="list-style-type: none"> <li>local volunteer centres</li> <li>detailed research of volunteering</li> </ul>
	Recommendations	<ul style="list-style-type: none"> <li>include volunteering and service learning into school curricula</li> <li>support employment in the volunteering sector, without which the support of volunteers and volunteering development</li> <li>simplify project, grant reporting as well as co-financing procedures</li> <li>put more emphasis on qualitative processes, supporting volunteers, taking care of their rights.</li> <li>put more emphasis on qualitative processes, supporting volunteers, taking care of their rights</li> <li>fully cooperate between voluntary organisations and with other sectors</li> <li>each European Union member states commits to support the implementation PAVE</li> </ul>
Country		Spain
Definition		on the one hand, the public infrastructure, and on the other hand the infrastructure of the volunteer sector itself, which is closely linked to the third sector, citizens' participation and is, in a way, a reflection of Spain's administrative structure.
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>Law on Volunteering</li> <li>Volunteering Platform</li> <li>Volunteering Observatory</li> <li>complex legal framework for volunteering</li> <li>Plataforma del Voluntariado de España</li> <li>Corporate social responsibility is a relatively new matter</li> <li>research to describing and analysing different aspects of volunteering</li> <li>The Central Government and the regional governments fund programmes and activities developed by volunteers in NGOs</li> <li>quality volunteering is relatively new and there is little awareness of it on the side of volunteer organisations</li> <li>Code of Ethics for volunteering and volunteer organisations</li> <li>several websites that are an important resource for the diffusion, guidance and referral of volunteers</li> </ul>
	Lacking	
	Recommendations	<ul style="list-style-type: none"> <li>measure volunteering in Spain, both carried out individually and within organisations, determine its size, impact and characteristics and use these data to inform volunteering policy or policy in areas that have an impact on volunteering. In</li> </ul>



		<p>that sense, the methodology recommended to be used is the International Labour Organisation Manual on the Measurement of Volunteer Work issued in 2011.</p> <ul style="list-style-type: none"> <li>• define the role of volunteering and voluntary organisations within the welfare state, even more in the context of post economic crisis. There needs to be more clarity on responsibility boundaries with regards to the role that governmental entities are taking up or leaving void, and the role that volunteers and volunteer organisations are willing and able to assume.</li> <li>• more consistency, countrywide, with regards to the funding made available for volunteer organisations.</li> </ul>
Country		Sweden
Definition		
elements/	Present	
	Lacking	
	Recommendations	
Country		United Kingdom ENG
Definition		The physical facilities, structures, systems, relationships, people, knowledge and skills that exist to support and develop, coordinate, represent and promote front-line organisations thus enabling them to deliver their missions more effectively.
elements/criteria/conditions	Present	<ul style="list-style-type: none"> <li>• Volunteer Centre network</li> <li>• national strategy for volunteering infrastructure</li> <li>• criminal record check for volunteers wanting to work with children or vulnerable adults</li> <li>• strong partnership working between government departments, agencies, local authorities and the voluntary sector</li> <li>• national infrastructure body dedicated to volunteering issues</li> <li>• national network of Volunteer Centres</li> <li>• All sectors within England have been affected by the Government's attempts to address the public deficit and reduce public spending.</li> <li>• strong body of research focusing on volunteering</li> <li>• UK-wide quality standard for volunteering</li> <li>• National database of volunteering opportunities</li> <li>• national promotional campaigns</li> </ul>
	Lacking	<ul style="list-style-type: none"> <li>• special legal status for volunteers</li> </ul>
	Recommendations	<ul style="list-style-type: none"> <li>• The reduction of red tape and bureaucracy associated with volunteering, including simplifying Criminal Record Bureau checks.</li> <li>• Continued support for volunteering infrastructure organisations.</li> <li>• Clear steps by government to ensure that 'social value', including the value of volunteering, is taken into account in the awarding of contracts to deliver publicly funded services.</li> <li>• Stronger links to be built between local Jobcentres and the voluntary sector, to ensure that those looking for work can receive advice on volunteering opportunities as well as job opportunities.</li> <li>• Clearer guidance from insurance companies to end the practice of voluntary drivers being discriminated against with higher premiums.</li> <li>• We would like to see greater opportunities for organisations to share policy and practice knowledge across Europe.</li> </ul>
Country		United Kingdom IRE
Definition		resources, knowledge and expertise is in the best position to promote volunteering and represent the interests of volunteering and volunteers
elem	Present	<ul style="list-style-type: none"> <li>• regional organisation</li> <li>• Concordat between the Northern Ireland Government and the Voluntary and Community Sector</li> </ul>

		<ul style="list-style-type: none"> <li>• Volunteer Policy Forum</li> <li>• Employer Supported Volunteering</li> <li>• core funds for volunteering and direct support to volunteering through a small grant scheme to support local volunteer involvement.</li> <li>• central and local Government funding for regional and sub- regional organisations</li> <li>• philanthropic support, Trust Funds, Lottery Funding and fundraising.</li> <li>• UK quality standard of good practice in volunteer management</li> <li>• National database of volunteering opportunities</li> </ul>
	<b>Lacking</b>	<ul style="list-style-type: none"> <li>• There has never been a regularly conducted survey on volunteering</li> </ul>
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• recognise the value and promote the benefits of volunteering by building public recognition for volunteering, recruiting more volunteers, measuring the impact of volunteer involvement on volunteers, individuals, organisations and society and seeking to protect volunteering from the unintended negative consequences of legislation and Government policy on volunteering.</li> <li>• enhance accessibility and diversity so that people from all walks of life are given the opportunity to volunteer.</li> <li>• improve the experience through improving volunteer management practice, increasing the number and quality of volunteering opportunities, encouraging and supporting the development of skills by volunteers and extending volunteering in the public sector, and supporting and strengthening of the infrastructure. These are all objectives which we believe are useful objectives for the volunteering infrastructures across Europe.</li> </ul>
<b>Country</b>		<b>United Kingdom SCO</b>
<b>Definition</b>		
<b>elements/criteria/conditions</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• national centre for research, policy and training for volunteering</li> <li>• annual survey on volunteering</li> <li>• a practice based approach (with a strong focus on the management and support of volunteers) rather than a rights based approach to volunteering</li> <li>• web based resource to enable volunteers to find out about opportunities related to their interests</li> <li>• fund Volunteer Development Scotland and the Third Sector Interfaces</li> <li>• funding to enable criminal record checks for volunteers in the voluntary sector to be carried out free of charge.</li> </ul>
	<b>Lacking</b>	
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• robust research on the impact on volunteering at local level of the development of the Third Sector Interfaces.</li> <li>• We do not yet know if the move towards Interfaces is adding value to the development of volunteering at local level in Scotland.</li> </ul>
<b>Country</b>		<b>United Kingdom WAL</b>
<b>Definition</b>		the network of volunteer centres, county voluntary councils and the national development agency
<b>elements/criteria/condition</b>	<b>Present</b>	<ul style="list-style-type: none"> <li>• website volunteering database</li> <li>• the legal context for volunteering relates to the whole of the UK</li> <li>• Wales Council for Voluntary Action</li> <li>• local volunteer centres</li> <li>• Volunteer's Week is celebrated throughout the UK</li> <li>• Core funding for the volunteering infrastructure is assured on a five-year basis from the Welsh Government</li> </ul>
	<b>Lacking</b>	
	<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• renew The Partnership Agreement that provides the basis for Welsh Government core funding for WCVA, county voluntary councils and volunteer centres</li> </ul>

		<ul style="list-style-type: none"> <li>• develop efficient means of working together, to inspire and learn from one another and to develop joint initiatives where appropriate.</li> <li>• The recognition of volunteer time in the delivery of Structural Fund programmes is permitted by the European Commission and is successfully used in Wales. The European Commission could do more to encourage other member states to do likewise.</li> </ul>
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## Supplement 2

### Country reports of the “European inventory on validation of non-formal and informal learning 2018”, passages dealing with the voluntary sector

Austria	<p>There is some interest in describing learning outcomes for selected courses in the context of volunteering (emergency rescue service and fire brigade) (Löffler, 2012) in order to make them compatible with the Austrian NQF (see Section 3). The expert group on lifelong learning (ExpertInnengruppe Lebenslanges Lernen, 2015, p. 39) confirmed that the focus should be on the following aims:</p> <ul style="list-style-type: none"> <li>• to make visible the engagement in volunteering activities as part of lifelong learning and as an area of adult learning and out-of-school youth education;</li> <li>• to ensure comparability of education and training programmes offered in the area of volunteering with the NQF;</li> <li>• to ensure and enhance opportunities for validating competences gained in voluntary work in accordance with the Austrian validation strategy;</li> <li>• to integrate competence development as a core concept into guidance, coordination, and management of volunteers</li> </ul> <p>Some third sector institutions have also developed approaches for validating competences gained in voluntary activities. Some examples that are considered good practice in Austria include:</p> <ul style="list-style-type: none"> <li>• ‘Proof of voluntary activities’ (‘Nachweis über freiwillige Tätigkeiten’): This document was introduced in 2005 by the Ministry of Social Affairs as a certification of competences and qualifications obtained through volunteering. It documents the personal development process and can be used as a supplementary document in job applications. It was further developed in recent years and is now based on the ‘Kompetenz+Beratung’ concept (see Section 2.3).</li> <li>• ‘Competence portfolio for volunteers of a platform of Austrian Adult Education Associations’ (‘Kompetenzportfolio für Freiwillige des Rings Österreichischer Bildungswerke’) to systematically document skills and competences acquired by volunteers.</li> <li>• ‘Life experience seeks opportunities for engagement’ (‘Lebenserfahrung sucht Engagement’) – workshop for elderly people: Box 2.12 ‘Life experience seeks opportunities for engagement’ The format of the workshops was developed in an EU project. The focus of the workshops is on matching competences of elderly people (50+) with concrete possibilities for volunteering activities. The main parts of the two-day interactive workshop are: - To create an individual skills profile from past experience and learning (based on a review of participants’ employment, life experiences, interests and qualification): the skills profile is considered a useful tool to raise self-esteem and a good starting point for volunteering. It helps participants to get to know their own strengths and recognise their value. - To create a personal action plan based on identifying and giving priority to areas of new interest: participants get acquainted with different areas and organisations offering opportunities for engagement. They are supported to select activities for volunteering work that best fit their individual skills</li> </ul>
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	<p>profile and interests. This will be documented in the personal action plan. The platform of Austrian Adult Education Associations, which was involved in developing the concept, offers courses for conducting such workshops for experienced volunteers or full-time volunteers.</p>
Belgium FR	<p>Although associations working in the social integration sector had welcomed the validation procedures and Skills Certificates, no specific tools or processes had been set up by the sector. The Consortium had engaged in information and awarenessraising activities geared towards the sector and it had planned to develop toolkits for specific organisations, for instance working with illiterate groups. Links between VDC and the third sector seem to be gradually developing. The 2012 activity report of the Consortium noted that some candidates were being sent to validation centres by non-profit organisations (ASBL). Convivial, a refugee support organisation, has as one of its main aims to provide guidance to refugees including about validation programmes. In relation to VAE in higher education, voluntary activities can be taken into account in the 'relevant experience' presented in the candidate's portfolio. At ULB university for instance in an online application, the procedure entitles the candidate to translate his/her experience in several forms that enable the committee to assess it on a formal academic level, and to present adequate documents justifying his/her previous experience (including work certificates, certificates of activities carried out in associations, community sector).</p>
Belgium NL	<p>There is scope in the cultural, youth and sports sectors to offer recognition of competences. On the one hand, young people and adults develop a variety of competences through volunteering and, on the other, there are numerous courses in which participants work on developing their competences. The socio-cultural and youth sector In the cultural and youth sectors the focus is for the moment only on validation in the sense of 'identification' and 'documentation' and less so on 'assessment' and 'certification'. Overall though, certificates issued to participants in these types of learning or training activities are in general known as 'certificates of participation', which are mainly based on self-assessment practices rather than on institutional or formal assessments. The online tool 'Oscar', mentioned in previous country updates for the European Inventory, is no longer in use. Youth work is an area where non-formal and informal learning often takes place and where this type of learning could lead to a qualification on the NQF. Given the sector's concerns that a higher degree of formalisation could undermine the voluntary nature of activity, there is not strong support in the youth sector for developing formal qualifications for voluntary youth workers. However, since October 2015, there is a specific legal agreement with regard to the attestation of training courses for youth workers, delivered by the Department of Culture, Youth, Sports and Media (Youth). The validation of competences acquired through courses including apprenticeships, based on competence profiles, leads to the award of certificates. This new system is due to be evaluated by the end of 2018. Sports and the Flemish School for sports coaches Sport Vlaanderen is the sport agency of the Flemish government and has been part of the policy domain Culture, Youth, Media and Sports since 2006. The Flemish School for sports coaches (VTS) is the institution coordinating the cooperation between Sport Vlaanderen, the Flemish universities and higher education colleges providing an education and training programme in physical education and the Flemish Sports Federation. This institution created a validation guide in March 2012 that describes the procedure that applicants have to go through for validation of prior learning. This validation guide was updated in 2017. There is however no legal base for validation in the sports sector. The current validation procedure was developed in 2009 to respond to the demand for exemptions. Applicants who have successfully gone through the validation procedure can obtain either an exemption for a course or training programme or a full exemption which means that a proof of competences equal to a VTS qualification is awarded. Currently, it is emphasised by the VTS that the level of competences required to obtain a diploma is similar between the different sports sectors.</p>

Bulgaria	The situation described in the 2016 inventory report has not changed. Currently there is no system for the recognition of skills and competences acquired by volunteers.
Croatia	<p>After the revision of the Volunteering Act in 2013 (Official Gazette 58/07, 22/13 (NN 58/07, 22/13)) and the created possibility to award Certificate on competences acquired during volunteering which contains information on the skills, competences and knowledge gained through volunteering practice, a good practice of creating the online certificate on competences gained through volunteering was developed, and is described in more detail in Box 2.2</p> <p>As the result of the project “Towards full potential - volunteering encourages people and the community” that ended in 2015 and was financed by European funds, the Croatian Youth Network, as the leader, and Volunteering center Zagreb and the University in Rijeka developed a Charter on validation of competences acquired through volunteering that is now publically available to employers for signing. By the end of the project 23 employers (private and public) have signed the Charter whereas the number increased to around 30 employers until 2018. The good practice is described in more detail in Box 2.3.</p> <p>The Certificate of Competences acquired during Volunteering (Potvrda o kompetencijama stečenim tijekom volontiranja) can be issued by the employer on the demand of the volunteer. The Certificate contains the following information: information about the organiser of the volunteering; information about the volunteer; description of the volunteer’s position (tasks and responsibilities); type, name and duration of additional training undertaken during the volunteering period; description of competences acquired during the volunteering period – divided according to eight key competences as defined by the European Commission (communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression). The skills, competences and knowledge gained through volunteering practice will not be entered into the Volunteering record in the form of the Booklet (Volonterska knjižica), but its purpose is to present the list of gained competences to the third party (e.g. future employer)</p>
Cyprus	As noted above, the discussion currently taking place in Cyprus on the development of a framework for validation, includes a discussion on whether/how work in volunteering can be validated. Interviews have not identified any specific third sector initiatives for validation. The Mapping Study (EEO Group, 2017) reports that the Pancyprian Coordination Council for Volunteering which was set up in 2006 in order to upgrade the volunteering sector, offers a multitude short-term informal learning seminars related to volunteering for staff and members of associations and volunteering organisations. It is estimated that approximately 2 000 individuals receive this training each year. The Council has also set up a Training, Research and Development Centre, which is a certified Vocational Training Centre (KEK) and Vocational Training Facilities (ΔΕΚ) by HRDA’s quality assurance system for training providers (Αξιολογιστικό Σύστημα). The Centre promotes the development of its salaried staff, board members and of the volunteers of its member 9 organizations with the aim of continuously upgrading the operation of voluntary organizations. Volunteering activities do not lead to the provision of attestations or certificates. The volunteering activities should be analysed into task areas in order to be assessed and certified. Volunteering activities may not lead to a full qualification but to a partial qualification (i.e. some skills).
Czech Republic	In the youth sector, a number of initiatives were implemented to support VNFIL for people who are either youth work professionals or volunteers. In the last ten years two important ESF-funded national projects ‘Keys for Life’ and ‘K2 – Quality and Competitiveness in Non-formal Education’ have been carried out by the National Institute for Children and Youth (merged with the National Institute for Teachers’ Professional Development in 2014) to raise awareness and provide tools

	for the assessment of non-formal and informal learning attained by leaders working with children and youth <sup>7</sup> . The first project developed, among other things, a set of occupational descriptions for a range of job positions related to youth activities, including a competence and assessment framework. A relatively large number of persons in organisations working with young people were reached through this project. The main idea was to support the recognition of competences of workers and volunteers in youth and children's organisations, independent of how these were achieved and in which organisation they were active. The K2 project aimed at the dissemination of the Personal Competence Portfolio, a pilot supplement to Europass CV. Furthermore, six of the occupational descriptions have so far been transferred into vocational qualifications within the NSK (e.g. Coordinator of volunteers, Expert in the area of international cooperation with children and youth, Recreation leader for children and youth etc.)
Denmark	The Governments' Civil Society Strategy, 2017, including 12 goals – brings a strong focus on inclusion in voluntary work, also for citizens outside labour market and education. Due to revision of unemployment regulations (2017), unemployed citizens are allowed to carry out voluntary work up to 15 hours per week, without reduction of unemployment benefit. These initiatives might support a further use of VPL while also voluntary work is included in the Danish VPL legal framework for validation of learning acquired in all areas of informal and non-formal learning
Estonia	The third sector has not played an active role in validation initiatives. There is little evidence of validation practices in the youth and volunteering sectors. Young people can describe their knowledge, skills and practical experience acquired through youth work using a designated online tool Stardiplats ( <a href="https://www.stardiplats.ee">https://www.stardiplats.ee</a> ). There is a growing number of registered users of the portal, which was launched in 2010 by Estonian Youth Work Centre in order to facilitate the recognition of knowledge and skills acquired through youth work. The tool is based on self-assessment and provides young people with an opportunity to generate a CV based on the descriptions. The third sector is involved mostly in awarding occupational qualification certificate
Finland	The role of third sector actors is mainly to inform their target groups about the possibility for validation (e.g. third sector associations which focus on the needs of immigrants). Their employee and employer members can also act as co-assessors in the validation process and provide guidance for their customers. However, there is a growing number of NGOs and other third sector actors, who have adopted Open Badges and are systematically developing learning outcomes in co-operation with formal training and other validation providers. There are also initiatives to map different kinds of learning environments, such as workshops and promote studification of workshop activities (see example in the box below). Some third sector organisations provide validation services and have developed tools for validation. Sivi Study Centre is a nationwide adult education institution. It is maintained by an educational NGO called the Association for Educational Activity (Opintotoiminnan Keskusliitto ry), which acts as an umbrella for its 67 member organisations. Sivi Study Centre has developed an e-learning platform for its members, which promotes and instructs how to validate the competences of their customers. They have developed a methodology and a learning outcome-based certification. The outcomes of the validation can be taken advantage of in formal training as the learning outcomes are made visible. They are currently developing an online course on validation of non-formal and informal learning and as the participant passes the course, an Open Badge will be awarded which makes the participant's gained competences visible. Many third sector organisations are active in developing Open Badges in order to validate the competences gained in the world of associations, voluntary work, scouting etc. In 2016, the Finnish national validation network within the Nordic Network for Adult Learning collaborated on a report "Liberal adult education certificate as a tool for validation". This report, and the recommendation within it, aim at development of the documentation practices of learning in liberal adult education. The goal is also to offer support in developing validation practices in the non-formal sector. The purpose is to bring forward some elements that will improve the chances of using liberal adult education certificates as a means of



	recognition in other forms of education. As the certification awarded by several liberal adult education organisations were examined, there was little information available that could be used for validation purposes in other forms of education. The recommendation that the report proposes provides guidelines to liberal adult education providers on what kind of information should be included in their certificates.
France	There are no separate validation systems in the third sector. However, there are a number of tools developed by the third sector to identify and document the skills gained through voluntary experience, for instance the Passeport Bénévole, a tool developed by the association "France Bénévolat". The passport helps volunteers keep track and document the skills acquired during volunteer assignments, which could be transferred to companies, or could be used to initiate a VAE process. It is recognised as a supporting document for the VAE files of the Ministry of National Education, Higher Education and AFPA. It falls within the framework of the support initiatives at the VAE of Pôle Emploi. Since 1 January 2017, the civic commitment account (CEC) (Law of 8-8-2016) makes it possible to identify voluntary activities carried out and to acquire hours of training (20 hours) in return for one's civic commitment. The hours of training contained in the CPF can be used for the preparation of VAE.
Germany	As already described in the 2016 update a number of different certificates and validation opportunities exist in the third sector, in order to document voluntary engagement. Major certificates in this field are the Kompetenznachweis Kultur (Certificate of Competence Culture) and Nachweis International (Certificate International). The Certificate of Competence International is based on the Certificate of Competence Culture. Both issuing organisations agreed on common education standards for their coaches and are based on the same quality assurance mechanisms. Other relevant certificates are the Youthpass, JuLeiCa (Jugendleiterkarte, Youth Leader Card), the above-mentioned Qualipass/ Qualipass – Education pass Baden 1 <a href="https://www.myskills.de/en/">https://www.myskills.de/en/</a> 11 Württemberg (Bildungspass Baden Württemberg), the Certificate of Competence Hessen (Komptenznachweis Hessen), ProfilPASS and the Competence Cards (Kompetenzkarten). All those certificates have a coaching/training system and/or an approval system in place for documentation of competences acquired through non-formal and informal learning. In addition to the above-listed system, a number of other certificates exist that are purely based on a self-assessment approach or limited to a certificate of participation. Links to the general education system are so far not in place although strongly advocated by youth and youth workers. On the other hand, such validation results have been evaluated as very positively perceived by potential employers. (Baumbast, Hoffmann-van de Poll & Lüders, 2012).
Greece	In the third sector, there is no specific framework for validation. However, it appears that organisations develop their own validation systems: for example, the Greek Red Cross offers Train the Trainers opportunities for all specialisations of interest (such as lifeguards). The offered training and its certification are linked to specific international criteria. The diploma earned at the end has a validity of five years and examinations are required for its renewal.
Hungary	The main voluntary organisations are open to the validation approach and – on the basis of their international experiences – well informed on the issue. They are familiar with the practices of the voluntary sector in Europe, including the portfolio method. They provide methodological guidelines on their websites. According to the National Public Education Act (CXC. of 2011), the issue of the secondary school leaving certificate shall be subject to proving the performance of fifty hours of community service. Students applying to take the secondary school leaving examinations after 1 January 2016 have to serve proof of community service. HE students will also be required to perform a certain amount of voluntary work in the course of their studies. Although not directly related to validation procedures, these measures are the expression of the fact that educational decision makers consider voluntary work as a learning opportunity, which may lay the foundations for future recognition of voluntary work in the framework of validation.



	<p>In the Hungarian context this is an important measure for changing attitudes. The Voluntary Centre Foundation (ÖKA by its Hungarian acronym) is an organisation established more than twelve years ago by five non-profit organisations. The aim of the ÖKA is to support the Hungarian voluntary sector with information, training, counselling and development of different methodological tools. One of these tools is the “volunteer competence portfolio” as a tool to enable the documentation of competencies acquired in voluntary work. No statistical data on its use are available, but according to the executive manager of ÖKA, it is spreading. This is part of the development of the voluntary culture and at the same time it is a way to raise awareness of the learning content of voluntary work. The brochure on the competence portfolio (and additional supporting documents) are available on the website of the organisation.<sup>13</sup> There are no standards for using the portfolio directly on the labour market but the use of Europass is widespread in Hungary (and it gives room to present experiences in volunteering). The use of Youthpass in Hungary is still in the initial stages, there is no information about experience of applications. 3 Links to national qualification</p>
Ireland	<p>The third sector is active in the field of education across all sectors. Though its involvement in RPL remains difficult to evaluate, there are some examples of not for profit organisations providing RPL opportunities to a range of different target groups as outlined in the case of EQUAL Ireland.</p> <p>In recent years, there have been many important developments relating to the regulation and funding of voluntary and community sector organisations in Ireland. This has challenged their engagement and scope to offer opportunities for non-formal adult learning and RPL across local community settings in Ireland. The establishment of the Charities Regulator in 2014 means that all charities in Ireland are now required to register with the Regulator. It is reported that many voluntary and community organisations have faced significant governance, managerial and 19 operational challenges in efforts to comply with the regulatory requirements. The award of funding for voluntary and community organisations through ‘commissioning’ services is also reported to exacerbate these challenges further. In addition, cuts in government spending on the voluntary and community sector in past years has meant that many voluntary and community organisations have reduced their spending, reduced staffing numbers and in some cases closed down services (ICTU, 2012). In parallel, QQI’s quality-assurance guidelines for all providers of further and higher education and training (QQI, 2015) requires all providers to review their current quality assurance procedures in order to re-engage on the basis of the statutory requirements of the 2012 Act. However, it is argued that the cumulative effect of regulatory, funding and the quality assurance compliance environment, challenges opportunities for engagement by some in the community and voluntary sector. In the context of RPL, voluntary and community-based organisations have a key role to play in engaging socially excluded adults and those hardest-to-reach. Many organisations offer opportunities for non-formal and informal learning and there is some evidence of organisations collaborating and networking with counterparts in the education sector and labour market on the provision of RPL. However, challenges faced by the sector raises a deep concern that educationally disadvantaged learners may be further disenfranchised. The continued provision of quality assured opportunities through community education to recognise learning gained outside formal education, including through RPL, provides a platform from where individuals can develop personally and potentially progress to further learning and employment opportunities. The importance of ensuring that voluntary and community organisations can continue to engage comprehensively with qualifications and the quality assurance systems to offer relevant QQI minor and other awards is reemphasised by AONTAS (O’Reilly (2018).</p>
Italy	<p>In the third sector, there is a dynamic sense of innovation and a strong interest in the validation on non-formal and informal learning for the very large body of workers and volunteers participating in this context in Italy. In June 2016 a structural legislative reform of the entire third sector was put in force in National Law 106/2016 and among the provisions there was the right</p>

	<p>for the volunteers of ‘recognition and enhancement of the competences acquired during the completion of the universal civil service aimed to their further use in education and work pathways’.</p> <p>In 2015, the National Programme of Competence Validation for volunteers in the civil service under the Youth Guarantee, started. The programme was carried out by almost all the Regions and targeted at more than 5 000 volunteers.</p>
Latvia	<p>Validation in the third sector is not very common since more traditional ways of validation prevail. The major player dealing with validation in the youth sector is the Agency for International Programmes for Youth (subordinated to the Ministry of Education and Science of the Republic of Latvia). In 2016, the agency ran a national forum “Non-Formal and Validated” (“Neformāls un atzīts”). The purpose was to facilitate the discussion on the validation of non-formal and informal learning outcomes in the field of youth in Latvia. Participants, field experts and young people, proposed the establishment of a system of validation of non-formal learning in the field of youth at national level. They developed recommendations on how such a system could function.</p>
Lithuania	<p>The Lithuanian Association of Non-formal Education (LANE) in cooperation with partners in 2015-2017 implemented a strategic partnership project ‘Trusted Badge Systems’. The project aimed at strengthening cooperation between nongovernmental organisations and companies and ensuring better recognition of competences acquired in a non-formal setting through the technological standard of open badges. Open digital badge is a digital certificate that encrypts information related to the learning process, achievements or competences of the badge owner. It is a digital tool to recognise learning and skills that are often too difficult to measure within the programme/process of non-formal education (soft skills, acquired attitudes, participation, personal hobbies, etc.). Digital Open Badges serve as a bridge between various stakeholders and actors to communicate the value and meaning of youth work programmes and their outcomes. Based on the open badges standard, the LANE developed a specialised online system, so called achievement programme ‘Discover Yourself’. The achievement programme is aligned to the eight key competences for lifelong learning: learning to learn, digital competence, civic competence, cultural awareness, entrepreneurship, mathematical competence, science and technology, mother tongue and foreign languages. Each competence has three-level badges and a mandatory number of tasks to complete. Badge earners can manage their achievements using a Badge Wallet application. They are free to choose which achievements to share and where (e.g. on Facebook, LinkedIn). The achievement programme is open to ‘Discover Yourself’ participants who are involved in the Youth Voluntary Service, i.e. a young person must first participate in the project and then commit to volunteering at one of the host organisations for at least one month. The impact research revealed that the achievement programme is seen as a way for volunteers to take initiative, stay active and curious and get to know each other. It also showed that there is a considerable lack of knowledge and wider awareness about the usefulness of Open Badges. Thus, the role of mentors is essential in informing young people about the role and benefits of Open Badges. The benefits of the programme include: the trusted badge systems can be accessed and used by any youth work organisation or institution; now already volunteers can get 0.25 points (out of 10) during admission process to the University; this programme is endorsed by the Lithuanian Confederation of Industrialists and the Lithuanian Labour Exchange. The non-governmental organization ‘Social Action’ and the LANE developed European Voluntary Service (EVS) mentoring badges, professional development badges and 15 systemic work badges. By using this system both organization and mentors can easily display EVS mentor’s achievements</p>
Luxembourg	<p>In the third sector, tools focusing on the recognition of learning outcomes from nonformal and informal learning are in place. These tools aim at documenting competences acquired by participants, typically young people, to support applications for jobs or education and training opportunities, and are not linked to formal qualifications and the VAE procedures described earlier. For example, CERTIFICAT (<a href="https://certificat.anelo.lu/">https://certificat.anelo.lu/</a>) is an on-line tool that organisations</p>

	<p>can use to issue certificates of competences for young people participating in extra-curricular activities and doing volunteering activities. The tool is managed by the Luxembourg National Youth Services, SNJ (Service National de la Jeunesse) who is in charge of accrediting organisations using the tool. Partners of the tool include Agence du bénévolat and Jugendkonferenz. The certificates of competences delivered via CERTIFICAT help to document learning outcomes from non-formal learning experiences based on a common format to facilitate their recognition. Competences are classified in different categories (including, for example Communication skills; Creativity/ artistic skills, organisational skills, ICT skills, relational skills, etc.). Users can store their certificates within the e-Portfolio online tool.</p>
Malta	<p>No specific projects which lead to full validation in the third sector have been identified in Malta. However, the National Youth Policy Towards 2020 (Parliamentary Secretariat for Research, Innovation, Youth and Sport, 2015) sets out a clear commitment to develop and implement initiatives that utilise both formal education and non-formal learning, as mutually reinforcing agents, with a view to enhancing young people's educational attainment levels and progression. In the context of employment and entrepreneurship, the Strategy commits to promoting an entrepreneurial spirit among young people through non-formal education and informal learning opportunities. In taking forward the Strategy, the NCFHE continues to work with a range of stakeholders across different sectors, including Aġenzija Żgħażaġħ (National Youth Agency). One initiative in the Third Sector is the project on the validation of informal and nonformal learning of youth leaders in Catholic Church groups (Gellel and Rossi, 2017). The project aimed to provide a tool which acknowledges and accredits youth leaders' years of service as well as provides means to help them develop further. It also served as a way to help the Catholic Church gain greater credibility and accountability of the services rendered to young people. It is also a contribution to youth work in general and to all the third sector by proposing a tool that may be adapted to similar contexts.</p>
Netherlands	<p>Validation in the third sector is fragmented in the Netherlands. Many procedures are active in various third sector organisations. In general, these initiatives are embedded in the labour market route with a special focus on linkage with the education route. Validation occurs both for internal purposes – making sure a volunteer is up to the tasks given – as well as for external purposes – proving that the organisation works with competent volunteers. In both approaches the impact of validation is clear for the stakeholders involved: volunteers getting insight in their competences and the organisation being able to manage the internal function-system effectively. At the national level, Europass Nederland offers 'the Europass certificate for volunteers'. This certificate for volunteers gives a clear and objective description of the activities of the volunteer: the context, type of activities, specific skills and competences, duration, etc. Because the experience and competences in the completion of the document are specifically stated and discussed in collaboration with a supervisor, a volunteer is not only able to present what experience she or he has gained during the volunteer work, but she or he also becomes aware of their own qualities. Also for the volunteer organisations it can be important that it issues 'a Europass certificate for volunteers'. With this it shows that it takes volunteering seriously and invests in the careers of the volunteers. Volunteers may find it attractive to work for this organisation because they receive a Europass document. This allows the volunteer to demonstrate to a possible future employer or other volunteer organization what he or she has learned and what experience has been gained during the period of volunteering<sup>2</sup>. Validation for linkage with the labour market and or education route depends on the branch. In the third sector this is exemplified by the sports sector since 2010 utilising validation of prior learning as a guiding principle for a multi-targeted focus on volunteers in sports by:</p> <ol style="list-style-type: none"> <li>1. Stimulating the awareness of the sports-volunteers in opportunities for valuing their skills and competences development in volunteering.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Helping sports-organisations to articulate their need for competencies and embed this need in pro-active competence-management.</li> <li>3. Matching the already articulated demand for competences in sports volunteering and the supply of competencies in education/training within the sports sector and the education sectors.</li> </ol> <p>The implementation of these goals is organised in two streams: one on recognition of formal learning outcomes for obtaining (partial) qualifications and, one on validation of formal/informal/non-formal learning outcomes for career-orientation. On the labour market. Next to sports volunteers there is also a focus on the merits of VPL for athletes. The Netherlands Olympic Committee (NOC*NSF) promotes the use of VPL for athletes in the transition to a second career. A top sports career is ideal for acquiring competencies, especially in the informal atmosphere. NOC*NSF4 offers the possibility of using VPL but in practice there are some obstacles: unfamiliarity with the possibilities of both VPL-routes, raising awareness of the athlete that the top sport career is temporary and that a second career will have to be taken up, awareness that as a top athlete during the sport career competences that can be used for creating the second career. NOC*NSF plays an important role in this awareness and in creating the right preconditions for the top athlete. The programme 'Transitie naar een volgende carrière' provides (amongst others) linkage of sports activities and education, career guidance, orientation on the labour market (Olde Loohuis, 2018). EDOS Foundation5 is developing ways to make volunteers and volunteer organisations aware of the added value of non-formal and informal learning, and how to get it validated. In several European projects the foundation has developed easy-to-use tools and methods for the individual volunteer and for the volunteer organisation, like portfolio-tools, assessment instruments, capacitation. EDOS initiates training courses, workshops, projects and other educational activities to stimulate and facilitate the personal and professional development of adults and youngsters who are professionally or voluntarily active in the field of adult education, youth work and welfare work (Bremer &amp; Peeters, 2017). The LEVER model for volunteers that has been co-developed by the (Dutch) European Centre for Valuation of Prior Learning in an Erasmus+-project is one of the tools</p>
Poland	Validation in the third sector concerns various projects funded by the EU, sometimes implemented in cooperation with actors representing other organisations and sectors. In part, they are based on generally accepted arrangements and cover more innovative solutions (please see Section 5 on certified NGO trainers). Nevertheless, representatives of the third sector, although active, are not a significant provider of qualifications and their role in the Polish education and training market is limited in this regard. While this sector has no systematic validation arrangements, more durable solutions developed by third sector organisations can be included in the Qualification Register.
Portugal	Validation procedures in the third sector are part of the validation arrangements that exist in general education and VET RVCC. Competence Standards, which apply, for instance, to the validation of non-formal and informal learning of a professional nature, include learning developed by learners, such as that which occurs in activities to support elderly people, children and youth. In many cases these professional activities are developed by third sector entities. Thus, these have no specific objectives or funding channels but have the same connection to the national education and training system, to the National Qualifications Framework and to the European Qualifications Framework already mentioned in this report. Alike, validation procedures in the third sector in HE institutions have no standards or procedures specifically for the third sector.
Romania	No specific responsibilities are in place for third sector organisations. Although they are the main providers of informal and non-formal learning, they are not perceived as providing necessarily qualification related skills. However, some of the certificates provided by well-known third sector organizations may have a value among other organizations, although those certificates do not

	<p>necessarily lead to a full qualification. There is no coordination mechanism in place and this is one of the main causes for the small number of people benefiting from validation services. Much more remains to be done in future years in order to improve the links between assessment centres and employment services and the formal education system.</p>
Slovakia	<p>Besides diverse local initiatives, there are also important national activities in the third sector that are at least partly related to VNFIL. Nevertheless, both crucial terms “nonformal” and “validation” are discussed with reference to a specific context: Validation usually refers to increasing the social status of youth work, in particular volunteering, sometimes also to the recognition of the results of learning related to volunteering. However, It must be admitted that measures to encourage valuing, visibility and higher social status of youth work dominate over efforts aimed at the recognition/validation of non-formal learning per se. There is no quality assurance and there are no data available concerning validation. The Youthpass certificate is nevertheless increasingly used to enhance reflection on competence development in youth work as well as to confirm participation in projects supported by Erasmus+. The Youthpass certification data are provided in 9.4.1. “Non-formal and informal learning” are terms rarely used compared to the term “nonformal education”; the latter is also explicit in the relevant youth legislation. This term within the context of youth work is considered a ‘further education’ that is ‘organised by educational facilities with the aim of gaining new knowledge, practical experience and skills needed for youth work’ as visible in Youth work Act No 282/2008 Coll. § 2 G) definition, (see this legislation in English at <a href="https://www.iuventa.sk/files/documents/legislativa/2008_youth_work_act_2822008_en.pdf">https://www.iuventa.sk/files/documents/legislativa/2008_youth_work_act_2822008_en.pdf</a>). Neither the term validation nor a similar term is used in this legislation. Furthermore the term validation does not appear in relation to VNFIL in policy papers as well as in policy discourse. Meanwhile, the 2008 Youth Work Act is considered outdated by stakeholders and a substantial amendment is considered inevitable by stakeholders. Although focusing on financing, governance and the revision of the conceptual framework is highlighted</p> <p>in preliminary proposals, this is also an opportunity for legislative backing of VNFIL also in the third sector. This is in line with the still valid National strategy paper: The 2014 Youth Strategy of the Slovak Republic for the years 2014–2020 (available in Slovak at <a href="http://www.rokovania.sk/File.aspx/ViewDocumentHtml/Mater-Dokum164154?prefixFile=m_">http://www.rokovania.sk/File.aspx/ViewDocumentHtml/Mater-Dokum164154?prefixFile=m_</a>) suggests „the adoption of a set of legislative measures to validate the pedagogical skills and qualifications in formal and non-formal education” and “to promote the recognition of skills acquired through youth volunteering by systems of formal and non-formal education and the labour market side”. It was also suggested to include a “youth worker” qualification in the National Qualifications Register to allow for obtaining this qualification through non-formal education. This suggestion was repeated in the newest policy paper “Concept of youth work development for the years 2016–2020 adopted in the January 2016 (available <a href="https://www.iuventa.sk/files/documents/legislativa/koncepcia%20rozvoja%20pr%C3%A1ce%20s.pdf">https://www.iuventa.sk/files/documents/legislativa/koncepcia%20rozvoja%20pr%C3%A1ce%20s.pdf</a> in Slovak). Significantly, it is contained within a strategic goal addressing the value of youth work (and usefulness of youth work). Nevertheless, this proposal has been examined and the qualification standards were developed and approved by authorities. Two ESF projects were implemented in the field of youth work in 2011–2015: “KomPrax- competencies for practice” and “Praktik - practical skills through nonformal education in youth work”. They focused on innovation and identification of examples of good practice in youth work. The KomPrax project resulted in publishing a crucial publication as well as the 2013 Declaration on the recognition of the contribution of non-formal education in youth work. (See more in English at <a href="http://www.iuventa.sk/files/documents/4%20iuventa/publikacie/ilf_krok_zakrokom/step_by_step_web.pdf">www.iuventa.sk/files/documents/4%20iuventa/publikacie/ilf_krok_zakrokom/step_by_step_web.pdf</a>). Now efforts to attract important companies to join the Declaration were revitalised. Iuventa also commissioned a survey run by CVTI (Slovak Center of Scientific and Technical Information) aimed at mapping the impact of the 2013 Declaration on recognition. First results are expected in September 2018. One objective of a 2012-2014 Transfer of Innovation</p>

	<p>Leonardo da Vinci project “Volunteering – Way to Employment (VOLWEM)”<sup>16</sup> run by Matej Bel University (see also Box 2 below) was to make “institutions of formal education aware about opportunities and existing systems of recognition of non-formal education”, exploiting a Scottish experience with an on-line instrument “V Skills for Employability”. The rationale for implementation of this project and for a change is visible from the following: “... we lack a legal framework that would enable the recognition of nonformal education and thus also the skills acquired through volunteering as well as the systems for validation of these skills and the interest of formal education institutions and employers”</p> <p>Platform of volunteer centres (<a href="http://www.dobrovolnickecentra.sk/en/welcome/">www.dobrovolnickecentra.sk/en/welcome/</a>) operational since 2011 includes a focus on promoting volunteering as a tool for informal education and offers information about the volunteer centres’ activities (projects , publications, news). One example is the follow up project to the aforementioned VOLWEM project entitled Competent in Volunteering, Competent in Life which aims at the social inclusion and better integration of young people with disabilities. This is achieved through volunteering and also the recognition and validation of competences acquired during voluntary activities. Using the aforementioned online tool (V-skills for employment/D-zručnosti pre zamestnanie) it is planned to recognise and validate these competences and strengthen the employability of young people with disabilities.</p>
Slovenia	<p>The relevant text from the 2016 Report states that the Resolution on validation and recognition of youth non-formal education was issued in 2013. The Resolution includes other groups (e.g. young couples, single young people and people after dismissal from the educational institution and foster care) and also gives recommendations for measures needed to implement the system-wide regulatory framework for the recognition of all aspects of non-formal education. The existing connection between education and the labour market is weak and young people do not always acquire the competencies required by employers in formal education, but may acquire them through non-formal learning and experience.</p> <p>Since there were no significant legal changes in relation to validation in the third sector, this report examines some of the existing practices further. There are some good examples of already existing practices of validation of nonformally gained competences within the youth sector. For example, the Slovenian Association of Scouts recognises qualifications through different systems of recognition of knowledge. One of them is the internationally recognised system of training the trainers, the so called Woodbadge system. Its aim is to recognise informally acquired management knowledge and staff training as well as the creation of internationally unified levels/titles. It is based on three levels: unit leader, assistant leader trainer and leader trainer. The first level provides a minimum standard of knowledge for quality work with young people. The second and third are graduated and represent an educational path for the individual’s education. The Slovenian Association of Scouts has also developed a TABorniski PASsport (TaPas) of knowledge and skills. It represents a tool for identifying and evaluating own experience, knowledge and skills acquired during voluntary work. TaPas rewards and encourages performance of various tasks within the organisation, at the same time raising awareness of the learning, and the acquisition and implementation of useful skills and experiences for life, such as management skills, communication skills, team work, including entrepreneurship and creativity, and in particular active citizenship and cooperation. However, the information on the number of scouts being awarded TaPas is not publically available. Further research would be needed to investigate for what purposes the document was used and whether employers recognised it.</p> <p>MEPI - Duke of Edinburgh Award: The Duke of Edinburgh Award, known as MEPI in Slovenia, is a universal, world-renowned youth programme. The programme is accessible to all young people aged 14-25 years. It consists of four areas: voluntary work, expedition, skills and sports activities. Each activity is recorded in so-called Index of achievements, which can be used as a reference for further education and training or when looking for a job<sup>35</sup>. New developments in the field of validation in the youth sector are being supported by means of ESF funds, Operational</p>



	<p>Programme 2014-2020, and Ministry of Education, Science and Sports. The project Zavod Nefiks and its e-Nefiks tool are very good examples and further details as presented on the website are provided in the box below.</p>
Spain	<p>There are some validation initiatives developed by the third sector in the fields of youth and volunteering. The Spanish Law on Volunteering (Act 45/2015) establishes that all organisations are responsible for providing accreditation for activities where young people and volunteers are involved. The aim is to give value to the skills acquired in volunteering, and also to acknowledge the value of transversal skills. Civil organisations, such as the Spanish Red Cross, Caritas, or NGOs for social development have organised initiatives to validate the transversal competences of volunteers. Until now, individual organisations mostly had their own processes in place. However, the 'Reconoce' project, initially developed by a consortium of three youth organisations, has now evolved to a national level project.</p> <p>In 2016, the consortium in charge of the Reconoce project started cooperating with the Spanish Youth Institute (Instituto de la Juventud de España, INJUVE), within the Ministry of Health, Consumption and Social Wellbeing, to promote and expand the project. In 2017, a new recognition system for non-formal education, based on the project Reconoce, was approved by the INJUVE and the youth departments of the Autonomous Communities. This is presented as a unique system covering the entire youth sector in the country and will be fully implemented in 2019. No information has been found on the funding and quality assurance mechanisms of this new recognition system. No examples of cooperation between third sector organisations and formal education institutions or PES for validation purposes have been found.</p>
Sweden	<p>Validation is performed and supported through Swedish 'folkbildning' (liberal/civic adult education for adults), which is considered to be part of the third sector. It has largely focused on validation of generic skills and competences. 'Folkbildning' is a parallel educational pathway to the formal system, with strong connections to various NGOs covering most of civil society. Folkbildningsrådet, the National Council of Adult Education, has been one of the actors included in the expert group appointed to support the National Delegation for Validation. As mentioned above, two private initiatives exist that are used as tools for skills mapping (documentation), namely ELD-Kompetens and Valideringsforum. ELD-Kompetens was originally developed to help individuals identify skills and competences acquired during a stay abroad, primarily in connection with youth exchanges and voluntary work. ELD-Kompetens consists of a computer-based self-assessment tool, which is openly available to all on a website. Valideringsforum is a private organisation that can help actors – notably organisations and initiatives working with projects for disadvantaged groups – identify and document skills and competences acquired by participants. For this, they use a model based on the Open College Network (OCN), which was originally developed in the UK.</p>