

## EuroVolNet Seminar

### "Volunteering, Education for life"

**September 23-25, 2011  
Riga, Latvia**

## REPORT

Volunteering is strongly linked both to non-formal and informal learning. It contributes to personal development, learning skills and competences thus enhancing employability. Non-formal education and lifelong learning are important elements of the EU2020 strategy towards smart, sustainable and inclusive growth. The sport sector, primarily based on volunteer engagement and contribution, is the most widespread civil society movement. Learning processes take place both on and off the pitch and sport halls. Millions of Europeans join non-formal training and education in sport organizations, be it as trainers or leaders. This is non-formal learning on a massive scale.



**EuroVolNet project partners participated in and developed »Education for life« strategy during EuroVolNet Seminar which was held in Riga in Latvia from 23rd to 25th of September, organized by one of EuroVolNet partners, the Latvian Sport for All Association.**

EuroVolNet Seminar in Riga gave time and space for further discussion between EuroVolNet Partners and other relevant institutions and organizations to improve coordination in volunteering cross Europe.



The Seminar was an opportunity to discuss challenges in education for volunteers and to discuss recommendations for the European Commission and other relevant policy makers within 4 main topic:

- Recognition of volunteers' skills and competences within the context of non-formal and informal education and training systems
- Recognition of nonformal and informal education and training systems
- Promotion of »education culture« within sport and promotion of sport organizations as »learning communities«
- National education policies/national lifelong learning strategies across Europe

## EuroVolNet Seminar 2 Program

**Friday, 23rd of September**

Time and activity	Program
17.00 – 19.00	<b>EuroVolNet Opening session</b>
Welcome	<b>Welcome by Latvian Sport for all Association</b> , Andris Berzins, President
Opening presentation	<b>"Volunteering – Education for life"</b> Herbert Hartmann, ISCA, Germany
	The Afternoon Session will be focused on the EuroVolNet overall topic: <b>Recognition and Education of volunteers</b> , which have been highlighted during the EuroVolNet kick-off meeting.
Presentation	<b>European and national education policies and lifelong learning strategies</b> Jean Camy, European Observatoire of Sport and Employment, EOSE, France
Presentation	<b>Recognition of volunteers' skills and competences within the context of non-formal and informal education and training systems in sport</b> Simone Digennaro, University Cassino, Italy
Presentation	<b>Skills and competences - what is in for volunteers and managers ?</b> Eva Geithner, University of Erlangen/ Nürnberg

**Saturday 24<sup>th</sup> of September**

Time and activity	Program
9.30 – 11.00	<b>European and national education policies and lifelong – learning strategies in sport</b>
Workshop 1	<ul style="list-style-type: none"> <li>- How can we making lifelong learning in volunteering a reality; improving the quality and efficiency of education and training for volunteers; promoting equity, social cohesion and active citizenship; enhancing creativity and innovation, including entrepreneurship, at all levels of education and training?</li> <li>- Is volunteering widely recognised in national education policies/national lifelong learning strategies across Member States?</li> <li>- How important is the increasing professionalization of volunteering and the voluntary sector?</li> </ul>
Presentation 1	<b>Is (and how) volunteering widely recognised in national education policies/national lifelong learning strategies?</b> Janne Bonde, DGI, Denmark
Presentation 2	<b>How can we making lifelong learning in volunteering a reality in partnership with schools and Universities?</b> Vladimir Dostal, SOKOL, Czech Republic
11.30 – 13.00	<b>»Recognition of volunteers' skills and competences within the context of non-formal and informal education and training systems«</b>
Workshop 2	<p>A discussion around the recognition of volunteers' skills and competences within the context of national education and training systems for volunteers will be a starting point to provide an overview of the current situation with regard to the validation of non-formal and informal learning.</p> <ul style="list-style-type: none"> <li>- What kind of measures to recognise the skills and competences of volunteers we know (portfolios, volunteer passports or record books for example)?</li> <li>- What kind of activities are carried out as part of volunteering as validation through non formal and informal learning within the education and training system?</li> <li>- What kind of skills and competences are recognized for volunteers and for managers of volunteers?</li> </ul>
Presentation 1	<b>Opportunities for learning (good example from Scotland)</b> Grace Martin, Volunteer Development Scotland
Presentation 2	<b>The recognition of volunteering (good example from University)</b> Sakis Pappous, University of Kent, UK
14.00 – 15.30	<b>"Education and training opportunities for volunteers"</b>
Workshop 3	<p>Many sport organizations in Europe have established their own education system for volunteers. They are based on well-structured curricula and lead often to certification. But the education systems in organized sport are mostly not accredited by governmental authorities and not to the public educational systems like schools, universities or vocational education and training institutions.</p> <ul style="list-style-type: none"> <li>- What kind of variations in the type of education and training opportunities provided to volunteers we know?</li> <li>- How can we by education, not only enhance the skills of volunteers, but also strength the organizations' management capacity as well as their relationship and communication with volunteers?</li> <li>- What kind of Volunteer Management Training for individuals who manage volunteers or manage a volunteering program we know?</li> </ul>

<b>Time and activity</b>	<b>Program</b>
Presentation 1	<b>Education and training opportunities for volunteers in DTB</b> Pia Pauly, DTB, Germany
Presentation 2	<b>HSE Community Games Volunteer Education Pathway</b> Shauna Curran, Community Games, Ireland

## **Sunday 25th of September**

<b>Time and activity</b>	<b>Program</b>
9.00 – 11.00  Final workshop and discussion	<b>"Main challenges for recognition and validation of learning outcomes in grassroots sport/volunteers education"</b> <ul style="list-style-type: none"> <li>- What kind of model can ensure strategic and systematic approach to recognize the volunteers skills and competences?</li> <li>- Do we need to ensure the validation of non-formal and informal learning (VNFIL) provides important opportunities to recognize the skills and competences of volunteer on the European level?</li> <li>- What are our main partners in developing the "lifelong- learning networks"?</li> <li>- What is qualification in the volunteer education?</li> </ul>
11.00 – 12.00	<b>Looking into the future of non-formal and informal education</b>

***The EuroVolNet project and EuroVolNet Seminar are receiving support from the European Commission, Education and Culture DG, under the "2010 Preparatory Action in the Field of Sport".***



### “Volunteering – Education for life” Herbert Hartmann, ISCA, Germany

#### **Why to educate volunteers?**

As voluntary work is considered to be the most important resource of the grassroots sports sector, sport organisations need to take care to get enough and qualified volunteers, either for leadership and management functions or as instructors, trainers and for supporting tasks. This is a big challenge facing the fact, that

- the willingness to become engaged as a volunteer is decreasing;
- the demands on voluntary work have expanded and increased and are constantly changing.

Volunteering in sport offers a wide range of learning outcomes in all modes of education, in formal, non-formal and informal education. The following definitions are used on European level (EC-DG ET: Lifelong learning policy/doc 52)



#### **The education of volunteers has to fulfil two main functions:**

- To qualify for a particular volunteer task; e.g. to become active as an instructor in practical courses or as a team-coach; or to gain knowledge and experience for a special task in the board of a club.
- To recruit, retain and to appreciate volunteers. To gain competences and skills through volunteering is an important motivation to become and to stay engaged for volunteering (Hansen, 2011, S. 123/124)

**Volunteering in sport offers a wide range of learning outcomes in all modes of education, in formal, non-formal and informal education.**

- *Formal learning is typically provided by education or training institutions, with structured learning objectives, learning time and learning support. It is intentional on the part of the learner and leads to certification.*
- *Non-formal learning is not provided by an education or training institution and typically does not lead to certification. However, it is intentional on the part of the learner and has structured objectives, times and support.*
- *Informal learning results from daily activities related to work, family life or leisure. It is not structured and usually does not lead to certification. In most cases, it is unintentional on the part of the learner.*

#### **Semi-formal education systems in organised sport**

Many sport organisations in Europe have established their own education system for volunteers. Those systems can be assessed as “semi-formal”. They are based on well structured curricula and lead often to certification. For example the education system of the German Gymnastic Federation offers 46 different training profiles, 74.000 licences on different levels are valid, and every year app. 5000 new licenses are issued. But the education systems in organised sport are mostly not

accredited by governmental authorities and not affiliated to the public educational systems like schools, universities or vocational education and training institutions.

But it's obvious that the education policy in Europe has started to change since several years and becomes more and more open to recognise education programmes from outside the formal learning institutions and taking into account a holistic view of education and lifelong learning, including knowledge, competences and skills acquired also outside the state accredited formal education process. In the meantime many important political documents from EC-ET had been published on this topic. [http://ec.europa.eu/education/lifelong-learning-policy/doc28\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm)

But to become respected within this change of education paradigm it's necessary to develop convincing, quality conscious educational programs for organised sport and to take actively part in the national and European Lifelong Learning (LLL) discussions as well as to adapt the own educational programs to the National and European Qualification Standards (NQF/EQF).

### **Learning outcomes in non-formal and informal education**

Sport organisations offer as well many non-formal education measures for the qualification of volunteers, like seminars, congresses, conventions, practical courses. More than 4000 volunteers participated last year in such educational offers of the German Gymnastic Federation.

Last but not least "learning by doing" as informal learning happens, while volunteers are engaged in their work as leaders, managers or on executive level as instructors, coaches, in supporting tasks. While learning experiences in formal education are normally clear defined through pertinent and valuable objectives, competences and skills, learning outcomes in non-formal and informal education had rather been taken into consideration until now. But this comes more and more into focus.

### **Volunteering makes competent for life**

Even if there is still a deficit in studies evaluating the evidence of transferability of competences gained through volunteering in sport into other sectors of life like school-education, professional training or private life, there are sufficient results, which are able to verify the thesis of transferability. Hansen refers in one of his empirical studies on the conviction of volunteers in sport, to be able to transfer most competences gained in sport voluntary work into other sections of life (Hansen, 2009).

Sport organisations should recognise that this conviction is also an important reason to become a volunteer and might be a conclusive effect to volunteering. This argument should be used much more in strategies to recruit and to retain volunteers and as a tool in a "culture of recognition".

### **Summery and perspectives**

Human resources development is a key for a prospective development of a sport organisation and volunteers are the most valuable resource. The education of volunteers is one of the main challenges for the development.

- Education of volunteers needs a strategic, systematic approach. A clear documented and politically approved concept is strongly recommended.
- ISCA is developing its own education-program
- A semi-formal education-system should be strived for.
- Cooperation with national Lifelong Learning networks and organisations is recommended. ISCA is already partner in the European Lifelong Learning Network (EUCIS LLL).
- It's recommended to make learning outcomes of non-formal and informal education of volunteers in grassroots sports more popular on one hand in inside the national organisation and on the other hand in the topical political discussion on education.
- Take into account the ISCA-Europe position paper "Sport for All – increasing European Human Capital" on promotion and validation of non-formal and informal learning
- Make learning outcomes of volunteer education to a central argument for the recruitment and retaining of volunteers for your organisation.

## European and national education policies and lifelong learning strategies Jean Camy, European Observatoire of Sport and Employment, EOSE, France

### 1. General framework of the European education and training policy

#### 1.1 Background: Lisbon declaration (2000)

Make the Community: "the most advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion"



#### 1.2. General framework of the European education and training policy (LLL)

Barcelona 2002 (General education)	Copenhagen 2002 (Vocational education and training)	Bologna 1999 (Higher Education)
Contribute through lifelong learning to the development of the Community as an advanced knowledge society	Promote transparency, comparability, transferability and the recognition of competences	introduce a common system of academic degrees , promote the mobility of students, teachers and researchers, ensure high quality teaching and incorporate the European dimension into higher education.

### 2. Strategies and tools developed to implement the European education and training policy

#### 2.1 The European Qualification Framework

- A common reference for all qualifications in all E.U. member states and areas of activity;
- Composed of 8 levels, from 1 (basic) to 8 (expert);
- Based on competences (capacity to operate) and including knowledge and skills;
- Which can be gained by different routes (formal, non formal, informal learning).

#### 2.2 Validation of Non Formal and Informal Learning (VNFIL)

- Non formal learning: intentional learning without accreditation
- Informal learning: unintentional learning (learning by doing)
- Three routes (including formal learning) which might be equally recognised
- Already several E.U. member states officially endorse VNFIL policies (including delivery of Masters or PhD based on equivalent learning outcomes).

#### 2.3 European Credit Transfer Systems (ECTS-general- ECVET-vocational)

- ECTS created in 1986 within Erasmus system to gain credits abroad and be recognised at home. Mostly based on learning hours but on the way to be more competence related
- ECVET starting in 2010 and just been implemented . Based on « units of competences » (learning outcomes) corresponding to educational and vocational profiles
- A key tool for the mobility of students and workers

## 2.4 Quality assurance

- Promote mutual trust and improve transparency while respecting the diversity of national contexts and subject areas
- A cycle consisting of four phases (planning, implementation, assessment and review) described for VET providers/systems;
- Quality criteria and indicative descriptors for each phase of the cycle;
- Common indicators for assessing targets, methods, procedures and training results.

## 3. Sport as a pilot sector to implement the European education and training policy

### 3.1 Applying EQF to the sport sector

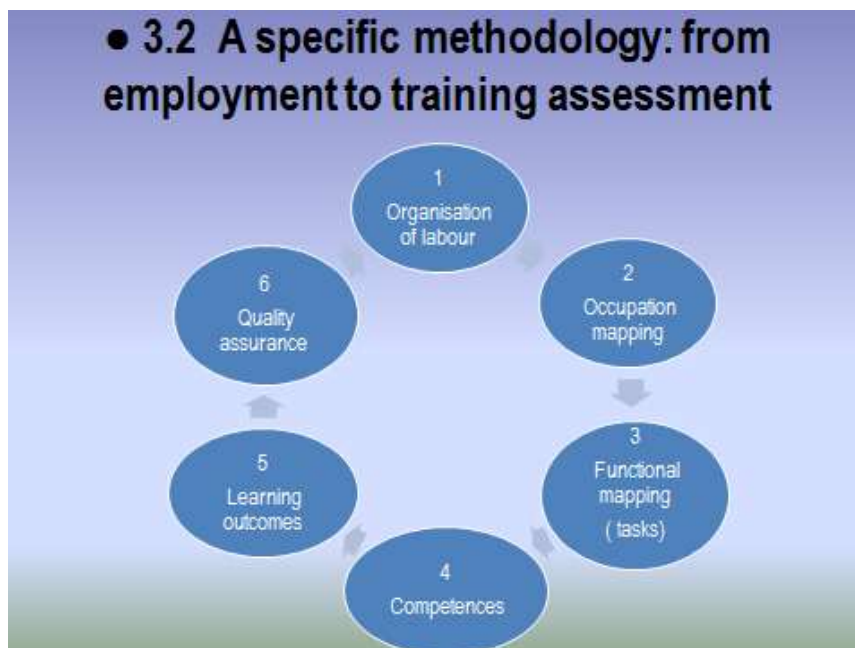
- A « sport sector » including professional sport, voluntary sport and commercial sporting leisure;
- Concerning paid staff (employees), represented by their Unions (UNI-Europa as European umbrella organisation);
- With employers representative organisations (European Association of Sport Employers, EASE as European umbrella organisation);
- In a process of establishing a European « Sport Social Dialogue Committee »

### 3.3 Three on going sub-sectorial approaches

- Fitness instructors
- Outdoor animators
- Golf occupations

### 3.4. Where is the voluntary sport sector?

- Till now, within the sport sector, quite nothing has been done to include the voluntary sport sector in the LLL policy
- The social partners (EASE and UNI-Europa) are mostly interested in paid staff
- Even if their importance is highly celebrated and recognized, volunteers seems to be outside of the scope
- Do we have to remain in a position where the competence of volunteers is not a key topic (« benevoles »= « goodwillers »)?



## 4. Guidelines for the development of a European education and training policy in the voluntary sport sector

### 4.1 The specific nature and goals of voluntary organisations?

- a fundamental difference between « service organisations » (selling already made services) and « voluntary organisations/associations » (associate members producing collectively activities)
  - non profit oriented but producing also (mainly?) « collective goods » such as democracy, tolerance and citizenship

#### 4.2 Take care of the specificity of the human resources of voluntary organisations?

- Volunteers have limited time and it is not possible to take more of their time to train them formally;
- Volunteers take no longer lifelong engagements (turn over)
- There is a huge tacit knowledge within organisations which has been traditionally transmitted through « companion-ship » (no « formalisation » and little improvement )
- A good paid staff in voluntary organisations increases the number and quality of volunteers

#### 4.3 Enhancing a human resource development policy in the voluntary sport sector?

- Mapping the key roles and functions run by volunteers in voluntary sport organisations;
- Mapping and formalizing (through « e-manuals ») the key related competences;
- Sharing the knowledge and competences in voluntary sport organisations (developing « learning communities /organisations » such as treasurer's communities of practice...);
- « Professionalizing » volunteers (developing their competences) through mentoring and learning communities and limited formal/non formal learning

### **Recognition of volunteers' skills and competences within the context of non-formal and informal education and training systems in sport**

**Simone Digennaro, University Cassino, Italy**

Given the important role volunteerism has in society today, the recognition of those that are defined as skills and competences in the context of formal-non formal and informal education is an issue gaining in attention.



It seems that Institutions are not enable to keep the pace with the development of this dynamic sector and a lack of a global strategy for the volunteerism can be claimed (insert reference). Notwithstanding there is a general consensus about the need for a system(s) enabling the sport system/sport organisation to assess (and certificate) the quality in terms of skills and competences of those volunteers who want to offer their support.

#### **What sport organisation can do?**

Sport organisations have the responsibility in influencing social policies and social development. European Union and Member States have a crucial role, that's indubitable. But we cannot deny that besides an approach top-down, a bottom-up approach should be implemented.

- **Organisations have a crucial role in matching the expectations of today's volunteers and**
- **Organisation are required to find new way to attract and engage people and**
- **Organisations are required to give more in terms of opportunities, quality of activities, education and training, etc**

## Volunteers' skills and competences: trends and challenge

Factors that motivate individuals to volunteer are as follows:

- Personal interest
- Social benefits
- Social responsibility
- Opportunity to participate

## Acquisition of new skills/competences and experience

The last issue is a crucial aspect in our argumentations. It can be maintained that, nowadays, compared with the past, organisations require volunteers with higher levels in terms of personal competences and skills (high demands on the skills and qualification of volunteers). Organisations operate in a complex environment and this results with the need to involve people that are able to deal with demanding tasks. At the same time, generally speaking, people who want to volunteer have higher level of education than in the past and they aim to be involved in more stimulating and interesting activities. Organisations that want to attract volunteers must give much more than in the past.



## Non-formal and Informal education

In this type of education, sport organisations, as cell of the sport system, have a crucial role. (what organisations must do?)

*"Recognising voluntary activities and volunteering can play a big part in rewarding existing volunteers for their participation in voluntary activities and in attracting new volunteers. The validation of non-formal and informal learning (VNFIL) provides important opportunities to recognise the skills and competences of volunteers. Opportunities for VNFIL are limited in at least eight countries that have not fully established arrangements for VNFIL to date. A further seven countries are in the process of developing arrangements for VNFIL though their application to volunteering remains limited. Even in countries that have well established arrangements and policies in place for VNFIL there is evidence to suggest that it does not always apply to volunteering. " (Study on Volunteering in the European Union, Final report).*

The validation of non-formal and informal education follows two paths:

1. the formal system validates those competences and skills yield in the non-formal and informal education system;
2. A variety of measures are adopted: portfolios, records books and so on.

The role of the European Union and of the Member States: Policy, strategy and legislation/law:

- EU and Member States are required to revise and implement laws and legislation in order to foster the recognition of volunteers' skills and competencies within the context of non-formal and informal education.
- EU is required to support Member States' practices.
- EU is required, in collaboration with the Member States, to put in place the European agenda of the Validation of Non-Formal and Informal Learning (VNFIL)

The role of sport organisations:

- Looking for a new path in the recognition of volunteers' skills and competences it can be maintained that sport organisation must have a direct role in the definition of strategy concerning the formal and informal education.

Actions that sport organisation can put in place:

- Lobbying;
- Sharing experience and identifying regulatory and policy frameworks that really work;
- Networking (New technologies may have a crucial role: internet and social network);
- Developing or enhancing their capacity (skills, knowledge and abilities) to effectively recruit, focus, and support volunteer resources;
- Working for the recognition/validation of non-formal and informal learning;

Today, recognition of volunteers' skills and competences within the context of non-formal and informal education and training systems is a crucial issue for the sport system.

Whether sport organisation will be able to deal with this specific issue, putting in place actions described above, they will have at disposal an important asset for the recruitment and the engagement and recruitment of volunteers.

European Union and Members States are required to further implement policy and strategies adopted in the field, but a direct and more concrete involvement at grass-root level is also required.

**Networking and bridging can be considered are two concrete actions organisations can put in place.**

### **Skills and competences - what is in for volunteers and managers ?** **Eva Geithner, University of Erlangen/ Nürnberg**

**Why do we want to identify skills and competencies in sport?**

- Attracting and keeping people in volunteering in sport
- Building responsible personalities
- Increasing in motivation by basic and advanced training
- Meeting expectations of volunteers (see Shell Study, German Volunteer Survey)



## What do volunteers learn?

personal	social	cognitive	organizational	sportive
Self-esteem	Fair play	Ability for supervision	Ability to organize trainings	Learn movements
Self-reliance	Ability to communicate	Logical thinking		Improve movements
Goal Setting	Problem solving	First Aid		Tactics
Creativity	Discipline	Organizational knowledge		Body control
Leadership	Team work	Value development		
Ability to work under pressure	Empathy			

## In which situations do volunteers learn?

- Communicating with the trainer
- Acting together
- Striving for success
- Handling diversity
- Assuming responsibility

## Recommendations for developing skills and competencies (or How to develop skills and competencies?)

- Shift from teaching to learning
- Learning by doing
- Learning in "classical" seminars
- New forms of learning, eg. coaching, hospitation
- Reflection of volunteering (supervision, intervention)



## Highlights from Workshop 1

### **Is (and how) volunteering widely recognized in national education policies/national lifelong learning strategies?, Janne Bonde, DGI, Denmark**

#### Examples from Denmark

- Courses from sports organizations in a formal education system
- Recognition of skills
- In formal education
- From business leaders and employers
- Encouraging to volunteer in youth education



A online document sum up your skills and will be considered when you apply for a university study. Find more here: [www.realkompetence-forening.dk](http://www.realkompetence-forening.dk)



### **How can we making lifelong learning in volunteering a reality in partnership with schools and Universities? , Vladimir Dostal, SOKOL, Czech Republic**

#### SOKOL Central School

- Serves mainly for Sport for All sector
- Competitive and top sport served by sports federations

#### SOKOL Education system:

- 3rd grade: 50 hours, no Ministry accreditation needed
- 2nd grade: 50 + 100 hours, accredited by Ministry of Education, Youth and Sports
- 1st grade: 2 years studies in cooperation with Universities

### **Opportunities for learning (good example from Scotland), Grace Martin, Volunteer Development Scotland**



At Volunteer Development Scotland we are extremely busy developing volunteering in a variety of areas and sectors and also in fact developing ourselves as a national center for excellence. New approach for accrediting volunteering is V Skills for Employability.

The aim of the VSkills approach is to give volunteers the recognition for the skills, qualities and attributes they have gained through their experiences as a volunteer.

Approached by Scottish Government Life-long learning department in 2009 to see if we could develop a more formal way to recognize the skills gained through volunteering and how these could be linked to increasing employability.

Due to the economic downturn and increasing unemployment our approach focused on those people furthest away from the job market and increasing their employability through volunteering.

In addition, recent publications around skills had identified that employers were reporting a trend where people lacked what could be termed as 'soft skills' for example self management, team working, problem solving and numeracy

This is how we developed the concept for Vskills that volunteering by those who are unemployed can be a pathway to developing transferable skills to enhance employability.

VSkills was developed as a portfolio based method of gathering evidence of skills gained through volunteering which would be assessed and enable the volunteer to achieve the Employability award. The employability award is a group award accredited and offered by the SQA. Every college and School in Scotland is automatically approved to offer the award.

We have more recently focused a lot on the development of on-line resources and applications to support volunteering and volunteer management. We are increasingly using our e learning platform or 'on-line learning community' to support our learning opportunities. This is where learners can register and create their own learning account accessing information and resources. This also provides the opportunity for volunteers and volunteer managers to talk to each other about issues and share solutions.

There is also significant interest around the development of on-line learning and currently we have developed bespoke packages for the NHS in Scotland and those working in the environmental sector.

**V Active** is developed in partnership with the SportScotland the national agency for sport in Scotland. Never before have we had so many major sporting events on home soil over the next four years which is bringing a unique and exciting time for us

The London Olympics in 2012 and the Glasgow Commonwealth Games in 2014 provide a once-in-a lifetime opportunity to accelerate the development of sport in Scotland and inspire and enthuse people to be involved. We are delighted to be launching a framework for volunteering

and sport which puts volunteers at the heart of Scottish sport. We welcome this recognition that 15% of volunteering in Scotland takes place in sport and of around 90,000 sports coaches – only 7000 are paid.

The framework and the activities we are taking forward around V Active aim to improve the way in which we plan, engage, support and recognize volunteers. This includes workforce development, mapping skills development opportunities and needs and delivering a program of learning to meet those needs.

### The recognition of volunteering (good example from University), Sakis Pappous, University of Kent, UK



#### "Kent Student Certificate for Volunteering (KSCV Awards)"

This scheme was set up in the University of Kent in order to recognize the hard work our students- volunteers put in volunteering, and to give our students credit and recognition for that work.

The

scheme is a collaboration between Kent Union and the University of Kent. Whilst Kent Union recognize the importance of volunteering (and its positive effect on our students and their enjoyment of their time at university), the University realize the importance of volunteering with regards to employability (acquisition of new skills, experience). This is one of the first schemes of its kind and it is one of the better-planned schemes in terms of logging hours and reviews. Indicative of the success of the



### Gold Award



**-100 hours of volunteering work, a review,**  
**-- a 750 word written reflection on their voluntary experience and**  
**-- 2 training sessions**

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program is the fact that we have received the 'Investing in Volunteers' award for our commitment to volunteering.

4 different levels of volunteering involvement:

- Standard KSCV
- Silver KSCV
- Gold KSCV
- Platinum

Recently the KSCV scheme was taken one step further with the creation of the Platinum KSCV. This scheme is the highest level of award, and as such, while it is the most challenging, it is also the most rewarding.

Students in order to achieve a Platinum award they have to carry out 4 different types of voluntary work, complete a portfolio of evidence, a written assessment and do a panel presentation. Depending on the degree specialization the students are studying, the KSCV Platinum can be a credit bearing module (15 credits instead of another module choice).

If that is not possible, it will appear on their degree transcript as an extra module on top of the modules that they would need to undertake in order to meet their degree requirements. The KSCV Platinum is designed to really challenge student volunteers; take them out of their comfort zone, and push the students to develop themselves to their full potential. All students on the KSCV Platinum are assigned a mentor throughout the duration of the scheme.



### *Highlights from Workshop 3*

## **Education and training opportunities for volunteers in DTB, Pia Pauly, DTB, Germany**



### **The non-formal education system in the German Sport System**

License system with 2 and 3 levels:

- The basic education comprises 120 units; after an exam, the instructor receives the license of the 1st level.
- The 2nd license level has the profile "prevention and health" and "Elite sport" and covers 60-80 units with special topics

and in different kind of sport.

- The license has to renew all 4 years with a further education with 15 units.

### **What is important to know?**

- There is no interference by the government.
- There is no comparability of the formal and non-formal education, no permeability between both systems and it is not accredited by the governmental education system.
- The Sport System is responsible for its education system.



- The DTB decides by himself about the education profiles, he develops the concepts, fixes the contents of the lessons and the methods.
- The government subsidizes the education measures on the 1st level.
- The government pays a little amount to the clubs per valid license per year.

#### Facts:

- 65.500 valid licenses are registered in the DTB. Yearly, we issue 6.000 new licenses.
- We launched a quality offensive. The instructor quality and so the quality of the trainings are much higher than 10 years ago. And we got the acceptance in a special field of the health system.
- The national sport development report identified three big problems in our clubs and in our regional organizations: A lack of volunteers in leading positions, a lack of suitable rooms/gym halls for "sport for all" – activities, a lack of instructors
- Today, it is more difficult for our clubs to motivate people to become engaged as instructor. Twenty years ago, it was an honour to be an instructor!
- The instructors in the field of fitness and health are collecting several different certificates, because they have the possibility to earn money – it's a possibility to work self employed.  
It's a new labour market!

- This development creates new challenges for our club managers. On one hand, we have a professionalism in the field of fitness/health and on the other hand the traditional instructors.

### **DTB-Certification System called Pluspunkt Ehrenamt.DTB**

The aims of the DTB in the field of personal management are:

- to motivate to become a volunteer for leading positions on different levels
- to improve their personal competences
- to qualify elected volunteers
- to support the exchange of experiences
- to improve the identification with the DTB – to be a part of it
- to build networks
- to create benefits

The target group are:

- persons who are already elected volunteers.
- persons show interest in improving their knowledge, skills as volunteers in leading positions.
- persons who show interest in the work of a club or regional organization.

### Challenges for DBT:

- We need different supporting and qualifying systems for instructors/trainers and elected volunteers.
- The fitness and health-instructors want to get more and more a financial support. This changes our volunteer system.
- In the field of fitness/health, we educate people and they use their knowledge and competences to work also in the commercial fitness scene.
- We need a strategy to explain the learning outcomes of volunteer engagement. Because these evidence based outcomes are the special benefits. And nobody knows this.



### HSE Community Games Volunteer Education Pathway, Shauna Curran, Community Games, Ireland

#### Foundation Leader Course

- Provides candidates with the basic skills to plan and lead safe, enjoyable and health enhancing activities.
- Coaching Ireland accredited and nationally recognized

#### Tutor Development Course

- For more experienced foundation leaders/volunteers to become a certified tutor to deliver the Foundation Leader Course.
- Coaching Ireland accredited and nationally recognized

#### Code of Ethics and Child Protection

- Nationally recognized and accredited certificate

#### Intercultural and Anti-Racism Awareness Training

- Delivered by Integration Development Officer and available to all volunteers throughout the country

### Advantages and Challenges for Community Games

#### Advantages

- Low cost- do not have to pay for expensive tutors
- Volunteers given the opportunity to grow and learn
- Drawing on own human resources, ie volunteers
- Volunteers have more understanding of how Community Games operates at the basic Area level than either staff or external tutors
- Positive networking opportunity for participants
- Opportunity for social interaction

#### Challenges

- Finding suitable candidates with the skills to deliver training
- Time commitment required by volunteers to complete initial training
- Time to deliver training once qualified
- Cost of training volunteers and travel expenses for voluntary tutors
- No legal requirement for volunteers to attend training
- To date, within the organisation, training is not compulsory for volunteers

## **New Venture for Community Games**

Under the new Strategic Plan 2011-2016, direction has been placed on preparing a Volunteering Policy to emphasize training for volunteers, this will start with the inaugural:

### **Community Games National Training Day**

- Due to take place in January 2012
- Envisaged that 120 volunteers from across Ireland will take part
- All counties will be asked to send 4 volunteers
- Not compulsory at this stage
- Future plan- To make it an annual event

## ***Final Workshop***

Topics for discussion:

### **1. Quality of the education programs**

How to define standards, how to measure the quality?

How to improve the quality?

### **2. New way of sharing knowledge and developing competences**

Can we develop learning through sharing experiences and competences (without organizing formal learning process)?

### **3. Recognition of the informal learning/competences in voluntary organizations**

Recognition: to give awards, offering training

### **4. Validation of informal/nonformal learning**

To get the official recognition from the formal education system, from market, from Ministry, from external bodies who can accreditate programs

### **5. Formalize and share the knowledge/competences of the organization**

Big turn over volunteers: how can we organize the transmission of the knowledge/competences in more efficient way than a long-lasting apprenticeship?

### **6. Paid HR : Volunteers**

How can we manage the relation for the best of the organization?

	Political challenges	Practical activities (action plan)
<b>Quality of the education programs</b>	<p>We need to develop the quality policy which will be based on the quality of the education process, quality of the education programs and quality of the education structure.</p> <p>We need to define the HR policy in education.</p>	<ul style="list-style-type: none"> <li>- to define education process (on national level)</li> <li>- to define the ed. Programs</li> <li>- to define the structure of the education programs</li> <li>- To identify the target group based on activities, tasks, skills, competences</li> </ul>
<b>New way of sharing knowledge and developing competences</b>	<p>To support development of nonformal and informal education in a way that it is not only „school like“</p> <p>Nonformal and informal education must be balanced with the formal system</p>	<ul style="list-style-type: none"> <li>- There are many ways to implement nonformal and informal</li> <li>- Mentoring and tutoring were used as an informal way.</li> <li>- We need to keep this way if we want to define competences</li> <li>- more „sharing approach“ activities</li> </ul>

	Political challenges	Practical activities (action plan)
<b>Recognition of the informal learning/competences in voluntary organizations</b>	<p>Is there a common principle of recognition on the national level? NO</p> <p>Challenge: no standardized approach for the recognition</p> <p>Do we wish / is a goal to have a common principle in EU?</p>	<ul style="list-style-type: none"> <li>- Based on good examples we agree that sharing is the key element as starting point for implementation of the action plan</li> <li>- Implementation of EU passport</li> <li>- Adaptation of good examples / concepts to learning system for volunteers</li> </ul>
<b>Validation of informal/nonformal learning</b>	<p>How can we ensure that informal learning can be officially validated?</p> <ul style="list-style-type: none"> <li>- To highlight the working conditions for volunteers and organizations</li> </ul>	<ul style="list-style-type: none"> <li>- To define skills and competences – clear definitions</li> <li>- To define the process of assessing the skills</li> <li>- To bring competences/skills into sport into political discussion in LLL national and EU level</li> <li>- Networking with different organization/institutions that are not linked to sport sector – cross sectoral cooperation</li> <li>- To transform existing examples from teaching based structure into the more learning oriented system – more open systems</li> </ul>

	Political challenges	Practical activities (action plan)
<b>Formalize and share the knowledge/competences of the organization</b>	For organizations to understand what is already available in terms of guidelines, validations etc provided by E.U. and National Governments, National Governing Bodies and for grassroots - their own organization. In short what it means to be an organization.	<ul style="list-style-type: none"> <li>• Position descriptions</li> <li>• To have good examples (on internet)/Good practices</li> <li>• To get training courses or help through processes to develop the needed documents/plans etc.</li> <li>• Shadowing - mentoring</li> </ul>
<b>Paid HR : volunteers</b>	Challenge - mind set of some of the public is why should I volunteer when there are paid staff to do that? This is a growing problem and often Development Officers/staff take on tasks that they really should try to assign to volunteers and encourage people to volunteer for and to put in place a situation that volunteers can take the task on for future years.	<ul style="list-style-type: none"> <li>• The organizations need to look into what their mission-statement /values and look to those to guide them how to solve challenges.</li> <li>• A member-bases organization can (and should) make up their mind and put it into their documents /statutes etc. (above)</li> </ul>