



Assessing voluntary experiences in a professional perspective

Second report- Italy



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RESULTS OF THE SURVEY ON ORGANIZATIONS OF THE THIRD SECTOR (OTS)

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INTRODUCTION

“In the course of time, European cooperation in matters of instruction and formation has begun to play a decisive role in the creation of future European society. Strategies of formation and on-going mobility readdress the fundamentally deep importance of promoting the need to take up occupations, of active citizenship, of social integration and of personal development.

To foster a Europe founded on knowledge and to ensure that the European labour market is accessible to all, constitutes an important challenge to European systems of instruction and professional formation that is relevant to all parties involved. So it is worth doing whatever it may take to adapt, for the long term, such systems to new developments and the changing needs of society. Better cooperation in matters of instruction and formation will constitute an important contribution to the successful enlargement of the European Union and to the realization of the objectives identified by the European Council in Lisbon”¹.

At the conference in Copenhagen in November 2002, concrete initiatives were announced in matters of transparency, recognition and quality of formation.

The member States, social parties and the Commission have begun collaboration at the practical level that is given form in a series of concrete results that may be schematised like this:

- **A single framework of transparency concerning competence and qualification**, where the intention is that of reuniting in one format, more manageable and legible, the various, actual instruments of transparency, for example, **a European CV, supplements to certificates, supplements to diplomas, the Europass-Formation** for the promotion of European methods of formation in rotation and of national points of reference.
- **A system for transferring credits for instruction and for professional formation.**
- **Common qualitative principles in matters of instruction and professional formation.**
- **Common principles for the validation of formal and informal instruction** where the objective is that of elaborating a series of common principles for guaranteeing better compatibility among the approaches of various countries and for various levels.
- **Permanent professional orientation.** The objective is to reinforce the European dimension of orientation information and of consultancy services assisting citizens to benefit from and gain access to learning throughout the entire course of their lives.

Since the end of 2002, moreover, the Commission has initiated a systematic exchange of experiences and best practices in the fields of identification, of evaluation and of acknowledging informal learning. The European forum on the transparency of qualifications, managed by the Commission and by Cedefop, needs to coordinate this process with the member states, social parties, NGOs, OCSE, Cedefop, Eurydice and the European Foundation for Formation.

¹ Declaration of Copenhagen, 30 November 2002.

By the end of 2003, the Commission should have elaborated, on the basis of a systematic exchange of experiences, an inventory of methodologies, systems and standards of identification, evaluation and acknowledgement of learning, both non-formal and informal.

The Commission will use such an inventory to support and stimulate the elaboration of methodologies and standards of excellence for application at the European, national and sectorial levels.

The member States are invited to set up the necessary legal forms by which to realise more exactly the identification, evaluation and acknowledgement of non-formal and informal learning, contemplating also the opportunity of introducing a separate law of evaluation.²

Collective or coordinated actions are often the best and most effective means of reacting to diverse situations, based on a variety of experiences, skills and resources. For this reason, the strategies for long-term learning need to unite all interested parties and to receive support from them.

Partnerships at local level are essential for the proper functioning of strategies on home-territory: they should unite local authorities, schools, universities and other opportunities for learning such as information and orientation services, centres of research, local enterprises (in the context of their social responsibility), NGOs active at the local level and voluntary associations.

For this reason, it is reasserted that learning ought to be valued and recompensed, in particular non-formal and informal learning developed over all sectors, in order that its intrinsic value is recognised and the prospect of remuneration is offered that may encourage the return to learning of those who have left it furthest behind.

1. The importance and the objectives of the research

The Italian Foundation for Voluntary Service, FIVOL, is conducting, together with another ten European partners and IRIV, the leading research institute in Paris, a project, in the same ambit as the Leonardo Programme, that has as its objective to identify, validate and certify the acquired competence of people operating in the field of voluntary service.

Voluntary service organizations and the associations of the Third Sector that have at their core considerable experience of voluntary services, are the privileged, preferred centres of exchange and acquisition of expertise. Voluntary service often represents a good opportunity for putting theoretical teaching methods into practice, for giving continuity to insecure, professional, career paths (especially for the young) and for acquiring new skills.

Our Project proposes that these informal qualifications be recognized and, in particular, favours capturing the minds of a certain category of volunteers (the young and people distant from the

² The European Councils of Lisbon and Stockholm, moreover, have confirmed the importance of improving basic competence (the fundamental skills such as reading, writing and calculating mediated by appropriate policies) as well as the capacity of learning to learn and the new skills defined in Lisbon in matters of information technology, foreign languages, of the technological culture, of the spirit of enterprise and of social competence. Dossier 1/2003 "The Copenhagen Process". European Publication.doc by ISFOL. Page 41

world of work because of child-rearing, or for reasons of health , etc.) who are the holders of other hidden skills.

Together with its European partners, FIVOL, in summary, intends to pursue the following objectives:

- To select national and European experiences that demonstrate efficacious practices for recognition of acquired competence in the course of a commitment to voluntary service.
- propose instruments and methods for identifying, evaluating and exploiting acquired skills (formal, informal and non-formal) thanks to the activity of voluntary service (skills that can be convalidated in the world of work and skills that will give access to a formation course at a higher level).
- To test such instruments and methods within voluntary service organizations and the Third Sector with the prospect of exciting the interest of institutions, social parties and especially human resource experts and of creating a network of experts at national and European levels that would be a centre for the exchange of experiences and good practices.

For this reason, our intention is to give a synthesis of the existing literature in the subject area of the utilization of non-formal and informal learning, and to contribute to clarifying the state of the art with an investigation conducted through a sample of over 100 organizations of the Third Sector in a study on the skills acquired in the process of doing voluntary service.

2. The possibilities for formation in the Third Sector in Italy

The realities that we examined form part of the large and diverse panorama of the Third Sector which is composed of a multitude of organizations of diverse legal forms.

At national level, the Permanent Forum of the Third Sector was constituted in 1997 as an association at the tertiary level to unify the principle realities in the world of voluntary service, of association building, of social cooperation, of international solidarity, of integrated voluntary mutual aid and of Foundations. Actually national bodies adhere to Forum 93, and they are constituted as 16 regional Fora to which the realities of civil society that operate locally adhere.

The Permanent Forum of the Third Sector has as its principle objective the coordination and the representation of all this complex world for rendering their social, political and economic role more visible and their actions more effective.

Our intention is to test the data by a non-formal proposal of permanent formation in Italy in reference to the first national report on the offer of permanent formation in Italy published by ISFOL in 2004.

The facts of the ISFOL enquiry on the offer of permanent formation for organizations of voluntary social service was conducted through the compilation of a questionnaire by 236 Associations³.

A consistent proportion, equal to 30,5%, demonstrated its own extraneousness to actions of permanent formation⁴, while the remaining 69,5% are divided between those which have realised

³ From the whole sample, NGOs in the development area and social cooperatives have been excluded.

such activities in the period under consideration (61,9%) and associations (the equivalent of 7,6%) that, although usually engaged in formation, did not for diverse reasons provide activities between 2001 and 2002⁵.

The research of ISFOL seems to be underlining the argument that the activity indicated by associations of voluntary social service as their most prevalent is formative- educative with a share of 23.8%, after that of social-assistance at 41.6%.

Moreover, the major number of the associations that develop activities of permanent formation-education have a long experience in this sector.

In fact, 52.6% declared that they have delivered formative activities in a specific field of permanent formation-education for more than 10 years and a further 23.7% for at least 5 years.

For the 164 associations that contribute by their activities to permanent education, there is a correspondence to 240 connections in the country. The ISFOL enquiry referred to this for a deeper inquiry into the characteristics of the offer that comes from the world of voluntary social service.

The proportion of current courses of formation is estimated at 62.3% of the associations while a major accentuation is given by the “meetings with experts” (49.3%) and convention and seminar activities.

Among those who declare non-action throughout the period considered in formative activity in the form of organization of courses, the most widespread reason given is linked to a specific organizational condition where the structure does not allow for course activity (55.6%).

As far as the one structured proposal is concerned, the ISFOL enquiry revealed the accomplishment of 561 courses – around 2 courses for each organization – where a consistent proportion of the proposals concentrate on courses of “education for voluntary service” that account for 32.1% of the total of the courses and 27.7% of the enrollments, which are then followed by courses of “personal education” accounting for 15.3% of the courses and 19.4% of users.

The associations of voluntary service, moreover, seem to play an important role in the process of schooling and professionalizing weak subjects: 6.8% of the offered courses concern activities of literacy in the Italian language while the pre-professional qualification courses constitute 7.7% of the total and pick up 8.7% of the enrollments.

In summary, in the ISFOL enquiry the prime aspect to underline, not easily summarizable in numerical data, is the fundamental refusal of an important component of subjects belonging to the Third Sector to be included in a definition of on-going education that is judged excessively rigid, with the risk of limiting its own range of action⁶. By way of example, incidentally, is the case of associations of voluntary social service, where the volume of activity, if circumscribed by the modality scrutinized by this present enquiry, is noticed as smaller in scope than may have been presupposed by the available information: many of the structures contacted indicated that they carry out activities that highlight certain problems – from donations of blood to solidarity with

⁴ As defined by the scope of the ISFOL enquiry

⁵ *The offer of permanent formation in Italy. First national report.* ISFOL. 2004, page 142.

⁶ *ibid.* page 187.

certain disadvantaged groups – and therefore do not see themselves as being among the targets of the enquiry.

The term permanent or on-going education indicates, among the associations of voluntary service, essentially all the “formative actions of a continuous character on a population”, or it is a matter of educative action implicit in the social-assistance activities of support and help for the underprivileged, not easily separated from the context in which they are carried out.

According to the ISFOL researchers, the formative-educative activity should constitute a secondary objective in the combination of realities of the Third Sector because the realization of educative activity turns out to be the prevalent activity of a minority of cultural and recreational associations and of associations of voluntary services and of other typologies running through the Third Sector⁷.

In the field of non-formal education, among those who declare non-action throughout the period considered in formative activity and character-building courses, the most widespread reason given is linked to a specific organizational condition when the course does not adhere to the mission of the organization: 52.1% of the structures of the Third Sector declares that “usually the structure does not propose the activity of courses” and this percentage rises to 70.6% among the other structures considered. They do not lack motivation, however, in matters related to the shortage of funding, or respectively, to problems of organizational arrangement, logistics, personnel.

3. Formation from the point of view of demand.

To understand the orientations and the limitations of the request is a functional aid for those involved in policy strategies and programming. To listen to the voices of beneficiaries of formative actions allows adjustments to strategies as the need arises.

Even so it is also the case that a conscious choice does not guarantee success: the paths for adults, in particular, are obstacle courses.

In Italy, as in other European countries, one notices a polarization of attitudes between those who hold and those who do not hold the minimum instruments of knowledge; the first, in fact, are able to diagnose their own needs, find themselves a course that approximates their expectations and suits a personal or professional project; they do not merely endure but partake in the process of orientation, working towards a balance of skills which they control.

In this sense, permanent learning within and outside of the productive system does exist, but it tends to be elitarian and is present like a virtual circle that regards a proportion of privileged citizens.

Because of this we believe that to attract and form adults we need to have a different approach to learning.

⁷ It deals with, in detail, 26.8% of the associations contacted, a portion almost exclusively composed of popular universities, of the elderly, of recreational groups, of free learning, etc.

An adult learns and approaches places of learning by his own free will and awareness. This approach to places of knowledge works more spontaneously if the personal perception and the memory of past formative experience is not disastrous.

He/she approaches formation if it is contextualized, if “it is useful for something” like, for example, for entering the labour market, for recuperating access to a former place of work, for following a goal like the dream of possessing an educational qualification abandoned in youth, or for enriching his/her own store of personal knowledge in various artistic and cultural spheres⁸.

4. Aspects and processes of formation of volunteers

Much of what is explicated above is possible, in our opinion, and also thanks to the activity of a voluntary service where the opportunities and areas of formation are vast and diversified, and where the formative patrimony of the operations of organizations is able to become the patrimony of skills of the single volunteer who operates within a certain tradition.

In this sense, the organizations of the Third Sector are able to play a fundamental role for better involvement by the weaker sectors. The initiatives and the formative activities of the organizations of voluntary service should be programmed along the lines laid out by a document of the European Commission⁹. In particular, they should be programmed along the guidelines for instruction and formation that establish as an objective for all member States, to reach by 2010, participation in learning across the entire lifetime of a person, for at least 12.5% of the active adult population. Included in this process should be people with basic levels of qualification who are at the moment under-represented.

In this sense, voluntary work exemplifies well the characteristics of a formation able to express itself inasmuch as it is a project that starts from precise values, sanctioning the direct path of social cohesion built around a value system; this transforms such an inspiring nucleus into projects of useful formation that support the personal processes of self-education on the part of its adherents and of those who share its aims.

On the other hand, however, it seems that the specifics of such formation emerge with extreme difficulty, aimed as they are at cultivating the typical spirit of gratuitousness of the volunteer with the exigency of being able to count on professional skills able to treat the cases or tasks entrusted to him¹⁰.

Gratuitousness, unselfishness, generosity, continuity of commitment, sociability, focussed attention on the weakest, breadth of approach to problems, a circumspect method of operating even beyond a culture of emergency, the capacity to “think big” and of political commitment: these are some of the characteristics inherent in those who apply for the voluntary services in Italian society, but which again seem not to be delineated with clarity (in terms of the awareness of their

⁸ *Permanent formation: who participates and who is excluded. First national report on request.* ISFOL, 2004. page 273.

⁹ *Decisions of the Council* of 22 July 2003 relating to the orientation of member States in support of employment.

¹⁰ From the practice to the theory about formation: a course of epistemological research. Edited by Claudia Montedoro. ISFOL 2004. Franco Angeli Publishers. page 346.

practicality, of usefulness for the volunteers themselves and of the emphasis on validity and didactic-methodology) of systematically formed hypotheses.

In summary, in this way some key ideas have been taken up again in matured form over this last decade, centred around a few guiding principles, which themselves then seem to have consolidated into a certain consensus:

- The exigency of operating in the direction of a progressive “qualification” for the volunteer without falling by this into a purely working type of professionalism: reference was made to the multiple reflections around “*to know*” and “*to know how to do*” essential for reaching those moments in service that require the other to be valued as a person who favours taking on full responsibility;
- The maturation of motivations and capacities relating to the culture of voluntary service (the *to know how to be*) understood as the expression of an intrinsic need for self-esteem in the person of the volunteer through the richness of meanings present in the commitment to solidarity in its human, ethical and religious worth. This aspect works as a background on which “the suitability” of the volunteer to be such is constructed, while at the same time proposing itself as the founding moment of his specific “sensitivity” towards others;
- The necessity to place attention on “*to know how to do*”, giving social substance to that desire for change that originates from the habit of solidarity and giving life to the common projects of transformation of all society (preventive roles and on-going projects). Evident, therefore, is the reference to the skills of critical attention to one’s own and others’ experiences, so as to know how to interpret the social and political values and the potential to transform with respect to the cultural foundations of society.

From an internal point of view, the permanent formation of the volunteer envisions a constant “call for attention to the need for an educative and self-educative commitment that looks at every aspect of human life”¹¹ that is explained in a precise attention to the ethics of proximity and close living.

The three pedagogical principles that preside over formation are therefore constituted by attention to:

- “oneself”, in the constant study of one’s truly full, personal involvement;
- by attention to the other, through readiness to dialogue as an instrument for exchanging experiences and of growing together on the path of ever better qualifications of voluntary service;
- by attention to the “role” that the volunteer assumes, in the journey from limited availability of free time to a life-style choice, that leads to conceiving all his actions with a view to service, according to logics of full, dynamic and therefore open responsibility for a process of permanent growth.

¹¹ *The reasons for solidarity*. Edited by E. Guidolin. Gregoriana, Padua, 1992. page 88.

From a formative point of view, the volunteer acquires skills after an certain period of service, from basic skills to technical-professional expertise to transverse skills. When used, these constitute, a spendable patrimony even in contexts different from those of the organizations of voluntary service. In particular, as can be seen from the data that we will provide in the following pages, those who do voluntary service with a certain continuity develop expertise (in particular, those transverse skills) – in a more or less conscious manner– that is usable in the labour market, in formative contexts and in the real world of society. For transverse skills we mean a group of wide-ranging abilities that are used in numerous types of tasks from the most elementary to the most complex; they are used in diverse situations and are therefore broadly applicable¹².

Their identification can be the result of analysis and of the break-down of the activities of the subject at work when placed before a task. This analysis makes possible the clarification of three great types of operation that the subject covers, founded on fundamentally different processes (cognitive, emotional, motor):

1. Diagnosing the characteristics of the environment and of the task;
2. Entering into a just relationship with the environment;
3. Preparing oneself to broach the environment and the task, both mentally and at emotional and motory level.

Diagnosing, relating and broaching represent three macro skills characterized by a high degree of transferability to different tasks and contexts. Each of which is divided into clusters of more simple skills¹³.

Skills regarding *diagnosing* identify a large class of skills that show various levels of complexity; they are common to a vast range of tasks and are necessary for expressing competent knowledge of the various tasks. To be able to make a diagnosis of the situation in which one operates, of its characteristics, of the requirements that it demands of the individual, of the interactions between the individual and single components of the situation itself forms an essential stage for the planning and implementation of an effective performance.

This macro skill is learned and developed during routine and non-routine activity, in working and non-working contexts. However, it can form an important part of a formation process during which the subject receives direct feed- back on how his diagnostic capacity has been used, on the difficulties, errors or the probabilities of its improvement.

A good diagnostic capacity is the premise for entering into relations with others and for efficaciously broaching situations and problems. It in fact helps to define the descriptions of the context of the task or of the problem, which direct the choice and construction of the subject's plans of action: the quality of these descriptions is of important influence on the quality of the actions and of the behaviour.

Tasks relative to *entering into relations* imply particular attention being paid to a complex range of variables and processes that concern the modalities through which a relationship with other

¹² Unity capitalization and formative credits. Experimental repertoires. Edited by Gabriella Di Francesco. ISFOL 1998. Franco Angeli Publishers. page 110.

individuals is established. Reference is made in this sphere to interpersonal abilities translated into that kind of behaviour used in “face to face” situations that provide a contribution for achieving more effective results.

To effectively relate with others presupposes the development of an adequate “social expertise” understood as ability of a socio-emotional nature (expression and control of emotions, management of anxiety, etc.) and of a cognitive nature (suitable interpret the situation, correctly understand the other and his requests, etc.) and of styles of behaviour used in the interaction.

Relation skills result as being strongly connected, in the ISFOL approach, to those relative to diagnosis and the skill to broach and solve problems. Interpersonal relations are, even if at different levels, problematic situations; a critical point therefore concerns the development of strategies that are efficacious in solving problems. Considered central to relation skills is the skill to communicate which is seen as a basic prerequisite for qualifying any interpersonal behaviour. Communication skill requires an example of capacity to register verbal and non verbal messages, to interpret them and integrate them correctly and suitably, to keep one’s distance with respect to the role and situation in which the exchange takes place.

Finally skills relating to *broaching* refer to the group of abilities that, together with those of diagnosing and relating, permit the subject to intervene on a problem (a specific event, a criticality, a variance and/or an anomaly) with better possibilities for solving it. To be more precise, broaching refers to a group of skills that permit the construction and implementation of strategies of action aimed at achieving the personal scopes of the subject and of those foreseen by the task.

The skills related to broaching have a strong connection with diagnostic skills: to be developed and used they presuppose that the subject is able to suitably define the situation or the problem and to construct a just representation of the event to be broached. They also require that the subject is able to define and evaluate the resources that he can put in the field, to perceive and suitably evaluate his insertion into the environment in which he is operating and the type of investment that he is disposed to make for broaching the situation¹⁴.

5. Prospects for the future

In the modern globalization society, we think it’s very interesting to report what an ILO (International Labour Organization) research on *Skills and Contexts* defines as the “underlying theme” that accompanies a review of the skills and which crossed the individual dimension, the organizational and territorial dimension and ends with the dimension that embraces all these

¹³ For indexes of Units that can be capitalized with respect to transversal skills cf. *Unità capitalizzabili e crediti formativi. I repertori sperimentali*. (Units that can be capitalized and formation credits – experimental index) Edited by Gabriella Di Francesco. Isfol 1998. Edizione Franco Angeli. Page 115

¹⁴ For further details cf. *Competenze trasversali e comportamento organizzativo. Le abilità di base per il lavoro che cambia. (Transversal skills and organizational behaviour. Basic abilities for work that changes)* edited by Gabriella Di Francesco. Isfol 1993. Edizione Franco Angeli.

multiple dimensions: *local ecocompetence*. This dimension appears rich in suggestions towards new professions and towards learning self-sustainable local relations¹⁵.

To be ecocompetent means to understand the principles of ecological communities (ecosystems) and to use those principles for creating local sustainable communities.

We are in the presence of a cultural passage that transforms the systemic view of the world into a prospect of deep ecology. From the world as a group of parts that interact we have passed to a group of parts that interact in a world. It was a great epistemological conquest to overcome the former concept in favour of interaction and interdependence of the parts and the world.

The characteristics of ecocompetence are at least five:

1. The first is the network capacity or *networking*. All members of the local “ecological” community are interconnected in a complicated network of relations, the “web of life”¹⁶. The local operators draw their skills from relations with other members of the local community. Interdependence represents the background of all ecological relations. Promoting the community means promoting relations. It seems therefore necessary to ensure equilibrium through continuous ecological learning and continuous sustainable relational learning.
2. The second characteristic of ecocompetence is *partnership*. Partnership is an essential quality of sustainable communities: resource exchanges and the threads of the ecosystem are sustained by a widespread cooperation. Partnerships, the tendency to unite in associations, to establish bonds, to live together and to cooperate is one of the conditions of self-centred development for “joint evolution”. In fact, a partnership involves partners that learn and change. Economic imperative drives to competition, expansion, productivity, domination. Ecology encourages cooperation, conservation and partnerships. Through partnerships, ecosystems organize themselves for maximizing sustainability.
3. The third component of ecocompetence is *flexibility*. The flexibility of a self-sustainable community or of an ecosystem is the result of the action of the multiple chains of retroaction that tend to bring the system into balance every time that there is a deviation from the norm due to internal or external changes to the system. Flexibility is the capacity and speed of adaptation: for local communities, the lack of flexibility appears as stress and illness, which becomes pathological if temporary but destructive if lasting. Ecological competence, with particular reference to the dimension of flexibility, becomes crucial for curing temporary stress and for anticipating the durability of conflicts.
4. The last dimension of ecocompetence regards *diversity*. Diversity is closely connected to the network and to the flexibility of behaviour. Diversity is the contrast between local operators and the reason for contrast and conflict. Diversity means complexity and diversity of local relations, many approaches to the same problem. Diversity of approaches means capacity to adapt to change. Diversity is a high risk factor for the local community because it can be on the one hand an element of complementariness and substitution, of aid to the solution of conflicts when there is a thick web of local relations. It can however also be a hindrance and

¹⁵ Skills and contexts. Edited by Cristina Ghiotto and Enrico Tezza. International Formation Centre of the ILO. May 2002. Page 136.

¹⁶ Francesco Capra. 1996

destructive if the local community is broken into groups, if it is isolated and prejudices and frictions between local operators prevail. If, on the other hand, the local network is full of relations and is aware of the interdependence of all its groups and its components, diversity will enrich self-centred development: even diversity of errors enriches the local community.

5. The fifth principle of *sustainability* completes the dimension of ecocompetence. In the United Nations document “ Our Common future”, a development is sustainable if it satisfies the needs of present generations without compromising possibilities for future generations to satisfy their needs. The principles of territorial ecocompetence complete a direction of study that is centred on the local community and on a development model that is inspired by sustainability. In our opinion, they form an unconventional key for reflection in matters of learning throughout one’s life (*lifelong learning*).

6. Sample examined: modalities for selection and descriptive characteristics

As already explained in the introduction, the aim of the VAEB project is to define the tools and paths for identifying, assessing and certifying the skills acquired by those who carry out voluntary work.

For this reason, the 11 partners who are sharing the project undertook to distribute a questionnaire, that was jointly prepared for such an investigation, to a sample of at least 80 organizations of the Third Sector (OTS) in each country that is participating in the project.

The Italian sample was rationally composed by choosing some of the organizations registered with the Permanent Forum of the Third Sector on the basis of criteria regarding the stable presence of volunteers and varied composition by fields of intervention. The sample thus composed therefore offers homogenous characteristics by: presence throughout the national territory, mature life cycle, middle-high degree of formalization and organizational structure that is suitable for recruiting new volunteers, for following them in their settling in and in their volunteer experience and, possibly in the future, for testing their skill acquisition.

Seventeen initials of organizations were identified almost all of which were at national level. The presidents of these were all sent illustrative material regarding the project together with a letter of presentation and of a request for the mailing list of their associated units in order to involve some of them in the investigation. Drawing from these mailing lists, but also from the Volunteer Work Data Base of the FIVOL, a theoretical sample of 413 organizations was prepared and the questionnaire to be filled in was sent to all of these. The questionnaire was filled in between mid June and mid September and telephone monitoring was done during this period to reach and exceed *quorum* within the times established. The questionnaires that were returned were subjected to checks regarding the unit being analyzed and a control of the quality and completeness of the data.

The comparison between the theoretical sample and the real one reveals some differences of representativeness between the various initials. These are a result of the different level of interest shown by the presidents of the units questioned and the different level of operativeness of the organizations during the summer months. There is however a tendency to rearrangement within the three main sectors of activity (welfare, common goods, international solidarity).

Table 1. The organizations involved: comparison between the theoretical sample and the real sample

OTS NAME	S A M P L E				
	Theoretical(1)		Real (2)		
Diff. %	N°	%	N°	%	(2-1)
- Confederation of the MISERICORDIE	51	14.6	21	19.3	+ 4.7
- CSI – Italian Sport Centre	30	8.6	9	8.3	- 0.3
- AVIS – Association of Italian Blood Volunteers	30	8.6	8	7.3	- 1.3
- UISP – Italian Union Sport for Everyone	30	8.6	2	1.8	- 6.8
- LEGAMBIENTE	30	8.6	8	7.3	- 1.3
- ARCI – Italian Recreational and Cultural Association	29	8.3	13	11.9	+ 3.6
- ANPAS – National Association for Public Assistance	29	8.3	14	12.8	+ 4.5
- AUSER – Self-management Services and Solidarity	27	7.7	4	3.7	- 4.0
- ACLI – Catholic Association of Italian Workers	27	7.7	3	2.8	- 4.9
- MANI TESE	15	4.3	3	2.8	- 1.5
- FOCSIV – Federat. of Catholic Organizations for Development	15	4.3	11	10.1	+ 5.8
- COCIS	15	4.3	1	0.9	- 3.4
- LILA – Italian League for the Fight against AIDS	10	2.9	4	3.7	+ 0.8
- EMMAUS Association	6	1.7	1	0.9	- 0.8
- EMMANUEL Community	3	0.9	2	1.8	+ 0.9
- TELEFONO AZZURRO	3	0.9	2	1.8	+ 0.9
Total	350	100.0	109	100.0	

The geographical distribution of the returned questionnaires is slightly unbalanced in favour of the North and to the detriment of the South, as often happens in surveys. In this case it can be attributed to some extent to the greater availability, stability and operativeness of the units located in the northern regions (Table 2)

As regards *sectors of activity*, more than a third of the OTS work in welfare, that is in the field of health and social services, 18 organizations out of 100 are involved in international solidarity, 16 in protection of the environment, 11 are involved in education or instruction and a like number in culture and recreation. Protection of rights is carried out by 5 units out of 100 and the remaining 4 are active in religious or philosophical type of activities (Table 3).

With regard to their *time of birth*, the greater number of the OTS emerge after 1970. However 36% of them came into being before 1950 and another 17 out of 100 between 1950 and 1970. It is clear that such organizations have gone through the transformations of society, adapting

themselves and changing themselves in accordance with the necessities of the country. This has allowed them to become stronger over time and to still hold a protagonist role today (Table 4).

The preferred *basin of operativeness* from the sample examined is the local and provincial one, although the part that spreads the activity throughout the national territory and also into the international scene should not be ignored, while those that operate at regional level are hardly present (Table 5).

The majority of the OTS in question (56.9%) is composed of mixed personnel, that is voluntary and paid, and they *vary in size*: 43.1% belong to the small dimension class (less than 50 members) and almost 3 units out of ten to the large dimension class (over 500 persons, Table 6).

The most present, and indeed essential in 43.1% of the OTS, human resource is that of volunteers. In 9 out of 10 units there are at least 10 volunteers, but in 44% of cases they exceed the threshold of 50 (Table 7).

In most OTS the active volunteers are mainly female, adult age and inserted in the world of work, while younger people (less than 30 years of age) and pensioners are in the majority (Table 8).

Less widespread and generally less frequent is the component of *paid operators*: where their presence is essential for guaranteeing the continuity and qualification for special services, they do not exceed, generally, nine in number (Table 9).

Economic resources, together with human resources, represent for the organizations the concrete possibility of implementing their *mission*. If we examine the balance sheets of 2003, we notice that the OTS are fundamentally divided into two blocks that are quantitatively similar: those that have declared annual income of a middle-low amount (less than 135,001 Euro, 48%) and the others, which show either average size income (10 out of a 100) or quite substantial introits (over 405 thousand euro, 35 out of 100). Among these we find above all those that operate at national level, which access European funding and which deal with international solidarity (Table 10).

7. The requirements necessary for volunteers of organizations and their profile characteristics

The OTS establish a relationship with the volunteers in the preliminary stage of selection with *different and almost always structured modalities*, with the exception of one case in ten. In most OTS at least one modality of selection for access of volunteers is made so that they are as compatible as possible with the characteristics and nature of the organization. In particular, the OTS organize one or more interviews in order to know the candidate directly from the point of view of motivations and attitudes (73 out of 100 equal to 39% of all the modalities used, Table 11). Let us cross the data with two variables which have been constructed ad hoc, the composition of the units: only volunteer operators; mix volunteers – up to 9 paid operators; mix volunteers – more than 9 paid operators (+ than 9) and the index of acknowledgement of the preparation and skills acquired (IRIC low, medium, high); it is observed that it is the more professionalized organizations (with many paid operators) and above all those more orientated towards recognizing, through

controls and certificates, the skills acquired by the volunteers, that are also the most orientated towards using modalities for selecting the volunteers.

Only 14.8% of the organizations does not have specific criteria for choosing volunteers, as well as the motivation and interest to do volunteer work on the candidates' part.

The requirement most sought of the volunteers – as established by 51 organizations out of a 100 – is *availability of a minimum number of hours of work weekly*.

3 OTS out of 10 have an age requirement for volunteers, that is the legal age – and in some cases a mature age – especially for those who must work in services that involve cases and situations that are not easily managed, where the volunteers are called to take on responsibilities or make decisions, and come to know strictly personal and reserved problems. The criteria of gender is, on the other hand, completely marginal. It is binding in only 5.5% of the units questioned, due to the almost exclusive presence of volunteers of the same sex. Finally, a high level of education is not a precondition for becoming a volunteer, except in a limited number of organizations who carry out specific highly skilled interventions (4.6%).

The religious option that greatly characterized membership of organizations in the past is increasingly less important for selecting volunteers (requested by 9.2% of the units). Today it is replaced by a widespread sense of civic participation that stems from the initiative of groups of responsible citizens, as well as from the human values of the volunteers: seriousness, relational capacity, availability, sharing the organization's values, etc., which were indicated *a latere* (in "other") almost as if they were objective requirements at the same level of those proposed by the questionnaire (Table 12). The most demanding organizations for requirements necessary are those with most paid personnel and they are also the most inclined to acknowledge the skills of the volunteers.

In their contact with the volunteer candidates, an organization also tries to evaluate some *behavioural and experiential characteristics*, that are considered important preconditions for the specific activity of volunteer work.

The organizations consider "agreement with the values of the organization and a coherent lifestyle", the most important characteristic of the volunteer who countermarks it above all through his "know how": this is testified by the majority of those who join an organization (8 out of 10). Two other extremely functional characteristics for the better operational capacity of the OTS follow: willingness to cooperate with others and disposition towards social relations. Both are taken into consideration by more than half the sample (Table 13).

8. Management of the human resources of volunteers: formation, participation and evaluation

In the years 2002-2003 nearly all the OTS (94 out of 100, with the sole exception of those who are involved in the environment), offered their volunteers formation activities, sometimes even using external bodies (in 18.5%, Table 14). These regard two different types of expectations,

strengthening both identity and skills, as can be seen by combining the typology of the contents into two macro currents.

The formation offer is aimed, above all, at producing consciousness with respect to the *mission*, at providing a motivational support, at awareness building with respect to the constitutive values and to the “how” the work is done, an aspect that in the *non-profit* organizations cannot be separated from what is produced (delivered). Reference is made, for example, to the added value of the personalization of the intervention, to the promotion of people in difficulty and of common goods, to the real participation of those who operate. This area of content, the objectives of which represent 55.2% of the answers, also includes the commitment to develop specific relational skills that express the main indicator of “know how” of the volunteers.

A high number of answers refer to contents of a technical-specialist type relative to specific professional skills (the “know how”), as well as to close examination of details regarding operational themes or organizational- management knowledge, if not also instrumental and basic knowledge (42.1% of the answers, Table 15)

After all, this double attention to formation of human resources and improving service through technical-professional skills also finds confirmation in the open request of control addressed to those in charge of the organizations, the *motivation to formation* (Table 16).

A quarter of the sample, in this case, did not reply, while the tendency to provide a number of types of contents, among which the intention to increase qualitative *performances* of the services offered (1 unit out of 10), is confirmed.

In a considerable majority of cases (66 out of 100) *volunteers make explicit formation requests* (on average of two different types), demonstrating above all the requirement to study specific themes in depth (58.3%). Further removed and in a middle position in the classification of the volunteers’ *desiderata* arrive requests such as: close examination of the group or internal dynamics of the organization (37.5%), specialization courses relative to their own professional role (36.1%) and learning specific operational tools or methods of intervention of the organization in which they are working (34.7%, Table 17).

It is reasonable to think that the volunteers considerably influence the formation choices of the organizations to which they belong, in relation also to their involvement in the decision-making, declared by 95.4% of the OTS. On average the participation of the volunteers regards three of the four decision-making processes mentioned which, in order of frequency, are: planning of specific activities (92.3%), annual programming (75%), control and check of the results of the interventions (74%) and the organization of *briefings* on the operativeness of the organization (58.6%, Table 18). This observation underlines how the OTS are places of a development that is not just functional but also strategic of the volunteers who intervene *ex ante* and *ex post* in the decisional- valuation process.

The formation received is made its property by the majority of the organizations which *recognize and/or certify specific qualifications of the volunteers* (56%), while a large part of the sample (34.2%), although offering formation activities, has not the means or tools for qualifying or certifying them (Table 19).

The skills acquired by the volunteers in structured formation occasions are certified in 52.3% of cases. In 61.4% of these the certifications are recognized both inside and outside the organization. The clear result is that 32.1% of the OTS analyzed does not offer just a skilled formation but a formation that is recognized outside, on the contrary to the 16.5% of the OTS for which the certification made is only internal value. (Table20).

9. Activities carried out by volunteers

The moments of formation, implemented for pursuing various kinds of aims, contribute to enriching the patrimony of the basic, technical-specialist and transversal skills of each individual volunteer, but it is well known that in various work contexts and, above all, in volunteer work, structured formation activity is not the only way to develop new skills. In fact, it is precisely in the simple procedure of carrying out their tasks that individuals often enrich their skills, using other non-formal and informal means of learning that are fulfilled during daily actions linked to work, family life or recreation.

Volunteers are “often” used in office work (51.4%), they carry out activities in line with the *mission* of the organization (47.7%), they participate in meetings, conventions, campaigns (45.9%); in a relatively minor way they provide information (41.3%) and organize events (38.5%); in an even lesser way they “often” carry out non charitable operational works (40.4%), in services directed at the person (30.3%) and they carry out work or give advice in the same way as expert professional people (13.8%).

The activities in line with the *mission* of the organization and participation in meetings mainly involve volunteers of sports, cultural, recreational and educational organizations, while the volunteers who do office work are those of the former and of the associations for the protection of rights. The latter, more often than the others, assign their volunteers the task of information-giving, while the subjects that operate in the field of international solidarity and of education are mainly involved in organizing awareness-building events.

The OTS of confessional inspiration are those most involved in offering services directed at the person, while the volunteers of environmental organizations, and generally those aimed at the protection or development of common goods carry out operational activities for non charitable services (Table 21).

10. Expertise developed by volunteers within the organization

The volunteers that operate within *non-profit* organizations develop various skills, in *primis* of the technical-professional type, within the organizational-management sphere, “often” learning to recruit and organize the work of new volunteers and to manage human resources, and many are the cases in which they acquire formation knowledge. In carrying out their role, as well as having the possibility of increasing the skills relative to the tasks or jobs of the activity of the organization, and of developing interpersonal abilities, they enter into contact with the various

aspects of the world of *non-profit* organizations generally. This gives them the opportunity to acquire the specific *know-how* of the sector, managing its programmes and entering into the relations that the organization has with the other organized subjects of the territory, and, even if to a lesser degree, developing legal and financial knowledge regarding the functioning of the different associations (Table 21).

With regard to the possibility of increasing basic skills in voluntary work, the analysis of the data reveals that, although not many learn a foreign language (after all the area of operation of the sample is mostly at local and provincial level), often (for about a third of the sample) they develop data processing skills and they learn to use the most modern technologies, including computers (in 38.3% of cases).

11. The skills chiefly developed and appreciated by the volunteers

Confirming a general opinion, the analysis demonstrates clearly that in voluntary work what is developed, above all, are what are called *transversal skills*. These are not intentional, but fruit of all the activities carried out by the individuals, be they the result of a formal learning process or a non-formal or informal one and are support to any professional competence, enriching it.

In particular, if we consider the theoretical classification of transversal skills in their three typologies – diagnostic, regarding relating and then broaching – we deduce that the activity of voluntary work leads mostly to developing *skills* of the relational type. The organizations sustain that their volunteers “often” develop talents such as: willingness to help others (80.7%), loyalty (75.2%), equilibrium (69.7%), reliability and positiveness (68.9%), credibility (61.5%) and, for about half the sample, capacity of active listening, of communication, of fitting into a group and of cooperation. Of no lesser importance, they increase their diagnostic type of expertise, as well as their critical capacity used within a constructive sphere, they learn to focalize the themes on which they work (65.1%) and to have organizational capacity (56%).

Volunteers moreover develop an ability for group work and in the management of shared responsibility (46.8%), in adapting and suiting their behaviour to the circumstances (42.2%), in *problem solving* (35.8%), all skills that regard dealing with the task assigned to them.

The frequency with which the volunteers get certain experiences and, therefore, learn particular capacities and skills, most certainly depends on the sector in which they are working.

Thus, those who work in sports, cultural and recreational organizations develop especially skills in tasks relative to the specific activity of the organization (good capacity for organization and focalization in the areas of their work) and particular behaviour *patterns*: credibility, reliability and positiveness, confidence in their possibilities; on rare occasions, they carry out manual activities or they acquire computer skills.

Volunteers of the health and social service sectors develop a strong willingness to help others and loyalty, they acquire technical-professional skills, and learn how to establish external relations aimed at promoting the activity and cooperating with other *media*.

In the sector of international solidarity, volunteers develop considerable interpersonal abilities and capacity to cooperate; they learn foreign languages more often than in the other organizations and they are more likely to acquire a mental openness, loyalty and willingness to help others, as also occurs in the field of defence of rights.

Within the areas of educational activities, volunteers tend especially to acquire knowledge regarding the *know-how* of the *non-profit* organizations and the legal, financial and management aspects and they develop a spirit of initiative, confidence in their possibilities, capacity to cooperate, to focalize and reliability (Table 22).

The analysis shows that the experiences most appreciated by the volunteers vary and regard both their *desire to acquire increasing expertise* and *their inclination to relations*. For more than half the organizations, they enjoy contacts with qualified personnel (69.7%), occasions for relations with the users and external referents (59.6%), the acquisition of new specific skills (56%) and the development of the aptitude to work with social values (54.1%).

A high percentage also appreciates the technical and operational support that they receive from specific operators (49.5%), formation occasions (47.7%)¹⁷, the chance to participate in the decisional processes and confrontation with others (46.8%) and the variety of the jobs entrusted to them (41.3%, Table 22).

12. Skills that are spendable in the labour market

Voluntary work is based on the spontaneous donation of one's time to achieve something that is useful for others and for the common good. It is an action that must be done with competence and organization in order to produce positive results, as well as the intrinsic value of the testimony of gratuitousness and solidarity that it communicates. Volunteers are increasingly encouraged and determined to participate in formation courses and activities of various types in order to improve their operational capacity in organizations that carry out services, which are moreover increasingly more connected to the public programme in the system of local and plural welfare. The experience of voluntary work, especially in structured and complex organizations, thus becomes an important workshop for technical-practical acquisitions and a gymnasium for exercising specific skills.

In six cases out of ten, the referents of the OTS testify to knowing volunteers who have managed to exploit in a working activity the non formal skills acquired in their organization. If, as we have seen, the skills that volunteers acquire for the most part are transversal ones, those that are most usable in the labour world refer to capacities connected with "doing" and "know-how", from carrying out or managing services, to the possession of professional credentials developed in carrying out a structured and continuous activity (Table 23). Relational skills and human characteristics (altogether 2 answers out of 10) pale with respect to those that represent role ability, management specializations and techniques learned and exercised by the volunteers in their pre-professionalising process in the organization. This does not however mean that the

former are not also appreciated and considered by those who recruit such a workforce as an irreplaceable added value for establishing a trust type of relation and also for having a complete and ethically orientated professionalism.

13. Modalities for examining and acknowledging the skills acquired by the volunteers

Not many of the organizations foresee an examination of the skills acquired by the outgoing volunteer (28.4%). They are a lot less than those who issue a document certifying the achievement of specific abilities and knowledge (44%). This means that in 16% of cases the certification is based on a completely informal, subjective control that is not codified in a measuring instrument, even if it is witnessed by the direct knowledge that the person in charge has of the volunteer. On the other hand, even where a control procedure is consciously adopted it consists above all in observation in the field (61.3%); other procedures are less common: from one or more interviews (29%) to the compilation of special questionnaires (self-compiled) or charts by those in charge of the organization (16.1% cases for each of the latter modalities).

In 83.3% cases the documents certifying the skills acquired are acknowledged outside the organization and in 53.8% cases they can be used in state competitive examinations that foresee extra points for such a qualification.

Altogether a little less than 4 units out of 10 issue volunteers with a service qualification that can be profitably used outside, in professional life (Table 24).

14. Tendency to use an instrument of assessment of the skills developed by volunteers

66% of the units examined recognize the usefulness of an instrument of assessment of the skills acquired by the volunteer that has an official value and 55% are interested in knowing or adopting an instrument and a method proposed by this project (Table 25).

Obviously these percentages definitively increase between the units with a high tendency to internal recognition of skills and those with a greater mix between volunteers and remunerated workers. In this regard there is a crescendo of consent that goes from the *usefulness* to *interest* for such an instrument of assessment passing from units with only volunteers to those with a greater number of professional people and from units with an already functional low recognition system to those with high recognition.

One organization out of two (50.5%) responds positively both on the usefulness and on the interest and declares itself to be willing in some way to be a *partner* in this project design. It is therefore disposed to dialogue with the researchers for analyzing a draft instrument and the relative guidelines and also to experiment the instrument's feasibility on its own organization.

An important expectation regarding the experimentation of such an instrument is thus confirmed. This expectation is in line with the politics that support and exploit every experiment of ongoing learning and permanent formation (*lifelong and lifewide learning*).

Concluding remarks

The OTS examined represent a cross-section of the units of the Third Sector. Some are voluntary work organizations, others are associations for social promotion and others again are NGO for development cooperation. They are already well-established and structured units which mostly use a *mix* of voluntary and remunerated human resources. They have codified modalities for choosing volunteers and for the most part ask specific requirements of them, the most important of which is availability for a minimum number of hours of work. They consider of likewise importance to check that the volunteer supports the values that the organization represents and which it translates into daily operativeness just as they appreciate his/her relational qualities and team spirit which represent the “know-how” of a social worker.

It appears that great attention is paid to promoting the volunteers’ skills through formation activities of various types in order to sustain both operational identity and capacities. In most cases it is the volunteers themselves who make formation requests for specific areas of knowledge or professional qualification while not underestimating the actual interactive processes of their organizations (such as group dynamics). On the other hand they count at all decisional levels and areas within the organization with the result that they are an integrated and participatory resource of it. The formation received by the volunteers in most cases is so important and crucial that it is the object of an internal acknowledgement that in almost a third of cases is also recognized as suitable outside.

The activities that volunteers carry out most often are supplementary and complementary to those of the remunerated workers, and in many cases concern objectives connected with the internal management and external relations of the organization. They thus develop operational skills of various types and levels, from some executive roles or roles of resource management to specific tasks, as far as basic skills. The most often mentioned skills are those of the “transversal” type and concern above all relational type skills (availability, loyalty, equilibrium, capacity to listen....) but also the capacity to work in a group and to assume responsibilities and share them.

According to the persons in charge questioned, volunteers especially appreciate experiences of professional growth – demonstrating that they are particularly sensitive to contact with skilled personnel and to the possibility of acquiring new expertise – not unlinked to a disposition to relations. It seems that there is a vast number of volunteers for whom their experience within the OTS stands as an experience of global life. But for many it also becomes a chance for new and better employment in the labour market, especially if skills of the technical-professional kind appear to have been well acquired.

In 44% of cases the OTS also issue a document that certifies the achievement of specific abilities and skills, even if instruments for objective measuring have not always been checked in advance. But the fact that in 8 cases out of 10 the document of the *non-profit* organization is valid also outside is important as this permits volunteers to exhibit it as a “formation credit” or as a labour market resource.

Finally, the majority intention to fully investigate the theme of validation of skills – not just by the more professionalised units and those already orientated in that direction – seems to support the hypothesis of an instrument that is useful for organizations and volunteers, to standardize procedures and systems of recognition of the skills acquired, in conformity with the principles and right to life-long learning recognized by the Council of Lisbon.

APPENDIX N° 1 – TABLES (FIVOL 2004)

Table. 2. Geographic Distribution of the organisations involved (in %)

Description	NORTH	CENTRE	SOUTH	TOTAL
Theoretic sample	39,7	34,3	26,0	100,0
Real Sample	45,9	33,0	21,1	100,0

Table. 3. Prevalent domain of activity (in %)

Typology	%
Health and social services	36,7
International solidarity	17,4
Environment	15,6
Education, training, employment	11,0
Culture, sports and leisure	11,0
Right defence	4,6
Religious or philosophical association	3,7
<i>Total</i>	<i>100,0</i>

Table. 4. Date of creation

Period	%	% cumulata
- before 1950	35,8	35,8
- from 1950 to 1970	17,4	53,2
- from 1971 to 1990	22,0	75,2
- from 1991 to 2000	22,9	98,2
- after year 2000	1,8	100,0
<i>Total</i>	<i>100,0</i>	

Table. 5. Geographic level of intervention

Geographic level	%	% cumulata
- local	34,9	34,9
- provincial	29,4	64,2
- regional	6,4	70,6
- national	17,4	88,1
- international	11,9	100
<i>total</i>	<i>100,0</i>	

Table 6. Number of members in the organisation

CLASSES	%	% cumulata
- till 10	12,8	12,8
- from 11 to 49	30,3	43,1
- from 50 to 99	8,3	51,4
- from 100 to 499	19,3	70,7
- over 500	29,3	100,0
<i>total</i>	<i>100,0</i>	

Table. 7 Number of volunteers in the organisation

CLASSES	%	% cumulata
- from 1 to 2	1,8	1,8
- from 3 to 9	9,2	11,0
- from 10 to 49	45,0	56,0
- from 50 to 99	16,5	72,5
- over 100	27,5	100,0
<i>Total %</i>	<i>100,0</i>	

Table. 8. Proportion of youngsters, women and retired people

CLASSI %	Youngsters	Women	Retired people
- from 0 to 1	6,4	1,8	16,5
- from 1 to 30	47,7	33,0	47,7
- from 30 to 60	35,8	48,6	25,7
- over 60	10,1	16,5	10,1
<i>total %</i>	<i>100,0</i>	<i>100,0</i>	<i>100,0</i>

Table. 9. Number of paid staff (employees, collaborators, independent workers)

CLASSI	%	% cumulata
- none	43,1	----
- from 1 to 9	33,0	33,0
- from 10 to 49	19,3	52,3
- from 50 to 99	2,8	55,1
- over 100	1,8	56,9
<i>total %</i>	<i>100,0</i>	

Table. 10. Budget in Euro per year

CLASSES	%	% cumulata
< 7.500	14,7	14,7
7.501 - 15.000	9,2	23,9
15.001 - 45.000	11,0	34,9
45.001 - 135.000	12,8	47,7
135.001 - 405.000	10,1	57,8
Over 405.000	34,9	92,7
Missing cases	7,3	100,0
<i>Total</i>	<i>100,0</i>	

Table. 11. Procedures adopted for selecting volunteers

TIPOLOGY	% TSO	% of answers
- participation to a preparatory training course	10,1	5,1
- more than one interview, each after a certain time	14,7	7,5
- an individual interview to know the candidate	58,7	29,9
- fill in an application form with motivational items	40,4	20,6
- moment of information- orientation on the organisation	44,0	22,4
- physical fitness	3,7	1,9
- other	6,4	3,3
None	10,1	9,3
<i>Total % *</i>	<i>188,1</i>	<i>100,0</i>

* the total is over 100% because more answers were possible

Table. 12. Pre- requisites to volunteer within the organisation ; comparison between TSO with different IRIC

TPOLOGY	Total TSO	Low IRIC**	High IRIC**
- availability of a minimum weekly commitment of time	51,4	35,7	55,0
- lower age limit (over 18)	28,4	26,2	25,0
- religious option	9,2	4,8	12,5
- gender	5,5	7,1	5,0
- high education	4,6	2,4	7,5
- upper age limit	2,8	2,4	2,5
- none (apart from the motivational skills)	27,5	33,3	10,0
- agreement to the values of the organisation and availability to relationship	9,2	23,8	37,5
- previous or present specific professional experience	6,4		
- other	1,8		
<i>Total % *</i>	<i>146,8</i>		

* the total is over 100% because more answers were possible

** IRIC =

Table. 13. Skills evaluated in the volunteer candidates

TPOLOGY	% OTS	% of answers
- agreement to the values of the organisation and a coherent style of life	74,1	28,4
- availability to collaborate with others	67,6	25,9
- availability to social relationships	54,6	20,9
- availability to learn, to test oneself	36,1	13,8
- previous or present specific professional experience	23,1	8,9
- fluency in Italian	3,7	1,4
<i>total %</i>	<i>265,2*</i>	<i>100,0</i>

* the total is over 100% because more answers were possible

Table. 14. Training offered to volunteers

TPOLOGY	%
- within and outside the organisation	14,7
- only within the organisation	76,1
- only outside the organisation	2,8
- no formal training offered	6,4
<i>Total</i>	<i>100</i>

Table. 15. Prevalent contents of the training activities (in % on 102 TSO and on 237 answers)

TPOLOGY	% OTS	% of answers
- deep knowledge of the mission or action objectives of the organisation	59,8	25,7
- motivational reinforcement towards the themes of solidarity	51,0	21,9
- learning of specific knowledge of a technical- professional type	41,2	17,7
- deepening of a specific theme	28,4	12,2
- learning of specific relational abilities	17,6	7,6
- learning of specific knowledge of an organisational- management type	15,7	6,7
- basic instrumental knowledge	12,7	5,5
- other	5,9	2,5
<i>total %</i>	<i>232,3*</i>	<i>100,0</i>

Table. 16. Reasons for providing any kind of training for volunteers

TYOLOGY	% OTS	% of answers
- to furnish technical- professional instruments	38,2	27,5
- to reinforce motivational skills and knowledge on the mission of the organisation	36,3	26,1
- to improve competence of volunteers	30,4	21,8
- to improve the quality of the services provided	9,8	7,0
- no explicit reason	24,5	17,6
<i>Total</i>	<i>139,2*</i>	<i>100,0</i>

* the total is over 100% because more answers were possible

Table. 17. Training items requested by the volunteers

TYOLOGY	% OTS	% of answers
- deepening of knowledge on specific themes of interest of the organisation	58,3	27,2
- contents inherent in the group dynamics within the organisation	37,5	17,7
- specialisation courses aimed at professional specifics	36,1	17,1
- knowledge of specific operative or methodical intervention instruments	34,7	15,8
- acquisition of specific disciplinary knowledge	18,1	8,2
- acquisition of new specialisation or of new operator profiles	15,3	7,0
- basic instrumental knowledge	15,3	7,0
<i>Total %</i>	<i>215,3*</i>	<i>100,0</i>

* the total is over 100% because more answers were possible

Table. 18. Decision making processes in which volunteers are involved

TYOLOGY	% OTS	% of answers
- projecting specific activities	92,3	30,5
- programming the annual activities	75,0	24,8
- verifying and evaluating the outputs of activities	74,0	24,4
- organising briefings on the operativity of the organisation	58,6	19,4
- other moments	2,9	1,0
<i>Total %</i>	<i>302,8*</i>	<i>100,0</i>

* the total is over 100% because more answers were possible

Table. 19. Procedures to assess the acquired competence of the volunteer who is leaving

TYOLOGY	%
- training qualification	36,7
- certificate of competence	19,3
- no qualification nor certification	44,0
<i>total %</i>	<i>100,0</i>

Table. 20. Recognition of the documents assessing the training received by the volunteers

TYOLOGY	%
- within and outside the organisation	61,4
- only within the organisation	38,6
<i>Total %</i>	<i>100,0</i>

Table. 21. Activities fulfilled by the volunteers, linked competence acquired and appreciated experiences.

A) Activities fulfilled by the volunteers	Often	Sometimes	Domain of activity
Office work	51,4	40,4	Culture, sport and leisure (83,3%)
Developing the organisation's mission	47,7	45	Culture, sport and leisure(75%)
Unpaid participation on boards, committees, councils	45,9	52,3	Education, (66,7%) Culture, sport and leisure (66,7%)
Providing information	41,3	39,4	Right defence (100%)
Organising events, meetings	38,5	57,8	Education (50%) International solidarity (47,4%)
Providing non direct services to people	40,4	18,3	Environment (64,7%)
Providing direct services to people	30,3	14,7	Religious association(75%)
Advising, counselling or expert's work	13,8	42,2	Education (16,7%)
B) Skills developed by volunteers			
Seeking and organising the work of volunteers	43,1	36,7	Religious association (75%)
Training or educational skills	42,2	45,0	Education, training, employment(50%) Religious association (50%)
Use of modern technologies	35,8	45,9	Right defence (60%) Education, training, employment (58,3%)
Human Resources management	33,9	48,6	Religious association (75%)
Specific activity linked to the organisation's mission	29,4	33,0	Culture, sport and leisure (83,3%)
Interpersonal skills	28,4	49,5	International solidarity (52,6%)
<i>Know-how</i> on the field of activity specific the TSO	27,5	46,8	International solidarity (42,1%)
Public relations for the image building of the TSO	23,9	60,6	Education (41,7%) Right defence (40%)
Financial management	14,7	49,5	Health and social services (30%)
Management of specific programmes	13,8	47,7	Religious association (50%)
<i>Fund raising</i>	11,9	50,5	Rights defence (40%)
Legal issues related to the functioning of the TSO	9,2	62,4	Rights defence (20%)
Use of specific techniques and methods	8,3	46,8	(Rights defence 40%)
Knowledge of foreign languages	3,7	18,3	International solidarity (10,5%)

Table 22. Activities fulfilled by the volunteers, linked competence acquired and appreciated experiences

Talents, competence, qualifications developed	Often	sometimes	Domain of activity
Being ready to help the others	80,7	14,7	Right defence (100%) Religious associations (100%)
Being loyal	75,2	17,4	Religious associations(100%)
Being personally well balanced	69,7	24,8	Education, training, employment (83,3%)
Being able to work factual and issue centred	65,1	26,6	Culture sport and leisure (75%) Religious associations (75%) Education, training and employment 75%)
Reliability	68,8	25,7	Right defence (80%)
Self reliance	62,4	28,4	Culture, sport and leisure (75%) Religious associations (75%) Education, training, employment (75%)
Credibility	61,5	27,5	Health and social services (70%)
Management skills	56,0	38,5	International solidarity (78,9%)
Open mindness	54,1	38,5	International solidarity (84,2%)
Self reliance and ability to take initiatives	55,0	38,5	Education, training, employment (83,3%)
Ability to fit in a group and cooperate	53,2	39,4	International solidarity (84,2%)
Communication skills	52,3	39,4	Religious associations (75%)
Active listening	52,3	35,0	Right defence (80%)
Ability to work in a group and management of a shared responsibility	46,8	41,3	Religious association (75%)
Ability to adapt one's own behaviour according to the situations	42,2	48,6	Religious association
Creativity and readiness for innovation	41,3	46,8	Right defence (60%)
Ability to go through conflicts in a constructive way	35,8	46,8	(75%) Religious association
Craft skills	35,8	45,9	Religious association (75%)
Public relations and representation skills	33,0	43,1	Religious association (75%)
Computer skills	26,6	56,9	Right defence (80%)
Leadership competence	25,7	53,2	Right defence (60%)
Other	14,7	60,6	Religious association (50%)
	0,9	-	Health and social services (2,5%)
D) experiences appreciated by the volunteers			
Contact with professional personnel	69,7	25,7	Right defence (100%)
The relation capability with users or external referents	59,6	31,2	Right defence (100%)
The possibility of acquiring new and specific competence	56,0	35,8	International solidarity (68,4%)
The possibility to develop an attitude to work for social values	54,1	38,5	(Religious association 100%)
The operative and technical support they receive from specific operators	49,5	39,4	(Religious association 75%)
The training occasions	47,7	44	Health and social services(57,5%)

The possibility of participating in decisions and confronting oneself with the others	46,8	41,3	Education, training and employment (75%)
The variety of duties to be executed	41,3	45,9	Education, training and employment (58,3%)
The organisation of work per function and role	34,9	49,5	Right defence (60%)
The duties and the testing of individual and collective activity	34,9	49,5	Religious association (75%)
The support they receive in psychological and motivational terms	30,3	53,2	Religious association (50%)
Use of technological and information instruments	29,4	56,9	Religious association (75%)
The competence in the organisation management and or evaluation of activities	29,4	52,3	Religious association (50%)

Table. 23. Competence mainly exercised by the volunteers within the organisation that have been exploited in a working activity

TYPOLGY	% of TSO	% of answers
- Competence in providing specific services	29,2	17,0
- Specific professional skills related to qualified roles	26,1	15,2
- Management and leadership skills	21,5	12,5
- Relational skills	16,9	9,8
- "human" competence (motivational skills, active listening, availability to dialogue)	16,9	9,8
- Fund raising, conflict mediation, animation techniques, problem solving, counselling,	15,4	8,9
- Instrumental Competence (computer, languages)	12,3	7,1
- Programming, projecting and monitoring of activities	9,2	5,4
- accountancy and administration skills	7,7	4,5
- Human resources competence (including training)	7,7	4,5
- Communication skills (relationships with the media, press office, organising events)	4,6	2,7
Other (international experiences and ability to work according to social values.)	4,6	2,7

Table. 24. Percentage of those who are interested in the AVE device and consider it useful

Description:	Total TSO	(IRIC)			Composition of TSO With remunerated volunteers.		
		Low	Medium	High	Only 9	Till 9	Over 9
- useful and interesting	50,5	40,5	37,0	70,0	53,2	38,9	61,5
- only useful	15,6	14,3	22,2	12,5	6,4	30,6	11,5
- only interesting	4,6	7,1	7,4	0,0	4,3	2,8	7,7
- not useful nor interesting	29,4	38,1	33,3	17,5	36,2	27,8	19,2