



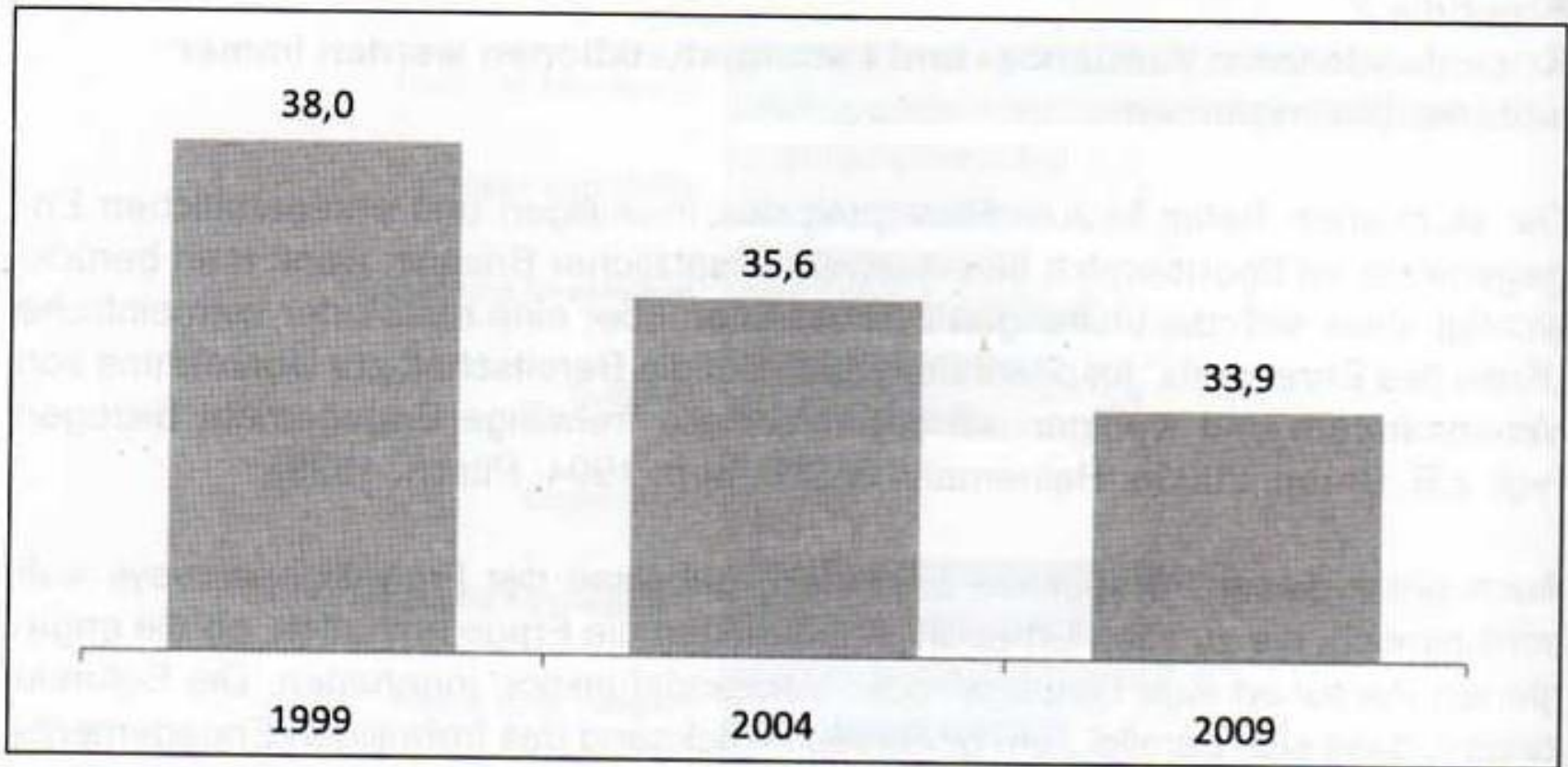
# **Volunteering – Education for Life**

EuroVolNet Seminar

Riga, September 23-25, 2011

**Introduction**

- The willingness to become engaged in volunteering is decreasing!



**Abb. 5:** Engagierte mit Leitungs- und Vorstandsfunktion im Sportbereich im Jahr 1999, 2004 und 2009. Prozentwerte (Subgruppe: Engagierte mit zeitaufwendigster Tätigkeit im Sport; 1999 N=1.378, 2004 N=1.336, 2009 N=1.600)

•The lack of volunteers is the biggest problem for sport-club management in Germany!

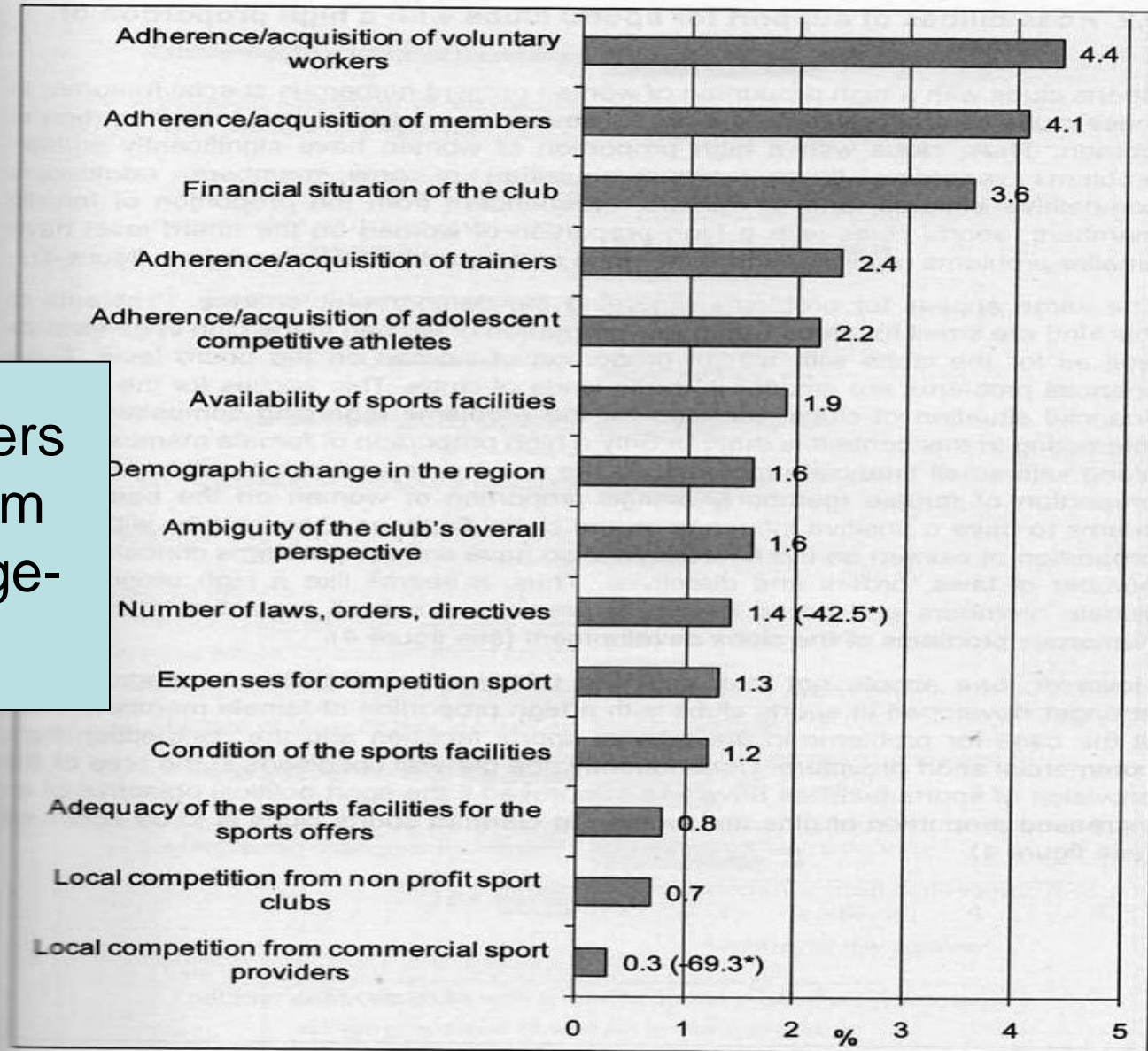
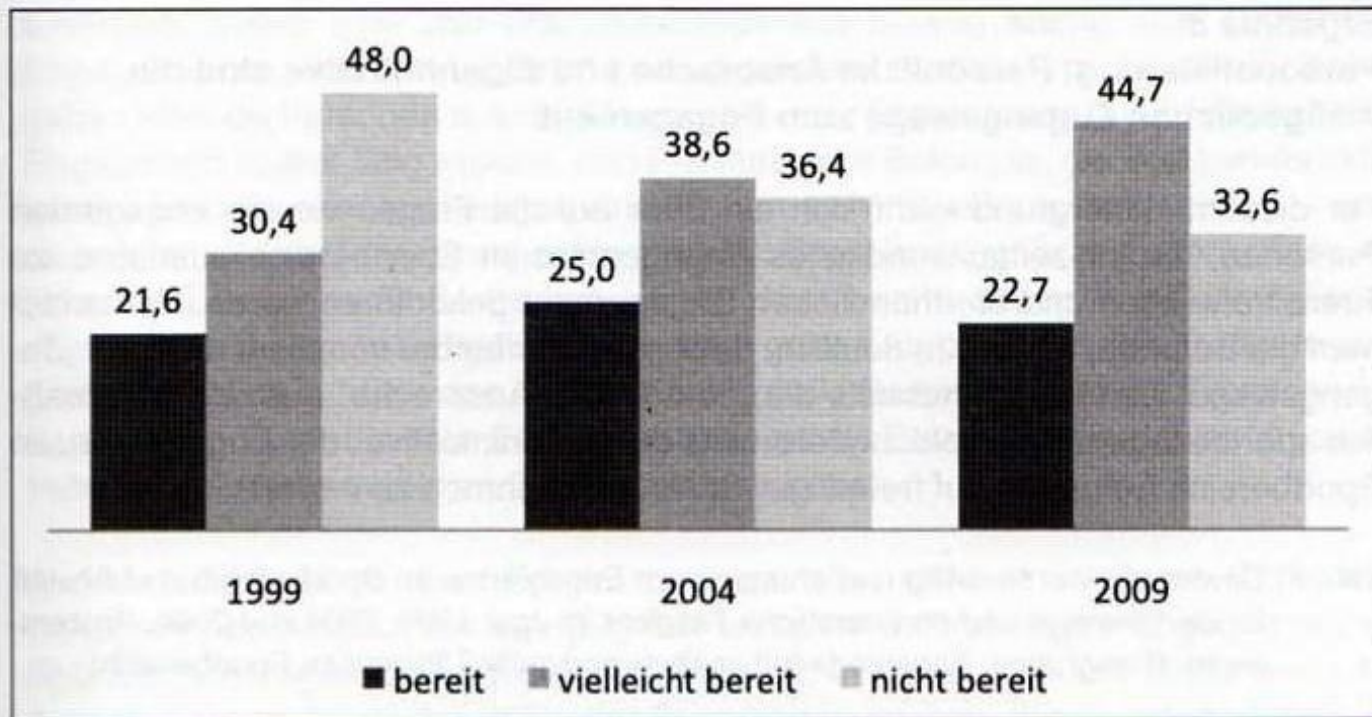


Fig. 3: Proportion of sports clubs with existential problems (in %) and their development.

**The demands on voluntary work have expanded and increased and are constantly changing:**

- more time exhausting;  
regulations have become more complex and differentiated;
- more sport activities need to be implemented;  
increasing financial challenges;  
higher quality demands from customers  
(commercial concurrence);
- club philosophy changes from on conviction  
community to a service provider;
- more strategic, political functions.

- The potential to recruit volunteers in sport increased during last decade



**Abb. 7:** Engagementbereitschaft der Aktiven im Sportbereich im Jahr 1999, 2004 und 2009, die sich nicht freiwillig und ehrenamtlich im Sportbereich engagierten. Prozentwerte. (Subgruppe: Aktive im Sportbereich ohne freiwillig und ehrenamtlich Engagierte; N=2.594, N=2.749, N=4.152)

- Sport organisations are challenged to put higher attention on the education of volunteers and to start more well-aimed educational measures

## **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-couch; 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.**

**The following definitions are used on European level (EC-DG ET: Lifelong learning policy/doc 52)**

- 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:

- Based on well structured curricula and lead often to certification.
- Education systems in organised sport are mostly not accredited by governmental authorities and not affiliated to the public educational systems.
- Education policy in Europe begins to change and to respect more and more learning outcomes from semi-formal, non-formal and informal education.

*“Countries around Europe are increasingly emphasising the need to take account of the full range of an individual’s knowledge, skills and competences – not only those acquired at schools, universities or other formal education and training institutions. Recognising all forms of learning is therefore a priority of EU action in education and training.*

*Learning that takes place in formal education and training systems is traditionally the most visible and recognised in the labour market and by society in general. In recent years, however, there has been a growing appreciation of the importance of learning in non-formal and informal settings. New approaches are needed to identify and validate these ‘invisible’ learning experiences.”* (<http://ec.europa.eu/education/lifelong-learning-policy/doc52>)

This statement is as well applicable to learning processes in sport and more over to education of volunteers in sport.

Logically the “EU-Communication on Sport” (2011) recommended:

*“Commission and Member States: support the inclusion of sport-related qualifications when implementing the European Qualifications Framework. In this context, promote the validation of non-formal and informal learning gained through activities such as voluntary activity in sport.”*

- To become respected, 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).

What kind of „invisible learning experiences“ can be gained through voluntary activity in sport???

An exciting question for next presentations and further discussions!

And more over we'll have to discuss more topical challenges and opportunities for sport volunteer education:

- European and National education policies/national lifelong learning strategies.
- Recognition of volunteers' skills and competences within the context of non-formal and informal education and training systems.
- Recognition of non-formal and informal education and training systems.
- Promotion of <education culture> within sport and promotion of sport organisations as <learning communities>.