



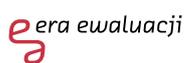
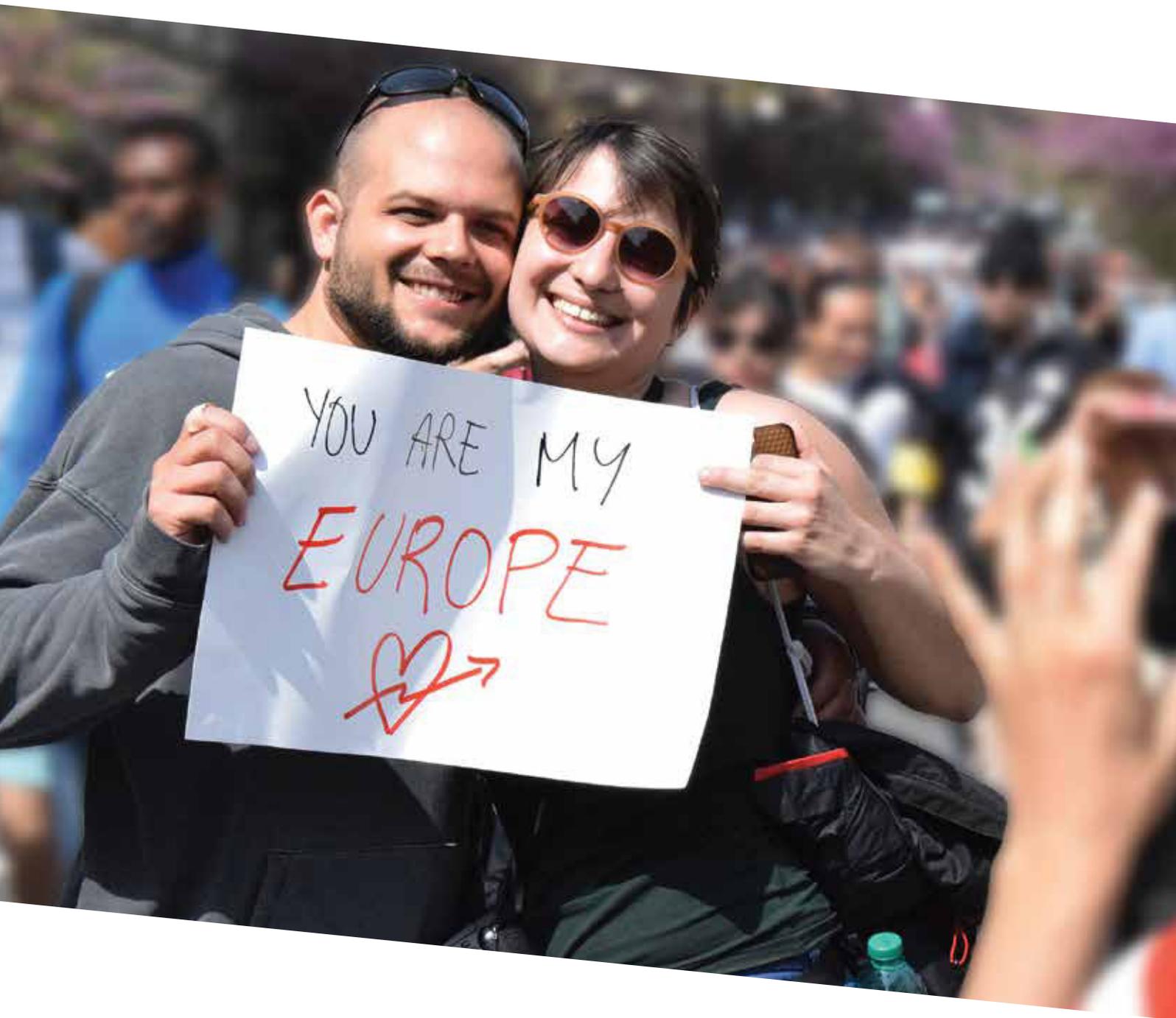
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VOYCE Project

Output 1 - National Report

 [ITALY]





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VOYCE Project

Output 1 - National Report on validation of volunteers' competencies

[ITALY]

Italian country report was edited by CESV in cooperation with CPIA 3 of Rome

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Legend

Digits in square brackets indicate the specific research question (for example: [1.1] indicate the research question “What is the overall level of engagement in volunteering in the Country?”). In some cases we had to use three levels code (4.1.1; 4.1.1 etc.).

Letters in square brackets indicates the specific methodology of research used to answer the research question:

- DR – desk research,
- V –interviews with young volunteers,
- O – interviews with organizations hosting volunteers
- E – interviews with employers.

1. Overall scale of engagement in volunteering

[1.1DR] What is the overall level of engagement in volunteering in the Country?

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

The number of citizens who carry out their voluntary activities in organizations is 4.140.000 millions (about 7.9% of the population); 3 millions, instead, is engaged in a non-organized volunteering (5, 8%).

The participation rate in volunteering is very similar between men and women: men are slightly more active than women (13.3% vs. 11.9%).

In Italy, in 2013, 26 million volunteering hours were made - an average of 19 hours per month for each volunteer.

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

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

Concerning the employment status of those who pay voluntary activities, the most committed are the employed (14.8%) and students (12.9%). Among the latter, in particular, the organized volunteer rate reaches the maximum (9.5%) while the rate of individual volunteering, instead, is the minimum (4.3%).

Also, it is possible to say that, the better the socio-economic conditions of the household, the higher the rate of volunteer work.

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

2 Validation of volunteers' competencies at national level

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

In recent years in Italy attention and awareness have grown on the issue of validation and certification of non-formal and informal competences. However, until now, is missing a structured and unified nationwide system.

The national legislation on this issue is incomplete. Nevertheless in recent years the Italian government and parliament have taken a number of legislative measures that go towards the creation of a unique system of validation and certification of learning.

In particular the Law 92/2012 on labor market reform, the legislative decree of 16 January 2013, and the decree of 30 June 2015 n. 13 set out some general principles on the validation and certification of non-formal and informal learning.

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

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

The practical experiments of validation at national level are rare.

We shall omit the experimentation of Training Booklet, which mainly focuses on the work sector and which we will discuss in paragraph 3. Instead, we will report on the only 2 national experimentation we have found that are focusing on volunteering.

The 1st national experience is the validation system for the National Civil Service implemented in last 10 years by ARCI (one of the largest third sector network at national level).

The National Civil Service was created by a law of 2001. It is currently the most important measure taken by the Italian Government to promote youth volunteerism. Thanks to this law, every year thousands of young people aged between 18 and 28 years can play a one year lasting volunteer experience in public institutions or in third sector organizations. In return they monthly receive a small amount of money from the state.

Experience nr. 1 – System for the emersion and transparency of competencies of the National Civil Service

Organization	Arci Servizio Civile
Partners	ASVI School for Management (certification body)
Start and end of the experience	Experimentation started 10 years ago and still ongoing
Aims	<ul style="list-style-type: none"> • help young volunteers to understand the knowledge acquired during the 12 months of civil service and make them transparent and certifiable • help young people to enter the labour world
Evaluated competencies	The evaluated competences are of 3 types: basic, technical-professional, and transversal. Most of these competences are gained in the framework of general training of the Civil Service (training course established by the Italian Government and compulsory for all civil service volunteers).

	<p>Moreover the volunteer has the opportunity to add other competences that he/she believes to have acquired, which will then be verified by the ASVI through an interview.</p> <p>Basic competences Know how to work for goals, know how to use PC and ICT, time management</p> <p>Technical and professional competences Context of volunteering and laws 266 and 383; The National Civil Service; The principles of solidarity and the means to realize it: promotion of citizenship, third sector, laws and instruments governing it; Peace: key concepts; civil protection; Safety at work; environmental, social, cultural-education projectivity; Social communication.</p> <p>Transversal competences</p>
Methods used for the recognition of skills	<ul style="list-style-type: none"> • at the end of Civil Service the volunteer shall freely decide whether to realize the path by making a formal request • Arci transmits to ASVI the necessary data related to young volunteers • an interview between ASVI and the volunteer takes place only in case – upon request of the volunteer - it is necessary to verify additional competencies • ASVI elaborates the certificate of recognition of the knowledge.
Links with regional systems	NO
Time schedule	Within 3 or 4 months from the end of civil service
Available Materials	NO
Formal Certificates	NO
Quantitative results achieved	1.764 certificates issued in about 10 years

The second example concerns a particular form of civil service: one which is covered by the EU Youth Guarantee program, and which mainly regards unemployed young people with low educational schooling.

In 2016, the Italian Government has drawn up guidelines for the certification of skills of these young people.

Experience nr. 2 - Proposed procedure for attesting, validation and certification of competencies acquired in the civil service under the Programme of Youth Guarantees

Organization	Italian Government - Presidency of the Council of Ministers – Department for youth and civil service
Partners	INAPP, the Regions, organizations that host the civil service volunteers
Start and end of the experience	Guidelines developed in 2016 but not yet implemented concretely
Aims	the definition of a uniform operating model for the transparency and validation of competencies acquired by the volunteers of the Civil Service – Youth Guarantee
Evaluated	Variable, according to the civil service projects and specific activities that every

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

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

In general, we must point out that very rarely specific materials of the reported experiences (such as evaluation matrices, self-assessment questionnaires, etc are available; most organizations treat these materials as confidential). For this reason it is difficult to fill in the following table, and we can say the same for points 2.4 DR and 2.5 DR.

Another general point that applies at national, regional and local level: only 2 validation systems in 10 examined in this report (number 7 and 8) evaluates all UE key skills.

Competencies	Solutions	Recommendations
Communication in a mother tongue		
Communication in a foreign tongue		
Maths, scientific and technological competencies		

Digital competencies	Experience nr. 1 has included in the evaluation process the skill “use of PC and ICT”. However we do not have information about how the competencies are measured.	
Learning to learn		
Social and civic	Experience nr. 2 has included these competencies in the process of evaluation. However, the model has never been applied and no measurement mechanisms have been established	
Sense of initiative and entrepreneurship		
Cultural awareness and expression)		
Emotional skills		
Practical skills	<p>Experience nr. 1 has included in the evaluation process the practical skills “how to work for goals” and “time management”. However we do not have information about how the competencies are measured.</p> <p>Experience n.2 has included in the evaluation process practical skills that may vary from project to project. In this way they draw a flexible and adaptable model, but they do not suggest any practical solution for measurement of competencies</p>	
Knowledge	<p>Experience nr. 1 has included in the evaluation process some technical knowledge. However we do not have information about how the competencies are measured.</p> <p>Experience n.2 has included in the evaluation process knowledges that may vary from project to project. In this way they draw a flexible and adaptable model, but they do not suggest any practical solution for measurement of competencies</p>	

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

Interviews show a strong difference between answers given by the larger and more structured organizations (usually active at national or at least regional level) on one side, and smaller and more

local organizations on the other side. The 1st type of organizations were more informed about validation systems in volunteering; the latter often reported that they did not know the theme at all. The same applies also to questions 2.4.O and 2.5.O.

Although the question did not concern EU validation systems, two of the interviewed organizations reported that they knew about the Youthpass. Interesting was the judgment given by an interviewee on the pros and cons of this tool: *"We have noticed that the number of young people asking us to do Youthpass is decreasing. This is because the tool has some limitations: companies do not know it and are not interested. Moreover, Youthpass is fundamentally based on self-assessment, and there is no measurement of competencies. The great advantage of Youthpass is instead that it is the only instrument in Italy that deals with transversal skills. Regions and Government deal only with professional ones. "*

Three organizations mentioned the system of validation and certification of competences created by Italian Government for the Youth Guarantee Program (see section 2.3 DR). An interviewee participated in the working group who developed this system and spoke about it in negative terms: *"In the working group there was a clash between two completely different logics. On the one hand, the institutional logic represented by ISFOL (now INAPP). They have a vision all tied to the professions. According to them we should check whether a volunteer is learning how to do, for example, the baker. Then there was our point of view, the Third Sector logic: we are concerned with transversal competencies. In my opinion, companies are more interested in these later competencies, because professional ones can be taught by them. Another limitation of the ISFOL approach is that each Italian region has a different certification system. So every region assesses the skills of the baker in a different way. In the end, the guidelines we have developed are a compromise in which we do not recognize ourselves. However nobody concretely used them for volunteers."*

Other three organizations mentioned the workgroup created by CSVnet (national network of Service Centers for Volunteering). The goal was to compare the different competences' validation models and try to create a national one. Unfortunately, the work was interrupted.

No organization mentioned the other existing national validation system, Arci Servizio Civile - obviously with the exception of Arci itself, which is one of the interviewed organizations.

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

Seven respondents out of eight responded no to this question. Only one organization (LAR) reports some tools: the Training Booklet of the Citizen (see par. 3.2 DR) and the European Europass, although none can be considered as specific pathways for volunteers.

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

Seven respondents answered no to this question. Only one organization (Accademia Libera di Roma) states: *"Schools, associations with which we sometimes collaborate produce certifications of volunteering with certification of acquired skills. These are reliable certifications only if the volunteering activity actually matches shared criteria and quality standards."*

3 Validation of volunteers' competencies at regional level

[3.1 DR] Is there any system for enhancement and validation for competences developed by volunteering at regional level ?

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

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

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

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

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

Experience nr. 3 – RICOV Recognition of Volunteering Competences

Organization	Service Centre for Volunteering of the Tuscany region (Cesvot)
Partners	voluntary organization of Tuscany region
Start and end of the experience	Experimentation started in 2016 and still ongoing
Aims	Recognition of the competences of volunteers carrying out service and / or training activities within voluntary organizations
Evaluated competencies	The following transversal competences are evaluated: <ul style="list-style-type: none"> • Active citizenship • Relational capabilities • Group-work • Analysis and evaluation • Problem-solving • External communication • Organization
Methods used for the recognition of skills	The volunteer carries out a self-assessment of his / her competences by compiling a pre-defined form. Subsequently a Cesvot advisor performs with the volunteer an interview to

	<p>deepen self-evaluation. Also in this case, the advisor uses a special form to write his/her comments: the observation card.</p> <p>Cesvot has developed a matrix that helps measuring the level of competences acquired by the volunteers. For each of the 7 evaluated skills the matrix describes 6 different performance levels (the lowest level is defined as "executor", the highest one as "coordinator"). The volunteer and the advisor will then choose the description that is closer to the level of skills achieved. The volunteer will automatically be assigned to one of the 6 levels.</p> <p>The final products are three: (1) the Synthesis of Volunteer Competences, which summarizes what emerged during the interview; (2) the European Europass Curriculum enriched by the Summary of Skills of Volunteering; (3) the Volunteer Competencies Dossier which also contains the Advisor's Observation Card and the documentary materials provided by the volunteer.</p>
Links with regional systems	No
Time schedule	Quite limited: for the Cesvot advisor, there is only 1 hour of discussion/interview
Available Materials	YES
Formal Certificates	NO

Experience nr. 4 - validation of national civil service volunteers' competencies

Organization	Service centre for volunteering of Latium region (CESV)
Partners	CPIA 3 of Latium (public school for adult education) Voluntary organization of Latium region
Start and end of the experience	Experimentation started in 2009 and still ongoing
Aims	To make visible the competences developed by young people involved in a long term experience of volunteering in a voluntary organization, in order to enhance young volunteers' awareness on the richness of skills experienced and their usefulness both at personal and relational level, but also to improve the level of employability.
Evaluated competencies	A set of soft skills and technical skills, but also emotional skills: problem solving, sense of initiative and entrepreneurship, communicative skills, manage group interactions and collaboration, decision taking, relational skills, self-confidence, willingness to change, sense of responsibility, capacity to mediate, to manage information, to manage administrative tasks, to manage tasks related to fund raising, to manage an event organization, digital competencies and foreign language knowlwdge.
Methods used for the recognition of skills	A four step process based on the identification of the level of development of a set of 20 skills. Each skill is identified by a name and by a deep description of corresponding actions. 1) identification - through a questionnaire - of the initial level of competencies. Competencies are assessed both by the young volunteer (self-evaluation) and by his mentor in the voluntary organization (hetero-evaluation). In the

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

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

Competencies	Solutions	Recommendations
Communication in a mother tongue	Experience nr. 4 measures these competencies through a measurement range of 7 levels. Each level corresponds to how often the volunteer implements a list of actions/behaviours that are connected to the specific competence (level 7 means the volunteer always implements them). The level is agreed between the volunteer and his tutor through different assessments made at the beginning, half and end of the year	<p>Recommendations from Experience nr 4:</p> <ul style="list-style-type: none"> • a practical solution in order to measure competencies: to translate them in a list of actions/behaviours and to check how often a volunteer performs these actions. • self evaluation can be a valid measurement methodology if combined with an hetero evaluation made by an impartial subject.
Communication in a foreign tongue	Experience nr. 4: same as above	same as above
Maths, scientific and		

technological competencies		
Digital competencies	Experience nr. 4: same as above	same as above
Learning to learn		
Social and civic		
Sense of initiative and entrepreneurship	Experience nr. 4: same as above	same as above
Cultural awareness and expression)		
Emotional skills	Experience nr. 4: same as above	same as above
Practical skills	Experience nr. 3 has included some practical skills in the process of evaluation. A matrix is used which contains 6 different descriptions corresponding to a growing performance levels.	Preparing beforehand descriptions of the different levels of competencies is undoubtedly an easy and intuitive way to help volunteers and evaluators making a measurement. Obviously, there are also disadvantages as a risk of providing judgments that are too standardized.
	Experience nr. 4 measures some of these competencies. The measurement system is same as above	Practical tasks performed by volunteers can be extremely different. It is very difficult to set up assessment and measurement tools including all possible practical skills
Knowledge		

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

Interviews have shown that organizations hosting volunteers have limited knowledge of regional skill-validation experiments. In particular the experience nr. 3 has been cited only by 3 organizations (in 11 interviewed) and the experience nr. 2 from 2 organizations. However, only the medium and large sized organizations (those who have their own validation system) are familiar with and cite other experiences in this filed. Small associations declare that they do not know any validation system at regional level.

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

All respondents answered no to this question

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

[4.1DR]Local projects and initiatives

Once more, the practical experience that are focused on the volunteer sector are implemented by Service Centres for Volunteering.

Experience nr. 5 – Attitude project

Organization	Service Centre for Volunteering of the province of Milan
Partners	Milan Polytechnic Foundation; voluntary organization of the province of Milan
Start and end of the experience	From 2013 to 2014
Aims	<p>To apply and spread a operating model of certification of competences that can be shared between volunteering and enterprises. To contribute to identifying and developing those skills that volunteering produces in people, and that may be useful and useable even in the working word.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> • Enhance the skills that the volunteer experience can produce, and propose their integration in the regional an national framework of professional standards; • Identify, with the contribution of the companies involved, what skills developed through volunteering are more effective and qualifying for work in the companies; • modeling a skills certification system, recognized by certification bodies, companies, associations, which value the acquisition of skills acquired in non formal and informal sectors.
Evaluated competencies	<p>Both the soft skills and the 20 professional skills extrapolated from the Regional Framework of Professional Standards of the Lombardy Region were evaluated. In particular:</p> <p><i>A) Evaluated skills corresponding the Regional Framework of Professional Standards of Lombardy Region, through self-assessment</i></p> <p>QRSP AREA 15. Education and Training Services: Making the design of recreational and educational entertainment activities; Realize interventions of animation and game; Carry out the analysis of training needs; Dispense one training session.</p> <p>QRSP AREA 16. Health and social services: Enabling the local network for the realization of social prevention activities; Make interventions of social animation.</p> <p>QRSP AREA 21. Communication, public relations, advertising: Making the detection of communication needs / image of the customer; Prepare texts for communication of an organization; Designing a communication event; Making the organization of an event; Make a linguistic-cultural mediation; Plan and manage a communications plan; etc.</p> <p>QRSP AREA 26. Job recruitment, job services: Making the reconstruction of personal and professional profile of the disadvantaged person; Making guidance interviews; Implement the coaching intervention on a group.</p>

	<p>QRSP AREA 28. Non profit Organization: Carry out research and development of donors; Making the inclusion of selected candidates; Making the search and selection of volunteers.</p> <p><i>B) Soft Skills</i> A. Personal skills (Responsibility Autonomy). B. Social skills (Listening skills, communicative capacity, Team work Leadership). C. Cognitive Skills (Problem setting and problem solving; Learning to learn). D. Organizational behavior skills (planning and organization Innovation; Orientation).</p> <p><i>C) Volunteering: activities and areas of expertise</i> Acquired "on the field": reporting / communication / conflict management; Entertainment, educational workshop parties, after-school, etc .; Orientation, training families, etc .; Team management, project management, event organization, training / coaching. Auxiliary: project design; project design / evaluation; Internal training; Human Resources: Personal Development Plans; Training Scheduling; Selection. Institutional: Financing; Promotion; Sensitization; Fundraising / peopleraising; Communication; Marketing.</p>
Methods used for the recognition of skills	<p>5 phases are included:</p> <p>F1 - Application (Application for certification; Europass CV concise descriptive sheet) F2 – Evaluation of the application F3 – Portfolio of evidence (Guide the construction of the portfolio; Portfolio of evidence) F4 – Evaluation (Portfolio and in the presence) realized by an assessor with at least 10 years of documented experience in the field F5 – Issuance of certification</p>
Links with regional systems	<p>Yes. This is one of the few experiences that goes beyond the mere "validation" and can be properly defined as a "certification system". Thanks to the link with the Regional Framework of the Professional Standards of the Lombardy Region, the competences are in fact certified and formally recognized at regional level.</p>
Time schedule	<p>60 hours for each volunteer (including: training, meeting with the certification body, online compilation of 3 or 4 questionnaires, production of evidences)</p>
Available Materials	<p>NO</p>
Formal Certificates	<p>YES</p>

Experience nr. 6 – You-Up! Project

Organization	Service Centre for Volunteering of the province of Genoa (Celivo)
Partners	voluntary organization of the province of Genoa
Start and end of the experience	From 2013 to 2014
Aims	You-Up! Was aimed at offering young people the opportunity to do voluntary work in an association and, within it, to develop their potential, their competencies and experiment with forms of active participation.
Evaluated	Variable depending on the voluntary association. It could deal with both

competencies	<p>transversal competences, or competences which are more specific and related to volunteering.</p> <p>Among the transversal competences:</p> <p>Area "self Construction": Learning to learn; projecting.</p> <p>Area "Relations with others": To communicate and understand; Collaborate and participate; To act independently and responsibly.</p> <p>Area " Relationship to reality": Solve problems; Find links and relations; Acquire and interpret information.</p>
Methods used for the recognition of skills	<p>According to Celivo, the individual voluntary associations prepared projects for the inclusion of new volunteers. The projects included: volunteer tasks, hours of work, and competences to be acquired through volunteering.</p> <p>The projects were advertised and applications for new volunteers were collected.</p> <p>Celivo involved volunteers in initial training on the subject of competences.</p> <p>The volunteer associations hosted the volunteers and provided them tutoring. It was the task of the tutor in the association to verify the acquisition of competences by each volunteer.</p> <p>At the end of the project a volunteer certificate was issued containing the list of acquired competences.</p> <p>No real competences-assessment mechanism was envisaged. The modality was left to the discretion of the single association. In any case, no measurement of competences was foreseen.</p>
Links with regional systems	NO
Time schedule	5 meetings to be carried out during volunteer activities
Available Materials	NO
Formal Certificates	NO

[4.2DR] Please, briefly describe the solutions developed in particular projects/ local initiatives, for measuring particular competences in the table below. What recommendations for VOYCE project stem from it?

Competencies	Solutions	Recommendations
Communication in a mother tongue		
Communication in a foreign tongue		
Maths, scientific and technological competencies		

Digital competencies		
Learning to learn	Experiences nr. 5 has included these competencies in the process of evaluation. However we do not have information about how the competencies are measured.	
	Experiences nr. 6 has included these competencies in the process of evaluation. However measurement of acquired competences is not foreseen.	
Social and civic	Experience nr. 5 has included these competencies in the process of evaluation. However we do not have information about how the competencies are measured.	
Sense of initiative and entrepreneurship		
Cultural awareness and expression		
Emotional skills		
Practical skills	Experience nr. 5 has extrapolated 20 practical skills from the Framework of Professional Standards of the Lombardy Region. These are measured and certified by accredited private bodies for the recognition of professional competences.	The correspondence between the competences of the volunteer and those of the professions makes the formal certification possible
	Experience nr. 6 – a volunteer certificate includes a lists of practical skills. Measurement of acquired competences is not foreseen.	
Knowledge		

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

As was the case for national and regional experiments, only few organizations declared they knew about local experiences of competencies' certification. Concerning the experiments identified with desk research, both experiences nr. 5 and 6 have been cited by 2 organizations. The interviews also allowed to identify 3 new local experiences (all cited by one organization). Below is a descriptive scheme of these experiments.

Experience 7 – Destination Evaluation for Volunteers

Organization	COPE (Catania)
Partner(s)	Experimentatal model carried out through an Erasmus + strategic partnership with the University of Paderborn (Germany) as project leader
Start and end of the experience	From 2015 and still ongoing

Objectives	Getting to a methodology for the recognition and validation of transversal competences, such as those acquired during volunteering, in order to facilitate employability
Evaluated Competences	The 8 key competences of the EU: <ul style="list-style-type: none"> • Communication in the mothertongue • Communication in foreign languages • Mathematics and basic scientific and technological competences • Digital competences • Learning to learn • Social and civic competences. • Sense of initiative and entrepreneurship • Awareness and cultural expression
Methods for the recognition of competences	The basic idea was to apply the European Qualification Framework (EQF) to the informal sector and in particular to volunteering. The 8 key competences were firstly "tailored" to volunteering. Then each competence was given a measurement based on the 8 levels provided by the EQF. In particular it was decided that levels from 2 to 5 were the ones most suitable for volunteering. The competences measurement system is similar to that of Example nr. 3 : a matrix describes 4 different performance levels for each competence. An online platform was created in order to validate volunteers' competencies: http://tool.validationforvolunteers.eu/intro . Volunteers can register and self-assess their competences. Afterwards self-evaluation will be confirmed - always through the platform - by at least 3 of their peers.
Links with regional systems	No
Time employed	4-8 hours per volunteer
Available materials	Yes
Formal certificates	No

Experience 8 - Project CVol Volunteer competences booklet

Organization	Volabo –Service Center for Volunteering of the province of Bologna
Partner(s)	Voluntary organizations in the area of Bologna
Start and end of the experience	From 2015 and still ongoing
Objectives	<ul style="list-style-type: none"> • Helping volunteers find work or improve their job position; • Promote the personal growth of volunteers and making them more aware of the capacities and knowledge they possess.
Evaluated Competences	<ul style="list-style-type: none"> • Key competences (EU) • Key citizenship competences (Italian Government) • Technical competences corresponding to the professional repertoires of the Emilia-Romagna Region • Specific non-profit technical skills (for example fund raising)
Methods for the recognition of competences	Three interviews with an orientation expert are provided. Moreover the volunteer must implement an individual activity of reconstruction and documentation of his/her experiences and activities.

	<p>The path is divided into three phases:</p> <ol style="list-style-type: none"> 1. Welcoming and orientation to the validation of competences. 2. Reconstruction and documentation of experience and competences. This part includes: the identification and description of activities, roles and training as volunteers; the identification and description of the competences or skills possessed; the production of evidence of documentation and evidence proof. 3. Accompanying of the translation of expertise and activities into competences. <p>The path ends with the certification and delivery of CVol, the volunteer's competences booklet.</p>
Links with regional systems	No
Time employed	3 or 4 months. The orientation expert employs 15 hours per volunteer
Available materials	No
Formal certificates	No

Experience 9 – certification of the competences of volunteers of the National Civil Service

Organization	FOCUS Casa dei Diritti Sociali
Partner	CPIA 4 of the Lazio region
Start and end of the experience	From 2017 and still ongoing
Objectives	<ul style="list-style-type: none"> • Promote the awareness of young volunteers about their competences • Facilitating young people's access to the world of work
Evaluated Competences	<ul style="list-style-type: none"> • transversal competencies • some specific competences related to the association's activities. In particular: teaching Italian language to migrants; linguistic and cultural mediation; orientation of disadvantaged people to the services of the territory.
Methods for the recognition of competences	<p>During the year of civil service each volunteer performs 2 or 3 different interviews with his tutor. The interviews are aimed at evaluating the competences of the volunteer at the beginning, mid-term and at the end.</p> <p>A special evaluation grid helps the discussion and guides the interview.</p> <p>The competences measurement system is similar to that of Example nr. 3 and 7 : for each competence a profile description corresponding to increasing levels of performance has been provided. Tutors and volunteers have to choose the most appropriate description.</p>
Links with regional systems	NO
Time to be employed	About 6 hours per volunteer
Available materials	YES

Formal certificates	NO (But the certification is signed by a formal training institution such as CPIA)	
Competencies	Solutions	Recommendations
Communication in a mother tongue	Experience nr. 7 has included these competence in the process of evaluation. Measuring is based on a matrix describing 4 levels of performance. These 4 levels refer to the European Qualification Framework.	Matrix is undoubtedly an easy and intuitive way to making a measurement. The risk is providing judgments that are too standardized. The attempt to connecting key competences with EQF is positive because it may facilitate the link between validation of competencies in volunteering and in professional field
	Experience nr. 8 has included these competence in the process of evaluation. Measuring is made with a flexible and customized approach during 3 interview between the volunteer and an expert	
Communication in a foreign tongue	Experiences nr. 7 ed 8: same as above	Esperienza n. 7: come sopra
Maths, scientific and technological competencies	Experiences nr. 7 ed 8: same as above	Esperienza n. 7: come sopra
Digital competencies	Experiences nr. 7 and 8: same as above	Experience nr. 7: same as above
Learning to learn	Experiences nr. 7 and 8: same as above	Experience nr. 7: same as above
Social and civic	Experience nr. 9 has included these competence in the process of evaluation. Measuring system is similar to those of Experiences 3 and 7 (matrix).	Experiences nr. 7 and 9: same as above
	Experiences nr. 7 and 8: same as above	
Sense of initiative and entrepreneurship	Experience nr. 9 has included these competence in the process of evaluation. Measuring system is similar to those of Experiences 3 and 7 (matrix).	
	Experiences nr. 7 and 8: same as above	Experience nr. 7: same as above
Cultural awareness and expression)	Experiences nr. 7 and 8: same as above	Experience nr. 7: same as above
Emotional skills		
Practical skills	Experience nr. 8 has included some practical competences in the process of evaluation. Measuring is	

	made with a flexible and customized approach during 3 interview between the volunteer and an expert	
	Experience nr. 9 has included some practical competences in the process of evaluation. Measuring system is similar to those of Experiences 3 and 7 (matrix).	
Knowledge	Experience nr. 8 has included some knowledges in the process of evaluation. Measuring is made with a flexible and customized approach during 3 interview between the volunteer and an expert	
	Experience nr. 8 has included some knowledges in the process of evaluation. Measuring system is similar to those of Experiences 3 and 7 (matrix).	

[4.40] Have you been involved in any validation project on the local level? Have you heard about any validation projects? If yes, please describe it. What is your opinion about this project?

Seven of the respondents answered no to this question. Only one organization (Sphea Fresia) responded affirmatively. Two of its trainers have in fact been involved in a Lazio Region's path to creating experts in emerging and validating skills. However, this course was focused on professional profiles, not transversal competences.

5 How competences developed through volunteering are certified?

[5.1 DR] Are there any certifiers on national level? What kind of institutions it is, how does it works, are certifiers we know from DR known to organizers and employers?

There are no certifiers on national level

[5.2V] Do you know if being a volunteer may bring you some formal certificate of your new skill or skill development?

The interviews show that young volunteers have little knowledge and awareness about the subject of the research. In fact, only 2 of the 7 young volunteers interviewed said they know what the certification of competences was. It should be noted that in both cases these were young people who spent a year of National Civil Service in organizations that provide a final certification.

The other respondents do not know if their organization involves certification of competences. It is interesting to note that in at least two cases these organizations have a competence validation system. Despite this, the volunteers ignored their existence.

In many cases we have verified that there is a lot of confusion between the certification of competences and the mere declaration of participation in voluntary activities that may be issued by associations (or in the case of the Civil Service by the Italian Government).

None of the young people involved in the research know about the systems of certification at the national or European level. Only one of the interviewed volunteers states the following: *"I have heard about some structured certification systems at European level but I do not remember well the name and the functioning. I know that at the European level there is much interest in this issue."*

[5.3V] Have you ever received any certificate for your volunteerism? If so, was it easy of complicated? Does certificate describe your competencies acquired through volunteering?

Only one volunteer has actually received a certificate of competences at the end of the Civil Service. This youth emphasizes how the system was very simple and intuitive, *"Every three months a compiling of a self-certification card was required"*. At the same time, this volunteer is skeptical about the effectiveness of the certificate in job search: *"I do not know how much the certificate can actually have value for entry into the workplace. Unfortunately, I do not think this type of document is actually requested by companies"*.

In another case the volunteer has terminated the Civil Service in an organization which envisages the certification but she has not yet obtained the document. The young woman also states that during the year of service there have been no activities to verify her competences.

More than one volunteer highlights the importance that certification might have on his/her professional path. One of the respondents says: *"It would be very interesting and useful to be able to receive a certificate stating my competences in relation to my volunteer experiences. For example, with an association I deal with Italian-English interpreting in conferences with African kids and adolescents in Nairobi. But no one has ever certified or translated my activities into acquired"*

competences. It would be very useful for my entry into the job market, given the serious situation in which young people are today”.

[5.4.0] Do you issue any certificate for your volunteers (or use certificates issued by third institution)? How does it look like? Is process of certification complicated? Is it effective in identifying volunteers’ competencies?

Most of the experiences reported in this research should be considered as a competences validation systems and not certification systems. Documents issued to volunteers are in fact mere declarations and do not have the value of formal certificates.

Apart from experience 2 - which as we have remarked is a model never-applied in practice - the only certification system in the real sense is experience 5 (which is however closed).

The organization that managed this experience find it effective in identifying the competences of volunteers. However the organization emphasize that it was not possible to certify all the competences but only the ones that were overlapping with the professional competences recognized by the region.

In some interviews, interesting and sometimes conflicting points of view have emerged concerning the ability of small volunteer organizations to evaluate and / or certify skills acquired by their volunteers. One interviewee said to be confident that association leaders could carry out these functions as long as they are adequately trained. Another interviewee thinks instead that the Service Centers for Volunteering must be equipped to evaluate on behalf of small associations; these Centers may also be accredited for issuing formal certifications.

[5.50] Do you know any external institutions certifying volunteers skill? Somebody you can ask to certify skill obtained by your volunteers? How the procedure looks like? Do you need to pay for it?

Organizations that carried out experiences nr. 1 and 5 both made use of an external certification body and are the only ones to answer affirmatively. The use of private certification bodies obviously poses a cost problem. Not surprisingly, experience nr. 5 was suspended at the end of a funded project, while experience nr. 6 continues but involves only a part of volunteers.

[5.6E] Do you know any institutions certifying volunteers’ skills? Are any of them more reliable from the point of view of the employers? Why?

All eight interviewees answered no to this question

6.Does possibility of receiving certificate of skill influence volunteers' choices?

[6.1V] Does your organization issue any skill certificate? If yes – have you deliberately chosen this organization because of skill certification?

[6.10] Do organizations certifying skills obtained through volunteering receive greater attention from future volunteers?

The views expressed by volunteers on the one hand and organizations on the other hand are substantially coherent.

From the point of view of the organizations, the motivations of volunteers are predominantly ideal and altruistic (see point 5.20); consequently, the certification of competences would not be a strong incentive for volunteers. This does not mean certification of competences is not be a good opportunity for young people. In other words, organizations seem to feel that volunteers are not aware of the importance of this tool.

Concerning volunteers, only two of them responded positively to the question if their organization issues skills certificates. However, none of the respondents claim that they have specifically chosen the organization to obtain a certificate of acquired competences.

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

[7.1DR] Is there any formal correlation between schooling/university and volunteering in regard to recognition of the skills obtained through volunteering?

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

The Ministerial Decree n. 270/2004 formalized the ability of universities to recognize academic course credits for professional knowledge and skills and for knowledge and skills gained through educational activities.

The rules on lifelong learning of 3 August 2007 give universities the possibility of recognizing learning otherwise acquired for the purpose of re-entry into school and university education system. Since then, many universities have set up projects, rules and procedures for the validation and certification of learning - also related to volunteering - with the main objective to recognize course credits within university courses.

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

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

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

At the end of the experience a system for the assessment and certification of skills is provided to students. This system is regulated by the ministry of education through a special "operational guide."

The proposed steps for assessment of competences are the following:

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

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

8 Recognition of skills developed through volunteering on labor market

[8.1E] What are key competencies expected from young employees from the perspective of employers?

Most of the answers (six out of eight) refer that the most important competences for employers are transversal skills such as: ability to organize work and to work in a group, creativity, flexibility, willingness to learn and resourcefulness.

Some answers integrate these competences with other transversal skills:

"Orientation towards social valorization, values of inclusion, community orientation. Technical experience of training, and orientation towards planning at work. Business orientation, because we are partners, we share corporate responsibility. We are to be entrepreneurs of ourselves, because the cooperative stands on everyone's initiative" (Sphea Fresia).

"Education, kindness, availability, quick learning, and previous experiences even if not specific" (MARCONI Sport).

"Capability of In-depth analysis of the object of work in the optic of improvement" (CIAPE).

[8.2E] Do you pay attention to a candidate volunteering experiences during recruitment? Would you give value to a certificate of competencies acquired by volunteers?

It should be noted that 6 of the 8 surveyed companies work in the social field.

In both non-social organizations, little attention is paid to volunteering experiences, unless they are related to specific professional areas. One interviewee said for example: *"Past experiences are important but not decisive, especially if they do not refer to specific fields. Acquired certifications can be considered. It always depends on what type of volunteer they refer to. A field evaluation is preferred, perhaps after a coaching". (MARCONI sport)*

In social organizations, instead, volunteering experiences are considered important. Nevertheless, social enterprises make some fine distinctions:

- the volunteer experience must always be verified on the field;
- volunteer experiences are valid only if volunteers are helped to enhance their learnings.

Here, in particular, is what the interviewees said:

"In our organization, we pay great attention to volunteering paths both in terms of being a place where it is possible to act as volunteers, and in the positive assessment and as an added value to a CV of volunteering activities carried out in other organizations". (LAR)

"We take into account experiences in volunteering. If they are supported by documentation, so much the better, but anyway everything is always evaluated" (UPS)

"Living experiences are generally relevant, and volunteering, if done in a certain way, could be relevant. Even volunteering, though, should be supported because there are cases where the volunteer does not learn much if it is not supported. We should learn to use internships and volunteering in a formative manner" (Sphea Fresia).

9. Beyond volunteering - measuring competences developed by formal and non-formal education: good practices

[9.1DR] Please choose examples of systemic and technical solutions developed in your country that are used to measure competences developed by formal and non-formal education. Examples should be relevant to VOYCE project and consists of solutions that may be adapted to the VOYCE

[9.1.1DR] National level

Refer to the content of paragraph nr 2.3DR. In Italy, to date, there is a lot of awareness and approval on the principles but few specific rules. And, above all, there is no structured and unified system at the national level regarding the validation and certification of non-formal and informal learning.

[9.1.2DR] Regional level

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

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

- Phase 1: the user is informed about the characteristics and use of the booklet in relation to the individual needs
- Phase 2: the user is supported in the analysis, reconstruction and synthesis of his educational, and professional path
- Phase 3: the information is corroborated by certificates, or other types of documents
- Phase 4: the user is supported in the process of input of the information collected in the training booklet.

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

[9.1.3DR] Particular projects, local initiatives

Experience nr. 10 – *RIVALUTA project*

Organization	City of Genoa
Partners	private companies
Aims	To accompany the immigrants to carry out an individual path of re-

	appropriation of its competences and skills aimed at their promotion and recognition, and to the possible extent, their certification and re-use
Evaluated competencies	information not available (we suppose competencies linked to specific professional profiles are concerned)
Methods used for the recognition of skills	<ul style="list-style-type: none"> – Individual meetings with an expert to analyze the professional history, knowledge and expertise possessed and which to value (construction of curriculum and skills portfolio) – Support for the evaluation and certification of skills in host companies through dedicated temporary placements – Support for validation of qualifications and relevant experiences – Support for research of adequate training opportunities <p>According to personal preferences, the most appropriate tools are used to achieve the objectives set.</p> <p>To participate in the project, one must meet the following requirements: accumulated and consolidated working skills (occupational activities within their own country for a significant period) or educational qualifications to be validated / recognized / completed.</p>
Links with regional systems	YES
Time schedule	variable
Available Materials	NO
Formal Certificates	YES

10. Recognition of volunteers' motivations and needs

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

[10.1.1 V] Has anybody asked you about your developmental needs (what would you like to learn, what kind of skills would you like to develop)?

All the respondents except two report that their organization has been immediately attentive and willing to understand the needs of volunteers. In fact, organizations often provide training courses for volunteers or are available to make them participate in conferences, meetings, seminars organized by others.

In the case of the National Civil Service there is also an initial selection interview. According to many volunteers, the interview has not only the aim of selecting the participants, but also of knowing the interests and predispositions of each person in order to address them to the suitable activities.

One volunteer points out that a questionnaire is also used to give volunteers the opportunity to express their needs: *"Every time that there is training, a volunteer gives his/her evaluation through a questionnaire that aims to tailor training to specific needs."*

Volunteers also point to the great flexibility of organizations with respect to meeting practical needs related to timetables or carrying out activities: *"There is, however, a great deal of flexibility when the volunteer demonstrates different kinds of needs, from the organization of his/her own time, to trying to meet the training needs indispensable for growth in the sector"*.

As already mentioned, two out of seven respondents complain instead of lack of attention from organizations with respect to the needs of volunteers. In fact, a volunteer affirms: *"Training needs have not been evaluated. Initially, there was some choice over the activities to be done but the field was very limited to the interests of the organization; perhaps at the beginning we volunteers did not even have too much awareness of our needs"*.

[10.1.20] Do (and if answer is yes – how) do you diagnose your volunteers' needs (both educational and general developmental ones)?

Once more there is a fairly clear distinction between the answers of local organizations and those more structured and active at regional or national level.

"Small" organizations report that they do not have enough resources to make a real diagnosis of the needs of volunteers. The representative of a local organization reports that the diagnosis of needs is made in an informal and unstructured way: by reading the CV of the volunteer and through an initial interview. Another organization reports they have appointed a volunteers' coordinator in charge for tutoring them. On the other hand – as remarked by interviewee - even when the diagnosis of need is made, there is a lack of resources to organize training paths that can bridge the gaps of volunteers.

Larger and structured organizations respond instead that they have a system of assessment of volunteer needs.

One of these organizations regularly organizes training courses that are strongly recommended to all new volunteers; the course is aimed at training volunteers, but also at deepening the characteristics

and needs of each. Thus, it is possible to direct every volunteer to the activities most suitable for him/her.

The most popular system however seems to be the one of the tutor / mentor accompanying the new volunteers, assessing their needs and competences and guiding them in the activities. Sometimes the tutor is an experienced volunteer, some other times a professional.

10.2 What are volunteers' motivations? How do they weight moral motivations ("pure heart") against rational ones (skills needed on the labour market)?

[10.2.1V] Please finish the phrase: to be volunteer means....

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

With these words, one of the young respondents describes the meaning of volunteering. It is a point of view that summarizes very well the views of the youths involved in the research. For almost everyone, in fact, volunteering means helping someone else, dedicating time to those who need it.

Another respondent answered that volunteering *"means getting into the service of someone else, making oneself useful, practicing what's so called civic sense, your competences, the will to do good, and helping someone. Being there for others"*.

Only one volunteer seems to have a different point of view, and talks about volunteering as a useful tool for job search: *"For me it means to seek out a socially useful job (...). Volunteering also means dedicating time to others and the principles in which one believes; in my case, however, it means translating ideals into a job, it represents a period of passage time"*.

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

In this case, organizations' answers – no matter if they are large or small organizations - are fairly homogeneous. Beyond some differences in terminology, all of them have defined volunteering as "making personal time and abilities available for free for an ideal purpose".

[10.2.3E] What exactly do you understand by the term "volunteering"?

Definitions given by companies generally describe the volunteer as a person who carries out a structured activity - generally unpaid or paid in an irregular way and / or partially - within organizations, associations, institutions, and so on. This activity is usually aimed at meeting personal needs (socialization, various motivations), social and civic values and motivations, and / or motivation to learn / develop competences.

Here are other definitions that differ partially:

"A volunteer is a citizen who makes available some of his resources, him/herself, as an investment towards a group, society, often for specific goals. He/she is a person who acts for a sense of responsibility. It is a great social capital, and historically it has been in Italy in a particular way".
(Spheia Fresia)

"Unfortunately, in a world of shortage of work and precarious work, volunteering is liable to unfair competition to other workers. This is a phenomenon that must be fought". (Sphea Fresia)

"A person available in different ways and in time, with open, and ductile mind, capable of lending his or herself to human experiences and to knowing how to do things". (UPS)

"A person available to spend his/her free time to make it available for others by trying to learn new competences". (MARCONI sport)

"A person performing a task by taking responsibility for passion". (CIAPE)

[10.2.4V] Why have you engaged in volunteering? What do you want to get from it for your own?

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

Concerning motivations, the point of views of volunteers and organizations hosting them are basically similar.

Both confirm that volunteers are driven by strong ideals and altruistic motivations. The keyword most often associated by both with the volunteer motivations is "solidarity". Most respondents point out that one of the main reasons for starting volunteering is the desire to devote themselves to others and spend their time constructively.

One young volunteer states: *"I started volunteering because I thought there were many things to do and change. I started because I wanted to change something giving my own contribution. Enrichment is first and foremost for yourself: one realizes that he/she can receive much by giving something of oneself. You change your relationship with the outside world; you have to learn to mediate your visions and beliefs, also because you get to know many different people. Enrichment stems from the fact that it is a way of confronting you with so many different realities, giving you the ability to learn so many facets of your character you did not think you knew".*

Both the volunteers and the organizations point out that these altruistic motivations prevail over the motives associated with personal gains. The interviewees say that the volunteers are not driven by the idea of learning new competences and abilities. If ever, the awareness of being able to learn new things will come later.

A separate discussion can be made with respect to the motivations of Civil Service volunteers. As much as three organizations that run Civil Service projects have noticed that alongside active and enthusiastic young people there is an increasing number of civil service volunteers who show little motivation in volunteering. The following quotation summarizes the views of these organizations: *"It must be borne in mind that it is very difficult for young people to enter the Italian labour market. Many end up applying for civil service not because they share the project goals, but because they do not find work. This way at least they get cost reimbursements and have something to write in their CV. But this is a modest refund and certainly not a real wage. These young people then end up living the year of civil service in a negative way, as an underpaid work. "*

More than one Civil Service volunteer confirms that he/she intends to use this experience to acquire competences in the workplace. The civil service is therefore seen as a step period between the end

of the studies and the insertion into the labour sector. Two of the young volunteers interviewed consider the reimbursement received for civil service activity as a strong incentive, and state that the lack of the latter would have discouraged them from volunteering.

The CESV experience shows, however, that many of these young people acquire a new perception of themselves and of their abilities during the Civil Service year, making them more capable of directing their future choices.