



YECh – Youth Volunteering Certification

OUTPUT 1: PROFILE OF THE EUROPEAN VOLUNTEER

Intellectual Output 1 | September 2019

Table of Contents

1.	Introduction	2
2.	Volunteering as part of the third sector	3
2.1	<i>BELGIUM</i>	3
2.2	<i>CYPRUS</i>	4
2.3	<i>GERMANY</i>	5
2.4	<i>GREECE</i>	6
2.5	<i>ITALY</i>	6
2.6	<i>PORTUGAL</i>	7
2.7	<i>UNITED KINGDOM</i>	8
3.	Dimension of The Third Sector in the EU And Yech's Partner Countries	9
3.1	<i>BELGIUM</i>	12
3.2	<i>CYPRUS</i>	13
3.3	<i>GERMANY</i>	13
3.4	<i>GREECE</i>	14
3.5	<i>ITALY</i>	14
3.6	<i>PORTUGAL</i>	15
4.	Profile of the Volunteer Worker	16
4.1	<i>BELGIUM</i>	16
4.2	<i>CYPRUS</i>	16
4.3	<i>GERMANY</i>	16
4.4	<i>GREECE</i>	17
4.5	<i>ITALY</i>	17
4.6	<i>PORTUGAL</i>	18
4.7	<i>UNITED KINGDOM</i>	19
5.	Knowledge Gaps affecting the Voluntary Work	20
5.1	<i>BELGIUM</i>	20
5.2	<i>CYPRUS</i>	20
5.3	<i>GERMANY</i>	20
5.4	<i>GREECE</i>	20
5.5	<i>PORTUGAL</i>	21
5.6	<i>UNITED KINGDOM</i>	21
6.	Areas Where Volunteers Need Support	22
6.1	<i>BELGIUM</i>	22
6.2	<i>CYPRUS</i>	22
6.3	<i>GERMANY</i>	23
6.4	<i>GREECE</i>	23
6.5	<i>ITALY</i>	24
6.6	<i>PORTUGAL</i>	24
6.7	<i>UNITED KINGDOM</i>	25
7.	Review of the academic sources and research on voluntary work and volunteer workers' competences	26
6.	International Survey for Volunteer Workers	33
	REFERENCES	41



1. Introduction

The development of the outline of a qualified Volunteer Worker aims towards the certification of the results of learning as they result from different educational paths of initial professional training, continuing professional training and professional training in the context of lifelong learning.

The purpose of YECh's First Intellectual Output is to define those skills that are necessary to European volunteer workers active in the most different fields and to organize them into units according to ECVET principles.

The lack of a commonly accepted "European" definition of volunteering results inevitably in the inability to certify, in terms of "General knowledge", "Basic Professional Knowledge" and "Specific Professional Knowledge", the skills already owned or acquired by the volunteers themselves.

This report is divided into three parts:

1. In-depth study of:
 - a. the volunteering system in the project partner's countries, drawing inspiration for common points and differences;
 - b. the country-specific characteristics of volunteering;
 - c. the situation of volunteers in the individual countries and their needs.
2. Elaboration of questionnaires and evaluation of their results (157 respondents, mostly young people);
3. Elaboration of a competence matrix of volunteers





2. Volunteering as part of the third sector

A common agreement on the definition of third sector is still arguable at the European level, as so many different characteristics and regulations at the national level make this sector still too wide to be summed up in a unilateral way.

It suffices to notice that one of the first official documents on the third sector was released only in 1998 by the European Commission: *The Third System and Employment – A Reflection*. Accordingly:

The social economy and the activities oriented to meet the needs unsatisfied by the market can lead to the development of a new sense of entrepreneurship particularly valuable for economic and social development at local level. This sense of entrepreneurship is closer to the aspirations and values of people that do not seek profit making but rather the development of socially useful activities or jobs. These forms of entrepreneurship have a useful role in promoting social cohesion and economic local [sic] performance. (CEC 1998d, p.4, original emphasis)

What has been stated inevitably implies that, at the moment, there is no agreement on what the third sector means and includes, even if the single countries have very strong points of similarity in defining it, especially when it comes to voluntary activities.

In the attempt of assembling commonalities observed by the single countries on volunteering, the following bullet points sum up volunteering in an efficient way:

1. Volunteer: a volunteer is a person who carries out activities for the benefit of society, and does it free willingly. These activities are undertaken for a nonprofit cause, benefiting the personal development of the volunteer, who commits his time and energy for the general well-being, without financial reward.
2. Volunteering providers: non-profit organizations and groups that are independent and self-governing as well as other non-profit entities, such as public authorities. They are active in the public arena and their activity must be aimed, at least in part, at contributing to the public well-being.
3. Volunteering: Volunteering activities are undertaken by volunteers. They are undertaken for a no-profit cause and do not replace paid staff. The activity can be done within the framework of a volunteering provider or through a volunteer's own initiative.

The distinctive features of project partner's countries can be summed up as described in the next paragraphs.

2.1 BELGIUM

Law clarified the rights of volunteering in 2005 and created a legal framework both for volunteers and voluntary organizations by the Federal Parliament.



The Law on Volunteering defines volunteering as follows:

- Volunteering is unpaid, performs volunteering activities without receiving any payment. Although volunteering is unpaid, volunteers can be given a limited amount of money, to reimburse their expenses or as a forfeit, for costs to be made;
- Volunteering does not involve coercion. A volunteer commits him/herself without any obligation; he or she cannot be forced to perform an activity;
- Volunteering is undertaken for others or for the society. Volunteering means being of use to others who are not family or acquaintances, in an organization or for society in general;
- There should always be a distinction between volunteering and professional activities. A volunteer cannot perform the same activity both as an employee and as a volunteer for the same employer.

2.2 CYPRUS

The 2009 law establishing the Pan Cyprian Volunteerism Coordinative Council and provides definitions for “no-profit purpose”, “volunteer” and “voluntary organisation”.

Thus, according to Article 2:

- “no-profit purpose” is defined as “every voluntary action or act which tends to alleviate or relieve human suffering, human poverty, illness or need and any physical, mental and psychological malfunction, as well as any action which serves the welfare or the protection of children, teenagers, young people, adults and older persons, any action which contributes to the prevention or addresses social problems or needs and generally any action which contributes to the improvement of the welfare of the people residing, permanently or temporarily, in the Republic of Cyprus”. The term “no-profit purpose” is seen as equivalent to the terms “voluntary activity” and “volunteering”.
- A “volunteer” is defined as “a person who offers, without any reward, financial or other, services or other means to individuals or groups or to the society at large, in order to address social or other needs”;
- “Voluntary organization” is defined as “every organization which is comprised by volunteers and its main or exclusive purpose is no-profit.



However, the spectrum of what is understood to be a voluntary activity in Cyprus does extend beyond the above legal definition to encompass the wider gamut of civil society. Thus, organizations such as labor and trade unions, professional associations, environmental organizations, religious organizations, student societies, cultural societies, community groups and sports clubs may all engage volunteers (many almost exclusively).

2.3 GERMANY

Germany does not have a legal framework and a clear policy on volunteering, which is regulated by other existing general laws.

According to the Country Report within the Voluntary Mentoring Projects (2010), there are two broad types of volunteering in Germany:

- Traditional forms of civic engagement, exercised predominantly ‘for others’ and connected to permanent memberships (e.g. ‘Ehrenamt’). Such civic engagement activities often take place within the framework of large-scale organizations, e.g. churches, unions, parties, welfare associations (such as voluntary fire brigades) and sport clubs.
- Volunteering activities exercised primarily for the individual him-/herself (e.g. ‘freiwilliges Engagement’). This type of activities, which are characterized by active participation and the possibility to develop personal competences and skills, are normally undertaken as part of self-help groups, grass roots organizations, social movement organizations, citizens groups, ecological projects and non-institutionalized political campaigns.

The following terms are being used at present:

- Ehrenamt (*‘honorary office / work’*) refers to voluntary engagement in formal organizations.
- Freiwilligenarbeit (*‘voluntary involvement’*) performed as part of formal or informal organizations and includes sport and recreation, culture, self-help or neighborhood activities.
- Bürgerschaftliches Engagement (*‘voluntary civic activities’*).
- Freiwilligendienste (*‘volunteering services’*), volunteering that young people carry out for a year as part of an official program.

According to the Review on the Third sector in Europe (1998) carried out by the University of Bremen, “in Germany the Third sector is not understood as a single



institutional sector or one entity in everyday language, nor in legal, economic or political discourse. The term Third sector is in Germany a rather vague expression without clear boundaries” (50). As stated by the NETS-classification by legal status, there are five types of organizations in the Third sector, which are:

1. “Ideal” organization/association (*Verein*)
2. Foundation (*Stiftung*)
3. Cooperatives (*Genossenschaft*)
4. Limited liability company (*GmbH*)
5. Stock corporation (*Aktiengesellschaft*)

2.4 GREECE

According to Dr. P. Zannis the third sector is made by those NGOs that:

- are legally recognized and follow certain regulations, which define the sector of their activities;
- are legal entities under private law;
- do not search for profit (no-profit NGOs);
- have social and humanitarian aspects and act for the greater good of the community;
- provide products or services to their member or other, for a small fee or for free.

2.5 ITALY

The definition of third sector can be defined according to the Law 106/2016 (Article 1, paragraph 1):

“Third sector means the group of private bodies set up for the pursuit, without profit, of civic, solidarity and social utility purposes and which, in implementation of the principle of subsidiarity and consistent with the respective statutes or constitutive acts, promote and carry out activities of general interest through forms of voluntary and free action or mutuality or production and exchange of goods and services“

Volunteering in Italy is regulated by two regulations: law 266 of 1991 and law 106 of 2016.

The first one defines the voluntary activity as something subjected to the following three conditions:



- must be provided in a personal, spontaneous and free manner, through the organization of which the volunteer is a part, no-profit, even indirect, and exclusively for purposes of solidarity;
- the activity of the voluntary service cannot be paid in any way even by the beneficiary. The volunteer can only be reimbursed by the membership organization for the expenses actually incurred for the activity performed, within the limits previously established by the organizations themselves;
- the quality of volunteer is incompatible with any form of employment or self-employment relationship and with any other relationship of patrimonial content with the organization of which it is a part.

According to the second one, the reimbursement modalities for the volunteers are defined, as are established the promotion of the voluntary work in the school, the revision of the service centers for the voluntary service and a national register of voluntary associations is established, replacing the 21 regional registers previously present.

2.6 PORTUGAL

The definition of volunteering is emphasized in the Portuguese legislation, namely in the Volunteering Basis Law (Law n71/98 and Decree Law n2 389/99).

“Volunteering is the set of actions of social and community interest, undertaken in a disinterested way by persons in the context of projects, programs and other forms of intervention at the service of individuals, families and communities, developed by public or private entities”

The lack of scientific studies, national statistics and the lack of understanding its operational logic, as well as the heterogeneity in terms of legal forms and organizational structures, justify (in part) the fragility of the third sector in Portugal. Although, the third sector is usually conceptualized in Portugal by a multiplicity of denomination such as social economy, charity sector or no-profit sector.

Despite the heterogeneity of concepts, it's possible to affirm that all encompass the idea that the third sector is based on a set of no-profit organizations with a multiplicity of areas of intervention, designed to help the most disadvantaged populations.

Regarding to the legal forms of the third sector organizations, these include associations, foundations, NGOs, local development institutions, museums, non-governmental organizations for the development, mutualist associations and cooperatives.



2.7 UNITED KINGDOM

The third sector in United Kingdom is made up of charities, NGO, social enterprises, cooperatives, community interest companies and voluntary and community sector. In the UK the sector is overseen by the government Department for Digital, Culture, Media and Sport (DCMS) within, The Office for Civil Society.

There is no legal framework for volunteering each organization dependent on status adheres to own policies and procedures.

An agreement known as the compact between government and voluntary sector, provides assurances and agreements. The compact official definition of the third sector was officially written in 1998 with a revised version in 2010. The compact sets out an agreement between the government and sector around a number of things such as

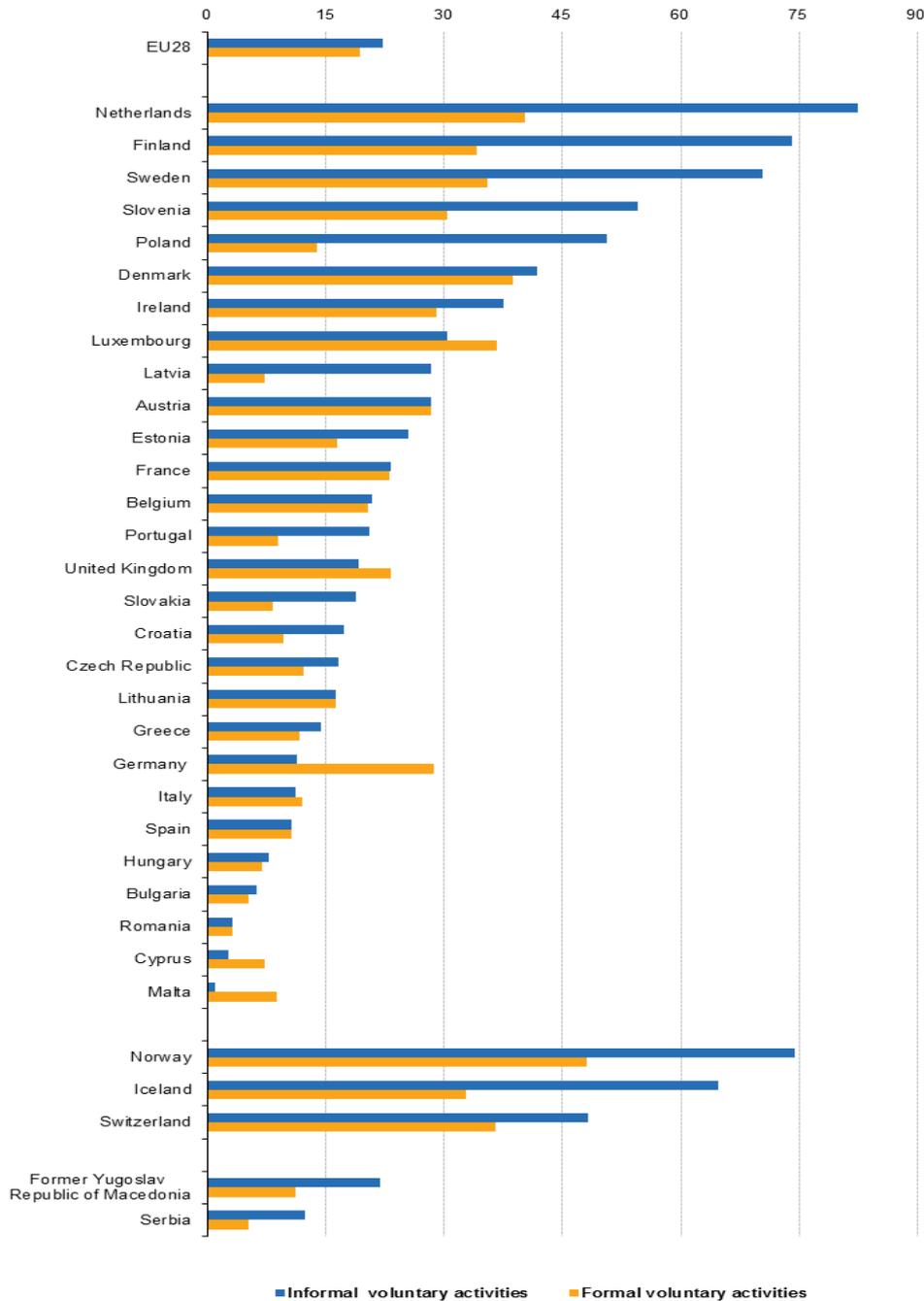
“...an activity that involves spending time, unpaid, doing something that aims to benefit the environment or individuals or groups other than (or in addition to) close relatives”

The Charity Commission is responsible for regulator of charities in England and Wales and maintain the charity register. Registered charities meet their standards and these are given a charity number which also can have tax free incentives in relation to income and donations.

On a national level umbrella bodies such as National council for voluntary organizations (NCVO: <https://www.ncvo.org.uk/>) support the sector in terms of Fundraising policy, capacity and volunteers management. They also provide training, templates and advice, this however is a member organization so micro organizations may find it challenging to access these resources.



3. Dimension of The Third Sector in the EU And Yech's Partner Countries



In 2015, the involvement in informal voluntary activities in the EU-28 was slightly higher than in formal (organized) voluntary activities (22.2% versus 19.3%). This pattern was repeated across most of the EU Member States.

While these large differences between Member States may be attributed to different cultural or social structures (i.e. societies which favor more non-organized voluntary activities than others), it can be observed in all the participating European countries that educational attainment strongly influences the voluntary-participation patterns. At EU-28 level, in 2015, the participation rate for formal voluntary activities was 28.4 % for

Participation in voluntary activities (formal and informal), by educational level, 2015
(% of people aged 16 and over)

	Formal voluntary activities				Informal voluntary activities			
	Total	Low (ISCED 0-2)	Medium (ISCED 3-4)	High (ISCED 5-8)	Total	Low (ISCED 0-2)	Medium (ISCED 3-4)	High (ISCED 5-8)
EU28 ⁽¹⁾	19.3	11.5	19.8	28.4	22.2	14.6	23.6	29.6
Belgium	20.4	13.3	18.5	28.1	20.8	16.4	21.0	24.2
Bulgaria	5.2	1.7	3.8	13.4	6.3	3.9	5.6	11.4
Czech Republic	12.2	7.6	11.5	18.4	16.6	11.4	15.8	23.5
Denmark	38.7	32.2	39.1	43.1	41.8	33.5	43.9	45.3
Germany	28.6	19.5	28.6	36.4	11.4	8.4	11.6	13.4
Estonia	16.4	10.4	15.5	21.1	25.5	20.4	24.6	29.7
Ireland ⁽²⁾	29.0	18.8	26.7	38.4	37.6	29.5	35.0	45.5
Greece	11.7	8.5	11.9	16.6	14.4	11.5	14.8	18.5
Spain	10.7	7.2	11.7	16.5	10.6	7.9	11.3	15.1
France	23.0	14.9	23.8	29.8	23.3	18.2	24.6	26.0
Croatia	9.7	4.8	10.2	16.9	17.2	10.1	18.2	27.1
Italy	12.0	8.4	14.6	16.8	11.2	8.0	12.6	17.1
Cyprus	7.2	3.2	6.4	12.2	2.6	1.6	2.2	4.2
Latvia	7.3	4.5	6.0	11.8	28.3	16.3	27.7	38.2
Lithuania	16.3	8.0	13.2	27.6	16.3	10.0	15.3	22.3
Luxembourg	36.7	26.7	39.6	47.6	30.3	25.3	33.3	33.5
Hungary	6.9	4.5	5.7	12.3	7.8	4.9	7.1	12.6
Malta	8.8	5.9	10.0	16.9	0.9	0.9	0.7	1.1
Netherlands	40.3	29.7	39.1	49.7	82.5	69.2	84.6	89.7
Austria	28.3	15.7	29.9	35.6	28.3	18.9	29.2	34.1
Poland ⁽²⁾	13.8	8.3	11.3	24.6	50.6	35.9	50.0	63.7
Portugal	9.0	5.9	13.4	16.7	20.5	16.9	24.6	30.6
Romania	3.2	2.1	2.7	8.2	3.2	1.6	3.2	8.2
Slovenia	30.4	18.7	30.8	38.5	54.6	40.6	55.1	64.0
Slovakia	8.3	4.5	7.5	13.6	18.8	13.9	18.1	24.6
Finland	34.1	24.5	33.7	42.0	74.2	61.7	77.1	80.0
Sweden	35.5	28.3	36.1	40.5	70.4	62.5	72.2	74.5
United Kingdom ⁽²⁾	23.3	13.5	20.3	35.0	19.2	11.8	18.1	27.1
Iceland	32.8	24.6	33.8	40.7	64.8	60.2	66.8	67.7
Norway	48.0	35.4	49.1	57.7	74.5	66.9	74.8	81.0
Switzerland	36.5	24.9	36.7	42.9	48.2	41.1	50.3	48.7
Former Yugoslav Republic of Macedonia	11.2	5.4	12.5	21.2	21.9	18.3	22.0	30.4
Serbia	5.2	2.4	5.8	8.2	12.4	8.0	13.2	17.3

Note: ¹ Estimated data
² Unreliable data

Source: Eurostat (online data code: ilc_scp19)

people with tertiary education and 11.5 % for people with less than primary, primary and lower secondary education.

There are no significant differences between women and men or across the different age groups. At EU-28 level, the involvement of men was slightly higher in the case of formal voluntary activities, while women were more involved in informal voluntary work. The most active age group was 65 to 74 years olds who tended to participate the most in both types of voluntary activities (21.3% for formal and 23.9% for informal), followed by

people young people aged 16-24 (20.6% formal and 22.5% informal) and people between the age of 25-64 years (19.5% formal and 23.3% informal).

Participation in formal or informal voluntary activities, by main age-groups, 2015
(% of people aged 16 and over)

	Formal voluntary activities				Informal voluntary activities			
	16-24	25-64	65-74	75 +	16-24	25-64	65-74	75 +
EU28 ⁽¹⁾	20.6	19.5	21.3	13.9	22.5	23.3	23.9	13.3
Belgium	20.3	20.9	24.7	12.2	17.3	21.5	27.6	13.4
Bulgaria	6.1	5.9	4.4	1.0	8.2	7.1	4.4	1.6
Czech Republic	13.9	12.8	11.8	5.4	19.2	17.4	15.4	8.4
Denmark	40.2	39.8	40.8	22.6	34.9	44.7	45.8	23.3
Germany	28.1	27.8	33.1	28.8	7.8	10.6	16.8	13.8
Estonia	22.9	17.6	13.0	5.6	27.6	27.7	23.0	11.8
Ireland ⁽²⁾	26.5	30.8	28.2	17.0	28.9	39.4	39.6	25.8
Greece	13.2	12.7	10.8	6.0	16.9	15.4	14.5	6.6
Spain	11.1	11.2	11.6	6.3	10.5	11.5	10.7	5.0
France	21.5	23.6	27.5	16.9	19.1	24.1	29.8	16.9
Croatia	14.0	10.6	6.2	2.3	16.8	19.9	13.2	5.5
Italy	16.2	12.6	11.4	5.9	11.8	12.1	11.3	5.7
Cyprus	5.6	8.1	6.2	3.1	1.9	3.0	3.2	0.5
Latvia	8.2	8.2	5.0	3.2	23.8	31.5	27.7	14.8
Lithuania	16.8	18.7	12.7	5.9	24.0	17.7	10.1	4.9
Luxembourg	41.4	36.5	38.4	25.4	29.9	31.0	31.2	20.5
Hungary	12.0	6.9	4.8	2.0	11.4	8.1	6.0	2.5
Malta	5.5	9.0	12.6	6.3	0.4	1.0	1.3	0.5
Netherlands	45.5	42.2	38.7	20.1	90.2	86.6	77.3	47.2
Austria	31.5	30.1	26.3	13.6	28.6	29.8	29.2	15.7
Poland ⁽²⁾	14.8	15.0	12.2	4.5	50.5	55.1	45.1	20.5
Portugal	14.4	9.6	6.2	4.2	20.4	23.0	17.9	9.8
Romania	8.3	2.9	1.6	0.8	7.4	3.1	1.7	0.6
Slovenia	38.1	31.1	30.7	15.1	56.6	57.7	55.4	26.5
Slovakia	7.9	8.7	7.9	4.4	19.0	19.8	18.2	7.4
Finland	28.7	37.5	34.4	19.4	77.3	80.3	72.3	36.6
Sweden	34.4	36.8	35.4	28.4	71.8	73.8	69.3	49.2
United Kingdom ⁽²⁾	24.5	22.7	29.1	18.8	20.5	18.5	24.9	15.2
Iceland	34.0	35.7	25.6	13.9	65.5	68.7	59.4	34.9
Norway	50.9	50.5	42.7	30.4	78.0	80.1	64.1	38.5
Switzerland	39.3	37.9	35.6	22.7	44.2	47.6	58.2	44.1
Former Yugoslav Republic of Macedonia	14.4	12.0	6.7	2.1	25.9	23.5	15.0	5.5
Serbia	12.5	5.1	2.2	1.0	18.5	13.4	7.3	4.5

Note: ¹ Estimated data

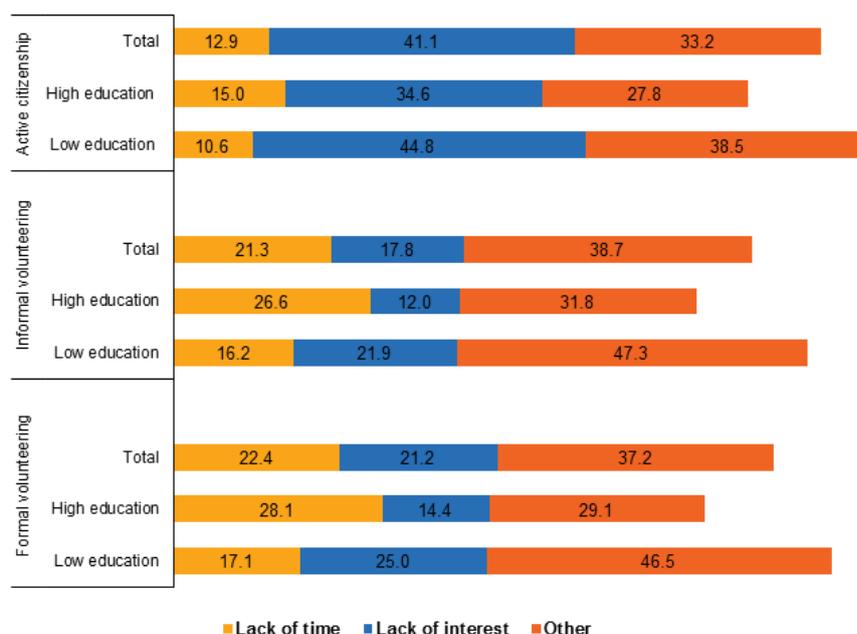
² Unreliable data

Source: Eurostat (online data code: ilc_scp19)

In 2015, 41.1% of all Europeans stated that they were not interested in participating in active citizenship activities. The most frequent answer given for not volunteering was "other reasons", (37.2% for formal and 38.7% for informal). For all three questions on informal/formal voluntary activities and active citizenship, at EU-28 level, people with low education answered more frequently that they are not interested in such activities, while people with tertiary education stated that they cannot participate due to lack of time or other reasons.

As it can be seen from the following data, there is a strong discrepancy between Eurostat data and those that have been found in individual countries.

Reason for non-participation in volunteering and active citizenship, by educational level EU-28, 2015



Source: Eurostat (online data code: ilc_scp21)
Note: 2015 data estimated for EU-28

Since there is no shared definition, even a punctual data collection is almost impossible.

However, it is clearly visible, as in all the countries taken into consideration there are also convergent data with Eurostat statistics: the percentage of people who volunteer increases with increasing age; there are no substantial differences in holdings based on gender; they are instead essential for having a participation in voluntary activities, a good education and a good income.

3.1 BELGIUM

The law defines a voluntary organization as “all de facto associations or legal persons without a profit nature, engaging volunteers”.

According to Statista, the number of non-governmental organizations increased from 2008 (130.096) to 2018 (157.247), therefore there is a regular increase in numbers.



3.2 CYPRUS

There is no census or concrete estimation of the total number of volunteers in Cyprus.

A 2008 Survey by the Volunteer Network Project of 369 citizens identified 69 citizens who had volunteered in the previous 12 months which amounts to 19% of the sample. Extrapolating for the whole population (which was 789,269 in 2008 according to Eurostat, we can estimate that there are 147,500 active volunteers in Cyprus.

Type of Organisation, Number and % of total:

- Welfare and Health, **1,087** - 33.7%
- Sport, **678** 21.0%
- Professional Organizations, **393** - 12.2%
- Culture, Arts and History, **274** - 8.5%
- Ethnic and National issues, **152** - 4.7%
- Leisure / Entertainment and Other, **144** - 4.5%
- Religious and Faith-based Organizations, **116** - 3.6%
- Education and Student Affairs, **90** - 2.8%
- Environment, **76** - 2.3%
- Networking / International Relations, **64** - 2.0%
- Animal Welfare, **45** - 1.4%
- Youth, **42** - 1.3%
- Research & Technology, **37** - 1.1%

Total: 3,227 non-governmental, no-profit organizations

3.3 GERMANY

According to the Study on Volunteering in the European Union (GHK, 2010), Germany has a longstanding tradition in volunteering and well-developed voluntary sectors.

In particular, the national report shows that the level of volunteering is high in Germany, where 30%-39% of adults are involved in volunteer projects (Eurobarometer Survey, 2006). However, Germany has seen modest increases in the number of volunteers over



the past decades and has recorded an increased involvement of older people in volunteering, from 19% to 30%.

According to the Country Report Germany as part of the Study on Volunteering in the European Union (2010), throughout Germany there are more than 500,000 no-profit organizations.

In the last 50 years, the number of registered associations in Germany increased almost six times, from about 86,000 in 1960 (West German regions only) to 554,000 in 2008 (East and West German regions). The number of associations per 100,000 inhabitants increased from 160 in 1960 to 674 in 2008.

As reported by the Study on Volunteering in the European Union (2010), Germany tends to have a greater number of male volunteers than female and presents a wide disparity among voluntary leaders, who tend to be male as well.

3.4 GREECE

Before the economic crisis in Greece, the only period that was noticed a rise in volunteering actions, was during the Athens Olympic Games in 2004. Then, almost 58.000 volunteers helped with the preparation of this huge event. But, since the economic crisis hit Greece in 2010, volunteering and NGOs' activity started to rise again. Despite the fact, that the Greek government froze all funds for NGOs in Greece, this sector succeeded to survive. This was achieved with the funding from other large not-for-profit foundations.

In Greece the most of volunteers works in the following fields: cultural and educational services, provision of food and shelter and healthcare.

As for their education levels, 4% of the participants have not finished school and 8,9% of them have completed just their high school studies. There's a big percentage of volunteers with higher education – 58,4% of the participants have bachelor degrees and 22,8% have master degrees.

3.5 ITALY

The number of Italian volunteers continues to grow. According to the latest ISTAT data, 9% of the population is dedicated to voluntary activities for a total of 5,500,000 people. The 336,275 no-profit institutions operating in Italy as at 31 December 2015 count on the contribution of 5.5 million volunteers, 788 thousand employees and 294 thousand external workers, with an increase compared to 2011 of 16.2%, respectively, to 15, 8% and



8.5%. (ISTAT 31/12/2015). As for the organizational structure, the average workforce is composed of two employees and 16 volunteers.

From the legal point of view, volunteers are employed in: institutions recognized and not (85%), social cooperatives (4, 8%) foundations (1.9%) and institutions with another legal form (8%) mainly from ecclesiastical bodies, committees, health or educational institutions. Culture, sport and recreation are the areas in which the highest number of no-profit organizations are concentrated, 65% of the total. They are mostly concentrated in the north of the country.

3.6 PORTUGAL

In 2007, there were 4.734 third sector organizations, in which 1.101 were promoting volunteering activities.

It's possible to analyse that the third sector organizations that provide volunteering activities in Portugal were mainly distributed by the largest metropolitan areas of the country. The districts with the lowest number of third sector organizations that promote volunteer activities were in the interior region of the country, where the population rate is lower and older.





4. Profile of the Volunteer Worker

4.1 BELGIUM

Several studies and research have been carried out in order to help us to estimate the percentage of the volunteers as 10 to 14% of the Belgian population meaning between 1 million to 1.4 million. The increasing trend for volunteers and voluntary sector is a fact in the country. The adults aged between 34 and 54 years old are the predominant group. The typical volunteer is a person having a rather high educational level and having an income slightly higher than the average.

The distribution of volunteering in terms of numbers of volunteers is largely dominated by culture, sports and leisure.

4.2 CYPRUS

The 2008 Volunteer Network Project Survey found that gender is not a decisive factor in volunteering (with an equal split by gender) between volunteers and non-volunteers, i.e. 49% male and 51% female for both groups.

16-24 years old	18%
25-34 years old	22%
35-44 years old	19%
45-54 years old	17%
55-64 years old	14%
65+ years old	11%

4.3 GERMANY

As reported by the Study on Volunteering in the European Union (2010), Germany tends to have a greater number of male volunteers than female and presents a wide disparity among voluntary leaders, who tend to be male as well.

There is a positive correlation between education levels and the tendency to volunteer: volunteers tend to come from better educated segments of the population. Indeed, as reported by the “Freiwilliges Engagement in Deutschland report” (2004), 43% of German



volunteers are highly educated, while just 22% of German volunteers have a low level of education.

Employed individuals are the most active volunteers in Germany: therefore, there is a strong and positive correlation between employment and propensity to volunteer. Unemployed individuals are the least active in volunteering; a recent report by the Federal Ministry for Family, the Elderly, Women and Youth (2006) highlighted that 23% of all volunteering activity undertaken in the country is in some way related to the volunteers' present work or, in the case of retired individuals, their former employment.

The sectors in which German volunteers are most active are:

- Sport and exercise (11%)
- Education, training and research (7%)
- Religious organizations (6%)
- Recreation and leisure (5%)

4.4 GREECE

According to data from Eurostat (2017) the percentage of volunteers from 16 to 29 years old in Greece, was 15.7% (between the lowest rated in the EU).

To sum up and according to the results of the above-mentioned survey elder people are occupied with volunteering activities in Greece. The educational level of Greek volunteers is high, as many of them have BAs and MAs, but there is also, a significant percentage that has not finished school or they just have finished high school, without continuing to higher education. People are not occupied with volunteering activities frequently and most of them think that is more important to help people you know, rather than helping strangers.

4.5 ITALY

The volunteers are for 55.2% men and 44.8% women. The informal activities as volunteers, see instead, a stronger commitment by women, which they return to be more respectful to men (53.7% against 46.3%).

The role covered in the volunteer organizations is clearly affected by age: the presidents have on average 58 years, as many as ten more than the volunteers of the same organizations. The propensity to volunteer is, therefore, the prerogative especially of adult ages. Young adults under the age of 35 constitute just under a quarter of volunteers



(23.9%). The adult bracket in the central phase of work and family responsibilities - between 35 and 54 years - with 39.4% it represents the most significant block of volunteering; the 55-74 age group has a lower weight than the previous one, but still important (31.4%).

Over 74 years of age is recorded still a small share, 5.3%, which continues in the activity. Only 40.4% of the volunteers have a degree that does not exceed the junior high school diploma against a population share of 52.5%. The most common qualification is the high school diploma, reached by 43.5% of the volunteers. But what makes the difference is above all 21.1% of the graduates, almost double the share present in the population (12.6%).

Regarding non-formal learning, which often takes place in the context of volunteer organizations and which still requires the definition of appropriate recognition and certification paths, the indications given by 6.1% of the volunteers who say they have acquired skills useful for their profession and by 15.7% of those who claim to have thus enhanced previous experience and skills.

The link between the propensity to carry out free activities and the income level of the family to which they belong emerges quite clearly when the volunteering is carried out in the organizations, in particular precisely in the VOs, where the share of people with a good family income is higher than almost 15 points compared to the average of the population: 63.3% of the VO.

4.6 PORTUGAL

Regarding the number of volunteers, according a study made by the National Commission for the Volunteer International Year in 2001, there were 50.000 volunteers in Portugal, mainly connected to youth-based organizations and fire brigades. In 2001, the percentage of Portuguese volunteers was only 12,7%, having declined since 1990, where the percentage was 19%.

In terms of the most common sectors of volunteering in Portugal, the distribution of volunteers is as follows:

- Social services (36%)
- Not classified (32%)
- Culture and recreation (12%)
- Professional and unions (8%)
- Religious worship (7%)





- Education and research (3%)

Volunteers were divided into the following types (INE, 2013)

- Workers of personal, protection, security and sales services (e.g. assistance to the elderly, children, sick persons, fire services and among others) with 33,9%;
- Unqualified workers (e.g. cleaning of spaces, food and clothing collection, donations and among others) with 26,1%;
- Technicians and mid-level workers (e.g. technical and social support, religious support, organization of cultural and sports events, among others) with 19%.

The INE report also indicated that the voluntary activity is strongly connected to the level of schooling. In 2012, the rate of volunteers with a higher education degree was 21,3%.

Although, the percentage of women volunteers (57,3%) was higher than men (42,3%) both in formal and non- formal volunteering activities.

4.7 UNITED KINGDOM

As detailed in UK Civil Society Almanac research, 20.1 million people volunteered through a group, club or organization during 2017/18. The main profile of volunteers within the UK tend to be high income, older, retired and middle class according to National council for voluntary organizations (NCVO). The least likely volunteers are young people aged 16-34 especially within the black and ethnic minority groups on a formal volunteering level. Again, according to the research Women are more likely to volunteer than men. Currently there are initiatives to increase this Job center Plus UK employment departments which in the past have been mandatory requiring job seekers to do an element of volunteering referred to as work experience.





5. Knowledge Gaps affecting the Voluntary Work

5.1 *BELGIUM*

The knowledge of young people on volunteering is not adequate. The various commercial leisure activities hamper the involvement of young people to the voluntary actions. The information on the social value and social impact of volunteering are also limited.

5.2 *CYPRUS*

In regards to voluntary work, recognition, validation and certification of non-formal and learnings are important for the Youth Board of Cyprus, but do not form part of the national formal educational and training system. For this reason, recognition and visibility of the skills of young people gained during non-formal programs occur through the Youth Pass Certificate.

However, a major issue for voluntary sector organizations in Cyprus concerning European policy and more specifically around European funding streams (such as ESF for example) is that most organizations do not have the resources, technical capacity or experience to compete for funding.

5.3 *GERMANY*

Engaging volunteers seems to be increasingly difficult because of the “changes that are affecting the nature of voluntary engagement, as well as a mismatch between the needs of voluntary organizations and the aspirations of the new generations of volunteers”. Other two problems are: lack of recognition of the skills acquired by volunteers, and Lack of a legal and regulatory framework and of clear rules, which prevent the development of volunteering.

5.4 *GREECE*

The general public does not know exactly what volunteering is, as it ignores also its importance. At the same time, people have a big lack of important competences and skills and of cultural awareness.



5.5 PORTUGAL

First, it is necessary to understand why the volunteer rates in Portugal remain so low, when compared to the other EU countries. According to Romà et al. (2012), several authors try to explain this phenomenon in a sociological perspective:

- The level of qualifications and education remains low in the Portuguese society;
- Civic participation is not yet sufficiently promoted;
- The weight of family socialization in the adoption of volunteering practices;
- the lack of qualified human and financial resources in Portugal, the Portuguese third sector organizations are increasing the demand of extra skills to the volunteers (e.g. domain in the English language, informatics, project management, project evaluation, financial and administrative management, international relations and sociocultural animation skills), which is often an obstacle to find volunteers that match all the criteria.

One of the biggest problems is the lack of data: more research and statistical data about the voluntary work in Portugal still needs to be conducted to create the conditions to improve it. Also, it's still important to improve the research about the economic value of volunteering in the country.

5.6 UNITED KINGDOM

There are far fewer initiatives targeting those with fewer opportunities. There are very limited volunteering programmes targeted at those with learning needs or disabilities. Some opportunities are open to those with additional needs and disabilities.





6. Areas Where Volunteers Need Support

6.1 BELGIUM

These are the areas that the volunteers need to be supported:

- ethics and quality standards for volunteering;
- accredited new training programs on organizational volunteering including the rights and duties of volunteers, code of conduct and volunteering principles;
- awareness campaigns by the volunteers on volunteering opportunities from giving help to defending a cause.

6.2 CYPRUS

- lack of a comprehensive strategic plan for volunteering and the voluntary sector at a national level;
- lack of research and evidence base around the voluntary sector on the island;
- lack of a legal and regulatory framework – especially concerning the protection of volunteers;
- limited funding and resources, with sourcing funding on sustainable basis a particular problem;
- lack of technical capacity, experience and resources of voluntary sector organizations to compete competitively for EU co-financing programs and lack of expertise and experience in supporting the voluntary sector in sourcing external funding.

Furthermore, volunteers also have the need for

- certification and recognition of their volunteer work;
- more opportunities for education, training and learning abroad;
- enhancement of personal and professional skills, abilities and competences.





6.3 GERMANY

According to the Study on Volunteering in the European Union (2010), volunteering and voluntary organizations are key in developing and improving the regional and local environment and in fostering the creation of new jobs. Volunteering also facilitates the integration of socially disadvantaged individuals into society and provides volunteers with a sense of usefulness that is likely to encourage them to continue to engage in voluntary activities.

In order to promote and to support volunteers within organizations, it is important to train and form future leaders. According to the Study on Volunteering in the European Union (2010), other measures that need to be taken to support German volunteers are:

- Setting up volunteering infrastructure (the setting up of an efficient, well-structured infrastructure and of networks and platforms has drastically improved the environment for volunteering in Germany). These include volunteer centers to provide information, training and coordination services regionally for host organizations, developing databases and providing brokerage services between volunteers and organizations;
- Professionalization of the voluntary sector: volunteers are confronted with increasingly demanding tasks that require specific competences and skills, creating a tension between demands placed on volunteers and the ability of volunteers to meet these demands and remain willing to do so in an unpaid job.

6.4 GREECE

Many times, voluntary work can be very stressful and requiring. First of all, they must have a clear image of the organization and of the community that they are volunteering for. Many volunteers will need psychological support as well. The lack of competences and skills is also a challenge, which has to be faced. Volunteers' needs have to be supported through trainings. The lack of communication between the volunteers and the organizations as well as issues in the workplace may cause many problems through the voluntary process.

But who exactly can support volunteers? First of all, the organization itself. Starting from the directors and presidents to every member of the staff.

There are several ways to support a volunteer, as a way of example:

- Informal Meetings;
- Volunteer Meetings;



- Buddying – Peer support;
- Training and development;
- Newsletters and Social Media.

However, to do all these things, the first step should be to create national services to support volunteering organizations.

6.5 ITALY

Needs of populations are widening and there will be more and more requests to the volunteering, which in turn will have fewer resources for services and activities. The difficulties in having active members will also increase, but Vos have to be prepared to new needs and changing times.

The needs encountered in recent years are mostly common to all organizations:

- management of internal organization: organizations are increasingly providing services and there is a need to verify their effectiveness;
- the acquisition of specific skills and professionalism, aimed at the outcome and its quality;
- economic, professional and management resources for continuity of services: above all because on certain types of services there is an almost exclusive dependence on funds from public bodies;
- external relations: organizations need to communicate their activities and social goals externally;
- the relationship with schools should also be improved because the boys don't know what volunteering is, or are uninterested to volunteer.

One of the most controversial "needs" is the need to "network"; the singular thing is that everyone recognizes its strategic importance and relevance, but at the same time it signals its extreme problematic nature.

6.6 PORTUGAL

Due to the lack of statistical data and researches on voluntary work in Portugal, it's difficult to find the main areas that volunteers need support. However, according to the challenges felt by the volunteers and third-sector organizations, it's possible to say that one of the main needs are the qualified training of the Portuguese volunteers to fill the



skills gap of the Portuguese third-sector organizations nowadays and to reinforce the legal frameworks of volunteering programs, both public and private.

6.7 UNITED KINGDOM

Volunteers need support in a number of areas, firstly in accessing opportunities, ensuring that are right for the role and understand the ethos and ethics of the volunteering organisations is fundamental. Those new to volunteering will also require more support to integrate fully into a role.

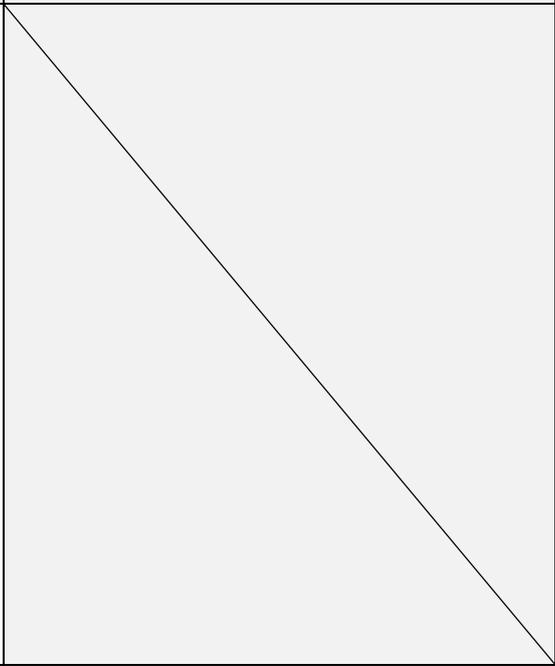


7. Review of the academic sources and research on voluntary work and volunteer workers' competences

Title	Infos on the topic	Most relevant results
<p>Kiilakoski, T. (2015). <i>Youth work, volunteering recognition and employability</i>. Finnish youth research network</p>	<p>This paper examines the competences needed in order to become an international volunteer and how voluntary work can be recognized.</p>	<p>COMPETENCES:</p> <ul style="list-style-type: none"> • Personal competences (self-management, responsibility, taking initiative, critical thinking, ICT knowledge) • Social Competences (Organisational skills, communication skills, teamwork and leadership skills, social awareness) • Global/Intercultural competences (cultural awareness, tolerance, intercultural competences, foreign language skills)
<p>Boyd, B. L. (2002). <i>Competencies for Leaders of Volunteers During the Next Decade: A National Delphi Study</i>. Texas A&M University</p>	<p>It is a Delphi Study, which was conducted in order to identify the competences needed from the lead volunteers.</p>	<p>COMPETENCES NEEDED:</p> <ul style="list-style-type: none"> • Organizational skills • Leadership skills • Cultural Awareness • Personal skills (critical & creative thinking, communication skills, conflict resolution skills, etc.) • Management skills
<p>Senyuva, O. (2014). <i>EUROPEAN VOLUNTARY SERVICE – COMPETENCES FOR EMPLOYMENT</i></p>	<p>A full survey report of a project of the Youth in Action programme, developed by eight NA together with two SALTO resource centres. The research was completed through desk research, EVS focus groups and a survey, where participated ex-EVS volunteers, EVS organisations and employers.</p>	<p>COMPETENCES' development during EVS:</p> <p>“Cooperating, Speaking, Listening, Flexibility, Planning & Organizing, Learning to learn, Giving feedback, Handling feedback, Self-reflection, Networking, Handling authority, Respecting rules, Handling clients, Taking initiative, Acting independently, Empathizing, Intercultural sensitivity, Dealing with stress or handling stress, Working in team, Foreign language skills, Communication.”</p>
<p>Culp, K.; McKee, R. K. & Nestor, P. <i>Identifying Volunteer Core Competencies: Regional Differences</i></p>	<p>A study that analyses a survey conducted in 12 different states of the USA. The purpose of the survey was to identify the main competences needed by volunteers.</p>	<p>COMPETENCES</p> <p>“Organization/Planning Skills and Records; Subject Matter Skills and Knowledge; Leadership; Youth/Adult Partnerships, Enjoy Kids; Time Management and Availability; Communication; Interpersonal Skills; Technology & Computer Skills; Patience; Group Skills/Facilitation /Teamwork; Teaching Skills and Program Delivery; Care, Compassion, Love Understanding; Diversity; Behavior Management; Conflict Resolution; Ethics, Honesty, Integrity, Role Model; Risk Management & Liability; Community Capacity Building; Problem-Solving Skills; Marketing & Publicity”</p>

<p>Julia Simonson, Claudia Vogel & Clemens Tesch-Römer, 2014, <i>Freiwilliges Engagement in Deutschland Zusammenfassung zentraler Ergebnisse des Vierten Deutschen Freiwilligensurveys</i></p>	<p>Freiwilliges Engagement in Deutschland reports and analyses the results of the representative survey conducted on behalf of the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth. It is the most complete and detailed quantitative survey on civic engagement in Germany and it focuses on voluntary commitment and on the willingness of people older than 14 years old to get involved in volunteer projects. The survey was carried out through telephone interviews and took into account different population groups and diverse parts of the country. This survey represents the essential basis for social reporting on voluntary work in Germany.</p>	<p>The results of the German Volunteer Survey show that today a large percentage of Germans aged 14 and over are voluntarily engaged. The proportion of committed people has risen significantly in the last 15 years, from 34% to 43%; this increase was particularly evident between 2009 and 2014. At the same time, voluntary commitment has changed: there has been a decrease in time spent on voluntary work and fewer volunteers take on management tasks. The increasing number of highly-educated people, the rising participation of women in the labor market and the growing number of volunteer associations have played an important role in increasing the engagement rate of young people in volunteer programs. According to this survey, German volunteers are mostly involved in community activities: they engage themselves in volunteer projects in order to get to know other people, expand their social network, exchange ideas with other volunteers and enjoy volunteer activities together while acquiring new relevant skills. Therefore, volunteering is a way of socializing while being active in the community. Moreover, volunteering can have a positive impact on life satisfaction and health.</p>
<p>Fiona Duguid, Karsten Mündel & Daniel Schugurensky, 2013, <i>Volunteer Work, Informal Learning and Social Action</i></p>	<p>As stated by this study, “The central relevance of this book is to shine a light on the diverse forms of voluntary work that are much needed but little appreciated in contemporary societies, and on the learning largely beyond the realm of formal education that is required for such organizations to continue to survive in an era in which credentialed formal education has been given overwhelming importance. Voluntary work and related learning should be much more recognized and rewarded in knowledge-based societies than they have been. This book can contribute to that end”.</p>	<p>As reported by this study, “Some of the case studies in this book suggest that, especially if people actively engage in such voluntary organizations from marginalized standpoints (e.g. low formal education, recent immigrants) and in relation to social justice issues, the learning can be quite profound and transformative. In the heavily credentialed, media-laden context of our knowledge society, such deep learning only appears to happen in voluntary organizations where there are opportunities for group reflection. Reflective learning in voluntary organizations has the potential to be a very empowering form of learning, especially when formal education is highly standardized and more removed from direct experience. The authors modestly suggest that the many volunteers’ stories in this book only offer “a window into the world of informal learning in the volunteer world”. This is true and this first view may still be quite obscure in some ways. As appreciation of the importance of voluntary work for revitalizing social life grows, the conceptual and empirical relevance of this book should also increase”</p>
<p>Nancy Morrow-Howell, 2010, <i>Volunteering in Later Life: Research Frontiers</i></p>	<p>“This review summarizes the current knowledge about volunteering in later life and suggests 5 research questions at the forefront of knowledge development”. The five questions are:</p>	<p>Conforming to this review, “Rates of volunteering do not decline significantly until the middle of the 7th decade, and older volunteers commit more hours than younger volunteers. Older adults with more human and social capital tend to volunteer, and there is good evidence of a reciprocal relationship between volunteering and well-being.</p>

	<ol style="list-style-type: none"> 1. What are the “dynamics” of volunteering among older adults? 2. What is the relationship of volunteering to other social activities? 3. Under what conditions does volunteering enhance the well-being of older volunteers? 4. What are the mechanisms by which volunteering produces well-being for older adults? 5. What strategies are most effective in volunteer management, especially recruiting and retaining volunteers? 	<p>Program and policy developments in the field are outstripping production of knowledge to support evidencebased practices”</p>
<p>Brewis, Hill & Stevens, 2010, <i>Valuing Volunteer Management Skills</i></p>	<p>The report aimed to “explore the skills gaps and development needs of people who manage volunteers and the volunteers they support in the voluntary sector” (Brewis, Hill & Stevens, 2010, p.8) and was based on a qualitative survey of 1,004 persons who manage volunteers and 10 biographical interviews with volunteer managers as well.</p> <p>The specific research objectives were: “Identify the skills gaps of people who manage volunteers, their access to training and development and barriers to training and professional development;</p> <ul style="list-style-type: none"> • Identify the perceived skills gaps of volunteers and barriers to their training and development; • Identify key areas of action for addressing skills issues and development needs in voluntary and community organisations; • Make suggestions for future qualitative research based on these findings” (Brewis, Hill & Stevens, 2010, p.9) 	<p>Barriers to training and learning for volunteer managers: -Financial cost to the organisation, lack of training cover and time taken to attend; - “Barriers to training and learning are experienced differently by people who manage volunteers in organisations of different sizes. Respondents in better- resourced organisations are more likely to identify lack of resources as a barrier” (Brewis, Hill & Stevens, 2010, p.9).</p> <p>Skills gaps and training needs of volunteer managers:</p> <ul style="list-style-type: none"> • “The need for additional training or skills development for their work with volunteers is greater for paid than for unpaid respondents” (Brewis, Hill & Stevens, 2010, p.36); • “People who manage volunteers who have previously accessed some form of training or learning are more likely to welcome it in the future” (Idem,ibidem).
<p>GHK, 2010, <i>Volunteering in the European Union</i></p>	<p>The Study on Volunteering in the EU was proposed by the Education, Audiovisual and Culture Executive Agency (EACEA) and managed by the Directorate General for Education and Culture (DG EAC) of the European Commission.</p> <p>The main objectives of this study were:</p> <p>–“Reach a better understanding of the volunteering landscape in all 27 Member States, in terms of facts and figures, regulatory and institutional arrangements, the influence of EU policies, programs and actions and concentrating on specific issues such as competition, procurement, taxation, job and service substitution” (GHK, 2010, p.6);</p>	<p>The report enounces several challenges and opportunities for volunteering in the EU (GHK, 2010).</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Volunteer engagement • Professionalisation of the voluntary sector • Legal and regulatory framework • Insurance • Lack of information and data -Infrastructures • Funding • Perceptions of the voluntary work • Lack of recognition -Economic crisis and difficult conditions on the ground -Lack of government policy or strategy on volunteering <p>Opportunities:</p>

	<p>-Analyze the status of volunteering in the EU member-states, in order to find similarities, challenges and opportunities;</p> <p>-Raise awareness about the benefits of voluntary work in the EU.</p>	<ul style="list-style-type: none"> • Improving the legal environment for volunteering; -Support to volunteers within organizations; • Improving perceptions of volunteering; • Recognition of volunteers' experience; • Data collection and research; • Sustainable funding; • Improved volunteering: infrastructure and coordination between voluntary organisations.
<p>Stukas, Hoyer, Nicholson, Brown & Aisbett, 2014, <i>Motivations to Volunteer and their Associations with Volunteers' Well-Being</i></p>	<p>This research paper was the result of a survey of 4,085 Australian volunteers about their motivations to do voluntary work, using the Volunteer Functions Inventory.</p>	<p>Overall, the respondents who started voluntary work for other-oriented reasons wanted to:</p> <ul style="list-style-type: none"> • learn more about other people; • learn more about the world; • learn more about themselves (e.g. strengths and weaknesses). <p>These volunteers “were more likely to report higher levels of well-being (self-esteem, self-efficacy, social connectedness and trust) (...), higher satisfaction and intentions to continue volunteering” (Stukas et al., 2014, p.17).</p> <p>The respondents who started voluntary work for self-oriented reasons and to “distract themselves for personal problems or to advance their careers (...) were more likely to report lower well-being and poorer outcomes” (Idem, ibidem).</p>
<p><i>Volunteer Work, Informal Help, And Care Among The 50+ In Europe: Further Evidence For 'Linked' Productive Activities at Older Ages</i></p>	<p>The specific report aimed to ‘take a cross-national perspective, we investigate linkages between volunteer work, informal help, and care among Europeans aged 50 or older. Based on 27,305 personal interviews from the 2004 Survey of Health, Ageing and Retirement in Europe, we estimate univariate and multivariate probit models, which allow us to analyze the interrelationship between different productive activities. There is substantial variation in the participation in volunteering, helping, and caring between countries and regions. Independent of the general level of activity in a country, we find evidence for a complementary and interdependent relationship between all three activities. Our findings not only suggest an important role of societal opportunity structures in elders’ productive engagement, but also support notions of the existence of a general motivation for engagement in productive activities.</p>	
<p>Bussell, H. and Forbes, D. (2002) <i>Understanding the</i></p>	<p>This article explores alternative approaches for measuring the economic value of volunteer work, develops a methodology for producing</p>	<p>“The article estimated both the number of natural persons engaged in volunteer work in a typical year, as well as the economic value of that work,</p>

<p><i>volunteer market: The what, where, who and why of volunteering</i>, <i>International Journal of Nonprofit and Voluntary Sector Marketing</i>, 7 (3), pp.244-257.</p>	<p>global estimates of this value using existing data sources, and identifies a new data source that promises to yield significantly improved data on which to base such estimates in the future at both the global and national levels. Both volunteering through organizations and directly for individuals are considered. Different approaches to valuation, including the replacement cost, opportunity cost, and social benefits approaches and both observed and reported market proxies, are examined. Based on a number of criteria, the replacement cost method using observed market wages is recommended. Using this method, the article estimates that 'volunteerland,' if it were its own country, would have the second largest adult population of any country in the world, and would be the world's seventh largest economy. The article concludes by discussing a new International Labour Organization Manual on the Measurement of Volunteer Work that adopts the basic method for defining and valuing volunteer work outlined here and promises to generate a much more robust and coherent body of data on volunteer work than has ever been available both globally and nationally</p>	<p>both for the world as a whole and for each of the major regions. These tentative findings demonstrate that, even conservatively estimated, volunteering is an enormous economic force in the world today. The number of volunteers worldwide is larger than the adult population of all but one country, China, whereas the economic value of their volunteer work is greater than the GDP of all but the six wealthiest countries.</p> <p>At the same time, it seems clear that the measurement of this economic force remains in its infancy. Most countries do not have any data on volunteering, and in due to variations in definitions, methodologies, and scope of coverage. This has serious consequences for our ability to gain the maximum benefit from this important renewable resource for social, economic, and environmental problem-solving. It also limits our understanding of the enormous value of volunteering and our ability to give credence and respect to the contributions that volunteers make. Fortunately, the recent adoption by the International Labour Organization of a Manual on the Measurement of Volunteer Work offers an opportunity to solve this problem. To seize this opportunity, however, it will be necessary for advocates of volunteering and those in the research community with an interest in this topic to press international statistical authorities and national statistical offices to implement this Manual in their own data systems. Given the evidence of the enormous scale of volunteer work presented here, such a mobilization seems well worth the effort. those countries where such data are collected, systematic comparisons are impossible</p>
<p><i>Building a Stronger Civil Society</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/78927/building-stronger-civil-society.pdf</p>	<p>The coalition government outlined this plan. The reforms set out in the Coalition Government's Programme for Government and the Spending Review. The big society set to develop more links with government and voluntary sector to ensure that resources are well spent and services can be maximised with value for money.</p>	<p>The government is exploring new ways to encourage volunteering and philanthropy. The whole debate on the Big Society is encouraging individuals and organizations to think about the contribution that they make now and how that might change.</p>
<p><i>Young People's Volunteering and Skills Development</i> https://dera.ioe.ac.uk/6643/1/RW103.pdf</p>	<p>The Department for Education and Skills commissioned The National Youth Agency (NYA) to undertake a six-month research project to explore the skills, knowledge and attitudinal development that young people derive from volunteering.</p>	<p></p>
<p><i>I profili del volontariato in Italia - Fondazione</i></p>	<p>The study provides a detailed description and analysis of Italian volunteering drawing on data provided by two particularly rich and</p>	<p>Those who do organized volunteering enjoy a better economic situation than the average; have a slightly higher income and, above all, a more</p>

<p><i>Volontariato e Partecipazione</i> http://www.volontariatoepartecipazione.eu/wp-content/uploads/2015/10/Il-volontariatoitaliano.-stampastudio.pdf</p>	<p>interesting statistical sources: the Survey on the Aspects of Italian Daily Life (ISTAT) and the Sampling Survey on Voluntary Organizations in Italy (CNV-FVP)</p>	<p>stable job position. Probably because of the "fixed timetable", 26.9% of the volunteers work in the public sphere. In short, the volunteer chooses to allocate a significant portion of his discretionary resources – the average monthly commitment is about 20 hours - to free activities.</p> <p>On the one hand, in this economic juncture, he may appear as a "lucky" (or, at least, not disadvantaged) subject; on the other hand, however, these individuals freely decide to allocate a part of these "advantages" to the production of collective goods.</p> <p>Those who contribute to the activities carried out by volunteer associations are on average more educated than those who do not (21.2% of the former have a degree compared to 11.2% of the latter), are more inclined to cultural activities, more interested in political and social problems, more satisfied with their lives and more optimistic about future prospects.</p> <p>These elements contribute to the consolidation of the image of volunteers as an advanced segment of civil society, made up of individuals who manage to combine personal satisfaction and collective progress projects.</p>
<p><i>I bisogni delle organizzazioni di volontariato:</i> https://www.cesvot.it/sites/default/files/typologie_documentazione/all_egati/8177_documento.pdf</p>	<p>The work researches the needs of volunteer organizations, starting from the needs of volunteers. It is a time of very great social and economic changes, and in this context the needs of organizations are also undergoing great change. The publication starts from an analysis of the needs coming from focus groups composed of members of associations, and comes to formulate the needs of volunteer organizations for the near future.</p>	<p>The common needs of VO's are the following:</p> <ul style="list-style-type: none"> • The availability of "human resources" or volunteers is the main need felt by volunteer associations. • Economic resources • Relations with the public administrations • The training of volunteers is considered a strategic factor • The ability to "network" • The relationships of the volunteer organization with the other subjects of the Third Sector <p>The proposal is the following:</p> <ul style="list-style-type: none"> • carry out awareness campaigns on the culture of volunteering; • carry out information campaigns aimed at new generations; • promote more collaborative relationships with the school system; • conduct research on how to communicate with new generations; • conduct research on the impact of training on recruitment; • strengthen volunteer training services on fund raising; • enhance training services for volunteers on design; • activate training services for volunteers on networking;

		<ul style="list-style-type: none"> • activate training services for volunteers on group management; • implement mediation interventions with public institutions; • conduct research on the image of volunteering within the PA; • conduct research on the weight of volunteering in public policies; • implement control interventions on the voluntary and business connection; • simplify the procedures of the calls and the bureaucratic "duties"; • conduct research on the effects of dimensions on management practices.
<p><i>Il ruolo dei volontari del terzo settore: verso una qualificazione professionale?</i></p> <p>http://outcomes.stat.unipd.it/sites/outcomes.stat.unipd.it/files/capp9_vol_6.pdf</p>	<p>The volunteer plays a crucial role in the third sector, but the analysis of his activities and needed competences is almost absent, because the volunteer does not practice a profession. On the contrary, such analysis seems to be important, given that often the voluntary service first cope with emerging needs, and anticipate new professions with innovative approaches.</p>	<p>In this work volunteering has a valuable prophetic function, it is a pioneer who has often been able to read emerging social needs and provide innovative answers, thanks to its flexibility and its widespread presence in the territory. Over time volunteering has carried out tasks later assumed by the state (eg in the care of the sick and the old) and has given rise to important social institutions. In volunteering we can talk about professionalism, not profession.</p> <p>The skills were divided into 3 branches: knowledge ("knowing"), ability ("knowing how") and personality skills ("knowing how to be"). Some associations set up a structured training program e mandatory, essential to perform the service, others, instead, simply operate on the basis of the soft skills of volunteers. In general, almost all the associations provide psychological training, mainly on dialogue and the relationship of help, and then each association provides training on the specific topics it deals with. Teachers are often volunteering themselves. For volunteers vocational training is an integral and indispensable part of the organization's activity, while the reference to university education is scarce. The analysis of skills useful in the third sector is extremely complex, as it is mediated by the need for strong ethical values, to the point that it is sometimes difficult to understand when a competence can be acquired through experience and when it depends on the ethics of the person. For this reason, it results in a difficulty in the certification of competences. However, it is possible to codify the processes, the activities contained in them and the necessary competences, defining the training processes, formal and non-formal, adequate.</p>



6. International Survey for Volunteer Workers

The purpose of the First Intellectual Output of “Yech Project”, which involves 7 organizations from 7 different European countries, is to define qualifications of volunteer workers and organize them in units according to ECVET principles.

The profiles developed will be adapted to the population in each of the participating countries and the conditions of each of these countries.

The lack of a shared assessment is in fact due to organizational difficulties and evaluation by the organizations, and at the same time entails the inability to certify, in terms of "General knowledge", "Basic Professional Knowledge" and "Specific Professional Knowledge", the skills already owned or acquired by the volunteers themselves.

The 7 organizations involved, submitted a questionnaire to 157 people, mostly aged between 18 and 30, to learn about their point of view on voluntary work and the training needs they encountered.

The following people answered the questionnaire:

15 for Italcam, 31 for IED, 25 for Gramigna, 15 for Out Of The Box, 25 for Right Challenge, 29 for SPAO and 17 for Go Digit All.

This is a fairly large sample, but certainly not exhaustive for the evaluation of the phenomenon.

The survey included questions related to soft and hard skills.

There is a rather homogeneous view of generic skills and the sense of volunteering. Respondents consider it important to work in such organizations, they believe that they contribute a lot to society.

They see critical thinking, computer skills, language skills, design skills, marketing skills and communication skills far less important.

From a first approach to the question, and also in relation to what was learned from national surveys, probably the meaning of this derives from the fact that most young people do not have managerial responsibilities within voluntary organizations, and in this way, they do not perceive the need.

On the other hand, it could also be clear that it is not clear to those who do not have managerial skills that the cutting of resources to the benefit of the third sector by public



bodies, obliges organizations to structure themselves, to acquire professionalism and to train volunteers to continue their work.

To do this it is essential to involve the new generations. And to do this it is necessary to modify the communication methods and the methods of involvement.

It is a challenge that seems necessary in all the countries involved in the survey and on which much of the future of the third sector depends.

The questionnaire, prepared by "Italcam", was administered using Google Form and translated into the various languages of the countries involved, to make it accessible to all.

This is a model with multiple answers, with values from 1 to 5:

1 = not important

2 = somewhat important

3 = no opinion

4 = important

5 = very important

The five questions to which the interviewees gave the most importance were those related to the importance of developing skills and knowledge, of being coherent with ethical standards, of developing communication skills (both internal and external communication), of working in teams and have a positive attitude during volunteer work.

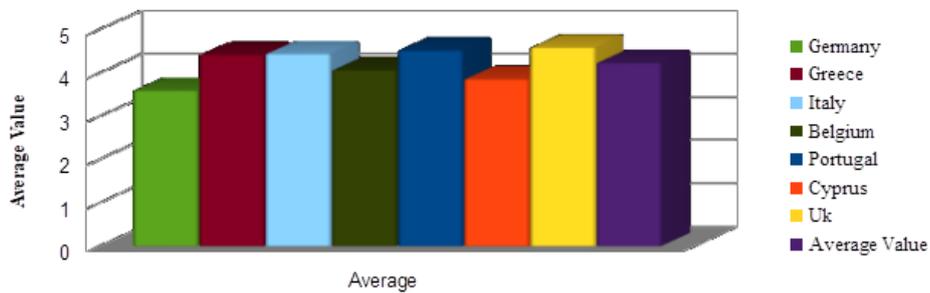
As visible, these are mostly soft skills and probably emphasize the importance of living voluntary organizations first and foremost as a place for aggregation and human development.

The five questions that received the minor evaluations are related to leadership skills, data analysis skills, marketing skills, management skills, and to the ability to create projects.

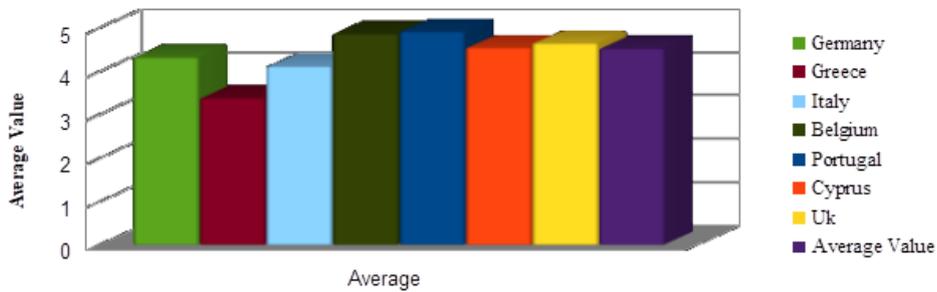
Probably, given also the average age of the interviewees, they are people with marginal roles in organizations, and therefore with little aptitude for the development of hard skills in voluntary work.

From research in all countries, there is a fairly high average age, both of the volunteers, and of the leaders of voluntary organizations, and this means that young people often have marginal roles in them.

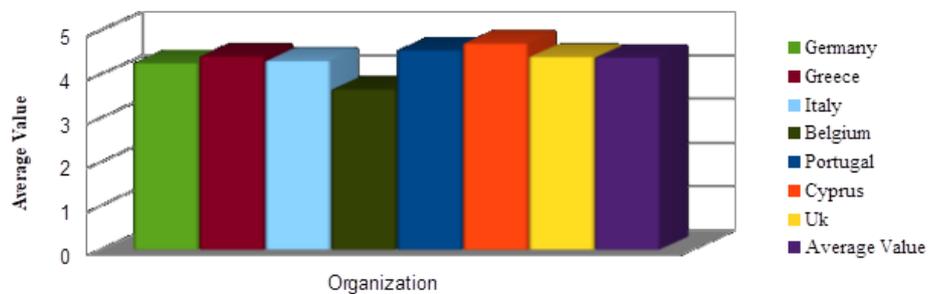
How important is the voluntary work in your country?



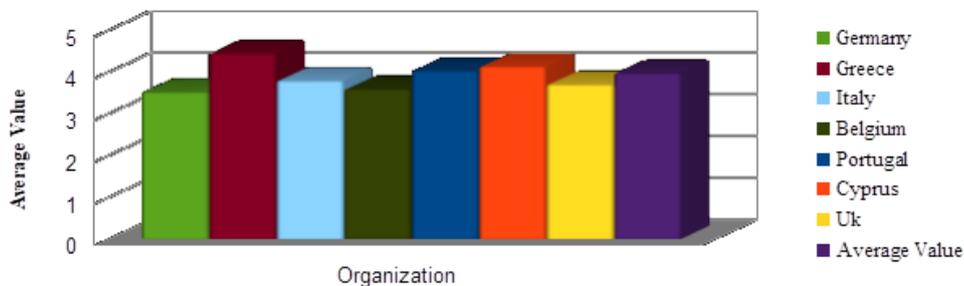
How important is the development of personal competences and knowledge?



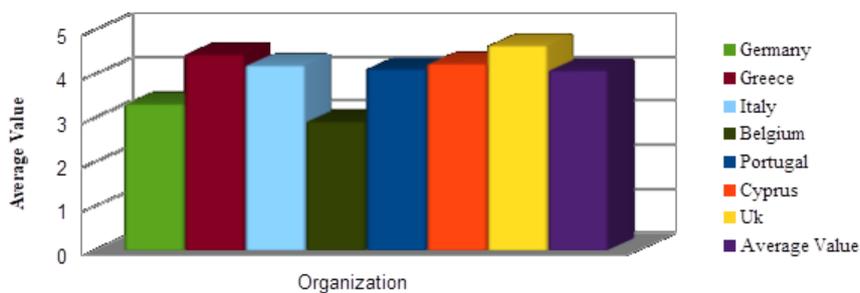
How important is the ability to keep ethical standards?



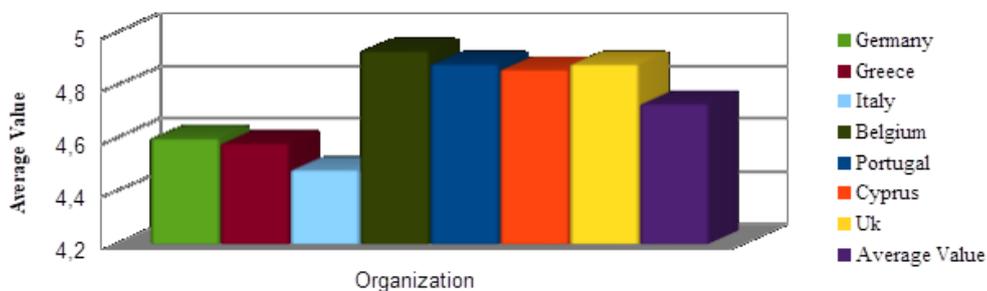
How important is the critical thinking in voluntary work?



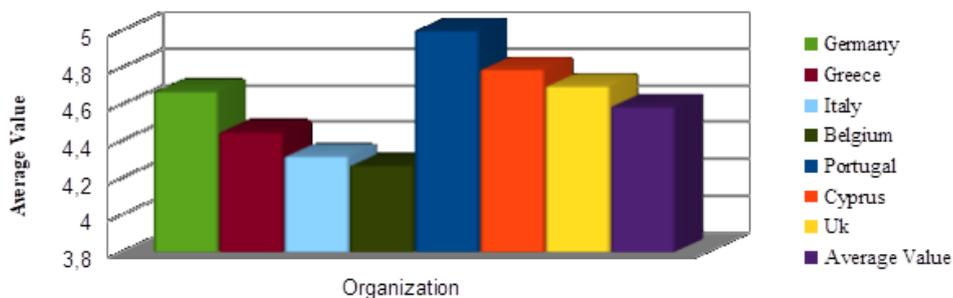
How important is the creative thinking in voluntary work?



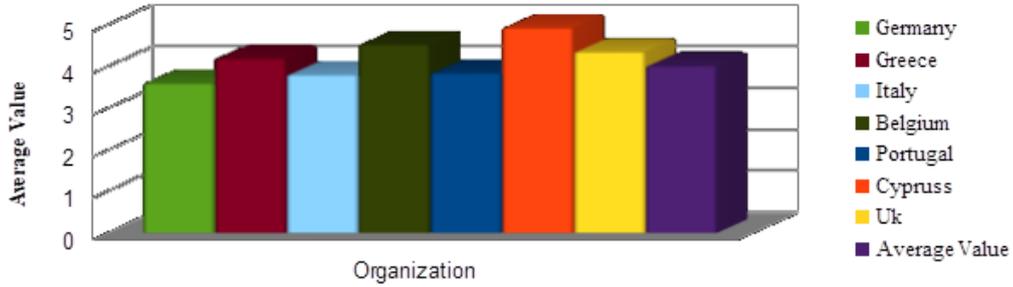
How important is the ability to work in a team?



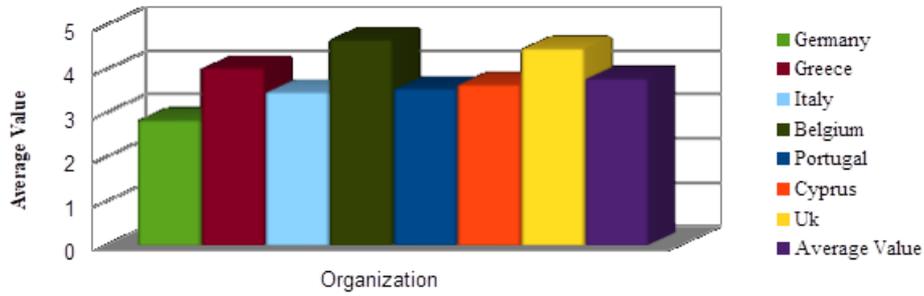
How important is to have a positive attitude?



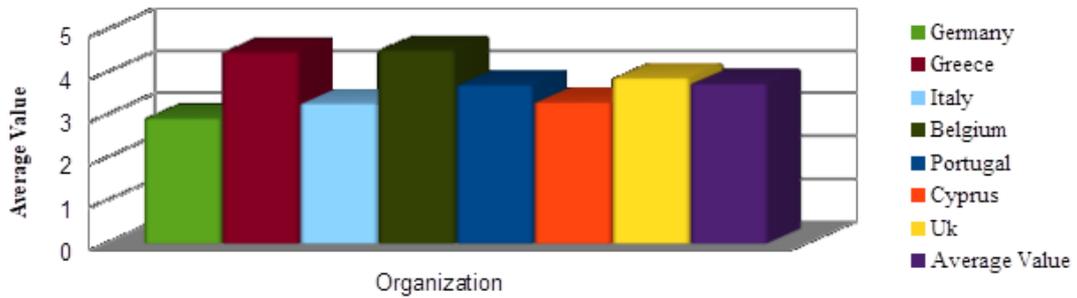
How important are the decision-making skills?



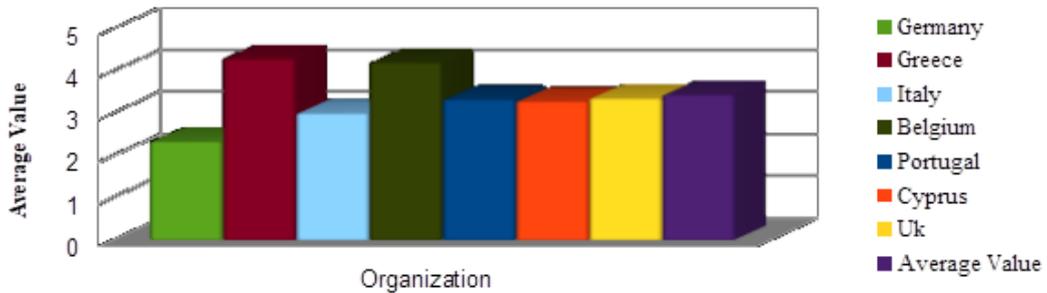
How important are the leadership skills?



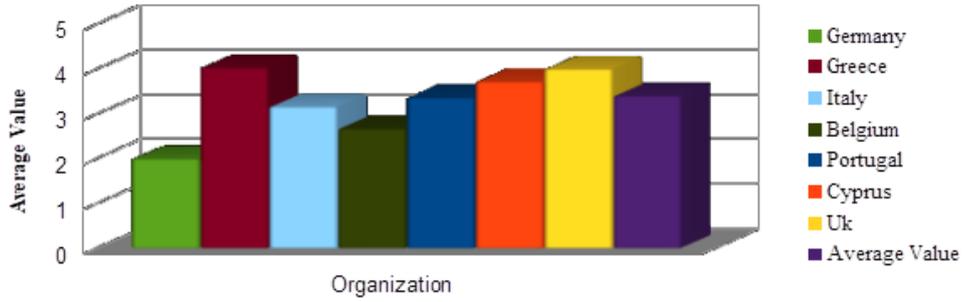
How important are the computer skills?



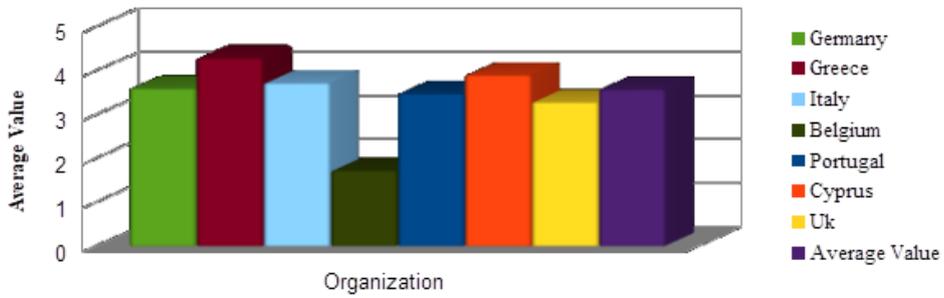
How important are the data analysis skills?



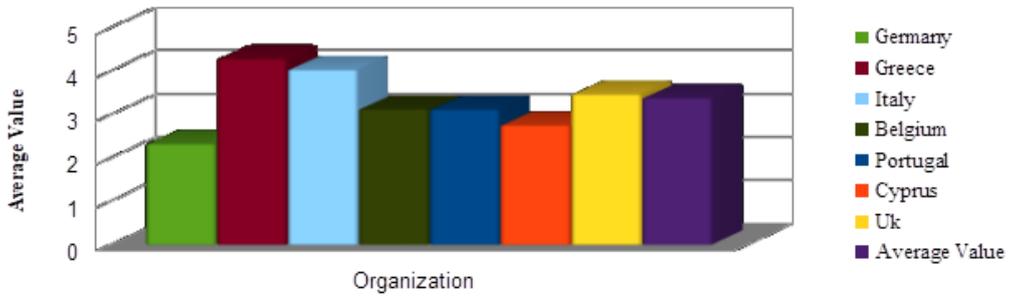
How important are the marketing skills?



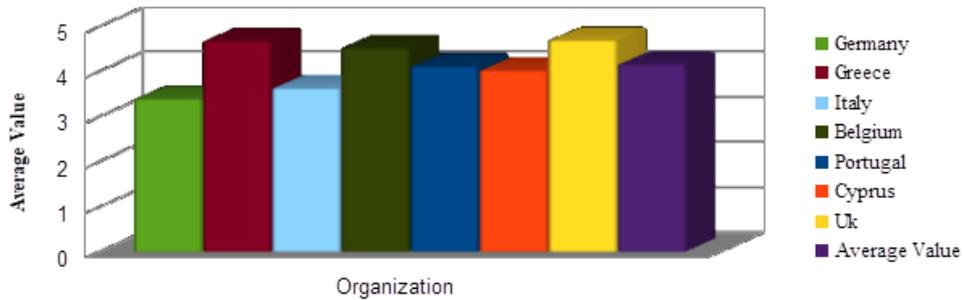
How important are the management skills?



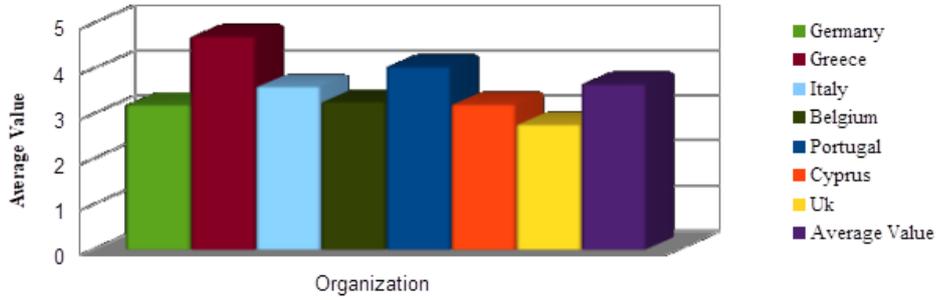
How important are the design skills?



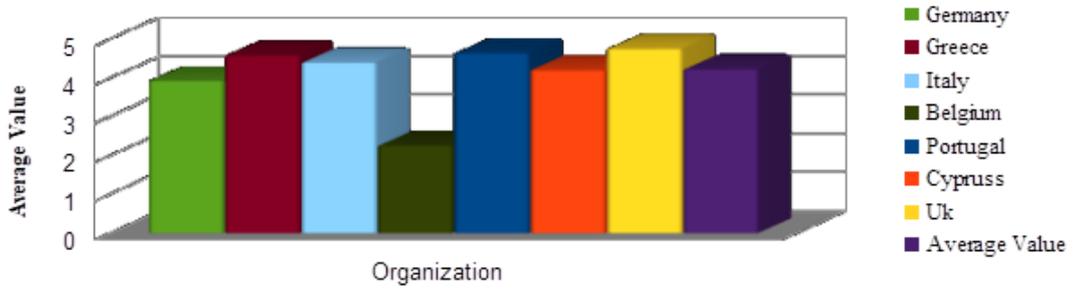
How important are the network and internet skills?



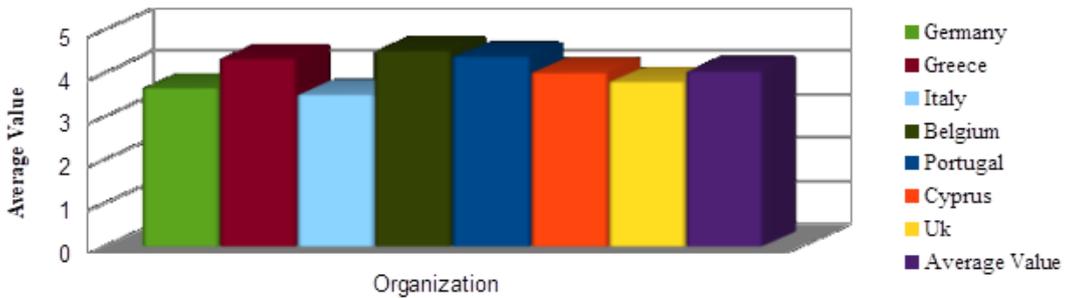
How important are certifications and licenses?



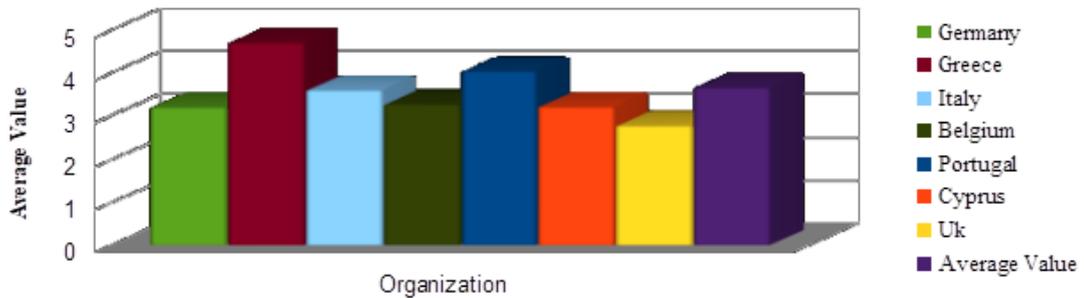
How important is to have clear personal and association goals, in your volunteering activity?



How important is to have a process to self-evaluate your voluntary work?



How important is the knowledge of foreign languages?





OTHER COMPETENCES REQUIRED

In addition to the things requested in the questionnaire, the interviewees considered the following requests to be fundamental in the development of their activities in organizations.

Above all, seems to be requested by the volunteers, information and involvement, at motivational and cultural level:

- motivation to change something;
- learning new skills and applying these to the assigned task;
- Social skills: a good understanding interaction with others (elderly, patients...);
- to improve flexibility and tolerance;
- to be open-minded towards different cultures, people and issues
- especially in Greece, the certification of the activities and the presence of licenses is required. This means that this sector needs innovations, like certificates and diplomas that volunteers will receive after the successful completion of their voluntary work.
- life and values skills, interpersonal relationship, artistic and creative skills, lobbying competences, social entrepreneurship skills, passion and philanthropy,





REFERENCES

- (1) **Afoukenidis, A., & Gardiki, M. (2014).** *Mapping civil society in Greece today: problems and prospects.*
- (2) **Australia, V. (2006).** *National Survey of Volunteering issues.*
- (3) **Boyd, B. L. (2002).** *Competencies for Leaders of Volunteers During the Next Decade: A National Delphi Study.* Texas A&M University.
- (4) **Clark, J., & Lewis, S. (2017).** *Impact beyond volunteering: A realist evaluation of the complex and long-term pathways of volunteer impact.*
- (5) **Community tool box. (n.d.).** Retrieved from <https://ctb.ku.edu/en/table-of-contents/structure/volunteers/involving/main>
- (6) **Culp, K., McKee, R. K., & Nestor, P. (n.d.).** *Identifying Volunteer Core Competencies: Regional Differences.* Retrieved from <https://www.joe.org/joe/2007december/a3.php>
- (7) **Dr. Radle, M., & Dr. Reis, S. (n.d.).** *Recruitment and retention of volunteers - a rapid literature review.*
- (8) **Dr. Zannis, P. (2014).** *Social Economy as a Modern Pillar of Social Policy: Theoretical Problems and Empirical Data.*
- (9) **European Youth Forum (2012),** *VOLUNTEERING CHARTER EUROPEAN CHARTER ON THE RIGHTS AND RESPONSIBILITIES OF VOLUNTEERS*
- (10) **Eurostat. (n.d.).** Retrieved from <https://ec.europa.eu/eurostat/web/youth/data/database>
- (11) **<http://www.ethelon.org/>. (n.d.).** Retrieved from <http://www.ethelon.org/>
- (12) **Eurostat,** https://ec.europa.eu/eurostat/statisticsexplained/index.php/Social_participation_and_integration_statistics#Formal_and_informal_voluntary_activities
- (13) **Everts Adalbert and Laville Jean Luise,** *The Third Sector in Europe* http://www.untag-smd.ac.id/files/Perpustakaan_Digital_2/NON%20PROFIT%20ORGANIZATION%20The%20Third%20Sector%20in%20Europe.pdf#page=24



- (14) **Kiilakoski, T. (2015).** *Youth work, Volunteering, Recognition and Employability - Defining and recognizing competences.* Finnish Youth Research Network.
- (15) **Mavridis, S. (2017).** *Greece's Economic and Social Transformation 2008–2017.*
- (16) **Meloudi, T., Dimtsa, Z., & Solomos, G. (2018).** *The foundation of volunteering and solidarity in Greece.* Patra.
- (17) **Ministry of Migration Policy. (n.d.).** Retrieved from https://mko.yypes.gr/home_in_mitroo_report
- (18) **Senyuva, O. (2014).** *EUROPEAN VOLUNTARY SERVICE –COMPETENCES FOR EMPLOYMENT.*
- (19) **Sotiropoulos, D., & Bourikos, D. (2014).** *Economic Crisis, Social Solidarity and the Voluntary Sector in Greece.*
- (20) **Southby, K., & South, J. (2016).** *Volunteering: inequalities and barriers to volunteering: a rapid evidence review.* Leeds Beckett University. (2017).
- (21) **www.forin.gr. (n.d.).** Retrieved from <https://www.forin.gr/laws/law/2928/ruthmish-thematwn-dimerous-kratikh-anaptuksiakhs-sunergias-kai-bohtheias-ruthmish-thematwn-mh-kubernhtikwn-organwsewn-kai-alles-diatakseis#!/?article=13377>

