



Portfolio for Volunteering experiences –
Based on the ProfilPASS
- based on the ProfilPASS

“Portfolio for Volunteering experiences – Based on the ProfilPASS”

“Portfolio for Volunteering experiences – Based on the ProfilPASS” is a tool to self-evaluate and self-reflect your competencies resulting from voluntary activities.

The “Portfolio for Volunteering experiences” is based on the ProfilPASS and ProfilPASS for Young people developed by the German Institut for adult education Leibniz center for Lifelong Learning (DIE).³ While the original ProfilPASS was a portfolio taking a look at all areas of private and professional Life, the ProfilPASS for Volunteering focuses especially on competences deriving from voluntary activities. Therefore, the ProfilPASS material has been adapted and new material designed to meet the needs of young adults between 17 and 30 years old, who have engaged in volunteering and are seeking the integration into the labour market. This has been done within the framework of the ERASMUS + European Volunteer Inclusion Program (EuroVip) Project, with the kind permission by the DIE to use the materials of the ProfilPASS and ProfilPASS for young people.



³ The ProfilPASS was developed by the German Institute of Adult Education – Leibniz Center of Lifelong Learning (DIE) and the Institute for Developmental and Structural Research (ies). It was funded by the German Federal Ministry of Education and the European Union. For more information go to www.profilpass.de.

Certificates are provided for activities like school work, apprenticeship and professional accomplishments, in which skills and knowledge are documented and assessed. Other activities, especially in the field of informal and non-formal learning, for example, voluntary activities may not have any documentation. This Portfolio will support you in the self-discovering, self-reflection and self-evaluation of what you have already gained from volunteering activities – be it competences, personal skills or knowledge. **(Chapters 1 & 2).**

Finding out more about your skills and competences will give you a better awareness of your personal strengths and also potential for improvement. This will help you to:

- plan your professional development.
- prepare you for (re-) entering professional life.
- prepare you for job applications and job interviews.
- make decisions regarding professional and/or personal (re-)orientation.
- plan future learning ventures, i.e. courses, training, volunteering or professional activities.

In the third Chapter this portfolio will support you to develop objectives and future plans for continuous learning, ongoing volunteering experiences and/or for next steps on your way on to the labour market

What is volunteering and why do you do it?

Before starting the journey of the “Portfolio for Volunteering experiences – Based on the ProfilPASS” we would like to share with you a compilation of definitions about volunteering that emphasise the most important aspects and set your volunteering experience in broader perspective.

On an international level, there have been many attempts to define volunteering. Before sharing some of them with you we invite you to answer the following question: “What does volunteering mean to me and why do I volunteer?”

1. The terms volunteering, volunteerism and voluntary activities refer to a wide range of activities, whether formal or informal, including traditional forms of mutual aid and self-help, formal service delivery and other forms of civic participation. Volunteers act under their own free will, according to their own choices and motivations and do not seek financial gain. Volunteering is a journey of solidarity and a way for individuals and associations to identify and address human, social or environmental needs and concerns. Volunteering is often carried out in support of a non-profit organisation or community-based initiative.^{3 4}
2. Volunteering is a creator of human and social capital. It is a pathway to integration and employment and a key factor for improving social cohesion. Above all, volunteering translates the fundamental values of justice, solidarity, inclusion and citizenship – values upon which Europe is founded – into action. Volunteers help shape European society, and volunteers who work outside of their home countries are actively helping to build a Citizens’ Europe.⁵
3. Volunteering takes place in many sectors. The biggest area for volunteering is sport, followed by social care, welfare and health. Other sectors include justice, culture, education, youth, environment and climate action, consumer protection, humanitarian aid, development policy and equal opportunities.⁶

³ Council Decision No 37/2010/EC on the European Year of Voluntary Activities Promoting Active Citizenship (2011) of 27 November 2009, OJ L 17, 22.1.2010, p. 43–49.

⁴ United Nations General Assembly - Recommendations on ways in which Governments and the United Nations system could support volunteering - 76th plenary meeting, 5 December 2001

⁵ EU Citizenship Report 2010 – Dismantling the obstacles to EU citizen’s rights, COM (2010) 603 final of 27 October 2010.

⁶ Manual on the measurement of volunteer work, International Labour Organization 2011

Volunteering activities cover different realities within European countries. In the UK, the Compact Agreement sets out key principles and establishes a way of working that improves their relationship for mutual advantage. The Compact Agreement plays a key role in cross sector working and ensuring that organisations are better able to influence and deliver services and policies which will have the most positive impact within their community.

What do you think? Do these definitions correspond with your experiences? Maybe you have other ideas on what volunteering is for you – whatever it is that motivates you: it is your experience, your process and you are the one contributing to the concept along the way!

Would you like to phrase what volunteering is for you? Write your interpretation of volunteering below:

We invite you to use this portfolio for an overview on what you have gained from volunteering so far and how to build on it in the future.

Enjoy the journey!

Chapter 1 - Voluntary activity



INTRODUCTION

We are learning constantly, not only in school or at work, but also without noticing it. In all contexts that we are engaged in, we learn something new and combine already existing knowledge and newly acquired information. By doing so, we acquire new competencies.

As opposed to qualifications, competencies are everything a person knows and is able to do/perform. A person that acts competent is able to use their knowledge, their skills and qualifications on the basis of their values and attitudes. Different to qualifications, competencies encompass readiness to act independently.

This chapter will help you self-reflect and self-evaluate all those competencies deriving from your volunteering activities. It will raise your self-awareness for everything you have done, learned and gained from your voluntary engagement. At the end you will have an overview of your competencies and will have the ability to also present them to others.

Your personal volunteering activities

Please reflect on your voluntary activities and use this page to note information about your volunteering experiences.

Type of volunteer activities

Where?

From when to when? (Dates; How many hours per week/month)

What were your duties and tasks?

Did you participate in any specific projects?

Did you take part in any courses or further education training while volunteering? What were these courses and why were you interested in participating?

Please reflect on your feelings and reasons for volunteering and what you have gained from your experiences. Put down your experiences in your own words below.

When thinking about your previous volunteering experiences what are your feelings looking back at them?

What were your reasons for volunteering? Have they been fulfilled?

What did you gain from your volunteering experiences personally?

Are there any activities, tasks and duties that are, or have been, of particular interest during your volunteer activities? Which were or are these, and why? What did you enjoy the most? Describe them in keywords and choose the 3-5 ones that you enjoyed most and would like to take a closer look at

1. Identify an activity or task done within volunteering that you would like to examine in more detail. For this also look at your list of volunteer activities and tasks on page 3 and also to page 4 for those projects and activities you enjoyed the most.

<p>2. Describe</p> <p>Go into more detail to describe your identified activity or task.</p> <p>What exactly did you do? What were the steps needed to do it?</p> <p>Make a list of each activity involved in order to fulfil the task. The following wording will help you:</p> <p>I have.... I did... I participated in...</p> <p>It might be helpful to go through an example with your mentor. It demonstrates how many activities are involved in a seemingly simple task.</p>	<p>3. Extract</p> <p>Have another close look at the activities you have identified.</p> <p>Now go ahead and reword your sentences. Begin each statement with</p> <p>I can... I am able to.... I know how to.... I have learned....</p> <p>And don't forget to add in as much detail as possible.</p> <p>Also take a look at the list of personal skills and qualities that you have according to your own and others' opinions. These will also offer some hints about what you know and are able to do.</p>	<p>4. Evaluate</p> <p>Have a look at the skills you have listed and self-evaluate them. To do so please read the description of four levels below. Then decide for each listed skill, which statement matches most closely.</p> <p>Use these levels of importance:</p> <p>Level A: I can do this with the help of a second person or with written instructions. Level B: I can do this without the help, i.e. independently in similar contexts. Level C: I can do this independently in different contexts.</p> <p>If you rate a skill at Level C you should also add in which other context this competence is used (e.g. in volunteering and leisure activities) Consider also other fields of activities in your life (school, family, home, hobbies & interests) To rate a skill at level C it is also important that you recently have performed and are currently able to perform this skill.</p>
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1. Identify

<p>2. Describe</p>	<p>3. Extract</p>	<p>4. Evaluate</p>
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Additional material

The following pages are not mandatory but are meant to support the ProfilPASS self-reflection and evaluation process. Which ones you use depends on what you and/or your mentor consider to be most useful in identifying competences deriving from your activities in formal, informal and non-formal Lifelong Learning contexts.

Mind map – Areas of activity

This page supports you in gaining a broader perspective on areas of your life in which you have been active, and therefore used and developed skills and competencies. It will help you to self-evaluate your competences in Chapter 1 and to phrase learning objectives and future plans in Chapter 3 of this portfolio, which focuses on identifying the competencies developed in all areas of life.

Lifeline

The Lifeline is meant to help you concentrate and remember all the activities you have engaged in during your volunteering experiences. Of course, you can use a Lifeline for all areas of life that you want to have a closer look at. You might want to work with a mind map instead of a Lifeline to become aware of everything you have achieved either in volunteering or other areas of activity.

Personal qualities – inside and outside assessment

These pages focus on your personal qualities, sometimes these are also called soft skills, and offers you the opportunity to self-assess yourself while also having someone else giving you feedback. The person you ask for the outside assessment should be someone who you know well and trust. This will also help to improve your self-awareness competence.

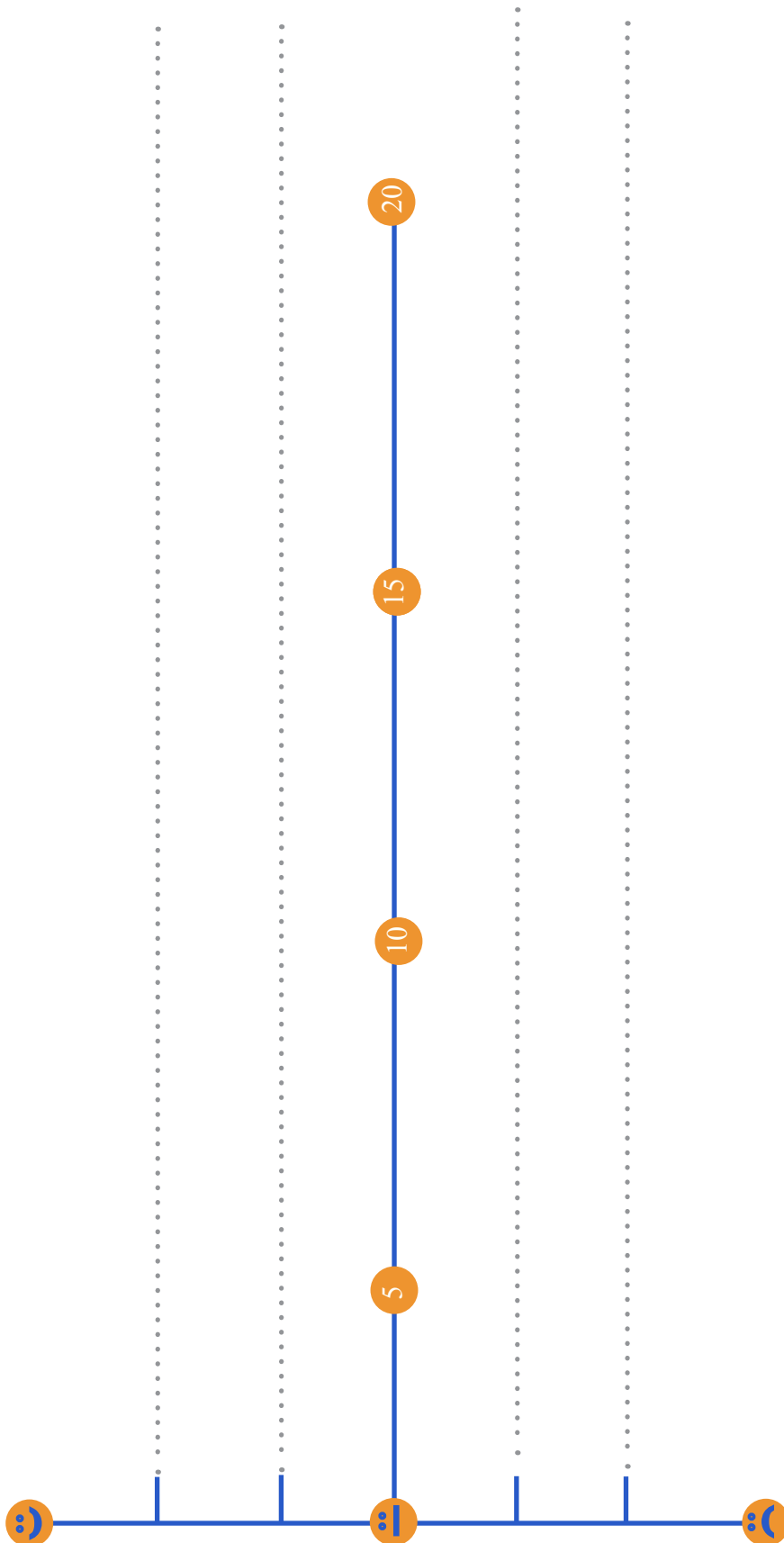
Mind map – Areas of activity

So far you have concentrated on your volunteering activities, but this is not the only area of activities in non-formal and in-formal context where you have acquired and improved competencies. Considering all areas of your life will give you a comprehensive view on your abilities, which can add to those competencies gained from volunteering.

<p style="text-align: center;">School</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p style="text-align: center;">Professional education</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p style="text-align: center;">Home and family</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p style="text-align: center;">Hobbies and interests</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>MY LIFE</p>	<p style="text-align: center;">Professional life, Work experience, Placements, Job</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p style="text-align: center;">Extraordinary Circumstances</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p style="text-align: center;">Political and Civic Commitment</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p style="text-align: center;">Volunteering activities</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>

Lifeline

The Lifeline is meant to help you remember the activities you have done during volunteering – it is not mandatory to fill in everything you have done, but it is worth also looking at little things and tasks which you consider not as important at first sight. For example: conversations with an elderly person or child, through this showing empathy and social competences.



Personal qualities self-assessment

Now we will have a look at your personal qualities – these qualities refer to what you have done, how you reacted in day-to-day activities or in the context of volunteering. This self-assessment will also reflect upon your attitudes and values. It is not necessary to assess all qualities. Mark those which you think apply to you. In which situations you have shown these qualities? This information will be good to have, e.g. for a job interview.

	true	somewhat true	not really true	not true at all
team worker				
pro-active				
organising				
time management abilities				
confident				
morally upright				
ability to plan				
interpersonal sensitivity				
creativity				
resilience				
enthusiastic				
willingness to learn				
communicative				
full of ideas				
hard-working				
target-oriented				
persistent				
careful				
patient				
caring				
curious				
methodical				
tolerant				
reliable				
punctual				
helpful				
responsible				
open for constructive feedback				
attentive				
tidy				
risk taker				
strong-willed				
sociable				
ambitious				
active				
willing to compromise				
diplomatic				
adaptable				
persuasive				
other options:				

Chapter 1 - Voluntary activity

It can be really interesting to find out what other people think about you.

Talk to someone who knows you well and whom you trust. Concerning your volunteering it might be good to talk with a mentor or someone you work with during voluntary activities. Give the person this page and ask them to mark everything they feel applies to you.

	true	somewhat true	not really true	not true at all
team worker				
pro-active				
organising				
time management abilities				
confident				
morally upright				
ability to plan				
interpersonal sensitivity				
creativity				
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tidy				
risk taker				
strong-willed				
sociable				
ambitious				
active				
willing to compromise				
diplomatic				
adaptable				
persuasive				
other options:				

The “Portfolio for Volunteering experiences – Based on the ProfilPASS” is mainly about self-evaluating and self-reflecting upon your activities and competencies. But it can also be good to have feedback from someone else; this supports the process of self-evaluation and improves your self-awareness competence. A good setup for feedback could be mutual exchange in a safe environment in form of a dialogue.

Self-awareness is the ability to be aware of one’s own strengths and weaknesses, to neither overestimate nor underestimate one’s own performance, behaviour or learning. It is a very important skill in personal and professional life.

Chapter 2 - My Competencies – a review



INTRODUCTION

In the previous chapter you defined and specified all personal qualities and competences you have gained during volunteering activities. You have also self-evaluated them and might have gained an outside view by asking others about their opinion on your competences.

In this chapter you will acquire an overview on your competencies, you will find out what you like doing best, what you do well and where there might still be room for improvement. In the end you will also recognise some skills and competencies as your particular strengths.

On the following pages you are asked to list all the competencies that you rated at level A and level B. These are the competences that you can apply to specific or similar situations with or without the help from others.

Please also list all those competencies that you have rated at level C. These are the competencies that you have mastered in this and also another context recently.

This section of the “Portfolio for Volunteering experiences” also offers you a list of areas of competencies and personal qualities, which are considered to be used within the recruitment processes and are important in the context of Lifelong Learning. You will be able to assign your competencies to this list, which will provide you with a good basis for planning your future learning and volunteering activities, but also if you wish to write a CV, prepare for a job interview and enter professional life.

Have a look at the results of your self-evaluation in Chapter 1 voluntary activities and note the results.

Please write down all the competencies you have self-evaluated at level A and level B.

Please list here all the competencies that you rated at level C.

Use the following symbols to specify those skills in the lists:

- ! Particularly enjoy using this competence.
- X This is what I would like to improve upon.

This helps you to clarify which competencies you like to concentrate on when planning further learning or volunteering activities or when applying for a job.

Have a look at your list of personal qualities from Chapter 1 to see which of these you would like to improve or which you should consider for your further plans as well.

Your competencies can be assigned to specific areas of competencies. In certain circumstances, e.g. in recruitment processes, it can be useful to know which of your competencies and personal qualities belong to which area of competence. It can help you with writing your CV or preparing for a job interview.

<p>Social Competencies</p> <p>e.g. Teamwork, negotiating & persuading, Interpersonal sensitivity, diplomacy, communication</p>	<p>Refer to living and working with other people</p>
<p>Organisational competencies</p> <p>e.g. Commercial awareness, analysing & investigating, planning & organising, time Management, action planning, decision making , achieving outcomes, quality delivery</p>	<p>Refer to the coordination and management of personnel, projects and budget work, in non-profit activities and housework etc.</p>
<p>Linguistic Competencies /Global skills</p>	<p>Refer to being able to speak and understand other languages. Appreciation of other cultures.</p>
<p>Personal Qualities</p> <p>e.g. Initiative, drive, flexibility, self-awareness, confidence, (Stress) tolerance, integrity, independence, resilience, enthusiasm, willingness to learn, seeing the bigger picture</p>	<p>Refer to personal characteristics</p>
<p>ICT Competencies</p>	<p>ICT is communication and information technology. Skills in this area refer to handling of text editor software and other applications, database research, familiarity with internet, programming etc.</p>
<p>Other competencies e.g. artistic competencies</p>	

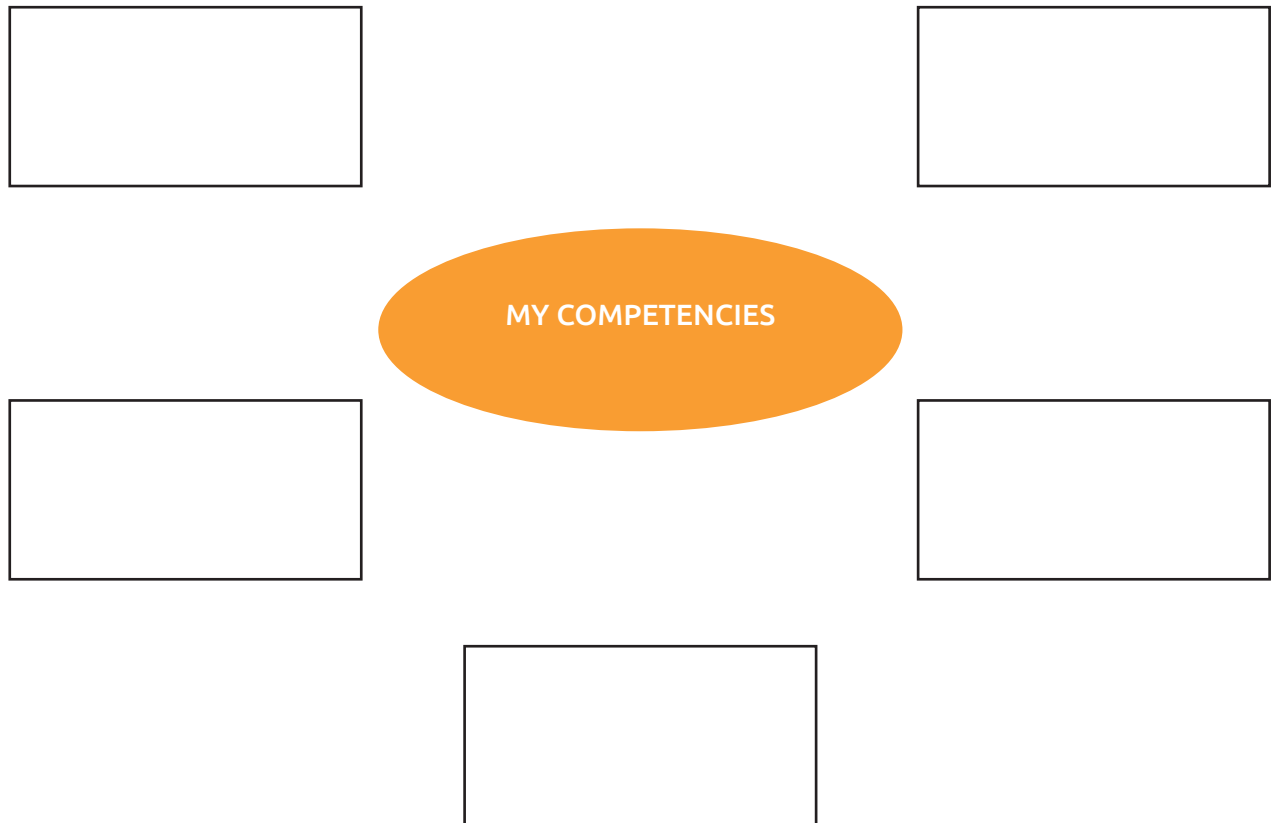
Fill in your competencies to this list of areas of competencies. For this have a look at your list of competencies at the beginning of this chapter and the list of qualities that you and others have assigned to you in Chapter 1. If you are unsure about which competence correspond to which area discuss this with your mentor or others.

.....
Social Competencies
.....
Organisational competencies
.....
Linguistic competencies /global skills
.....
Personal skills
.....
ICT competencies
.....
Other competencies e.g. artistic competencies
.....

Naturally not everyone has competencies in all areas. Don't be alarmed if one or more fields remain empty. Please have in mind that there is no right or wrong when filling in your competencies

An overview

Please copy all the competencies that you marked as those you particularly enjoy doing in the graphic. Also fill in those you would like to improve. Now you have an overview of those competencies that derived from your volunteering activities and which you like using most.



These are the competences worth concentrating on when thinking about further volunteering and learning activities, as well as when entering professional life. The next section of the ProfilPASS will help you to formulate objectives and future plans.

These are the competences worth concentrating on when thinking about further volunteering and learning activities, as well as when entering professional life. The next section of the ProfilPASS will help you to formulate objectives and future plans.

Chapter 3 - Objectives and next steps



INTRODUCTION

You now know your skills and special competencies.

The question - is what you will do with these results, and how you will use them in your future plans? Which competencies will you expand on, which will you continue to develop and what interests will you pursue?

Maybe you already have a specific goal in mind that you would like to formulate objectives and next steps for. Maybe you need to discuss with your mentor or family and friends first what you would like to do with your results and how you want to use them in the future.

However this chapter will help you to formulate:
plans for future learning ventures,

- next steps towards possible employment and entering professional life,
- involvement and improvement of skills within further activities, e.g. volunteering.

It will support you in researching professions that are of interest to you and will take a closer look at the personal qualities and competences you have, need to improve or add in order to meet professional requirements. It will also help you to formulate learning objectives and plan next steps to reach them.

Formulating your goal

Please define a goal that you would like to concentrate on and put them in your own words. It is best to focus on one goal at a time.

If you would like to focus on your professional development and already have an idea please list professions that interest you. Please also list which competencies, personal skills and activities you would like to be involved in your future job.

Exemple : It is my goal to find a job that involves the following competencies, activities and interests:

My goal is to enter professional life in the field of...

The following pages will support you in researching a job of interest for you.

If you would like to concentrate on improvement or gaining new skills and competences in general put this goal into your own words. These might be competences that you would like to develop out of your own interest and which you would like to concentrate on in non-formal and in-formal learning contexts, for example while continuing volunteering.

Exemple : My objective is to continue volunteering in the field of...

While volunteering I would like to improve my skills in...

Turn to Page 32 "Formulating your learning objectives". It will support you in formulating learning objectives within e.g. your volunteering activities.

Tracking down jobs of interest – jobs where I live

Have a look around where you live: what are the professions of the people in your family? Start by writing down the names and the professions of each of these people. You can also add interesting professions that you have heard of. Maybe you have come across interesting jobs during volunteering? Job agencies or internet platform publish interesting jobs, you might want to look at them as well. Also consider which jobs are available in your area in order to gain a realistic picture for future plans.



Mind Map – Job information introduction

You have an idea on which professions are of interest to you. It is time to gain more specific information about what activities and tasks the profession involves, which requirements you need to meet, which skills and knowledge are required.

The mind map on the next page will support you in collecting information about the profession you are interested in. These questions will help you as well:

Activities

What exactly do you do in this profession?

Skills and qualities

What kind of skills and competencies are important to have for this profession?

- Technical, professional, methodical competencies
- Social and/or organisational competencies
- Personal skills
- others

Workplaces

Where can I work? Which companies, institutions? Where – in my city, area, other cities?

Specialisations

What occupational specialisations are there?

Similar professions

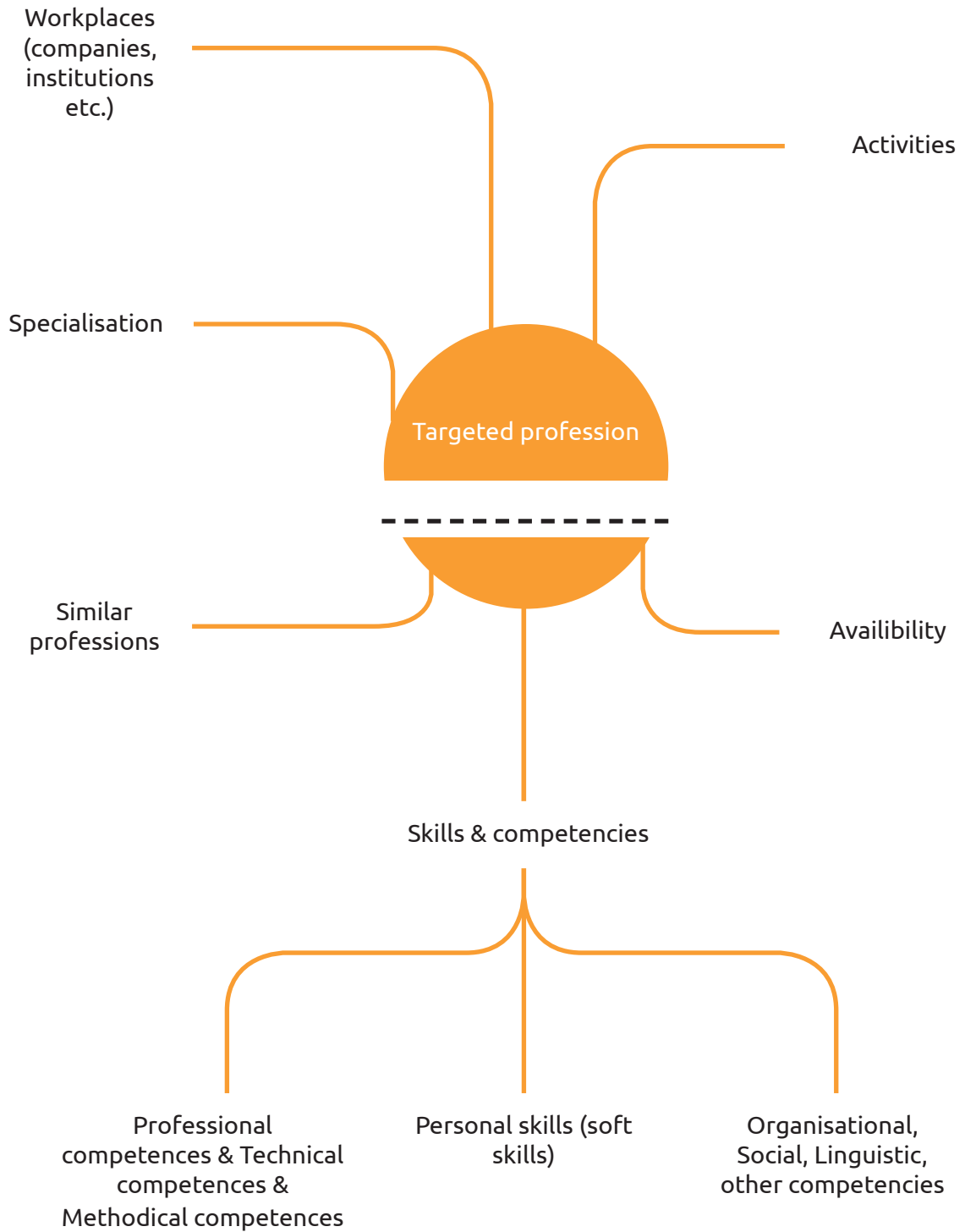
What professions are similar to the one I am interested in?

Availability

Are there available jobs and training occupations offers in the field you are interested in?

Sometimes the things we imagine about an interesting job are not really true and do not suit you in the end. It is worth taking a closer look at the job description and the job content.

My dream job – Information collection – Mind map



1

Which skills & competencies were you required having in Volunteering activities?

List the skills and competencies that resulted from your self-evaluation process within the PP, also note the level that you assigned yourself (A,B,C).
Look at your list of personal qualities as well.

Which knowledge, skills and competencies were you required having in other areas of life?

Think about all areas in life where you have required skills which might be useful for professional life (school, internships, vocational education). Also note at which level A,B,C you rate them.

Which tasks have you done on regular basis and which did you enjoy doing?

To answer this please also go back to Chapter 1 where you have listed tasks and projects you have especially enjoyed doing or done often within volunteering. Also consider other areas of life, e.g. hobbies, family, vocational training.

2

Which skills & competencies are needed for the profession you are most interested in?

Which skills & competencies are needed for the profession you are most interested in.

Which tasks and activities are often involved in the profession?

Have a look at the information collected and list the ones you think are most important for your targeted job.

3

Which knowledge, skills & competencies will you still need to improve or acquire in order to fulfil requirements?

Compare the knowledge and competencies you are able to perform and on which level, with those that are needed for the job you would like to work in. Are there any competencies that you do not yet have or not at the required level
This information will give you hints on which next steps or learning objectives you might want to focus on.

Which activities & tasks lack practice?

Compare the activities you already have performed in volunteering or other areas of life and those mainly being part of the profession you are striving for – which ones are similar and which ones would be new to you?
These information will give you ideas on which tasks you are familiar with and which would be new to you. These will help you formulating next steps.

1

Which skills & competencies were you required having in Volunteering activities?

Which knowledge, skills and competencies were you required having in other areas of life?

Which tasks have you done on regular basis and which did you enjoy doing?

2

Which skills & competencies are needed for the profession you are most interested in?

Which tasks and activities are often involved in the profession?

3

Which knowledge, skills & competencies will you still need to improve or acquire in order to fulfil requirements?

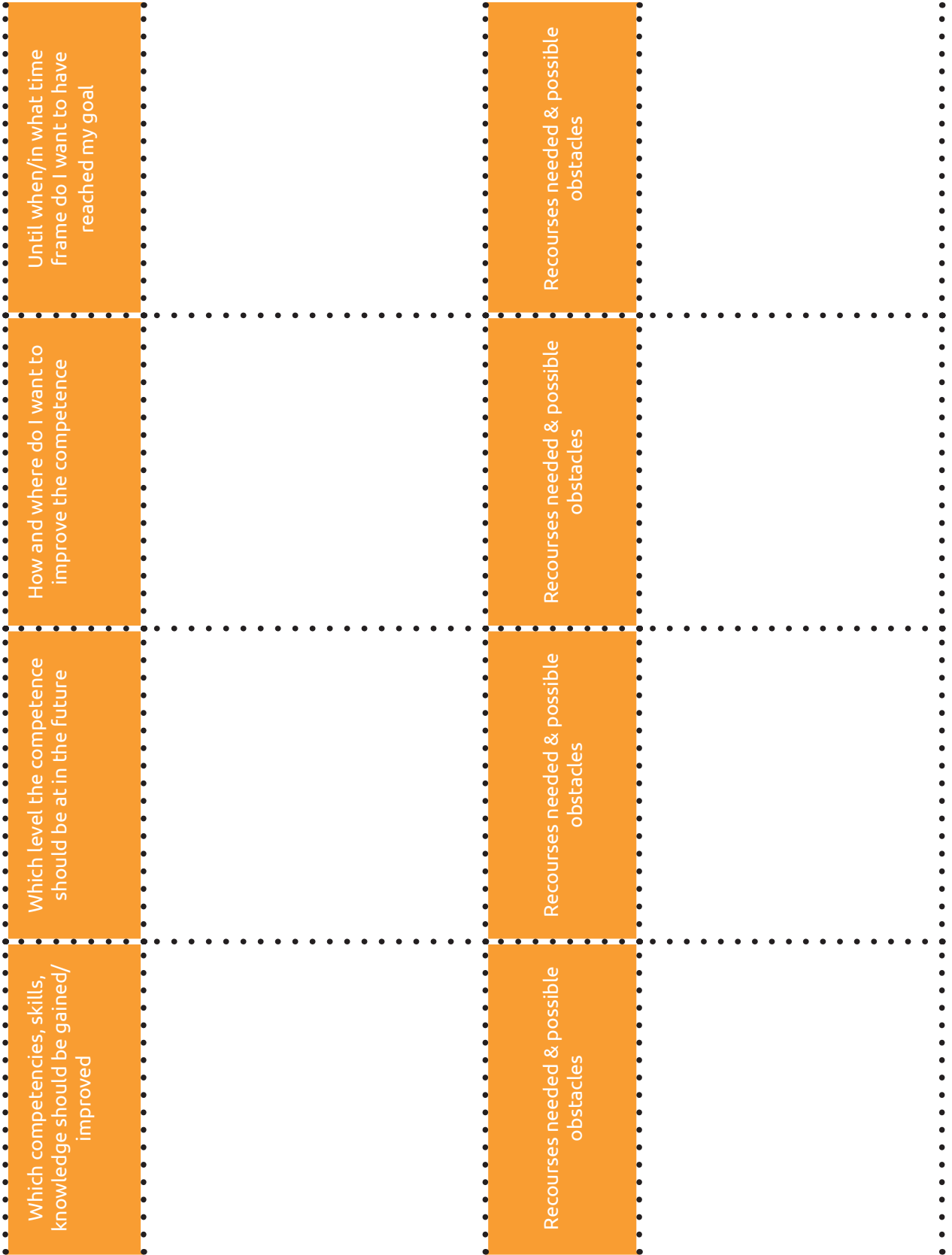
Which activities & tasks lack practice?

Formulating your learning objectives

Based on the results from your record you can now list the knowledge, skills and competencies you want to focus on. If you have known all along which competencies to focus on you can start here as well:

It is important to formulate learning objectives as realistic and specific as possible naming what you would like to achieve exactly, on which level, how and in which context.

Which competencies, skills, knowledge should be gained/ improved?	Which level the competence should be at in the future	How and where do I want to improve the competence	Until when/in what time frame do I want to have reached my goal
<p><i>Example:</i></p> <p><i>Italian language skills</i></p>	<p><i>Example:</i></p> <p><i>Level B – (in a specific context, independently, without help of others.)</i></p> <p><i>To be able to write and read correspondence in Italian – office work.</i></p>	<p><i>Example:</i></p> <p><i>Language course at local language school (Name of school)</i></p>	<p><i>Example:</i></p> <p><i>Course starts in Oct. – for 6 months</i></p>



Resources needed or possible obstacles might refer to:

- People who support me and whose help I need to reach my goal/learning objective.
- Objects, equipment, and financial means I need to reach my goal.
- Obstacles I have to overcome to reach my goal.

Formulating learning objectives

Time plan for next steps

You have now phrased a realistic and specific learning objective and goal for the future.

This time plan will help you to prepare for your next steps. In order for you to be able to reach this goal it is important that you set yourself specific dates. Of course you do not have to fill in the complete time plan, adapt it according to your personal goals.

Next month

What exactly?

By when?

-----	-----
-----	-----
-----	-----
-----	-----
-----	-----

Within the next three months

What exactly?

By when?

-----	-----
-----	-----
-----	-----
-----	-----
-----	-----

Within next six months

What exactly?

By when?

-----	-----
-----	-----
-----	-----
-----	-----
-----	-----

You now have worked through the “Portfolio for Volunteering experiences – Based on the ProfilPASS” and have become aware of the competencies and skills that you have gained and improved during volunteering activities. You know what you have gained from your voluntary engagements and how these abilities and competences are valuable for further learning experiences or professional life.

You might have found professions and jobs that are interesting for you. And you have realised which knowledge, skills and competencies are needed to enter your desired profession. Last but not least you might have formulated learning objectives to meet job requirements or next steps to pursue new learning experiences, improve your volunteering activities or to enter the labour market.

Whatever your personal plans might be - good luck and much success!



The "Portfolio for Volunteering experiences - Based on the ProfilPass", has been realised by FACE, Wisamar, VOLUM, Pour La Solidarité and Volunteering Matters. This has been done within the framework of the ERASMUS + "European Volunteer Inclusion Program (EuroVip)" project, with the kind permission by the DIE to use the materials of the ProfilPASS and ProfilPASS for young people.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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Erasmus+ Programme
of the European Union

Certificate for volunteering experiences

Mr./Mrs. **Name/Surname**

has done volunteering activities from _____ to _____

- with a average volume of ___ hours per week/month
- with a total volume of ___ hours

at *name of organization/company & field of activity*

The volunteering activities included the following tasks and responsibilities:

*Have a look at chapter 1 for tasks and responsibilities you have done during volunteering.
You have already named them when self-reflecting on them within the self-evaluation process on page 8.
On page 6 you have already reflected which activities you valued most.
Name those you consider most important and that you enjoy doing.*

During these activities the following competencies have been applied and acquired:

Have a look at your competencies review in chapter 2, were you have already listed the competencies you have applied and acquired in volunteering. Here you should lists those you enjoy doing most and those you have evaluated on Level C, meaning those you are able to currently apply independently in different contexts.

The following personal qualities have been shown and acquired during volunteering activities:

*You have already assessed your personal qualities on page 11 & 12. To be more objective you might
want to list those you and also someone else has assigned to you.*

Mr. / Mrs. (Name/Surname) _____
has participated in the following course/further training:

Dates

Titel/Objective

Signature

Volunteer

Signature

Representative Organization

Place/Date

Stamp of organization or full address

The personal skills and competences listed in this document have been determined with the ProfilPASS process within the Portfolio Evaluation of volunteering experiences – based on the ProfilPASS. The ProfilPASS is a tool for self-exploration and self-evaluation of individual competences in the process of lifelong learning with the support of a professional advisor. The portfolio Evaluation of volunteering experiences has been developed within the Erasmus+ EuroVIP project, using the material of the ProfilPASS.

The volunteer and the issuing organization is responsible for the accuracy of the content of this certificate.