



Lifelong Learning Programme

CISESK - Certification of Civil Services non formal and informal Skills Transfer



R2

**“European certification of volunteers’
Certification : final certification doc for
volunteers**





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SOFTWARE AIMS

- **Identification of competences** acquired via non formal and informal learning during civil service experiences (two steps)
- **Release of a Declaration of competences**

“online tool automatically monitoring and certifying competences”

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The output of this tool will lead to a certification of the skills developed by a volunteer during his/her experience, in the form of a "declaration of non-formal competences".

This tracking model is implemented in **two phases**, at the beginning of the voluntary project and at its conclusion.

The gap between the skills owned in these two phases represents the unit of measurement of change.





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Competences might be acquired through formal, non formal and informal learning occasions.

This tool is thus designed to photograph the ability to use and to master knowledge at the beginning of the voluntary project and at its conclusion, assuming that any (positive) gap is the result of learning (formal - non formal and informal) occurred during the voluntary experience.





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This tool allows each volunteer to acquire, at the end of the voluntary experience, a document attesting the skills developed during the project, namely:

"The declaration of competences".

A tool, therefore, that aims to capitalize on experiences gained at the workplace, putting them at disposal of new professional opportunities consistent with the real skills developed in the civil society.

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Declaration of competences

- **Certified** by CISESK Project
- The responsible of the Voluntary service might **integrate** the output
- **Automatically** elaborated by the software





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The monitoring tool developed by



A) GENERAL DATA

B) MY TRAINING EXPERIENCES

C) MY WORKING EXPERIENCES (if pertinent)

D) THE EIGHT KEY COMPETENCES

- Communication in mother tongue
- Communication in foreign languages
- Mathematical literacy and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competencies
- Spirit of initiative and Entrepreneurship
- Cultural expression

- 1.= Never;
- 2.= Hardly ever;
- 3.= Rarely;
- 4.= Sometimes;
- 5.= Often;
- 6.= Pretty always;
- 7.= Always.

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**E) PERCEPTION OF MY PERSERVANCE
(SIGN TRUE OR FALSE)**

**F) THE WAY IN WHICH I FACE THE CHALLENGES
(SIGN TRUE OR FALSE)**

**G) THE WAY IN WHICH I ELABORATE INFORMATIONS
(SIGN TRUE OR FALSE)**

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WHERE IT IS: www.ciseskproject.eu

The screenshot shows the CISESK project website. At the top, there is a navigation bar with the CISESK logo and the text "CISESK: CERTIFICATION OF CIVIL SERVICES NON FORMAL AND INFORMAL SKILLS TRANSFER". To the right of the navigation bar are logos for APEE and the European Union Education and Culture DG Lifelong Learning Programme.

The main content area is divided into two columns. The left column contains a navigation menu with the following items: "Info project", "CSA Project", "CISESK Project and aims", "Partners", "European Voluntary service", "Skills Certification/ key documents", "Volunteer Registration", "Volunteers Organization Registration", "Products", "European Certification of volunteers", and "Windows Mobility Database".

The right column contains the main content. At the top, there is a link for the "Final Conference in Rome (click here for detailed information)". Below this is the heading "WHAT IS CISESK PROJECT?". The text describes the project's focus on the transfer, European mainstreaming and exploitation of the results of CSA - Civil Service Apprenticeship, a Leonardo Da Vinci pilot project that produced a methodology and a software for assessing and certifying non formal and informal learning deriving from Voluntary Civil Service experiences.

Below the text, there is a paragraph stating: "CISESK aims to build and mainstream a tool to be used within the European Voluntary Service (EVS) field. EVS is actually considered as an opportunity for training and professional mobility: through non formal/informal (NF/I) learning experiences thousands of volunteers all over Europe improve and/or acquire useful competencies for their own personal, educational and professional development as for their social integration, and increase their sense of European citizenship."

Another paragraph states: "CISESK aims to provide Third Sector organisations with tools that make them able to attract more and more youths to such training and professional experience, to foster transnational mobility of volunteers through the start up of a network among Third Sector organisations."

A final paragraph states: "CISESK also aims to promote and foster the mobility of volunteers throughout Europe, and it may be possible only through an official and mutual recognition of competencies and experiences acquired in the various EC countries."

On the right side of the main content area, there is a "Newsletters" section with a sub-heading "NEW: Final Conference in Rome" and a list of four newsletters: "Newsletter 1", "Newsletter 2", "Newsletter 3", and "Newsletter 4".

At the bottom of the screenshot, there is a footer with the text "Copyright © CISESK 2010 | www.ciseskproject.eu - info@ciseskproject.eu".

[Log In](#)[Log Out](#)

| | |
|-----------------------------------|---|
| Email | <input type="text"/> |
| Password | <input type="password"/> Lost password? |
| Or New User | |
| <input type="button" value="Go"/> | |

The output of this tool will lead to a certification of the skills developed by a volunteer during his/her experience, in the form of a "declaration of non-formal competencies".

This tracking model should be implemented in two phases, at the beginning of the voluntary project and at its conclusion. The gap between the skills owned in these two phases represents the unit of measurement of change.

Competences might be acquired through formal, non formal and informal learning occasions. In any case, competences are meant as the possibility to use and master knowledge. This tool is thus designed to photograph the ability to use and to master knowledge at the beginning of the voluntary project and at its conclusion, assuming that any (positive) gap is the result of learning (formal - non formal and informal) occurred during the voluntary experience.

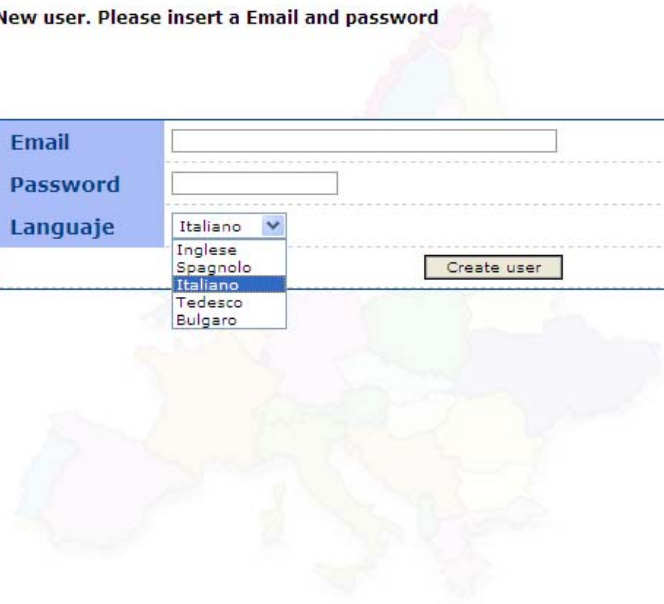
This tool allows each volunteer to acquire, at the end of the voluntary experience, a document attesting the skills developed during the project, namely: "The declaration of competences".

A tool, therefore, that aims to capitalize on experiences gained at the workplace, putting them at disposal of new professional opportunities consistent with the real skills developed in the civil society.

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[Log Out](#)

New user. Please insert a Email and password

| | |
|--|--|
| Email | <input type="text"/> |
| Password | <input type="password"/> |
| Languaje | <div style="border: 1px solid black; padding: 2px;">Italiano ▾ Inglese Spagnolo Italiano Tedesco Bulgaro</div> |
| <input type="button" value="Create user"/> | |





CISESK: CERTIFICATION OF CIVIL SERVICES NON FORMAL AND INFORMAL SKILLS TRANSFER

Volunteer Certificate

| General data |
|--|
| Name - Raquel Carboneras |
| Months of voluntary service already carried out - 12 |
| Date of questionnaire completion - 22/09/2010 |
| Total duration of the voluntary service during this project - 12 |
| Age - 25 |
| Gender - Female |
| Home Country - MADRID |
| Organisation in which the voluntary service is carried out - MANOS UNIDAS |
| Place in which the voluntary service is carried out - MADRID |
| Country where voluntary service is carried out - SPAIN |
| Address - C/Raimundo Fernandez Villaverde 1 |
| Telephone number - +34915542078 |
| Email - raquelcarboneras@yahoo.es |
| Title of the project in which you take part - - |
| Volunteering funding programme (please specify, e.g. EVS) - - |



My Training Experiences

Highest formal educational level attained - **MASTER DEGREE**

Year of attending your last education/training - **2009**

Title of the training course - **POLITICAL SCIENCE**

Rating of the competences developed (what have you learned to do)

Sensibility towards social issues / topics - **Yes**

Cognitive flexibility - **Yes**

Practical competencies to be easily utilized within the labour market - **Yes**

Ability to speak foreign languages - **Yes**

Computer literacy - **Yes**

Other, please specify - -

Nothing particular - **No**

MY WORKING EXPERIENCES (if applicable)

(Last) Position - **PROJECT ASSISTANT**



Main job experience

Seasonal / Holiday jobs - **Yes**

Occasional, qualified - **Yes**

Occasional, non qualified - **No**

Dependant - **No**

Apprenticeship / Trainee course - **No**

Nothing particular - **No**

Rating of the competences strengthened (what have you learned to do)

Technical competencies - **Yes**

Relational competencies - **Yes**

Social competencies - **No**

Problem solving ability - **No**

Other, please specify -

No previous working experience - **Yes**

Communication in the mother tongue

Communication is the ability to express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate way in the full range of societal and cultural contexts — education and training, work, home and leisure.

RESULT: Has been stimulated -- **Level:** Adaptive



Communication in foreign languages

Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal contexts — work, home, leisure, education and training — according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding.

RESULT: Has been stimulated -- **Level:** Adaptive

Mathematical literacy and basic competences in science and technology

Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

RESULT: Has been stimulated -- **Level:** Adaptive

Digital competence

Digital competence involves the confident and critical use of electronic media for work, leisure and communication. These competences are related to logical and critical thinking, to high-level information management skills, and to well developed communication skills. At the most basic level, ICT skills comprise the use of multi-media technology to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in networks via the Internet.

RESULT: Has been stimulated -- **Level:** Adaptive



Learning-to-learn

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

RESULT: Has been stimulated -- **Level:** Adaptive

Social and civic competences

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

RESULT: Has been stimulated -- **Level:** Adaptive

Sense of initiative and entrepreneurship

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

RESULT: Has been stimulated -- **Level:** Adaptive



Cultural awareness and expression

Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

RESULT: Has been stimulated -- **Level:** Adaptive

Aptitude for perseverance

This refers to the self-belief of being able to meet one's obligations. This represents a transversal "capability", referring to the attitude of being able to carry out one's engagements carefully, and consistently with available resources and possible objectives.

RESULT: Has been stimulated -- **Level:** Adaptive

Aptitude for tackling challenges

This refers to the will, meant as the capability to face challenging situations. This represents a transversal "capability", expressing the aptitude for adopting a versatile and positive attitude for better tackling daily challenges.

RESULT: Has been stimulated -- **Level:** Adaptive

Capability of processing information effectively

This refers to the attitude for linking new knowledge with previous experiences effectively. This represents a transversal "capability", expressing the ability to face external uncertainty by refining one's concepts, continuously enriching them with new elements.

RESULT: Has been stimulated -- **Level:** Adaptive