

A large, stylized anchor graphic is positioned on the left side of the cover. The anchor is white with teal and purple accents. The top ring of the anchor is divided into teal and purple sections. The anchor is set against a background that is split vertically: the left half is red and the right half is teal. Various decorative elements are scattered around the anchor, including a small purple dot, three white wavy lines, a purple 'x' mark, and another purple dot.

**Prevalence of Service
Learning and Civic Education
in formal education and the
validation of learning gained
through volunteering:**

**BEST PRACTICES
AND BARRIERS**

**Regional fact sheet
(Coastal-Karst Region)**

Prevalence of Service Learning and Civic Education in formal education and the validation of learning gained through volunteering:

BEST PRACTICES AND BARRIERS

SLOVENTROPIJA
FILANTROPIJA



Volunteering Equality
Rights Action
VERA 2025



Sofinancira
Evropska unija

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Contextualization

Volunteering in Slovenia remains a key contributor to social cohesion, solidarity, and intergenerational cooperation. The 2024 National Report on Volunteering confirms that voluntary work continues to complement public services while acting as an essential mechanism that connects communities, strengthens interpersonal ties, and promotes active citizenship. Despite ongoing societal challenges – ranging from social vulnerability to demographic shifts – volunteering retains its vital and irreplaceable role within Slovenian society.

In 2024, a total number of 203,786 volunteers engaged in organised voluntary activities, collectively contributing 8,560,250 hours. This represents a significant increase compared with 2023. While the overall number of volunteers declined slightly, their individual engagement intensified: the average volunteer contributed 42 hours, three more than in the previous year. A total of 2,675 organisations submitted reports, indicating a stable and continually evolving institutional environment for volunteering in Slovenia.

The highest share of volunteer hours was dedicated to social services (3,936,033 hours or 46%), followed by education and training (1,303,517 hours), culture and the arts (714,809 hours), and recreation (625,850 hours). Structurally, volunteers devote most of their time to substantive programme work, representing 59.3% of all hours, while organisational tasks account for 22.2% and other supporting roles for 18.5%. These contributions play an important role in enhancing programmes that complement essential public services – particularly those supporting vulnerable groups, education, environmental initiatives, and civil protection.

Although nearly half of all volunteer work takes place in the Central Slovenia Statistical Region (Osrednjeslovenska regija), with 4,219,475 hours, followed by the Drava Statistical Region (Podravska regija) with just over one million hours, it is important to recognise the significance of volunteer activity across all regions. These contributions provide valuable insights into local needs, societal trends, and community responsiveness. Notably, the Gorizia Statistical Region (Goriška regija) recorded the most substantial annual increase in average volunteer hours – from 13.8 hours in 2023 to 72.6 hours in 2024 – illustrating the capacity of volunteers to mobilise rapidly when emerging needs arise.

In the Coastal-Karst Region (Obalno-kraška regija), previous reports recorded approximately 6,000 volunteers contributing around 136,000 volunteer hours. This places the region in the mid-range nationally in terms of volunteer engagement. While the region benefits from a relatively stable network of volunteer organisations, it falls behind larger regions in the overall volume of hours contributed. A challenge consistently highlighted in past assessments is the low participation rate among young people, which remains one of the primary opportunities for strengthening future volunteering capacities. The absence of more recent region-specific data also points to the need for improved monitoring and strategic support for volunteering initiatives in this coastal region.

Gender distribution remains broadly consistent with previous years – 57.6% women and 42.4% men. Age-wise, the majority of volunteers are between 30 and 60 years or belong to the 60+ age group, while the fewest volunteers are found among those under 18. Nonetheless, this youngest generation represents the greatest long-term potential for the sector. Young people bring energy, creativity, and new perspectives to the emerging social challenges. Their engagement should be regarded not only as an opportunity but as an investment in a more cohesive, empathetic, and socially responsible Slovenia.

The aggregate economic value of voluntary work in 2024 is estimated at €84,972,928, underscoring the substantial impact of volunteering on social welfare, community resilience, and the broader objectives of a solidarity-based society. While these figures illustrate the measurable value of volunteering, they capture only one dimension: the objective contribution. The subjective, human value – often less visible in statistical reporting – remains equally significant. If volunteering serves as the connective tissue between systemic solutions and the everyday needs of people, it functions not as a corrective measure but as an essential societal link that enhances stability, resilience, and social connectedness. Much like a bridge joining two riverbanks, volunteering carries both tangible and intangible value – each indispensable in its own way.

This report aims to assess the state of volunteering at the local level and to support the development of measures that strengthen awareness, understanding, and the value of volunteerism. It highlights the importance of cultivating the principles of (in)formal mutual assistance and solidarity, and of reinforcing the spirit of volunteering – one that is grounded in selfless support for others and in building bridges that connect the diverse banks of our shared social landscape.

Volunteer Office Koper, Slovene Philanthropy –
Prostovoljska pisarna Koper, Slovenska filantropija



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Validation of learning gained through volunteering

Introduction

Slovenia has accepted a Volunteering Act (ZProst) in 2011, which frames the main topics in 26 Articles (e. g. definition of volunteering, rights and obligations of a volunteer and a volunteer organisation). Article 24 regulates the area of issuing the so-called certificates, with which organisations validate learning, skills and experience, gained through volunteering. Based on this phrasing in this law, we refer to validation of learning gained through volunteering in this report as “certificates”. As this is one of the two core topics of this report, we are including this article to provide a frame within which we are working:

Article 24 (Certificate)

(1) Notwithstanding the form of agreement, a volunteer organisation or organisation with a volunteer programme shall be obliged to issue a certificate on volunteer work performed to a volunteer upon the volunteer’s request.

(2) The certificate referred to in the preceding paragraph shall contain the name and registered office of the volunteer organisation, the full name, date and place of birth, and permanent or temporary address of the volunteer, information about the duration and quantity of the volunteer work performed, and a short description of the volunteer work. If the volunteer so desires, the certificate shall also contain a list of any knowledge and skills acquired by the volunteer in training for volunteer work, mentorship or volunteer work.

(3) The certificate referred to in paragraph one of this Article must include the signature of the authorised person of the volunteer organisation or organisation with a volunteer programme.

(4) The conclusion of an oral agreement on volunteer work may be also demonstrated by the certificate referred to in paragraph one of this Article.

(5) A volunteer organisation or organisation with a volunteer programme established in the Republic of Slovenia that organised or co-organised volunteer work abroad shall issue a certificate of volunteer work to citizens of the Republic of Slovenia who perform volunteer work abroad.

Organisations

To explore this part, we created a survey for various organisations that include volunteers. 32 organisations filled out our survey. Out of these, 7 are public institutions and 25 are NGOs.

Validation of learning

As evident from Article 24, organisations are obliged to provide a certificate of volunteer work if requested by the volunteer. However, there are different practices in doing this.

Out of the organisations that filled out our form:

- 3 organisations issue certificates automatically to all volunteers that put in at least 24 volunteer hours,
- 22 organisations issue certificates at the request of volunteers,
- 2 organisations reported they do not issue certificates,
- 5 organisations reported other practices and comments:
 - 2 reported no such requests have been made so far,
 - 1 issues a certificate after 9 volunteer hours and at the end of a school year, along with a letter of recommendation,
 - 1 issues a certificate when volunteers finish different educational courses (seminars, licence renewals etc.),
 - 1 issues Youthpass certificates but adds that this requires input from volunteers themselves, which is sometimes left empty.

All in all, 4 organisations (12.5%) report lack of issuing such certificates, 2 provide the explanation of a lack of interest on behalf of the volunteers. From this, we can conclude that the practice of issuing at least a basic certificate is a highly prevalent practice (at least) in the Coastal-Karst Region.

We further researched the above content. According to the aforementioned Article, the certificate *“shall contain the name and registered office of the volunteer organisation, the full name, date and place of birth, and permanent or temporary address of the volunteer, information about the duration and quantity of the volunteer work performed, and a short description of the volunteer work. If the volunteer so desires, the certificate shall also contain a list of any knowledge and skills acquired by the volunteer in training for volunteer work, mentorship or volunteer work.”*

The parts the article involves were offered as answers, along with the option of adding comments. 11 organisations (34%) provide certificates with all obligatory parts, 8 (25%) of these also include the list of acquired knowledge and skills, so by design provide the “full” certificate. Out of 30 organisations (excluding the two that reported they do not issue certificates):

- 19 (63%) report they include the information about volunteer hours,
- 18 (60%) report they include the information about the duration of volunteer work,
- 18 (60%) report they include a short description of the volunteer work,
- 12 (40%) report they include the information about the acquired knowledge and skills,
- 4 provide additional comments:
 - 3 report that the contents of the certificate are based on volunteers' needs and requests,
 - 1 reports that they also include the area of work.

In conclusion, the practices of formally validating the acquired knowledge and skills in at least some form is present in almost all (94%) of surveyed organisations at least on demand, however, the contents of such certificates vary greatly.

Equality

As an important value of ours is also the equality in volunteering, we have also dedicated a section to researching the inclusivity of organisations for volunteers and potential barriers towards it. 27 organisations answered this part.

- 10 (31%) organisations reported that anyone can be their volunteer if they have the necessary competencies, regardless of personal circumstances,
- 5 (16%) reported that their volunteer can be anyone, however, most of their volunteers are their beneficiaries,
- 1 (3%) reported that anyone can be their volunteer in a limited way,
- 5 (16%) reported not everyone can be their volunteer because of the limitations of their spaces or the limits of mentors' skills, competence or knowledge regarding work with some groups of volunteers (e. g. lack of a lift, lack of knowing sign language),
- No organisation reported they do not include everyone due to lack of additional personnel that would develop inclusive volunteering programmes or due to lack of information about certain populations.
- Suggested answers did not fit 7 organisations:
 - 1 only accepts volunteers over 18 (of age) with finished high-school,
 - 1 requires the ability to drive,
 - 1 limits the volunteers' age to 14–30 years due to ESE programme,
 - 1 requires volunteers to have a therapeutic dog or a dog they are willing to train to become therapeutic,
 - 1 accepts everyone but limits working with beneficiaries only to volunteers with appropriate training and emotional stability.

In short, no organisation has reported they systemically exclude a certain population of volunteers because of their characteristics themselves but some report they cannot accept certain populations (e. g. wheelchair users, volunteers

with no driving licence) due to specifics of their space or their work. Some organisations, for example, provide a service of free rides to those in need, so a natural prerequisite for volunteers is to have a licence for driving.

Barriers to equality

To further explore the topic of inclusive volunteering, we also asked about the barriers in organising inclusive volunteering. 2 organisations specified they do not note any obstacles, 16 organisations provided explanations that fall in 4 categories of obstacles:

- Knowledge/skill
 - 4 organisations report they need their volunteers to have certain knowledge/skill to join (e. g. to play an instrument, to work with physically disabled persons)
- Time
 - 4 organisations report time constraints – on one hand due to their work being only in the morning hours and on the other hand due to time constraints of their personnel to create inclusive programmes
- Mental disorders
 - 1 organisation reports they exclude persons with mental health disorders, explaining they do so for the safety of their beneficiaries
- Space limitations
 - 4 organisations report infrastructure as an obstacle, highlighting wheelchair accessibility as the main example.

The findings of this report show that the Slovenian legislative framework, particularly Article 24 of the Volunteering Act, provides a clear legal basis for recognising and validating volunteering experiences through certificates. In practice, this obligation is widely implemented: the vast majority of surveyed organisations (94%) confirm issuing certificates at least upon request, with some even going beyond the legal minimum by including descriptions of acquired knowledge and skills. However, there is still considerable variability in how comprehensive these certificates are, and not all organisations consistently validate learning outcomes in a structured way.

When placed in the context of VERA, these results illustrate both strengths and opportunities. On the one hand, the practice of certification is highly prevalent, which demonstrates that the groundwork for recognition of volunteering as non-formal and informal learning is already well established in our region. On the other hand, the inconsistency in certificate content highlights the need for more harmonised and transparent practices, in line with VERA's objectives of strengthening trust, comparability, and transferability of validated learning across Europe.

Regarding inclusivity, the data suggest that Slovenian organisations strive towards equality in volunteering: no systemic exclusion of groups was reported, and barriers were mostly linked to practical constraints, such as space limita-

tions, time, and required skills. This is encouraging, as it shows alignment with the **VERA** goal of making volunteering accessible to all, while at the same time underlining the importance of capacity-building, infrastructure improvements, and specialised training for mentors and staff in order to overcome persisting barriers.

In sum, the Coastal-Karst Region demonstrates a strong ground for validation and inclusivity in volunteering, but further progress depends on:

- strengthening the **quality and standardisation** of certificates,
- ensuring that **skills and competences** are more consistently documented, and
- supporting organisations in **overcoming practical barriers** to inclusivity.

This aligns well with the overarching ambition of the CEV VERA project: to promote the recognition of volunteering as a valuable and accessible learning pathway, while ensuring equality of opportunity across Europe.



Prevalence of Service Learning and Civic Education in formal education

Slovenia has four main stages of formal education. The first stage is kindergarten, which includes the ages from 11 months to 5 years. The second stage is primary school, which children normally start at the age of 6 and finish at the age of 14 (primary school has 9 grades). The third level is high school with 4 grades, which individuals visit between ages of 15 and 18. The fourth level is university, which individuals visit after finishing high school, so usually from the age of 19 on.

With this study, we have researched the prevalence of Service Learning (SL) and Civic Education (CE) in all four stages of formal education. We have created 4 separate surveys to include the most appropriate wording of questions for each level.

Survey questionnaires were filled out by 4 kindergartens, 8 primary schools, 1 high school and the (only) university of the Coastal-Karst Region, representing its 6 faculties, a research institute as well as the university library and campus.

Kindergartens

Service Learning

All kindergartens report of including or at least offering a form of SL. One of them has obligatory activities, another carries out SL activities occasionally. All report also other ways of including SL (e. g. enabling different NGOs (like firefighters) to come and present their work and encouraging children to get involved). Two kindergartens specified they invite rescue units, local firefighters, music school teachers (to present instruments), beekeepers and an NGO working with mental-health support dogs.

Having been asked about the percentage of all children engaged in SL activities, one kindergarten reports 20%, two 80% and one 100%. Three explain that activities include children aged 3 to 6, while in one kindergarten these ages are from 2 to 6.

SL activities include cleaning the surroundings of kindergartens, helping others (staff, collecting donations of food, accessories, reuse of bikes), intergenerational socializing (visiting the elderly), collaborating in other initiatives, help with learning, including elderly in kindergarten activities.

Inclusivity

Having been asked who SL activities were for, three kindergartens report they are for all children, one reports that some are for everyone, but not all, explaining that it depends on who the activities were planned for.

Civic Education

All kindergartens report of including or at least offering a form of CE. One of them has obligatory CE activities, others have these activities occasionally. Having been asked about the percentage of all children engaged in CE activities, one kindergarten reports 50%, two 80% and one 100%. One explains that this includes ages from 3 to 6, one from 2 to 6, one includes 5- and 6-year-olds and one only 6-year-olds.

CE activities include activities on national holidays, stressing the importance of acceptance and respect to others, taking care of yourself and your friends, helping a friend, morning circle activities like developing positive self-esteem, different tasks that promote tolerance and acceptance, co-deciding on future activities and evaluating past activities. In short – developing and building the capacity to take responsibility to oneself and others.

Inclusivity

Having been asked who CE activities were for, three kindergartens report they are for all children, one reports that they do not know.

In sum, kindergartens show a clear alignment with the VERA (CEV) Act through the inclusion of both Service Learning (SL) and Civic Education (CE). All kindergartens report implementing or offering SL, with participation ranging from 20–100% of children (ages 2–6). Activities include environmental clean-ups, donation drives, intergenerational exchanges, and collaborations with NGOs (e.g., firefighters, rescue units, beekeepers, mental-health support dogs), fostering early civic responsibility and community engagement. Inclusivity is strong, with most kindergartens involving all children. CE is likewise integrated in all kindergartens, reaching 50–100% of children, typically aged 2–6. Activities emphasize respect, tolerance, peer support, shared decision-making, and commemorating national holidays, reflecting the Act's objectives of building civic awareness, responsibility, and democratic participation from an early age. While scope and inclusivity vary, overall findings confirm substantial progress in embedding the principles of the VERA (CEV) Act in early education practice.

Primary schools

Service Learning

All primary schools but one report of including or at least offering a form of SL. The one that does not, explains that SL is not a regular practice. Four of them include these activities as obligatory, seven as elective, five as occasional, while four also checked “other” with one of them explaining they organise introductions to volunteering and first aid classes.

Having been asked about the percentage of all children engaged in SL activities, answers range from 10 to 100% (M = 51,4%, SD = 38%). Highly diverse are also answers on the age groups involved. Three schools report including all ages, others report of including ages from age 9 (one school), age 10 (two schools) or age 12 onward.

SL activities include:

- collaboration with local Red Cross, making gift cards for elderly, visits from physically disabled people, war doctors,
- tutoring system, peer-to-peer help, activities with parents,
- activities of their volunteering programme – peer-to-peer help with learning, organisation of donation actions, collaborating on environmental clean-ups, intergenerational and peer-to-peer socializing, playing board games with elderly in elderly homes,
- learning about humanitarian organisations and activities within regular lessons, organisation of donation-gathering for low-income families in collaboration with local Red Cross, organising workshops for parents and children on Saturdays, inviting Red Cross volunteers to present their work in classes, inviting a medic to lead a workshop on first-aid (also within regular class hours), crafting gift cards for elderly.

Inclusivity

Having been asked who SL activities were for, all schools reported activities are available to all children.

Civic Education

Civic Education is included in Slovenian primary school curriculums under the subject Civic Education and Ethics for the 8th and 9th grades (12 hours per year). Based on this, we asked primary schools whether they hold any other CE activities aside from the subject. Five (63%) schools reported they do. The ones that reported they do not, were additionally asked to note the reasons and report barriers in doing so. One reported they face staff shortage and a very full schedule, which prevents them to further develop CE.

All schools that organise other CE than only the subject report for those activities to be obligatory – within lectures and with entire classes, two report to also have elective activities (given examples include clubs, where pupils learn about active citizenship, learn public speaking or rhetoric). Three report to also hold occasional activities. All four also report to hold other activities (given examples were enabling NGOs to present their work within their classes and encouraging pupils to join). One has specified additional activities, such as visiting local studies library, military posts and museums.

Having been asked about the percentage of all pupils that did or could take part in CE activities, three schools reported to include all children, one reported to include 90%, and one 40% of all children.

CE activities include:

- human rights workshops, visiting local studies library, museums, critical thinking tasks,
- electing class representatives*, co-deciding on donation activities,
- holding a pupil community, electing class representatives*,
- gathering old paper as an activity to raise environmental awareness, gathering donations for animal shelters, creating gift cards for the elderly, collecting bottle caps as a donation to a humanitarian NGO (that sells them to the recycling facility), collecting notebooks,
- organising activities as part of other subjects, such as Society, Slovene, and on national holidays.

*
Note:
Electing class representatives is a regular activity in all public primary schools.

Inclusivity

Having been asked who CE activities were meant for, all schools reported they were for all children, regardless of any personal circumstances (given examples were disabilities, different races, religions, sexual identities and orientations).

Briefly reflecting the aims underlined by VERA, primary schools demonstrate a broad implementation of Service Learning (SL) and Civic Education (CE). All but one school report including SL, although with diverse formats (obligatory, elective, occasional and/or other). Reported participation ranges from 10–100% of pupils (M = 51.4%, SD = 38%), with inclusion varying by age (some from grade 1, others from age 9–12 onward). SL activities include collaborations with the Red Cross, donation drives, environmental clean-ups, tutoring and peer-to-peer support, intergenerational activities, first aid workshops, and NGO presentations. All schools state that SL activities are accessible to all children, supporting the Act's principle of inclusivity.

CE is a compulsory part of the curriculum in grades 8 and 9, and 63% of schools also offer additional CE activities. These include human rights workshops, critical thinking tasks, museum and library visits, class representative elections, and various community and environmental initiatives. Some schools additionally run clubs or special projects on citizenship, public speaking, and rhetoric. Participation ranges from 40–100% of pupils, with most schools ensuring inclusivity regardless of personal circumstances (disability, race, religion, sexual identity, or orientation).

Overall, findings show that primary schools contribute significantly to the VERA (CEV) Act's objectives by promoting civic responsibility, inclusivity, and community engagement, however, implementation varies in scope and participation levels.

High schools

Service Learning

The only high school that responded to the questionnaire reports to include or at least offer a form of SL. They report SL activities to be occasional and involve about 50% of students. SL activities are organised in 3rd year of high school. They specify voluntary work in elderly homes as SL activity.

Inclusivity

Having been asked who SL activities were meant for, the high school reported they were for all students, regardless of any personal circumstances (given examples were disabilities, different races, religions, sexual identities and orientations).

Civic Education

The high school that responded to the questionnaire reports to include or at least offer a form of CE. They report CE activities to be obligatory (organised within classes) and involves all (100%) students aged 16 and 17.

They specify visiting the National Assembly, district court, voluntary firefighter associations, Red Cross and the national radio and television (RTV).

Inclusivity

Having been asked who CE activities were meant for, the high school reported they were for all students, regardless of any personal circumstances (given examples were disabilities, different races, religions, sexual identities and orientations).

High schools show alignment with the VERA (CEV) Act, although reported practices are more limited. The only responding school includes Service Learning (SL) occasionally in the 3rd year, involving about 50% of students. Reported activities include voluntary work in elderly homes, accessible to all students regardless of personal circumstances.

Civic Education (CE) is obligatory and class-based, involving 100% of students aged 16–17. Activities include visits to key civic and social institutions, such as the National Assembly, district court, voluntary firefighter associations, the Red Cross, and the national broadcaster (RTV). Inclusivity is ensured, with all students able to participate equally.

Overall, findings confirm that high schools contribute to the goals of the VERA (CEV) Act by providing structured CE opportunities and inclusive SL activities, although scope and participation remain narrower compared to earlier education levels.

University of Primorska is the only university in the region. In the years 2024/2025, it had 5,643 students.



University

Service Learning

The university reports that it does not include or at least offer any form of SL apart from occasional activities outside regular classes. They do, however, report that they encourage students and employees to engage in various volunteer activities in their local environment and that their employees have received several acknowledgements for volunteering.

Inclusivity

Having been asked who SL activities were meant for, the university reported these occasional activities were offered to all students, regardless of any personal circumstances (given examples were disabilities, different races, religions, sexual identities and orientations).

Civic Education

The university has not responded to the section asking about CE practices.

Volunteer Office Koper – Slovene Philanthropy

The Volunteer Office in Koper is available to both individual volunteers and to educational institutions or other organisations that implement volunteer programmes. The office organises events, supports the selection of the Volunteer of the Year in the municipality, provides training, and fosters connections within the volunteering community. It was established at the end of 2021 at the initiative of the Municipality of Koper, under the auspices of Slovene Philanthropy, with the aim of further developing volunteering in the region.

The office provides support for current and prospective volunteers by facilitating the identification and selection of volunteer opportunities that correspond to individual interests. It organises free training sessions, including introductory volunteer courses and communication workshops, and supplies information on the ethical and legal frameworks relevant to volunteering.

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Find us on:

 www.prostovoljstvo.org

 www.filantropija.org

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 [@prostovoljstvo](https://twitter.com/prostovoljstvo)

 [@slovenskafilantropija](https://www.instagram.com/slovenskafilantropija)

Information about the office's opening hours, new volunteer opportunities, current training sessions, and other relevant posts on volunteering, solidarity, and community engagement can be found on the office's Facebook and Instagram profiles.

Why become a volunteer?

- As a volunteer, one contributes to the improvement of society.
- Volunteering provides opportunities to give significantly and to learn extensively.
- It contributes to a higher quality of life within the community.
- Volunteering fosters personal growth.
- It enables interaction with people who share similar interests.
- Volunteers gain valuable experience.
- It helps to alleviate specific hardships and meet concrete needs.

What do volunteers do?

Volunteers operate in various fields:

- In social and cultural fields,
- In humanitarian activities and sports,
- In tourism, healthcare, and preventive programs,
- In leisure and intergenerational activities,
- In nature protection, rescue, and conservation, and
- In education and many other areas

Who can become a volunteer?

Anyone who cares about the world we live in and is willing to take action to make a positive contribution.

A volunteer is someone who:

- wishes to contribute where voluntary assistance is needed,
- is willing to act for the common good,
- seeks to actively contribute to positive changes in society,
- respects the principles outlined in the Ethical Code of Organized Volunteering,
- receives training for the volunteer work they perform, and
- accepts responsibility for their volunteer activities.

What is volunteer work?

Volunteer work is performed voluntarily for the benefit of others, without expecting material compensation in return. At the start of volunteer activities, the volunteer and the organisation conclude a volunteer agreement that defines the scope of the work. The volunteer is informed of their rights, responsibilities, and the principles of the Ethical Code of Organized Volunteering.

What is not considered volunteer work?

Activities that are not considered volunteer work include: volunteer internships, study placements, unpaid work for profit-driven organisations, unpaid trial periods, overtime, leisure activities undertaken solely to satisfy personal needs, and unpaid work within the family.

The scope of volunteering is more precisely defined by the Slovene **Volunteerism Act (ZProst)**

The Ethical Code of Organized Volunteering applies to all volunteers and volunteer organisations. The code sets out fundamental guidelines and minimum standards that volunteers and organisations are expected to follow in their work. Compliance with the code is overseen by the Ethical Committee.

If a violation of the Ethical Code is suspected within organised volunteering, observations should first be addressed, where possible, within the organisation concerned. If no resolution is achieved, the case can be submitted to the Ethical Committee, which will review it and issue an opinion.

Ethical Principles in Volunteer Work

The fundamental ethical principles are:

1. Confidentiality and data protection,
2. Dignity, integrity, and respect for all participants in volunteer activities,
3. Active participation of beneficiaries,
4. Acting in the best interest of the beneficiary,
5. Safeguarding the reputation of volunteer work, and
6. Non-exploitation of relationships.

Initiatives and suggestions can be submitted to the **Ethical Committee** via email: eticna.komisija@filantropija.org .

Prevalence of Service Learning and Civic Education in formal education and the validation of learning gained through volunteering: Best practices and barriers

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