How to involve the Corporate Volunteers into the School Life?

Methods of transferring the Corporate Volunteering idea from business and the world of work to secondary schools

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Introduction

School professionals, governments and employers in the EU have all recognized that the links between schools and companies are very important in order to help and support students to gain practical work experience and equip them with the relevant knowledge and skills required by employers.

The CVE project is aimed at school leaders, teachers and other professionals in secondary schools to develop and extend their knowledge about the possibilities and ways of the cooperation between schools and the world of work, especially through Corporate Volunteering.

The key outputs of the project are (i) a trainer’s guide and (ii) a training course, which include this Handbook.

This CVE’s Handbook is the first part of a Trainer’s Guide. It focuses on the methods of transferring the Corporate Volunteering idea from business and the world of work to secondary schools. The Handbook can be used either by teachers’ trainers or by teachers, school leaders and other personnel of secondary schools as a self-learning material.

The Handbook contains eleven good practices which can be directly used by trainers, teachers and educators. The practices are divided into five categories:

1. Supporting students vocational and academic skills
2. Supporting students in the wider / soft skills
3. Supporting teachers and school staff
4. Donations
5. Others

Each good practice represents an excellent example of corporate volunteering that can be found within European countries. The practices are presented in an easy-to-use format with clearly set out target groups, methodologies and recommendations for use. All partners involved in the development of the Handbook have collaborated in a specific and accurate Quality Assurance process to ensure that all the good practices are easy-to-use, easy-to-understand, transferable and effective.

Having verified the effectiveness of these good practices and their impact on learners, the partnership is happy to present in this Handbook the important resource that these good practices represent, hoping to support teachers and trainers in their work.

The types of collaboration between secondary schools and world of work, presented in this Handbook and the examples collected in the Good Practices of Corporate Volunteering for Schools Database can be used as opportunities and new ways of cooperation between schools and businesses.

The Handbook is available in several languages and can be downloaded from the CVE’s website http://www.cve-project.eu.
Corporate Volunteering: Overview and Context
2.1. What is volunteering?

Despite the fact that volunteering means different things to different people the identifiable key elements of what constitutes a voluntary activity are:

- **Absence of any reward for the activity.** Volunteering is a purely altruistic activity not undertaken primarily for financial gain. Whatever financial reimbursement that comes with the activity should be less than the value of the work provided.
- **Absence of compulsion/coercion for the activity.**
- **The beneficiary of the activity is other than the volunteer himself/herself.**

2.1.1. The benefits of volunteering

That there is no reward for a voluntary activity does not mean that the activity has no benefits at all. Major benefits of volunteering are:

- **Economic benefits:** Activities undertaken by volunteers would otherwise have to be funded by the state or by private capital thus reducing the burden on government spending.
- **Social benefits:** Volunteering is important in building ‘social capital’. It helps to create strong, cohesive and stable communities. It fosters trust between citizens and helps to develop norms of solidarity and reciprocity that are essential to stable communities.
- **Personal benefits:** Volunteering also brings benefits to the volunteer such as gaining or improving essential work experience and skills, opportunities for self-development and a valuable grounding in the practice of citizenship as they becoming aware of the needs and the potentials of the whole community. They can also foster leadership and interpersonal skills and are inspired to think and act creatively. They are made a part of the company’s decision-making process. Some volunteers get personal satisfaction from knowing they have positively contributed to some other person’s life, education and employment prospects.

2.1.2. Corporate Volunteering

The general idea of volunteering can lead and has led to the concept of corporate volunteering. Corporate volunteering occurs when employees of a company are involved in voluntary activities for the benefits of individuals or organizations outside of their company. The company supports the employee in these voluntary activities according to its corporate culture, for example enables him/her to volunteer during working hours, provides with material, logistics and/or financial assistance.

Business philanthropy and charity have a long tradition in the practices of companies across the entire world and was started in the middle Ages. But the concept of the Corporate Volunteering began in the USA in the late 1970’s and has been a growing trend ever since.

The idea of Corporate Volunteering (also known as Employee Volunteering) has come to be recognized in recent years as a framework to enhance understanding of the role of business in
society. By encouraging employees to participate in community activities through company sponsored volunteer programs, businesses contribute to building better communities. Corporate Volunteering allows people to use their skills and knowledge to actively participate in the community. Corporate Volunteering can be a way of transferring the knowledge, skills and experiences prevailing in the business sector to the not-for-profit sector as well as to the education sector (public or private). It therefore results in building the understanding between schools and various business sectors broaden young people skills and enhance community goodwill.

As part of a broader community investment strategy and/or as a means of staff development many private, statutory and non-statutory organisations develop and implement schemes to engage, through their staff, in voluntary activities. Such schemes take a variety of forms including:

- Providing time off with pay for the staff to volunteer;
- Providing financial support or assistance in kind (for example, venues for activities, mentoring schemes, photocopying facilities, trainers & activity facilitators) to facilitate community involvement;
- Setting up a company volunteering scheme to work with and in the communities;
- Providing appropriate support to staff involved in volunteer activities;
- Providing monetary donations.

Organisations that engage in corporate volunteering activities consider such activities to be most beneficial in particular as part of their sustainability and their social responsibility efforts. In other words, Corporate Volunteering is a more and more popular way of exercising Corporate Social Responsibility (CSR) of a company. CSR is an approach aiming to take responsibility for the company’s actions and try to influence positively through its activities the environment, consumers, employees, communities, stakeholders and all other members of the society.

Other identified benefits of corporate volunteering to an organization include: increased staff skills and morale; enhanced standing of business within the local community; enhanced brand awareness, trust and loyalty among consumers; better image and reputation.

Summing up the examples of benefits of Corporate Volunteering given above, one can agree to the way the Australians describe it: “win-win-”, because everyone benefits: employee-volunteer, employer and the institution they are helping. They all become wealthier. (http://www.volunteeringact.org.au/corporate/benefits-corp-volunteer).
2.2. Why should schools get involved in Corporate Volunteering?

Increasingly, schools, businesses and non-commercial organisations will establish mutually beneficial formal or informal links. These links may be direct or indirect, long term or short term.

Schools benefit from working partnerships with companies in various ways including through funds and equipment, professional expertise for curriculum implementation, teaching projects, life skill activities for the students, etc.

Volunteering in schools is an additional opportunity for the students and for the teacher to learn more about how companies function and acquire the practical skills these companies would require of their workers. On his/her part, the volunteer is able to learn about the gaps in skills these students may have and how best to support them to develop these skills and improve their future employment prospects.

Getting involved in Corporate Volunteering is of major importance for schools because:

- It helps schools to constantly update their knowledge about the dynamics on the work market related to their profile;
- It provides the opportunity to grasp understanding and insight from the world of work and transfer it to the school materials and activities;
- It facilitates the dialogue between the teachers in charge with the educational process and the future potential employer of the soon to be graduate students;
- It offers an authentic model of professional development requirements for students and through this it raises awareness on the requirements of the job market;
- It creates a relevant context for students’ practice of certain field specific activities which are enriched by the support offered by the representatives of the job market;
- It can help create better focused learning objectives and it can also lead to be more self-driven study process on the part of the learners due to the fact that they are more involved in an informed decision making regarding their own professional development.

Involvement in Corporate Volunteering should be regarded as a one of the key factors in today’s professional development of students because in the end this is the general objective of education – to support student development in a manner that would then prove to be sustainable for the future personal and professional activities of the students.
2.3. Corporate Volunteering: benefits to companies and other stakeholders

Corporate volunteerism in schools is becoming a business must-have. Companies, stakeholders and the public at large are demanding businesses to offer their loyalty and their know-how, in exchange for best practices, support, safety and investment in improving the conditions in the school communities. Many companies have already realized that they should not only compete with their services and products, but they should also deliver a deep commitment to responsible and community-centered business practices.

The many benefits of Corporate Volunteering activities for companies and businesses and for the community include the following:

For the company such activities:
- Enhance relationships with the school community;
- Improve the company’s image;
- Provide opportunities to the company to contribute to social and community cohesion;
- Increase employee performance and productivity;
- Integrate the employees and increases their job satisfaction;
- Change the perspective, from which the employees look at the company – the company becomes something more than just a place of work, it’s a place where one fulfils also other goals in life;
- Create network of cooperation between specific departments in the company;
- Improve communication between departments and the employees.

For the community the activities:
- Encourage community involvement;
- Support the quality life of the community;
- Stimulate the economic growth of the region through the raising of education standard;
- Increase the level of commitment and understanding between businesses and schools;
- Educate on shared decision-making and joint responsibility;
- Build a motivated future workforce.

Schools and businesses should work hand in hand to benefit students, teachers and the whole community. By working with employers, teachers can ensure that they help their students receive the most up-to-date knowledge and experience of the working world. On the one hand, opportunities to work with employers give students insights into the types of skills that are needed in the workplace both generically and specifically. On the other, the involvement of
employers allows students to develop their functional skills and personal learning and thinking skills with closer reference to the requirements of the world of work.

In summary, the benefits of the Corporate Volunteering activities in schools are very clear: promoting and providing companies and stakeholders with significant volunteer opportunities helps to attract talents, helps to engage, expand, and retain employees; and finally, it helps to boost their public image.

2.4. Finding a partner in Corporate Volunteering

Schools can use different methods to find corporate partners they may work with including desk and internet research about companies, formal and informal contacts and networking with company staff. Schools should create a data base of companies. This database will contain information about the companies including their corporate volunteering programmes and details about all contacts and of the outcomes of those contacts.

Big companies publish annual reports and materials that describe their Corporate Social Responsibility activities. It is also possible that you can see if they have a volunteer programme on their Website. Face to face relations with big companies is another way to find a corporate volunteer. Most of the big companies are involved in some social responsibility activities. They could be convinced to take part in volunteer activities in schools. (See 2.3 above, Benefits for companies)

In large organizations departments that may have interest in corporate volunteering activities with schools and which you could contact are the following: community relations, corporate communications, corporate relations, public relations or Human Resources. Remember that companies established at national level may have regional offices. Check if their volunteer program is managed centrally or through their regional offices. Although the company may be without a formal volunteer programme, there may be a staff interested in volunteering (eg, posting volunteering opportunities and/or offers on the company Intranet or bulletin board). Look for that person.

In order to incorporate the corporate volunteering into the school and link the school with a company, it is important to define the profile of the companies the school is interested in, check their contacts and examine which companies can fit that profile. It is also desirable that these companies are located as close as possible to the school to reduce commuting, simplify contacts and ensure the contacts are more practical (keep in mind that the development of their activity occurs during working hours, so that the place you are going to do volunteering should be close to their workplaces).

In addition to this, it is convenient to analyze the different objectives of the companies’ Corporate Social Responsibility in order to prioritize contact with those that exactly relate to what is sought: community support, youth, educational issues in general, etc.
2.5. Establishing contacts with companies for corporate volunteering activities in schools

Once the needs assessment has been carried out it is advisable to seek companies with which the school wants to collaborate. To do this, we must define what skills the companies should have. The following strategies can help decide about companies:

- **Strengthen relationships with companies**: Analyze what possibilities exist to establish different relationships with past and current corporate partners, if they have been.

- **Search between the existing contacts**: Poll among members of the board of management and staff. They may have contacts in certain companies or can suggest which companies can be approached or maybe even could provide an informal introduction to a potential business contact.

- **Look for associated corporate volunteering providers**: Contact details and information are given on national and international Internet portals dedicated to Corporate Volunteering and CSR.

- **Identify potential partner companies**: Companies may have already established a volunteer programme, in this case there is usually a person designated to coordinate the program. If the company does not have a volunteer programme, the school may need to provide information and support. In any case, look for companies that fit the criteria of cooperation, taking into account that these partnerships should be mutually beneficial.

- **Set up a profile for a partner company**: By establishing a partnership with a company, you are partnering with the institution’s reputation and public image of the company, so you should check that the company complies with the standards set previously. It is useful to carry out a little research on the history of business and business practices before you start working with it.

- **Be honest with the potential collaborating company**: Before starting collaboration you must be honest about the goals and needs of the school because even though at that time no collaboration may be established, there may be chances for it in the future.

- **Search companies in which the proposal can fit**: Companies will select thematic areas and groups that focus on their efforts. For example, some companies choose to operate where the company or its employees reside.
Guidelines
3.1 Methods (describing the cooperation)

Corporate Volunteering and Education is defined as businesses supporting and encouraging its staff involvement in schools and, also, supporting student’s involvement in the world of work. The most common ways of cooperation are:

1. Donations.
2. Supporting student’s vocational and academic skills.
3. Supporting students in the wider / soft skills.
4. Supporting teachers and school staff.
5. Others.

The methods of cooperation depend on the type of school, its needs, potential of the school and of the company, company’s corporate culture and resources. The Best practices gathered in this Handbook present the examples that can be guidelines and inspiration for new cooperation programmes.

3.2. Best practices

3.2.1. Support vocational and academic skills

Vocational skills are presently amongst the highly valued ones on the work market. Development of such skills in direct relation to the requirements of the consumers and the technological advancement means that schools must have the right degree of flexibility to incorporate and address all these aspects. Corporate Volunteering comes as a ready-made solution which can of course be further shaped onto the specific learning and training needs of each school and of its students. Skill development is in direct connection to practice. Relevant practice is best achieved when and if implemented in close relation with a specialized practitioner. Besides the theoretical knowledge of the teachers or trainers in school, working with business will provide schools and their students with updated insight upon the actual practice in their field of activity.

Corporate volunteering facilitates vocational skill development but it also supports the transfer of student vocational practice from the school ethos which is most of the time teacher-driven and guided and places it in a real-life context of the employer/ potential future employer. Besides the contextualization of the vocational skill development this also provides a larger horizon for students. In the case of corporate volunteering systems students have access to much more complex information and to details which can inspire and inform their future studies in the same field.

There are companies that set up programmes and activities to support the development of students’ academic skills in order that they may improve their learning and boost their grades.
Such programmes focus on skills such as time management, note-taking, test preparation, reading comprehension, etc.

An excellent example of corporate volunteering activities that support students’ academic skills is the partnership in the UK between the Central Foundation Boys' School and Slaughter and May. The Central Foundation Boys’ School is an 11-18 school on the edge of the City of London, with over 900 students who speak 34 different first languages. Over 70% of the students are on free school meals, one measure of social deprivation. As well as helping to support the vocational training for students, the project, through its one-to-one tutoring, focuses on raising the students’ academic achievements. Through the partnership, Slaughter and May, provides volunteer tutors and workshops facilitators. All volunteer tutors have studied the subject they are tutoring to at least A-level and receive full training on effective tutoring.

3.2.2. Supporting wider skills

Although academic qualifications and technical skills are important in today’s job market, to secure and progress in employment people and especially young people need to acquire and develop their wider skills.

Wider skills are a diverse range of aptitudes including communication, problem-solving, listening, leadership, and team-building skills, as well as diplomacy, creativity, flexibility, adaptability, and self-awareness; etc.

A well-structured cooperation between schools and the world of work will contribute enormously to the development of young people’s wider skills.

This will be done through:

- The provision of corporate mentors who could guide the student through a programme of sessions designed to land a job, and thrive once a job has started.
- Opportunities for students to experience the world of work and gain workplace skills that employer look for through apprenticeships and work placement.

An excellent example of how corporate volunteering can contribute to the development of wider skills is ACD’s mentoring and enrichment programme for the 14 to 18 year olds. The programme provides opportunities for pupils to be mentored by and interact with socially, educationally and professionally successful “role models” from partner firms including City, Barclays Capital, Slaughter and May, Clifford Chance, Withers, J.P. Morgan, etc. The objective is to raise the aspirations of the young people; increase their confidence, self-esteem and motivation; improve their inter-personal and social skills; develop a range of transferable skills.

Since 2003, ACDiversity has worked with over 1300 academically promising 14-18 year old pupils who attend state schools, across 19 London authorities, largely in disadvantaged areas. The overall success rate of the programme is unquestionable with over 75% of programme
beneficiaries able to enroll for courses at UK most competitive institutions of learning and get into employment.

3.2.3. Supporting the teachers and the schools

Cooperation between schools and corporate volunteers gives access to:

- Subject and managerial knowledge of the employees of companies and businesses,
- Financial, physical and human resources of business partners.

Such cooperation is valuable for the teachers involved in it, as well as school leaders and the schools themselves.

Today’s world’s demand for people with appropriate knowledge and skills, together with the quick pace and unprecedented dynamics of technological changes, require from the teachers to constantly develop and master their knowledge (of the subject and of the pedagogic) and the tools they use in teaching. That is why the main group that will benefit directly from the cooperation with corporate volunteering consists of the teachers of the vocational and general school subjects.

The benefits for teachers from the cooperation with the corporate volunteers are twofold:

1. They widen the vocational knowledge of a teacher of his/her subjects or help his/her teaching practice;
2. Equip a teacher with new didactic and mentoring tools and enrich the methods used so far.

In the former case, contact with the professionals is especially important. As a result, a teacher is in touch with the practice, the up-to-date knowledge and the newest technologies of the field. Direct contact with professionals enriches the vocational experience of a teacher and gives him/her a possibility to view his/her subject from a different, practical perspective. Also, a possibility to involve the volunteers in teaching is very important and attractive.

An example of involving the volunteers-professionals in teaching can be the project of ENEA Group in Poland, called: „First aid – premedical rescue – social education“. First aid as a module of social education is implemented in Polish schools at all levels. The volunteers from ENEA take part in the lessons as instructors, teaching how to behave when witnessing an accident and how to help its victims. They teach social responsibility as opposed to remaining indifferent. From the practical point of view, they use mannequins, AED devices and other useful tools. The volunteers are employees of ENEA – professional paramedics. In the latter case, the cooperation refers to supporting a teacher in the mentoring responsibilities. They are of the basic in the teacher’s role, helping students to acquire suitable personal, vocational and social attitudes. A teacher’s task is to equip a young person with a proper general knowledge, but also with the culture, technical innovations and social skills; to make him/her able to view the other person as a partner, to cooperate and work in a group, to realize creative attitude, to act with empathy as well as with assertiveness. A teacher should help students in their development, so that they could fully feel as members of the (local) society.
A great help in performing the teacher’s role is the involvement of volunteers and students in the cooperation. As both beneficiaries and observers of volunteer activities, some students, in particular those from communities with little experience of volunteering may be encouraged to involve themselves in volunteering. The other benefits to the schools from this form of cooperation include:

1. Better chances for schools’ graduates on the local and global labour markets and lowering the unemployment rate of the young people helps raise the prestige of the school;
2. Additional support with financial and physical resources;
3. Development of teaching methods and supporting didactic role of schools;
4. Access to professional business trends of management.

An example of this kind of cooperation between corporate volunteers and a school is the establishment of the Technical Service Laboratory of Small Household Appliances by Electrolux in the vocational high school Beyoglu (Turkey). Electrolux fitted the school’s laboratory with the equipment and devices related to the profile of the school. What is more, the volunteers—employees of Electrolux took part in preparing the teachers to teach how to use the equipment and in instructing the students in practice. One of the effects of such cooperation was educating the students who graduated with practical skills of using modern equipment and boosting their employment prospects. An example of a wider cooperation between schools and corporate volunteers can be the program implemented by the foundation “Centrum Edukacji Obywatelskiej” (Center for Citizenship Education, CCE) and the Foundation of the Bank Gospodarstwa Krajowego im. J. K. Steczkowskiego towards secondary schools in Poland. Within this program, the students conduct research on the needs of their local communities and take actions in favor of them. They create photoblogs promoting their hometowns, take care of the memorials, establish voluntary clubs and prepare local debates with the citizens and local authorities, organize meetings with seniors as intergenerational exchanges, etc. The most active teams take part in the workshops on banking, organized by the employees of the Bank Gospodarstwa Krajowego. Young people learn about the banks’ activities and how to make rational decisions when choosing bank products.

In the frame of this project, schools gain a lot of support. The teachers take part in free trainings and the Internet course. The students take part in the workshops and the meetings which are facilitated by the CEO. The whole program’s team can obtain a grant for organizing the local presentation.

3.2.4. Donations

Today only a fraction of children in Europe are getting the best education. Moreover, a small number of students graduate from high school ready for college and a career. Furthermore, most of the low-income and minority students are trapped into courses that won’t ever get them ready for a college or prepare them for a job that pays enough to support a family – no matter how well the students learn or the teachers share their knowledge. There is a huge need for education for our generations. To improve students’ achievements, we should be wisely using our money, time and resources, because to support student’s motivation and aspiration, as without it, non of the reforms in Europe will help them succeed. Every student
has unique needs that must be met at a one-on-one level. Moreover, we should also focus on the motivations of our teachers who have a direct and vast influence on student achievement. The school staff can lead a school to success – and change students’ lives. In addition to these, schools affect the lives of thousands of kids, but are a manageable enough “unit” to improve in a relatively short period. They inspire loyalty, teamwork and participation from students, families, teachers and local community members. Schools alone cannot create all of essential conditions for learning. But experience shows that vision driven, results-based partnerships can. Such partnerships build relationships among schools and other sectors of the community with a vested interest in the well-being of students.

An example of the best practice for donations to schools is the UBS and the Bridge Academy partnership in the UK. Prime Minister of UK said: “UBS partnership with the Bridge Academy has created invaluable opportunities for the Academies pupils, their local community and for UBS s staff. It has been and continues to be a leading example of what business—community partnerships can achieve, and I congratulate everyone involved.”

The partnership set up the Sixth Form Opportunities Fund to promote excellence in the sixth form at the Bridge Academy. Following the UBS fundraising dinner in September 2011, the fund started with over £200,000 which was then used for activities designed to help the students to progress into further education or employment or enrich their course work e.g. university visits, personal coaching & advice, work—related learning, support with college applications, sport and community involvement. The fund also helped to cover the costs of activities such as exchanges, educational trips (including field trips, language residential, theatre trips) and summer programmes and to pay for resources including information and communications technology, musical instruments and books.

3.2.5 Others
This manual contains a review of good practices on “Support vocational skills”, “Support soft skills”, “Support teachers & schools” and “Donations”. All good practices that do not fit any of the above categories have been included in the section “Others”.

Practices such as the “Social Community Day” are included here. In this example employees commit one day of volunteering activities, by doing some work in the garden, in the kitchen, in centres’ laboratories to help in the development of an association or “Clown Therapy” for children with learning difficulties or mental impairment to get involved and to be trained in the model of Clown Therapy.

Project „Clown Therapy” is an example of cascade involving volunteers. „Clown Therapy” is implemented by DAS (Direction of Social Assistance and Child Protection) in Scoala Paunescu in Romania. The volunteers from DAS organization train students who become volunteers in hospital and use relaxing, funny theatre acts as clowns to bring amusement and fun to the public – patients.
National Contexts
Italy

According to the Italian sense of voluntary work, by encouraging employees to participate in community activities through company sponsored volunteer programs, a business contributes to building better communities.

Corporate volunteering allows people to contribute skills and knowledge to a not-for-profit organization and actively participate in the community. Corporate volunteering can be a low-cost, short-term, low-risk, high-impact way of making the knowledge, skills and experiences of the business sector accessible to the not-for-profit sector while building understanding, employee skill and community goodwill.

In Italy, a research was conducted in 1998 by the Group Explorer-Ipsos and it shows that 81% of Italians would like to see companies concretely took care of important issues, such as youth employment, health, social exclusion and the elderly, but only 15% believe that, currently, companies deal with these issues. Another research conducted by Junior Achievement in 2010, has also demonstrated that Corporate Volunteering in Italy is used as a bridge between school and the world of work. Although, it was found that the Corporate Volunteering in Italy is not intended as in Europe. The schools collaborate with companies for the students’ training.

Corporate Volunteering in Italy means that the manager goes to a non-profit association asking to volunteer and the association organizes one or more days in some communities for drug-addicted or to clean up public places such as parks.

At the moment, 400 managers, 20,000 students and 1300 teachers are involved in activities regarding Corporate Volunteering. This involvement is primarily in the North of Italy, due to the fact that there is a strong difference in the application of Corporate Volunteering between the north and south of the country.
Poland

The basic legal act that regulates the volunteering issues in Poland is „Ustawa z dnia 24 kwietnia 2003 r. o działalności pożytku publicznego i o wolontariacie (Dz.U. z 2010 r., Nr 234, poz.1536 z późn. zm.).” It is the act on public benefit activities and volunteerism. It is a general document that concerns all kinds of volunteers, among them corporate volunteers. According to this act, a volunteer is an individual who freely and without remuneration performs the activities in favour of:

a) an NGO or a church body which statutory objectives include public benefit activities,

b) public administration,

c) units subordinated to or supervised by organs of public administration.

Volunteers can perform activities only for the not-for-profit institutions. Polish law does not regulate in details the issues of engaging volunteers in schools or the specific role of corporate volunteers. What is characteristic in Polish corporate volunteering is the establishment and financing of foundations by companies. In such foundations, employees of the company-founder act voluntarily. In order to strengthen the system approach towards volunteerism, the Ministry of Labour and Social Policy elaborated in 2011 the document regarding the long-term policy for volunteerism development in Poland. This includes the guidelines and recommendations for the future civic policies in Poland.

What is also considered is enhancing the forms of educational activities of schools with the activities that can be performed with the participation of volunteers. The present form of educational activities of schools is regulated in the article 64 of the act on the education system - Ustawa z dnia 7 września 1991r. o systemie oświaty (tekst jednolity Dziennik Ustaw z 2004r. Nr 256, poz.2572 z późn. zm.).
United Kingdom

Britain has a long and distinguished history of “corporate philanthropy and business involvement” in the community, dating back to the 19th-century pioneers such as Cadbury and Rowntree.

Today British companies still lead the world in promoting corporate social responsibility and “corporate citizenship”. [The Smith Institute 2008] That tradition of business investment and involvement in the community has brought with it enormous benefits and helped create a broad consensus that enterprise and fairness can be pursued together. As David Cameron, the UK Prime Minister, has commented for his Big Society campaign: “corporate self-interest and corporate social responsibility – the good economy and the good society – advance together”.

Increasingly today, many companies in the UK have in place formal structures and strategies to provide financial and in-kind assistance (e.g. corporate philanthropy) as well as contributions of time and expertise (e.g. employee volunteer programmes) to the wider community. Over and above the purely altruistic motives, the increased interest in corporate volunteering in the UK has been driven by many companies’ recognition of its benefits in terms of fostering long-term.

i. Development of Community Partnerships
Community partnerships provide companies with a clear way to demonstrate their commitment to helping the local community in which they operate.

ii. Building of a Committed Workforce
Volunteering increases employee job satisfaction, while having fun collaborating with colleagues in a unique setting. This improves corporate culture and the recruitment and retention of employees in the long run.

iii. Breaking Down of Social Barriers
Corporate volunteering helps to break down social barriers in communities, which in turn enables employees and local people to exchange ideas and develop a better understanding of the social issues that exist today.

Two types of corporate volunteering programmes can be found in UK companies - formal and informal corporate volunteering programmes:

- Formal programmes are structured, have oversight, and have clear and specific organizational goals.
- Informal programmes have minimal to no structure and oversight and may or may not have a clear and specific goal.
Companies with a formal programme tend to have a programme roadmap that would include a business case, project plan, and implementation plan. The roadmap would also include needs assessment findings, project plans with key milestones, and the programme description. In the programme description are found:

- The goal(s) of the corporate volunteering programme;
- Success factors and desired outcomes;
- Targeted population;
- Duration of the programme;
- Benefits to the company;

A number of companies do assign a champion (preferably a senior leader) to the programme, to show a true commitment to the programme and encourage other company employees to participate.

It is also the case that schools, education institutions and government departments are increasingly realising how much young people and schools would greatly benefit from partnership work with companies in terms of skills and resources, in particular the acquisition and development of the wider skills, mentioned formerly, that the young people need to secure and progress in employment.
Spain

The Observatory of Volunteer (Observatorio del Voluntariado) conducted in 2011 a study on Corporate Volunteering in Spain.

Corporate Volunteering (CV) is a set of solidarity activities promoted by a company and developed by individuals as volunteers. It promotes values such as solidarity and service to others and allows developing human potential beyond pure market relations. Indeed, it is the human component that moves the volunteer companies. The main reasons why companies decide to start CV projects are directed towards employees: improving the work environment (74%), creating pride of belonging to the company (70%) and the satisfaction of demand workers (58%).

Companies are increasingly aware that by developing Corporate Volunteering their teams get improvements such as the recruitment and retention of talent, or improvement of the working environment (14.29%) -strengthening the cohesion of the employees and teamwork- (74%). They have also noted the development of workers' skills, such as leadership skills, creativity and decision-making in complex situations. In fact, a 42% of companies declare they do Corporate Volunteering to support the professional and personal development of employees.

The vast majority of companies (73%) is concerned with assessing employee satisfaction after participating in Corporate Volunteering activities and communicates the results to their employees (96%).

Situation of Corporate Volunteering in Spain

The sectors that have experimented a further development of Corporate Volunteering activities are Food and Beverages, Banking & Financial Services and Information Technology and Telecommunications. With respect to the 2010 data of note is the significant increase experienced by the food and beverage sector, which stood at 9.2% and has now climbed to 15%, at the expense of the Banking and Financial Services sector, which has been relegated to second place. However, despite the disappearance of the savings banks, of their social work, and mergers that have occurred this year, this sector has maintained a rate similar to that of 2010 (13.8 % in 2010 and 13% in 2011). Over 60% of companies which do not do Corporate Volunteering express intentions to implement it within two or three years.

Typology

What most motivates volunteers is directly helping the needy. This is showed by the data of social volunteering, reaching 82%. Regarding the type of beneficiary which directs the actions of volunteer companies is mainly: Children and Youth (77%), people with disabilities (72%) and seniors (45%). The first two remain the same compared to 2011, but in the third place, the group of seniors has shifted to immigration preferences by CV firms. The time in which this type of activity is performed is usually one of the sticking points when it comes to design and program volunteers. The data collected from surveys of 2011 show that 41% of the companies is done during business hours, versus 59% who do so in their
Handbook

spare time employees. It is estimated that workers in firms with more than 500 employees spend an average of 1,500 hours per year to the activities of Corporate Volunteering.

**Financing**
Despite the difficult economic situation, there is still an amount of money in their budgets destined for the implementation of Corporate Volunteering activities. 19% of companies plan to invest more than € 70,000 in Corporate Volunteering. Training, technical and Human Resources, organization and management of hours, if they are within the normal working hours, are the aspects that make up the budget of the CV activity. Other investments of firms have established indicators that allow them to assess the ROI (return of the investment), but in CV activities, there are many factors that are intangible and therefore more difficult to develop such indicators. Consequently, 90% of companies do not plan to analyze the ROI, compared to 10% that considers doing it in their planning.

**Organisation**
77% of companies have a Volunteering Committee or Volunteer Social Action which is responsible for organizing and managing the company’s social actions. There is not a fixed department to which such actions are assigned to, mostly dependent on Corporate Social Responsibility (32%), followed by Human Resources (25%) and Communication Management (14%). To achieve greater participation by the workforce, a good internal communication is essential. Two aspects are crucial: the communication of the activities to be performed and the results of past activities.
Romania

Starting with the beginning of the 1990’s volunteering activities have taken on a New perspective in Romania and have come as complementary to the society which was at that time looking for new opportunities. Lack of official structure for volunteerism has at the beginning been a source of creativity. In the absence of legislation to stipulate exact manner of implementation volunteerism has taken many forms which met the needs of the Romanian society. However, time has shown that even if well intended volunteering can bring on more advantages if structured and applied in a systematic manner. Various forms of volunteerism in Romania are still under the umbrella of donations. This means that at this time potential beneficiaries of volunteerism cannot see the full potential of volunteerism which lays the great variety of volunteering forms one of which is Corporate Volunteering. 

With the arrival of big corporations in the country corporate volunteering has begun to be presented to the Romanian public. However, even if representatives of big international corporations may have the tradition of Corporate Volunteering, there is still the need of raising awareness upon this particular type of volunteering and its benefits for the larger public in several fields with particular focus on schools and students. 

In this sense the CVE project and the activities it develops on comes as a most valuable tool to introduce and develop on corporate volunteering. Romanian legislation has recently supported stimulation of volunteerism by adding to the law of volunteerism by which volunteering activities can be cumulated and added to the work experience of the volunteer (February 2012, Article 14 added to the Volunteerism Law from June 2012). This focuses again on the part which provides the volunteering activities. Romanian legislation and beyond that, citizens themselves, need to be informed on the benefits of volunteerism in order to adhere to it. 

CVE addresses this issue and activates the young generations as the receivers of volunteering. Through this it also adds to the culture of volunteering and to the manner in which citizens and institutions regard volunteerism.
Turkey

Corporate Volunteering is a set of interdependent activities which is supported by a company and individuals as volunteers. It provides some services to the others and allows developing process of humankind. The three main reasons why companies are involving CVE trend is to: raise the number of well qualified youth, improve work environment and prosperity of the companies.

Corporate Volunteering is a big social issue in Turkey. According to vocational Education Law there is a rule: Every school must have a partnership with at least one company. Turkey has 60.165 schools with 26 million students and 880.000 teachers. 4 million of them are high school students. This is very big number of students and it shows the importance of corporate volunteering in Turkey. Companies participate in community activities via business volunteering programs, donations and charity.

Corporate volunteering system allows companies to contribute directly to education and indirectly to whole community. Corporate volunteering is a way of sharing information, know-how and companies excess profit with the school which means school business cooperation. Companies’ owners encourage their workers to volunteering activities and support them. Several types of corporate volunteering may be distinguished in Turkey:

1. Donations
2. The support of development of students’ wider skills
3. The support of teachers training
4. Entrepreneurship activities
5. Foundations

These types of corporate volunteering activities show that Corporate Volunteering is used as a bridge between school and the world of work in Turkey. In Turkey, most Corporate Volunteering forms are the donations or charities.

At the moment, 100.000 managers, 2 million students and 400.000 teachers are directly or indirectly involved in activities regarding Corporate Volunteering in the whole Turkey.
Recommendations
The CVE consortium conducted in February and March 2012 a survey on the existing collaboration between secondary schools and the world of work through corporate volunteering. The survey showed that “supporting vocational training for students” is the most extended way of collaboration between companies and schools [in 31.80% of the cases]. It is interesting to note that a high percentage of the schools surveyed used more than one of the collaborating ways suggested in a questionnaire [in 18.10%]. In a 19.30% of the cases the way of collaboration is “Support the pupil’s training”.

Other alternative ways of collaboration indicated by the respondents are:
- Professional orientation by human resources departments.
- Work experience.
- Mentoring.
- Public speaking.
- Organizing activities for practical learning for students; organizing educational events together with the schools.
- Promotion of education paths; lessons for presentation of the professions.
- The school organizes promotional actions for partner companies; discussing with entrepreneurs the requirements and expectations of the employers towards the potential employees.

One should also note the existing barriers of the collaboration. The most serious as far as the schools and teachers are concerned are:
- Lack of knowledge of a possibility of such a cooperation,
- Lack of people responsible for coordinating such contacts and collaboration,
- System barriers (the existing legal acts).

The models of collaboration between secondary schools and world of work, presented in the Handbook and in the Good Practices of Corporate Volunteering for Schools Database can be adopted for the actual needs and opportunities, as well as be used in other types of schools. They should be treated as inspirations for preparing own programs and projects of collaboration between corporate volunteers and schools.

One should also be aware that the companies often organize the grant competitions for schools. Schools can apply for programs and their projects are assessed by the jury. Then, the best projects are (co)financed. One of the most important criteria is the level of involvement of schools and their students into the project’s implementation. The companies also finance the projects initiated by their employees.

What is more, the companies often grant the students with scholarships or donate events like exhibitions, while the volunteers-employees are involved in their preparations.

A survey about collaboration, through Corporate Volunteering, between schools and businesses, conducted by the CVE consortium showed that supporting students is the most extended way of collaboration between companies and schools.
Corporate Volunteering has huge potential for businesses, employees, non-profit groups and the wider community. By observing how Corporate Volunteering was fostered in some European countries to become an accepted business practice we can see a clear way forward in almost all of Europe. Through a planned approach, working with existing resources and a modest infrastructural investment, Corporate Volunteering can be fostered to develop better businesses, more capable employees (and citizens), and healthier communities.

Corporate Volunteering implications are:

For Schools:
- Ensure volunteer programs provide positive experiences for volunteers. Focus on training, supervision, induction, clarity of goals, etc;
- Acknowledge that the relationship between Government, Business and the Community has changed dramatically and new solutions need to be looked at that involve new ways of addressing social problems;
- Corporate Volunteering works on mutual benefit. Understand the benefits to the school, the organization and for the business.

For Students:
- Understand the benefits of having an employee who support students’ educational career path;
- Explore opportunities for personal and professional development through volunteering.

For Volunteer Centres:
- Understand the opportunity to be a catalyst for Corporate Volunteering and what this involves;
- Understand the potential Corporate Volunteering can bring to the community, volunteers and students.

There are some interesting recommendations coming from VOLUNTARE, the International Corporate Volunteering Network and its study “Corporate Volunteering in Spain and Latin America: perceptions companies - Non Profit Entities” (“Voluntariado Corporativo en España y América Latina: percepciones empresas-Entidades No Lucrativas (ENL)”) presented in July 2012. This counts on the participation of both companies and NGOs, but for sure can be also focus on the cooperation between companies and schools.
Partner’s Descriptions
Led by Krakowskie Centrum Zarządzania i Administracji Spółka z o.o., CVE is a European Project developed in the framework of Comenius Programme which aims to build and extend knowledge among school leaders, teachers and other people working in secondary schools, about the potential opportunities and ways of cooperation between schools and the world of the work, especially through the Corporate Volunteering.

Coordinator

**Krakowskie Centrum Zarządzania i Administracji Sp. z o.o.**

The Cracow Centre of Management and Administration Ltd (KCZIA) is a private SME, founded in Poland in 1999. KCZIA specialized in:

1. **Consulting:** outsourcing services adapted to specialized needs of other businesses (more than 30 period contracts with SMEs). The mission of KCZIA on this area is to offer high quality services with commitment and consistency, in order to enhance and reinforce the competitiveness of the enterprises, through the promotion of innovation, technology transfer, utilization of research outcomes, development of links with research institutions, exploitation of opportunities for financing and assistance for utilization of development programs.

2. **Education for adults:**
   a. The Training Centre for Adults: KCZIA has a wide experience in vocational and adult training issues through the company’s participation in a variety of lifelong learning projects. KCZIA is organizing the social skills trainings and ICT trainings for young/unemployed people, e.g. project: ECDL - your chance on the labour market for 120 unemployed young women from Malopolska region. In this field our target groups are all adults who want to learn, especially women and young people being in the special situation. KCZIA is providing labour guidance, also. We are connecting our trainings with the career guidance and helping unemployed to find the job.
   b. The Cracow Centre of the Improvement of Educational Personnel (KCDKO): KCDKO was founded in 2004. KCDKO is registered by regional educational authority - Malopolska Provincial Educational Office. KCDKO is organizing the trainings for the teachers, school managers and other persons who are working in primary, secondary and upon secondary schools.

In all activities KCZIA cooperates with different institutions from EU and Poland like NGOs, schools, universities, SMEs, local authorities.

**Socios**

**Fundatia EuroEd**

EuroEd Foundation is a non-profit organization set up in 1992 and located in Iasi, Romania. It delivers educational services to all age categories. EuroEd Foundation developed a series of programmes, including language courses (English, French, German, Italian, Spanish and Romanian), international training courses for language teachers. EuroEd’s relevant experience
lies within coordinating and participating in EU funded projects, as well as in strategies and methodologies of co-operation at local, regional, national and trans-national level. In addition, EuroEd Foundation coordinated and implemented over 25 national and international educational projects (educational management, teacher training, professional development of various categories of professionals etc) since 1995.

EuroEd has already collaborated with Iasi County school inspectorate and school in Iasi region in previous projects aimed at decreasing the drop our rate amongst youngsters. It is accredited by the Romanian Ministry of Education and by the Ministry of Labour and is part of the national educational system in the LifeLong Learning section. It is a member of the Quest Association which is an associate member of Eaquals. EuroEd received 4 international awards in the last 5 years for the quality of its projects: 3 European Label Awards and a Worldaware distinction. Two of the projects led by EuroEd were selected by the EU Commission as examples of best practices in its collection called LINGO.

**CESIE - Centro Studi ed Initiative Europeo**

CESIE was established in 2001 inspired by the leading Italian sociologist Danilo Dolci (1924-1997). It is a non-profit and independent European NGO. CESIE focuses on building a link between the local reality in Palermo and Sicily, and Europe. We have a wide range of facilities including a vocational training centre, an educational centre for children that works with the local population and immigrants and a social centre. CESIE’s staff is composed of experienced project managers, pedagogists, trainers and educators.

**OBJECTIVES:**
- Promote intercultural dialogue
- Support social inclusion and equal opportunities
- Facilitate lifelong education and training
- Foster responsible and supportive global development
- Develop and support networking at local and international levels
- Encourage international cooperation

CESIE constantly seeks out new methodologies including the Reciprocal Maieutic Approach and grassroots participatory planning developed by Danilo Dolci characterises CESIE’s work. Other methods employed include UNESCO’s Four Pillars of Education, Lateral Thinking and Learning by Doing.

**Inovaformação – Prestação de Serviços de Formação Profissional, Lda.**

Inovafor is connected to the largest private network of innovation services in Europe that employs approximately 150 workers with associates in Rome, Luxembourg, Prague, Warsaw and the USA. The mission of Inovafor is to promote innovation, training and supply of advisory services in the field of innovation, mainly for SMEs and higher education institutions. Inovafor is accredited by the Quality and Accreditation Services Department with recognized competence to conduct a variety of training activities.
Inovafor has great expertise in Lifelong Learning Projects, including FP7 projects and Leonardo Projects of both Transfer and Development of Innovation.

**Fundación de la Solidaridad y el Voluntariado de la Comunitat Valenciana**

Fundar, the Foundation for Solidarity and Voluntary Work of the Valencian Community, is a private non-for-profit entity, jointly owned by the Region of Valencia Department for Solidarity and Citizenship and Bancaja. It was created on 9th March 2001 with the aim of motivating, promoting and encouraging volunteering activity and solidarity towards people in need, as well as coordinating social resources within the Region of Valencia.

Its organisational structure is headed by a board of trustees that is made up of a governing and representative body. Over the years, Fundar has developed a strategy that aims to turn this institution into the main driving force behind an increased commitment from the different agents within Valencian society as regards involvement in solidarity projects. Such projects would not be possible if it were not for the carefully planned physical presence of Fundar throughout the Region of Valencia, making all of its solidarity initiatives accessible to the dynamic body of volunteers. With this aim in mind, the Region of Valencia has the largest Volunteer Centre Network in the whole of Spain which is in constant expansion and is present in 76 towns in the region. This foundation has broadened its horizons across Europe by participating in a number of international projects guaranteed to support the exchange of experiences and best practice with institutions from other countries.

**Vocational Technical Education Centre of Bahcesehir University**

Bahçeşehir University has established Development Centre for Vocational Technical Education (METGEM), which is a unique institution in Turkey. METGEM’s vision is to become a pioneering and guiding agency by following all developments and transformations in labour markets to integrate national and international networks and support development of contemporary vocational technical education. METGEM’s mission is to provide all acquired information, experience, solution models gained from national and international researches regarding Vocational Technical Education for public use. The outcome would be a new model for Vocational and Technical Education which would produce high qualified individuals for the needs and expectations of labour market. To develop the vocational education, especially higher education, some important tasks of this Centre are as follows:

- Regarding vocational education, follow new developments and innovations in Europe and Globally,
- Develop new and easily applicable methods, as well as national and international projects for high qualified work force,
- For business, SME’s and sectors, discuss main problems, find solutions with its consultation committee,
- Enlighten and set up cooperation with vocational training foundations and institutions to encourage motivate and train technical staff.
- Analyze statistics regarding vocational education in Turkey, find the gaps in VET and bring together stakeholders of demand and supply.
African & Caribbean Diversity

The main objectives of the African & Caribbean Diversity (ACDiversity), a UK charity founded in 1990, are:

- To create and implement programmes for the economic and educational development of the African and Caribbean communities.
- To advance the education of the public on the issues of discrimination in particular on the grounds of ethnic origins.
- To promote diversity and support young people, in particular in African and Caribbean communities, to realise their full potential.

The key ACDiversity Mentoring and Enrichment Programme identifies bright year 10 to year 13 students (14-18 years old) primarily but not exclusively of African and Caribbean heritage encourages and supports their access in higher education and prepares them for academic, personal and career success. Delivered in partnership with schools, universities, parents and corporate volunteer mentors, the Programme is a rigorous and well structured programme consisting of:

- Residencies and summer schools at the LSE and Corpus Christi College,
- University of Cambridge;
- Visits and open day sessions at UK financial, legal and commercial organisations [i.e., Bank of England, Barclays Capital, Slaughter and May, Clifford Chance, Withers, etc];
- Motivational and information workshops;
- Mentoring sessions with corporate volunteers;
- Volunteering and community service;
- Information and support sessions with parents and carers.
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Unleash
Your potential

Meet
The business world

Explore
The world out there