



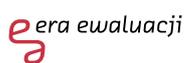
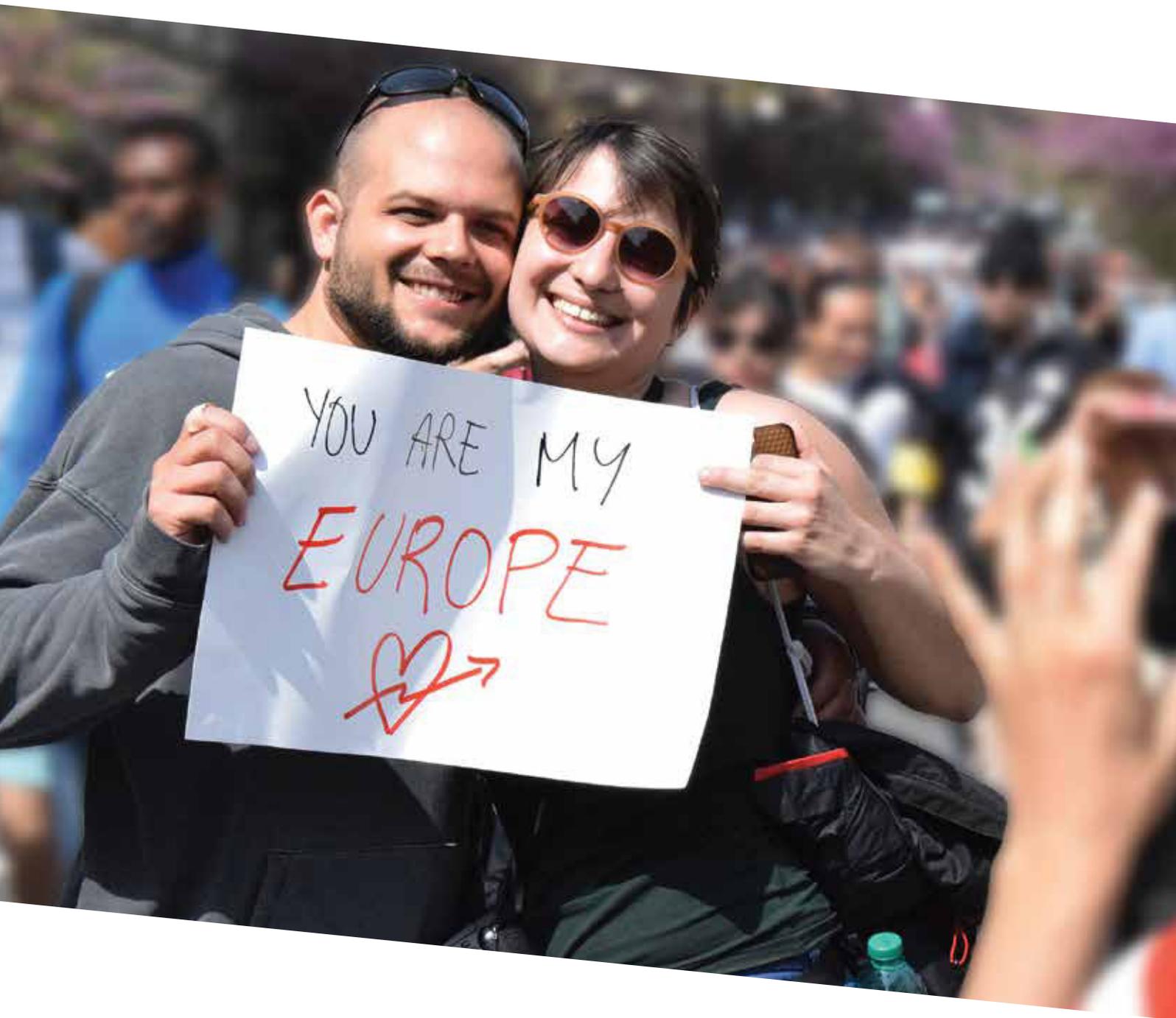
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VOYCE Project

Output 1 - National Report

 [Spain]





VOYCE Project

Output 1 - National Report on validation of volunteers' competencies [SPAIN]

Spanish country report was edited by Fundacion Docete Omnes

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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?

In Spain, the production of data on volunteering is diverse.

The Observatory of volunteering –Volunteering Service Platform, obtains the most adjusted data from 2014 through the company IMOP(Institute of social and Market research). In previous years the CIS(Sociological Research Centre) collected some of its data. The summary of data on voluntary population volume in Spain shows that the percentage of volunteers over 18 years old in 2014 was 9.8% (3.74 million) and in 2015, it was the 7.9%(3.1 million). (CIS: Study 2864, 2011, Study 3005,2013, *La población española y su implicación en ONGs*, PVE 2014 and 2015, SNC Census of population) It is still more complex to obtain results by areas of voluntary action, the few available studies show the preference for social volunteering, we can observe gender differences marked by traditional roles: more women than men in social volunteering and educational volunteering; And more men than women, in international volunteering and cooperation for development programs and also in sports volunteering programs.

About volunteering by sectors and gender the data of the survey for volunteers developed by the ministry is incoherent, as the own study observes: in social volunteering the 49.5% are men and the 60.5% are women; participation in international volunteering and development cooperation the 11.4% are men and 5,2% are women; in environmental volunteering programs the 2.8% are men and the 5.2%; in cultural volunteerism the 7.1% are men and the 5.3% are women, in sports volunteerism, the 10% are men and the 2.4% are women, (Survey of the Volunteer Platform of May 2015). Despite this fact, and obviating the percentages, the study set clearly that majority of volunteers are women and participate in social volunteering.

The information from the Research, Marketing and Opinion (IMOP) study for the Spanish Voluntary Service Platform (PVE) in October 2015 reflects that 36.1% of the Spanish population over 14 years of age collaborate in some way with the NGOs and 7.9% are volunteers.

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

Considering the different geographical areas, in general, in the north and center of Spain there is a lower percentage of people who collaborate with volunteering, while Andalusia

and the Canary Islands are the areas with the highest ratio.

In Spain, the most significant event in recent years is the approval of the Volunteering Law 45/2015. With respect to the previous volunteering Law of 1996, the main novelties of the Law are:

- The participation in volunteering activities of people under the age of 16. (with the parent´s authorization and it is planned an assessment to ensure that the program don´t affect/interrupt "their development and integral training").
- Measures to promote volunteering in companies.
- The promotion of volunteering by universities and the possibility of academic recognition.
- The norm prevents volunteering to those who have committed serious crimes .

(Crimes like Illegal or clandestine immigration of persons for instance). At the same time, Volunteering organizations may develop voluntary action programs, where the main objective is the reinsertion of people with criminal records.

(Source: Hechos y cifras del voluntariado en España, 2015, PVE Plataforma del Voluntariado en España, The Spanish volunteering Law 45/2015)

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 Spain there is a recognition of formal and informal learning linked to educational and work learning, but there is no validation system for volunteering, but we have found 2 examples in the field of validation of competences:

1)The project RECONOCE This initiative is led by the Confederation of Don Bosco Youth Centers in collaboration with the Didania Federation and ASDE Scouts of Spain and has the collaboration of the Institute of Youth of Spain, Injuve,

2)The Project VOL+ developed by the Spanish Platform of Volunteering.

1)The Injuve (National Institute for Youth of Spain) promotes a new online tool for accreditation of skills acquired through voluntary action. This tool, available since April 2016, is part of the project RECONOCE and It is for volunteers, entities and companies committed to volunteering.

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

The main objective of the project is to articulate a national network of organizations that promote the recognition of the skills and abilities obtained through voluntary action to improve the employability of young people (Source: web site of the Spanish youth Institute www.injuve.es. Website of the project Reconoce: www.reconoce.org)

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

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

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

The project RECONOCE, in its first call for auditors with the INJUVE (Youth Institute) and after checking the documentation required for joining the project, has been validated different entities. After validation by the audit team, each entity will have a volunteer who, after training, will be able to validate the volunteer competencies.

Volunteers and entities, with the aim of promoting the employability of young people, register the activities developed during the volunteering to recognize the skills and abilities obtained. The competences involved in this project are: Negotiation, tact and prudence, teamwork, interpersonal communication, technical and personal reliability, organization and planning, lead initiatives, flexibility (adaptability), optimism and enthusiasm, ability to learn, initiative and autonomy, analyze and solve problems.

Tools: First they started from a study on the youth situation and the employment in Spain. This study has shown the current profile of youth volunteering, identifying the main competencies acquired through voluntary action, and identifying the employment situation of young volunteers.

At the practical level, the initiative is concluded in a Web tool, in which, in a simple way, associations or entities that have volunteers can validate the competencies of volunteers; it is very useful to attach to the Curriculum for job search process.

In the project Vol+, 7 competences have been selected that can appear in any type of voluntary activity and, moreover, are closely related to those that anyone can implement in a job: Analyze and solve problems, flexibility and innovation, Initiative and autonomy, teamwork, planning and organization, ability to lead initiatives, Interpersonal communications. The project certification process is structured as follows: Each volunteer is assigned a tutor that accompanies them throughout the process. The organization in turn, decides whether to join to this accompaniment (by actively participating in meetings, verifying the information, clarifying possible doubts of volunteering activities etc.) or if they prefer to stay on the sidelines. At PVE(Spanish Volunteering Platform) they prefer the first option as it gives visibility and adds value to the work of the organization. Once this process is completed, the volunteers receive a report identifying the competencies endorsed by the Spanish Volunteering Platform.

Tools: In the validation process we can identify the following tools: 1) Initial contact meeting 2) Form processing step 3) Analysis meeting and Introduction 4) Skill identification proposal.

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

The competences validated in the previous projects(Reconoce and Vol+) are different that the competences covered in this research but the process of validation could be taken into account by the project voyce.

Competencies	Solutions	Recommendations
Communication in a mother tongue	As in one of the above referenced projects, we can start from the competencies identified in desk research and inspire us with the tools proposed for the validation process, either	Identify the competencies that will be validated through the Voyce project.

	through an online tool, or through a face to face process with a tutor who develop the assessment.	
Communication in a foreign tongue		
Maths, scientific and technological competencies		
Digital competencies		
Learning to learn		
Social and civic		
Sense of initiative and entrepreneurship		
Cultural awareness and expression)		
Emotional skills		
Practical skills		
Knowledge		

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

Although half of the organizations interviewed do not know the specific projects "Recognize" or "VOL +" , a few of them mentioned the entities that promote some of these initiatives, such as the National Volunteering Platform. Other organizations interviewed are aware of some of the initiatives mentioned later in the Desk research, such as the European Voluntary Service, promoted by the Spanish Institute of Youth (Government Institution) or the Leonardo da Vinci Project YOTE (promoted by FDO -NGO). The rest of organizations identified the training plans of some organizations (Caritas and Red Cross), but are not able to find initiatives on validation of competencies.

A few of them affirmed that it is very important to find an external entity responsible for the validation of volunteer´s competencies .

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

The majority of employers interviewed do not know the systems of validation of competences that exist at national level, 15% knows the European Voluntary and the documents Europass, and another 15% relate to the validation of competences at professional level with certificates of professionalism (these certificates have also been mentioned in the Desk Research, as an example of validation of competences at professional level in Spain). There is therefore no formal recognition by employers.

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

None of the interviewees claims to have been asked about this issue by the government or by NGOs, so that, this question was not relevant.

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 ?

There is not yet a validation system but there is an agreement between Injuve and the youth organizations of the Spanish autonomies:

The first technical meeting on professional qualifications and recognition of non-formal education in the field of youth has taken place on Tuesday, 28 March at the Injuve headquarters in Madrid. According to the agenda, progress will be made in the process of adapting the regulations of the regions in relation to professional qualifications of youth and will discuss the implementation of the new system of recognition of acquired competences.

In February 2017, in the Interterritorial Council of Youth, composed by the directors of the Institute of Youth, Injuve, and youth organizations of the Spanish autonomies, was agreed to establish a system of recognition of non-formal learning in the youth field in Spain. Injuve, youth organizations of autonomies, municipalities, youth councils, associations and youth organizations, leisure schools, youth centers, youth information centers, etc. Promote and offer non-formal learning initiatives. The objective of the agreement adopted in Logroño is that this learning is recognized and can be accredited. The implementation of this system will allow young people to get an official accreditation of the skills acquired by their participation in activities of animation and free time, youth exchanges, volunteering, youth correspondents, association fairs and in training courses and workshops.

A working group made up of technicians and experts from Injuve and from the youth organizations of the Spanish autonomies, will draw up a work plan that will lead to the establishment of this system of recognition of the competences acquired through non-formal education in the youth field, seeking the necessary collaboration of the other entities that also provide services and activities for young people

Source: Website of the project Reconoce-News (www.reconoce.org)

[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	None	
Communication in a foreign tongue	None	

Maths, scientific and technological competencies	None	
Digital competencies	None	
Learning to learn	None	
Social and civic	None	
Sense of initiative and entrepreneurship	None	
Cultural awareness and expression)	None	
Emotional skills	None	
Practical skills	None	
Knowledge	None	

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

Most of the entities interviewed do not identify any system at regional level, and 33'33% mention the Andalusian platform of Volunteering as an entity that is working on competencies validation system.

These results are according to the data collected in desk research, as no regional validation initiatives have been found.

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

The employers interviewed affirm that don't know initiatives at regional level, and they were not involved in any initiative.

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

[4.1DR] Local projects and initiatives

At local level we can find the Project YOTE Youth on the Empowerment funding by the European Commission and coordinated by Fundación Docete Omnes in Granada, Spain.

This project was born to improve the abilities and the employability of the students near to entry in the labor market. The methodology of this "on-line course" about key skills and European mobilities combines a theoretical part with a practical exercise to acquire a thorough knowledge of the key competence.

The project Yote coordinated by the local Institution Fundación Docete Omnes. It offers a new methodology created by expert teachers which will improve students VET and their personal development regarding their abilities and psychological maturity.

The theoretical training on different areas that is taught in VET centres is very wide, but there is an important part that has been left behind, only developed in non formal education programs, as volunteering which are aspects such as leadership, entrepreneurship, integration or teamwork.

The Project intents to help VET students, under the framework of formal education, to improve their abilities and employability by means of "key competences" recognised by the European Union in the Recommendation of the European Parliament and Council, on 16th of December of 2006, which, until now, have only been part of non formal education programs (european volunteering programme for instance)

The Yote course is base don the 8 key competences included in the recommendation of the European Parliament and Council of 18th December 2006, that they considered necessary for the lifelong learning:

- 1) Communication in foreign languages;
- 2) Communication in the mother tongue;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship;
- 8) Cultural awareness and expression;

These skills are the same for all members of the European Union, which represent a first step in the harmonization of education systems.

The key competences are compatible and complementary with any study or degree, and provide "added value" to the social and personal development of the students and a great step towards social cohesion at European Level.

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

[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 steam from it?

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The course is divided in 8 units of competence:
Each “unit” has a theoretical part (unit content in PDF, links and bibliography),
and an evaluation test.

At the end there are a “general practical case” on 8 key competences;

www.yote.eu

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

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

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

The 50% of the organizations interviewed knew the YOTE project, as a good practice about key competences at local level (this project has been described in deep in the desk research), also they mention the Youthpass certificate of the European voluntary service; other organizations don't know initiatives at the local level.

Some associations affirmed to have volunteer schemes and provide a certificate to volunteers once the programs have been completed.

In general, they know the initiatives YOTE and Youthpass, about key competences, but they do not know in detail the duration, outcomes...

In general they agree with the suitability of finding systems of validation of competences.

[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?

Do the employers play any role on local level? What is their knowledge and opinions about local initiatives?

The majority affirm that they do not know validation projects at local level, only 15% of employers know the institute of Youth as an entity that could validate 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?

The European volunteers receive the Youthpass, it is the certificate used in Erasmus plus for the Volunteering service and other non-formal training courses.

In Spain throught th project RECONOCE – This project include an online tool to acreditate the competences acquired by a volunteering program. To validate the competences is required that the host organization is registered in the network.

(Source: website of the Spanish Institute for youth:

www.erasmusplus.injuve.es/opencms/export/download/formacion/SVEyouthpass.pdf
www.injuve.es/en/voluntariado/noticia/reconoce-acredita-tus-competencias-de-voluntariado)

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

Most of them knew they could receive a certificate at the end of the volunteering program. Other volunteer affirms that he didn't know that he could get any certificate but he is sure that the experience gave him more that he could ever expect before doing it.

In general, the volunteers who knew the possibility to receive a certificate are/were participants of the European Volunteering Service, (one of the programs mentioned in Desk Research) this program provides at the end of the activity the famous certificate of competences Yothpass. Information on the Youthpass certificate has been included in desk research.

[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?

All of the participants in European Volunteering Service affirm that they have received the Youthpass certificate.

The respondents specified some advantages and disadvantages of the assessment process of Youthpass, for some volunteers was not complicate *and consider that this certificate describe very good the acquired competences in EVS, but a few of them consider that the process was complex but helped them to re-think about the whole volunteer period*; other volunteer mentioned that the Youthpass is easy to read but not to complete it.

[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?

The institutions interviewed and accredited within the European voluntary program use the youthpass certificate; most of them also issue certificate of participation when it is required by the volunteer (concretely 66'66%) they also provide letter of recommendation when it is required. Other organization do not use any certificate

Most of them do not find the process difficult and they affirm that it is very useful to validate the competences.

Some of them think that it is very necessary to identify and certify the activities carried out by the volunteers, because it is very important for volunteers at the curricular level in the search for employment, and at the level of validation of non-work professional practices for the certificates of professionalism.

Some entities issue certificates with the functions and activities carried out in volunteering.

Some interviewed entities that work at national and regional or local level, record volunteer hours and at the end provide a certificate with the activities and functions performed, one of them affirms that they are working for validation of the skills acquired.

At this point it should be added that the organizations that do not emit certificate, is because it is not required by the volunteer.

In general, the most of the organization provide a certificate describing the activities performed by volunteer and the volunteering period, but only the entities accredited in EVS provide the certificate of competences Youthpass.

[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?

Most of the respondents affirm that do not know external institutions certifying volunteers skill, other respondents offer some suggestion and talk about the organizations with a volunteering plan. A few of them identify the Spanish institute of Youth as external Institution able to certify competences, but they do not know the procedure and affirm that they think that all process is free.

[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?

Most of them don't know any institution certifying skills, only one employer suggested the Municipality or the Red Cross as institutions that may certify competences.

Other employers think that in general, volunteer organizations do not hesitate to make a certificate with the functions that the volunteers have developed.

The employers most frequently mentioned that all volunteering programs are valid, or they simply do not think if one entity is more reliable than another one, because they can know directly through an interview with the volunteer the functions that they have performed during the volunteering program .

Others give more validity to certificates issued by public entities.

The 15% of the respondents give value to work in powerful and large organizations.

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 most of them affirm they received a certificate at the end of the volunteering program. The volunteers most frequently mentioned that they haven't chosen deliberately the organization for the certificate. One of them do not consider this issue because in her opinion these kind of certificates are not widely accepted and recognised when applying for a job.

But a few of them claim that they have chosen the volunteering program for the certificate that was issued.

The 50% of the organizations gave an affirmative answer, they consider that the volunteers are interested by entities that provide certificate of competences. About 16% say that in their case it is not for the certificate, but the volunteer chooses their entity for the interest in the organization and for the work developed by the organization, not for the certificate; about 33% do not know very well whether it is the certificate or the entity itself. A few of them consider that should be compulsory that the organizations issue a certificate.

There are some differences between the volunteers' opinion and the opinion of the organizations, as most of the volunteers have not chosen the volunteer program for the certificate, and a half of the organizations believe that, in general, an skills' certification increase the volunteers' attention. Although there are different opinions, its are not contradictory, since it is perfectly logical and real that volunteers develop a volunteering program because they want to share their time with others at the same time that they are interested in the certificate for their curriculum.

In addition, it's important to note, that there are programs that provide them the skills certification, such as EVS (European Voluntary Service).

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?

In different Spanish Universities the students get the recognition of academic credits for the participation in volunteering programs:

(Royal Decree 1393/2007 of 29 October, which establishes the ordering of official university education, establishes in Article 12.8 "In accordance with Article 46.2.i) of Organic Law 6/2001, of 21 December of Universities, students will be able to obtain academic recognition for the participation in university activities like sport activities, student representation activities, or solidarity activities.

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?

The competences valued by the employers interviewed are attitude, willingness to learn, enthusiasm, predisposition, communicative competence, adaptability - flexibility, teamwork, responsibility, positive attitude, respect, responsibility, education, complementary training, high motivation to work, ability to Adaptation to the position, socio-labor skills, commitment, knowing how to defend their work correctly, capacity for self-criticism.

The employers most frequently mentioned respect, responsibility and adaptability. In terms of key competencies, the skills mentioned by employers can be framed in communication skills, civic and social skills and learning to learn.

[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?

All employers agree that volunteering is a very important aspect to consider, as it is a factor that can tell you a lot about a person.

In their opinion it is important to take into account the employees' experiences in European courses, training and volunteering. Others say that give more value to the organization where the volunteering take place than the certificate of competencies.

The value given in general by employers, is complementary to the curriculum.

About the certificates of competence, the employers most frequently affirm to take the certificate into account, and they would value a certificate of competences. Some claim that the certificates are very important because they can see if the employee is a socially committed person. Others affirm that the certificates are fantastic to know exactly the activities developed in volunteering.

The results are absolutely coherent, all employers agree that they take into account volunteering and also the certificate of competences, each one shows different arguments, but all reasons are complementary and coherent.

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

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

The Council of the European Commission has published in December 2012 the "Council Recommendation on the validation of non-formal and informal learning". It calls on member states to introduce, by 2015, systems that allow the validation of non-formal learning, such as business courses, and informal learning.

In Spain Certificates of professionalism, regulated by Royal Decree 34/2008, of 18 January, are the official accreditation instrument of the professional qualifications of the National Catalogue of Professional Qualifications in the field of labor administration.

These certificates accredit the set of professional competences that enable the development of an identifiable work activity in the production system without this constituting regulation of the professional practice.

The certificate is official and valid throughout the national territory and are issued by the SEPE (State Public Employment Service) and the competent bodies of the Spanish autonomies.

They are obtained through two ways:

Passing all the modules/lectures contained in the certificate of professionalism.

Following the established procedures for the evaluation and accreditation of professional competences acquired through work experience or non-formal training courses.

(Source: Website of the State Public Employment Service:

https://www.sepe.es/contenidos/personas/formacion/certificados_de_profesionalidad/certificados_profesionalidad.html)

[9.1.2DR] Regional level

No example has been found

[9.1.3DR] Particular projects, local initiatives

No example has been found

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)?

Most volunteers state that their needs were taken into account by different organization's operators, and others highlight the figure of the tutor, supervisor, and peers in the process. Others point out that in their volunteering, the organization took into account their needs and their process of personal growth.

Some volunteers provided practical examples about how their organization met their needs and interests: organizing a previous course to improve their integration, developed sports activities taking into account the needs of the volunteer and their exploitation.

Regular meetings were held with tutors and activities organized by the national agency at the beginning of the activity and at the end of the activity to assess the volunteer process.

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

A 100% of the organizations agree to meet the needs of volunteering. The needs shown are: motivation, expectation, and interests of the volunteer through the following tools:

- Through weekly meetings where hours are planned and the needs of each are exposed.
- Develop meetings with volunteers to know more about their expectations in the organization.
- Through a first interview with the volunteer to know his / her motivation and interests in the volunteering program.
- Through an information session, then a personal interview, and at the end a training course.
- Designing a program of activities that volunteers are offered to decide if they want to participate, and evaluate their demands when organizing volunteer training activities.

The rest of the needs are presented at the moment of being registered (volunteering Agreement, insurance, diets, accommodation, identification, certification ...)

Comparing the answers between volunteers and organizations we can see that they are not contradictory, since they generally assert the needs of the volunteer, both parties presented the interest as the main need taken into account, but the organizations provide more details on how it is carried out the process.

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...

The volunteers interviewed provide different meaning:

Volunteering means being a person who give a free service to help a country or a community dedicating their professionalism and passion. It is something that is done voluntarily and involves a voluntary dedication of time and resources to the service of people who need help and support. Also means share your life, to gain a lot of experience and furthermore there was the possibility to engage yourself in a new kind of work and to be useful for the society or for the people living and working there.

For others volunteering has meant freedom, open mind, has meant an experience in a foreign country, to learn another language, another culture, where they have tried to communicate even when they did not speak the same language, or when the people that they helped could not communicate with them.

Give the best of yourself trying to be useful to someone else. Means understanding that your happiness will be possible if you try to make other people happy.

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

Organizations define volunteering as giving your time and expertise in responding to the needs of others without financial compensation.

Perform an activity focused on a social good, altruistic, without consideration of any kind. Try to help a population at risk of social exclusion.

The organizations agree on the unpaid and altruist part of volunteering, as well as on the social good or support to groups at risk of exclusion that involves volunteering.

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

The employers understand volunteering, such as the performance of an activity that is related to the interest and motivation of the volunteer and has not economic remuneration. They also define it as the dedication of a period of life to develop a reciprocal experience by providing a service and acquiring skills and competencies.

Provide help and collaboration on a voluntary way, in order to help others and for the personal satisfaction. Perform a series of non-profit activities.

To do some actions without expecting an economic retribution in return.

The employers agree with the organizations in highlighting that it is done without economic consideration.

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

The volunteers mentioned different reasons: for the intercultural dimension and the non-formal approach, the European Voluntary Service was a unique opportunity to get in touch with different cultures, live abroad and acquire new skills and abilities relevant to their personal and professional growth. Some of them chose a volunteering program in social area because it was their professional field.

Others talk about 3 aims: 1. relax from work. 2. learn the language. 3. be useful. Another volunteer thinks that he could share his time with people and that would make him feel good.

Sharing (not only time) your LIFE with kids was one of the most important experiences in his life. To give your best to the organization and to be a big support in the time you are there.

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

Here the opinions are different according to the activity of each organization: For some of them the motivation of the volunteers is, first of all the volunteering program, do something good for society, and the second is the good relationships between volunteers, and the team in the organization.

For others the motivation of volunteers in their organization is to share their experience with people with disability, acquiring experience for their personal and professional future. The motivation of volunteers in the organization is to acquire competences. The motivation is also to improve and facilitate the activities that are carried out in and for the organization.

In the responses of both organizations and volunteers can be observed 2 categories: on the one hand the interest to acquire competences, such as intercultural or communication competences and relationships with other volunteers; here we can observe a motivation for oneself; and on the other hand, the motivation to do something good for others, thinking about the organization; here we can see a motivation to do something for others.