

Intellectual Output 1: Level Matrix

The Level Matrix shows an overall description of volunteering skills relating to levels two to five in the European Qualification Framework (EQF). For the development of this level matrix, the consortium used an analysis of the National Qualification Frameworks (NQFs) in relation with each other and the EQF as a basis. In addition, the consortium has considered the key competences for lifelong learning adopted by the European Commission (<http://eurlex.europa.eu/legal-content/EN/TXT/?uri=celex:32006H0962>) and the model from Rego, Zózimo and Correia (2014, as competências profissionais geradas pelo voluntariado) for its development.

Four topics were crucial for the development:

- (1) The field of volunteering itself: In the EQF the description 'field of work' / 'field of study' is used. Within this model, voluntary work can be described as a field of work. This in mind, the category 'knowledge' could be, for instance, factual knowledge of volunteering fields in a given country.
- (2) The modelling of the levels: The EQF and also most of the NQFs analysed have the assumptions of 8 levels. The project focuses on the middle levels (step 2-5), because voluntary work cannot be – in the opinion of the consortium – equated (in most cases) with higher education (level 6-8) but often entails more than mere basic skills (the first level).
- (3) The Linkage between the EQF and the NQF: A common denominator within the NQFs is the distinction between knowledge, skills and competences or attitudes. These categories are also found in the EQF and were transferred to the model.
- (4) The inclusion of the model from Rego, Zózimo and Correia (2014) and the key competences for lifelong learning: There are three main categories, which are differentiated in the model: (i) individual skills, (ii) leadership skills and (iii) relationship skills. The knowledge and skills from this model are comparable with the key competences for lifelong learning. A combination of all these knowledge, skills and competences influences the project model, which aims to focus on personal, social and self-regulated skills.

Level 2		
<p><i>Be in possession of competences for the professional fulfilment of basic requirements within a clear and stably structured field of volunteering. Fulfilment of tasks takes place largely under supervision.</i></p>		
Knowledge	Skills	Competences/Attitudes
<p>Possess basic knowledge about communication processes and profiles (information, negotiation, motivation, conflict or cooperation) with different target groups in the field of volunteering.</p> <p>Recognize the environment (stakeholders) and boundaries (legal framework, roles, expectations) of volunteering.</p> <p>Possess basic knowledge about the initiation and management of internal communication processes.</p> <p>Recognize management and continuous improvement tools.</p> <p>Possess basic information about ethical and cultural requirements in volunteering.</p>	<p>Be able to use simple tools to communicate in volunteering.</p> <p><i>Be able to deal with new simple challenges under supervision.</i></p> <p>Be able to understand and to perform self-control when addressing volunteering tasks</p> <p>Be able to use the basic features of ICT tools for supporting daily routines in a volunteering field.</p> <p>Be able to notice simple volunteering values (e.g. acceptance of other people) in daily routines.</p>	<p>Recognize the importance of resilience to recover from an adversity or turn them into opportunities.</p> <p>Understand the capacity to monitor the quality of one's work.</p>

Level 3		
<p><i>Be in possession of competences for the professional fulfilment of general requirements within a stably structured field of volunteering. Fulfilment of tasks takes place on one hand under supervision and on the other with little responsibility.</i></p>		
Knowledge	Skills	Competences/Attitudes
<p>Possess general knowledge about communication processes and profiles (information, negotiation, motivation, conflict or cooperation) with different target groups in the field of volunteering.</p> <p>Know the environment (stakeholders) and boundaries (legal framework, roles, expectations) of volunteering</p> <p>Possess general knowledge about the initiation and management of internal communication processes.</p> <p>Know management and continuous improvement tools.</p> <p>Possess general information about ethical and cultural requirements in volunteering.</p>	<p>Be able to use different tools to communicate in volunteering.</p> <p>Be able to deal with new challenges largely under supervision.</p> <p>Be able to perform and to improve self-control under supervision when addressing volunteering tasks.</p> <p>Be able to use different ICT tools for supporting daily routines in volunteering field.</p> <p>Be able to describe and to notice general volunteering values in daily routines.</p>	<p>Understand the importance of management and leadership activities in the voluntary sector, which means the coordination of small activities, networking and scheduling tasks.</p> <p>Support capacity to review the development of oneself and others and to give (self-) feedback for further development.</p> <p>Support resilience capacity to recover from an adversity or turn them into opportunities.</p> <p>Support capacity to monitor the quality of one's work.</p> <p>Recognize the importance of keeping stakeholders informed and knowing which stakeholders one needs for which activity.</p> <p>Develop a sense of cultural identity.</p> <p>Experience the attitude of lifelong learning.</p>

Level 4		
<p><i>Be in possession of competences for the professional fulfilment of requirements within broad context in a field of volunteering. Fulfilment of tasks takes place largely alone with responsibility.</i></p>		
Knowledge	Skills	Competences/Attitudes
<p>Possess deep knowledge about communication processes and profiles (information, negotiation, motivation, conflict or cooperation) with different target groups in the field of volunteering.</p> <p>Understand the environment (stakeholders) and boundaries (legal framework, roles, expectations) of volunteering.</p> <p>Possess deep knowledge about the initiation and management of internal communication processes.</p> <p>Have an understanding about management and continuous improvement tools.</p> <p>Possess deep information about ethical and cultural requirements in volunteering.</p>	<p>Be able to use different and complex tools to communicate in volunteering.</p> <p>Be able to deal with new challenges largely alone.</p> <p>Be able to improve self-control when addressing volunteering tasks.</p> <p>Be able to manage advanced ICT tools for dealing with specific problems in volunteering field.</p> <p>Be able to describe and to notice volunteering values in a broad context in various volunteering fields.</p>	<p>Support capacity of management and leadership activities in a volunteering sector, which means the coordination of activities, networking and scheduling tasks.</p> <p>Capacity to review the development of oneself and others and give (self-) feedback for further development.</p> <p>Capacity of resilience to recover from an adversity or turn them into opportunities and participate actively in change.</p> <p>Capacity to monitor the quality of one's work.</p> <p>Sensibility to keep stakeholders informed and to know which stakeholders one needs for which activity.</p> <p>Take an active part in cultural life and exchange.</p> <p>Develop a way of living the idea of lifelong learning.</p>

Level 5		
<p><i>Be in possession of competences for the professional fulfilment of challenges within a changing and unstructured field of volunteering. Fulfilment of tasks takes place alone with responsibility and exercise of supervision.</i></p>		
Knowledge	Skills	Competences/Attitudes
<p>Possess comprehensive knowledge about communication processes and profiles (information, negotiation, motivation, conflict or cooperation) with different target groups in the field of volunteering.</p> <p>Possess thorough knowledge about the environment (stakeholders) and boundaries (legal framework, roles, expectations) of volunteering</p> <p>Possess comprehensive knowledge about the initiation and management of internal communication processes.</p> <p>Possess thorough knowledge of management and continuous improvement tools.</p> <p>Possess comprehensive information about ethical requirements in volunteering.</p> <p><i>Possess knowledge about learning methods in the context of volunteering.</i></p>	<p>Be able to use comprehensive tools to communicate in volunteering.</p> <p>Be able to deal with new challenges largely alone and to manage others.</p> <p>Be able to improve self-control and teach others when addressing volunteering tasks.</p> <p>Be able to manage and to improve advanced ICT tools in a volunteering field.</p> <p>Be able to notice adequate volunteering values in given situations in various volunteering fields and be able to function as a role model for other volunteers.</p>	<p>Exercise management and leadership activities in the voluntary sector, which means the initiation and coordination of activities, networking, scheduling and delegating tasks.</p> <p>Review the development of oneself and others and give (self-) feedback for further development.</p> <p>Have strong resilience to recover from an adversity or turn them into opportunities and promote change.</p> <p>Monitor the quality of one's work and the work of others.</p> <p>Keep stakeholders informed and know which stakeholders one needs for which activity.</p> <p>Take part in cultural life, respect other cultures and express your own culture in a creative way.</p> <p>Live the attitude of lifelong learning and promote it to others.</p>