



# Trends in Volunteering

The Adults we Need



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## 1. Introduction

In these turbulent times, fashions and trends are changing constantly. Nothing stays the same. We can try to anticipate change; we certainly have to learn to deal with it.

When we analyse the trends and the changes in the world and in society, we can define those which affect us as an organisation and as individuals. To improve our position in society, we have to look at what effect Scouting has, both as a movement and as a method of non-formal education. We have to determine the strong face of Scouting with regard to societal trends and also highlight those which are our weaknesses.

This document provides an overview of the global trends and societal tendencies that affect Scouting at the European level. Designed to help all national Scout associations and organisations in Europe to understand the changes in society that affect Scouting, it will help you consider these changes and define your strategy for the future. It includes some ideas on how to deal with these tendencies and to stay 'in touch'; it is up to you whether or not you use them. We have deliberately given only a few ideas, preferring to leave space for deeper exploration within NSAs. We would appreciate any comments and proposals for additional ideas; please send them to the World Scout Bureau–European Regional Office.

We also present a model for recognising trends and proposing actions to embrace them. We're offering an open invitation to reflect on these and other trends relevant to your association. We hope that this approach will work to your benefit. Should you need support, please don't hesitate to contact the Adult Resources Core Group of WOSM–European Region.

Of course, trends change depending upon the country in which we live. The situation in the United Kingdom is completely different from that in Greece or Sweden. Some trends in this document, therefore, may not be relevant in all European countries; rather than focusing on each country individually, our aim is to give an overview at European level.

Unfortunately, most of the data available are for the European Union. Finding data for non-EU countries was quite difficult, probably because the sources are not as transparent.

## 1.1 Trends that affect individuals

The situation of the individual volunteers depends on very different circumstances. Some of these circumstances can be influenced by the individual; some can be influenced by the organisation he or she volunteers for. Others circumstances cannot be influenced, so both the individual volunteer and the organisation have to cope with them.

All of these aspects influence the volunteer's capacity to work with an organisation. Organisations would do well to know as much as possible about the life circumstances of their volunteers so that they can keep them motivated and avoid the danger of burn out. Some of these aspects are:

### Work life

What is the relationship in different countries or in specific smaller regions with a particular country between income and the cost of living? What working time structures and working conditions are considered usual? How reliable are those working times? Is there any possibility for volunteers to offer their services on a regular basis?

### Family life

What are the conditions required to be able to coordinate volunteering activities with family duties like raising children or caring for older relatives? What housing situations and housekeeping work results from this? What is the attitude (or the 'offer') of the organisation towards family work and towards family members not involved in Scouting?

### Financial situation

The volunteer's work depends on his or her personal financial capacity and also on the structure and support offered by the organisation. Using technical means and equipment can facilitate volunteering; one example may be the question of Internet access. The structure of financial support in place to reimburse volunteers for expenses incurred in a timely fashion influences the capacity a volunteer can offer.

This leads us to the attitude of the organisation towards the individual volunteer: ideally, this attitude should be inviting, supportive, challenging and developmental. Organisations should be as diverse as possible in their 'offer'. Another important challenge is the communication of expectations and the availability of resources; of giving volunteers an overview of available means of support, people and activities.



### 1.2 Trends that affect organisations

The trends that affect organisations are the same trends that affect individual volunteers. It goes without saying that any trend that affects a number of individuals in an organisation also affects the organisation that is depending on those volunteers.

But there are some additional trends to consider:

- Organisations have to view the demographic structure of the society in which they operate. An important aspect for any youth movement is the development of the educational sector. The situation of children and juveniles in society also needs to be considered.
- Organisations have to face their own administrative needs as well those of their partners and supporters.
- Organisations should have a broad overview and understanding of how they can influence legislative decisions.

Another important aspect is to develop a way of collaborating with other youth organisations or indeed with any organisation from which Scouting can benefit.

The challenge for your organisation lies with coping with each these aspects and so building an enticing volunteer 'offer' to attract as many different volunteers as possible.





## 2. Social situation

### 2.1 Population changes

Europe's share of the world's population has declined from some 25% at the beginning of the twentieth century to a current 12%, and a further decrease is foreseen. At the beginning of 2004, the total population of Europe was estimated at 815 million, the majority of which live in the European Union (56%); the other member states of the Council of Europe account for 44%.

During 2003, the total population of Europe grew by 1.9 million, corresponding to an annual growth rate of 0.23%. This increase can be attributed entirely to the EU-15. In both the ten new EU member states and the other Council of Europe member states, the population slightly declined because of a negative natural increase (more deaths than live births) which is not compensated for by a small surplus in international migration.

Of the 39 European countries with more than one million inhabitants, four (Ireland, Albania, Spain and Turkey) had the highest rates of population growth in 2003, i.e. around 16 per 1000 of the population at the beginning of that year. The composition of these growth rates varies: for Ireland the contribution of natural increase more or less equalled the contribution of net migration; for Albania and Turkey natural increase was the main growth component; while for Spain net migration accounted for the high growth rate.

Generally speaking, natural population growth is declining in Europe; increasingly, natural growth is negative or only marginally positive. As a result, for Europe as a whole, more people died in 2003 than were born, although this difference is still very small. While in 1990 only three countries (Germany, Bulgaria and Hungary) had a negative natural growth, in 2003 this is true for almost all countries in transition and also for Italy and Greece. Turkey currently has the highest rate of natural growth (14 per 1000), although here, too, this rate is falling slowly but steadily.

#### How can Scouting respond?

- With the decrease in youth population, NSAs will have a larger share in the youth organisation market if they manage to keep the same membership figures.
- This decline, however, also means a 'smaller volunteer and membership market' for Scouting.

## 2.2 Migration

Migration within Europe is increasing, with 2.2% of the EU-27's working population and up to 4% of those from new EU member states in Central and Eastern Europe living abroad. This is causing a 'brain drain' from the new member states, but this may turn into a 'brain gain' in the future as many return with experience, new skills and money.

Most of the transition countries have been characterised by a modest negative rate of net migration since 1990. In 2003, exceptions were the Czech Republic (+2.5%), Croatia (+2.5%), Slovenia (+1.8%), Hungary (+1.6%), and the Slovak Republic (+0.3%). Except for Slovenia, net immigration in these countries is not sufficient to compensate for negative natural growth.

In 2003, the highest rates of positive net migration (by comparison with itself in 1990) can be found in the southern part of Europe: Andorra (+70%), Cyprus (+16%), Spain (+14%), San Marino (+14%), and Italy (+11%). Of the older countries attracting immigrants, the Netherlands (+0.4%) and France (+1.0%) were the lowest, and Switzerland (+4.7%) and Belgium (+3.4%) the highest rates of positive net migration in 2003. Since the 1990s, Spain, Italy, Portugal, Greece, and Ireland have joined the group of countries attracting immigrants.

### Sources

- *Recent demographic developments in Europe 2004 – Council of Europe*
- *From brain drain to brain gain? The impact in Central and Eastern Europe of the free movement of workers - European Policy Centre*

### How can Scouting respond?

- Develop strategies to reach out to immigrants.
- Develop a new youth programme integrating the needs of those born in the country and those who have recently arrived.
- Develop intercultural learning activities.
- Become a facilitating factor for immigrants settling in a new country by helping them understand the local culture, by providing opportunities for integration, etc...
- NSAs from countries of origin can be involved in designing programmes, providing training and educational materials and organising activities for immigrants in their new country of residence.
- Develop a trans-border adult leader-training programme.

## 2.3 People living longer?

The most outstanding features of Europe's demography are population ageing, the decreasing share of the younger age groups in the overall population and the increasing share of the older age groups. Viewed from a global perspective, Europe is by far the oldest region in the world.

The root causes of population ageing are twofold. On the one hand population ageing is fuelled by low fertility, primarily resulting in lower shares of the young. Current fertility levels are below the so-called replacement level of 2.1 children per woman on average in the overwhelming majority of European countries. Low mortality levels and the resultant increase in life expectancy also trigger population ageing and yield growing shares of the older population. The current age structure of a population reflects its demographic past and is the inevitable outcome of structural changes in fertility and mortality.

It is self-evident that population ageing poses major challenges to society. As the main thrust of population ageing is yet to come, these challenges can only intensify. Accommodating policies to cope with the multiple impacts of population ageing are urgently needed and should be focused on several areas: the labour market, social and health care, housing, education, and social protection, including pension schemes and social cohesion.

For European men, life expectancy increased from 70.0 years in 1990 to 72.1 in 2002. For women, the increase was from 77.0 years to 78.8. Male life expectancy increased more than that for women.

The highest life expectancies for men are observed in some Scandinavian countries, but some Mediterranean countries, like Greece, Italy and Spain, have high life expectancies as well. The ranking for female life expectancy shows similarities with the male ranking, although there is some variation in the sequence.

### Source

➤ *Recent demographic developments in Europe 2004 – Council of Europe*

#### How can Scouting respond?

- Take the initiative in providing activities that fight the gap between generations.
- Develop adult resources – manage older adult volunteers.
- Recognise the validity of what the older generations can offer Scouting.

## 2.4 Family structure

In recent years, major changes in family formation and dissolution trends took place, generally with declining numbers of marriages and increasing numbers of divorces and consensual unions.

In 2002, the total first-marriage rate for women below the age of 50 years was 62% on average, which is well below the 1990 level of 77%. The variation among countries is significant. All countries have rates ranging from a low of 42% (Estonia) and a high of 85% (the former Yugoslav Republic of Macedonia).

Marriage dissolution by divorce also shows strong variation. On average, the European probability of having a divorce is 32% in 2002 as compared to 26% around 1990. Very low divorce rates still prevail in countries like Italy, Poland, Spain and Turkey. The highest divorce rates are observed in Scandinavia, where marriage rates are relatively low. This Northern European pattern of family formation can also be observed in Belgium and Luxembourg as well as in Austria and the Czech Republic.

On average, a European woman married for the first time at the age of 26.5 years in 2002. Around 1990, the average age still was about 24.2 years. In 2002, all Scandinavian countries had a pattern of late first marriage, which is also the case nowadays for the Netherlands, Spain and Switzerland. Early first marriage is almost completely located in Eastern Europe, i.e. in several of the new EU member states and in other non-EU members of the Council of Europe.

As a result of the growing changes in family structures many children live in single-parent families and stepfamilies; this has an influence on their well-being. Plenty of children in two-parent families are damaged by their parents' relationships; plenty of children in single parent and stepfamilies are growing up secure and happy. Still, at the statistical level, there is evidence to associate growing up in single-parent families and stepfamilies with greater risk to well-being – including a greater risk of dropping out of school, of leaving home early, of poorer health, of low skills, and of low pay. Furthermore, such risks appear to persist even when the substantial effect of increased poverty levels in single-parent and stepfamilies have been taken into account.

### Sources

- *Recent demographic developments in Europe 2004 – Council of Europe*
- *An overview of child well-being in rich countries - Report Card 7, UNICEF Innocenti Research Centre*

#### How can Scouting respond?

- Understand that some young people come from divorced parents, same-sex parents, or one-parent families.
- Promote life experiences for young adults through volunteering and involvement in Scouting.
- Capitalise on the fact that men and women have more time to be involved in something like Scouting.
- Integrate these factors into the educational approach (especially concerning the psychological health).
- Emphasise the importance of emotional growth in young people.

## 2.5 Child well-being

*'The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued, and included in the families and societies into which they are born.'*

UNICEF

Child well-being is a multifaceted category and does not go exclusively only with material well-being: health, safety and education. Equally important factors here are peer and family relationships, behaviours and risks, and young people's own subjective sense of well-being.

UNICEF Innocenti Research Centre, Report Card 7 provides a comprehensive assessment of the lives and well-being of children and young people in 21 nations of the industrialised world. Its purpose is to encourage monitoring, to permit comparison, and to stimulate the discussion and development of policies to improve children's lives.

The research findings show that all countries have weaknesses that need to be addressed and no country features in the top third of the rankings for all six dimensions of child well-being (though the Netherlands and Sweden come close to doing so). The Netherlands heads the table of overall child well-being, ranking in the top 10 for all six dimensions of child well-being covered by this report.

There are significant relationships between some of the dimensions chosen. Poverty, for example, affects many aspects of child well-being in many well-documented ways: particularly when prolonged, poverty has been shown to be likely to have an effect on children's health, cognitive development, achievement at school, aspirations, self-perceptions, relationships, risk behaviours and employment prospects. Equally clearly, economic poverty alone is revealed as an inadequate measure of children's overall well-being. A multidimensional approach to well-being is necessary to improve understanding, monitoring, and policy effectiveness.

### Source

➤ *An overview of child well-being in rich countries - Report Card 7, UNICEF Innocenti Research Centre*



#### How can Scouting respond?

- Stimulate discussion and develop policies to improve all aspects of children's lives.
- Contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials progressive process of education.
- Benefit from proper implementation of the Scout Method.
- Promote a multidimensional approach to child well-being.

## 2.6 Education

With the Lisbon Strategy<sup>1</sup>, education and training (E&T) entered the centre stage of European policy-making. It was realised that lifelong learning is a key driver of the Lisbon Strategy as expressed in the integrated guidelines for growth and employment (see more about Lifelong learning in Chapter 3.4 ). While the revised Lisbon Strategy seems to have started paying off in terms of growth and employment, a need is felt to further strengthen its knowledge dimension through, among other things, intensified efforts to combat early school leaving, greater mobility of knowledge and human capital, pooling of research investments and a boost in technological innovation<sup>2</sup>.

Main trends in education in Europe are:

- Increasing numbers of children benefit from pre-primary education.
- Increasing numbers of students are enrolled in tertiary education.
- The number of graduates in scientific and technological fields is gradually increasing.
- The quality of school education is being increasingly evaluated.
- In the new EU member states, the organisation and management of education systems are much the same as in the EU-15.
- Inequalities in access to computer facilities and the Internet in schools are diminishing.
- Lifelong learning became an important issue in Europe (see more on this in Chapter 3.4 Lifelong learning and volunteering).

Global competitiveness remains a central component in shaping the expectations of education systems. Keeping in mind the key challenges in three main dimensions – demography, sustainability and globalisation – experts propose several actions to shape new education policy in Europe:

- Strengthening the knowledge-based economy in a context of global competition.
- Free movement of education services.
- From brain drain to brain circulation.
- Dealing with the tensions between global competition and social cohesion.
- Strengthening early childhood education.
- Addressing early school leaving.
- Raising adult literacy, numeracy and ICT skills.

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1. European Union strategy to modernise Europe, set at the Lisbon summit in March 2000 and simplified and re-launched in 2005.

2. EC, Strategic report on the renewed Lisbon strategy, 2007.

- Raising the quality of education.
- Diversification of the 'teaching' profession.
- Focus on providing the right incentives to E&T establishments.

The EU has, as one of its key priorities 'improving basic learning skills, such as reading; setting targets to reduce early-school leaving; and adapting school curricula in accordance with constant monitoring of companies' skills requirements'.

There is a growing pressure on gaining high levels of education. This goes not only for quality, but also for time required and length of educational processes. Formal education systems are expecting more and more, so there's not enough time for other things.

#### Sources

- *European Education and Training Systems in the second Decennium of the Lisbon Strategy - Joint Analytical Report for the European Commission*
- *Key topics in education in Europe - European Commission, Eurydice, Eurostat, 2005*

#### How can Scouting respond?

- Explore Scouting's full potential in providing non-formal education to children, young people and adults.
- Place a special emphasis on values, skills for adult life and employability.
- Develop an attitude of inclusion through youth education.
- Initiate the validation of a national youth programme.
- Encourage recognition of adult training systems amongst NSAs.

## 2.7 Employment rates and ages

In 2006, labour markets in the EU made a robust recovery, thanks to economic upswing and labour market reforms in many EU member states. After rather modest increases in previous years<sup>3</sup>, average employment growth in the EU-27 picked up significantly in 2006 and, at 1.4%, was at its strongest since 2000. For the first time in at least a decade, employment expanded across the entire EU, with all 27 member states showing a rise in employment.

Due to stronger employment growth, the EU has made its best progress since 2000 towards its overall employment rate target of 70%, as well as towards the targets for female (60%) and older workers (50%) employment rates. The overall, female, and older workers employment rates reached 64.3%, 57.1% and 43.5%, respectively in 2006. Due to continued healthy employment growth, employment rates have been increasing further, with the overall employment rate at 65.3% in the second quarter of 2007, the female employment rate at 58.2% and the older workers employment rate at 44.8%.

On the positive side, average labour-market performance of young people in the EU has improved somewhat compared to the beginning of the decade<sup>4</sup>. Overall youth unemployment and the share of long-term unemployed youth have decreased compared to the beginning of the decade. However, at 17.4%, the average youth unemployment rate in the EU was still at a high level in 2006 and it has not improved relative to the unemployment rate for prime-age adults (7.2%). Moreover, as a whole, the EU underperforms in the international context, with substantially more youth in unemployment and less of them working than in other industrialised countries, such as the United States, Canada or Japan. Furthermore, young people often face problems in making a smooth and quick transition from education to work. On average, around one-third (and in some EU member states more than half) of young people are still

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3. Over the course of 2005, the overall unemployment rate for the EU-25 continued the fall that had started from the first quarter of 2004, when the rate peaked at 9.2%. By the first quarter of 2006 it had fallen to 8.4%, the same level as the minimum achieved in the first half of 2001, and with the number of those unemployed at just under 19 million. At that time the (seasonally adjusted) unemployment rate ranged from as low as just over 4% in Denmark, Ireland and the Netherlands to as high as 15.7% in Slovakia and 16.9% in Poland.
  4. The average youth unemployment rate in the EU declined in 2005, down some 0.4 percentage points compared to 2004 and mainly driven by the reductions in most of the new member states (especially the Baltic States, Poland and Slovakia) and Spain. However, at 18.5%, the youth unemployment rate still remains around twice as high as the overall unemployment rate, pointing to an over-supply of relatively low-skilled, inexperienced young workers.

not in employment one year after finishing their education. A small, but significant part of youth remains trapped in precarious work arrangements from which they find it difficult to exit. Another relatively small but relevant group at risk of labour market and social exclusion is youth who experience longer spells of being neither in education, nor employment nor training.

**Source**

➡ *Employment in Europe report 2007*

Concerning the south east of Europe, the employment rates by age groups show serious access to employment problems for young people. According to national statistics the employment rates of the age group 15–24 years are almost two times lower than those of the age group 50–64 years and three to four times lower than those of the age group 25–49 years; they are lower than the average for the EU, too.

**How can Scouting respond?**

- Play an active role in youth employability.
- Work more on life skills with young people, especially in older age sections.
- Promote the value of experiences gained by volunteering, perhaps a system of experience validation.
- Gain external recognition of Scout training, especially by governments.

## 2.8 The Impact of Globalisation

Globalisation is a term that is used in many ways, but the principal underlying idea is the progressive integration of economies and societies. It is driven by new technologies, new economic relationships and the national and international policies of a wide range of actors, including governments, international organisations, business, labour and civil society.

Broadly speaking, the process of globalisation has two aspects. The first refers to those factors – such as trade, investment, technology, cross-border production systems, flows of information and communication – which bring societies and citizens closer together.

The second refers to policies and institutions, such as trade and capital market liberalisation, international standards for labour, the environment, corporate behaviour and other issues, agreements on intellectual property rights, and other policies pursued at both the national and international level which support the integration of economies and countries. In terms of the latter aspect, the existing pattern of globalisation is not an inevitable trend – it is at least in part the product of policy choices. While technological change is irreversible, policies can be changed. Technological advances have also widened the policy choices available.

The social dimension of globalisation refers to the impact of globalisation on the life and work of people, on their families, and their societies. Concerns and issues are often raised about the impact of globalisation on employment, working conditions, income and social protection. Beyond the world of work, the social dimension encompasses security, culture and identity, inclusion or exclusion and the cohesiveness of families and communities.

Globalisation brings new potentials for development and wealth creation. But there are divergent views and perceptions among people concerning its economic and social impact, and indeed widely varying impacts on the interests and opportunities of different sectors and economic and social actors.

### Source

➡ *World Source: Commission on the Social Dimension of Globalisation*

### How can Scouting respond?

- Integrate the notion of youth participation at all levels of the movement (unit, group, national association, European and world level) in their youth programme and educational methods.
- Continue playing important front-line roles in solving international problems: administering development aid, responding to humanitarian crises, etc.
- Bring issue- or country-specific knowledge and expertise to the decision-making table.



## 2.9 Growing and declining business

The long-term development of the economy is often best seen as shifts in economic structure. These transformations characterise entire eras of economic development, giving rise to expressions such as 'the Industrial Revolution' and 'the services economy'. Indeed, structural change, driven by shifts in relative productivity and demand, is practically synonymous with economic development. This reallocation of resources towards more productive activities is how market economies have grown and yielded previously unimaginable standards of living for the majority of their citizens. However, structural change is seldom a smooth and painless process. Even if it is driven by the need to maintain or enhance profitability, and to therefore ensure the survival of the company (and thus jobs) in the long term, restructuring is primarily perceived as having a negative impact on employment levels at particular workplaces.

There appears to be some perception of an increased rate of structural change (and restructuring) in recent decades. There is concrete evidence of increased concern about restructuring. Surveys show a significant decline in employees' sense of job security, and restructuring is high on the policy agenda in the member states and at European level.

### How can Scouting respond?

- Discuss laws that improve social care (parents can benefit from social help to send their children in camps, etc...) with governments.
- Be aware that changes at home, due to job loss, missed promotions, etc., can have different impacts on children, and, in some extreme situations, can influence their physical health.

## 2.10 Working time and second jobs

In 2005, average usual weekly working hours (in the main job) among all employees in the EU varied from 29.6 hours in the Netherlands to 41.2 hours in Latvia, and with the average for the EU as a whole being 36.6 hours.

Much of the difference is due to the fact that average working hours for women in the new member states are more similar to those of men than is the case in the EU-15 countries. In general, and resulting from the fact that part-time work remains predominantly a feature of female employment, men work longer hours on average than women, the difference being 7 hours on average for the EU as a whole but more than 10 hours in the UK and the Netherlands.

Examining the changes in weekly working hours (in the main job, based on data from the EU labour force survey) for all employees between 2000 and 2005 reveals that average hours in work continue to decline for employees in the majority of EU member states and for the EU as a whole. For some (mainly the new member states, Ireland and the UK) this reflects reductions in working hours in general, for example in the Czech Republic and Slovakia weekly working hours for full-time employees have decreased by around 2 hours and 1.5 hours respectively, driving the overall decline in average working hours for all employees in those member states. In other member states (mainly the EU-15 countries) the fall in average weekly working hours for employees is due more to the increase in the share of part-time employment, this being the case for example in Germany and Spain.

### Source

➡ *Employment in Europe 2006 – European Commission*

### How can Scouting respond?

- Those who have a second job and/or are working longer hours don't have the time to be fully involved in volunteering. Scouting should provide those who still want to volunteer with less time-consuming, short-term tasks.

## 2.11 Households and ICT access

There is little doubt that information and communication technology (ICT) is responsible for profound economic and social change over the past decade or so.

That we live in a period of unprecedented technological change, both in terms of the extent and speed of change, has been discussed extensively. Many of the underlying transformations are undoubtedly associated with the set of technologies that have come to be known as ICT. They permeate every aspect of life – economic, social, political, cultural and otherwise – and have created great interest regarding their actual and potential impact.

The last two decades, in particular, have witnessed the widespread adoption of a great number of such technologies, notably the personal computer, the cell phone and the Internet. Together with its multitude of applications, ICT touches on nearly every known economic and societal norm. Unheard of until fairly recently, life without e-mail sounds like an anomaly today.

The EU has, as one of its key priorities 'connecting all schools to high-speed Internet by 2010 and setting national targets for connecting households (the Commission had initially suggested an EU-wide goal of at least 30% of the EU population, but member states did not take this up)'.

### How can Scouting respond?

- NSAs and NSOs should develop their communication using the new ICT possibilities.
- Scouting can reach out to new members through these new tools (website, etc.)
- Improve communication with partners around the world by taking advantage of ICT channels.

## 2.12 Individuals and ICT use

In contrast to the strong interest in the impacts of ICT use by businesses, there has been little work done on the impacts of household and individual use. However, the availability of ICT has obviously changed – and will continue to change – the way people work (for instance, teleworking), how they access commercial and government services, and what they do with their leisure time (for instance, the substitution of the Internet for TV). These changes are having, and will continue to have, impacts on society and the economy.

It is clear that there are both negative and positive aspects to such use. For instance, on the negative side, consider the question of undesirable content accessible via the Internet and changes in the way people relate to each other (for example, the substitution of e-mail and text (SMS) messages for personal contact). On the positive side, there are many advantages and conveniences offered by ICT in learning, communicating, accessing services and so on.

In 2005, 43% of private individuals accessed the Internet on average at least once a week and an identical number declared never to have used it. An area that has received significant attention is the question of the digital divide. It is predicated on the assumption that ICT is, on balance, a positive phenomenon and that those without access to it are relatively disadvantaged. If we compare regular Internet use by private individuals based on occupation, students are proportionately the most regular users of the Internet. By contrast, 48% of unemployed persons claimed never to have accessed the Internet.

As these topics have not received as much attention from economists as the economic impacts of ICT use by businesses, empirical literature is somewhat limited.

### How can Scouting respond?

- Use ICT to benefit from volunteers who can only work at home or who are abroad.
- Facilitate communication between volunteers and your organisation.

## 3. Attitudes towards volunteering

### 3.1 Risk management and volunteering

The subject of risk and volunteering has become a major focus in the past few years. Risk consciousness in the voluntary and community sector (VCS) has seen a dramatic increase in the past five to ten years. This is due to seven interlinked factors:

1. The changing role of the sector and an increased reliance on volunteers.
2. Greater emphasis on the rights and protection of vulnerable people.
3. Increased legislation and regulation.
4. Greater pressure from funders and local authorities.
5. The professionalisation of the sector.
6. Insurance increases and restrictions.
7. Legal claims and the wider context of the compensation culture.

Risks in VCS include injuries to clients, employees, volunteers and the public; damage to property; employment practices; fraud; and legal requirements and compliance. Volunteer-related risks include exceeding boundaries and authority, substandard performance and abuse, breach of confidentiality, and misrepresenting the organisation.

One of the most important messages about risk is that it cannot be completely eliminated. A second equally important principle is that it shouldn't be. Risk is a fact of life and risk-taking is a vital element of a healthy and innovative volunteer sector, particularly in the areas of social care, sport and adventure.

Risk management in the VCS presents special challenges because of the enormous range of activities and the limited resources and staffing of the majority of organisations. It is defined both by its aim and its methods. Its central aim is dealing with uncertainties and minimising their negative impact and, as a discipline, it comprises strategies, techniques and processes to recognise and control any threat or danger.

The growth of risk management in the VCS has been dramatic over the past decade and particularly this century. Some survey findings show that 85% of organisations in Western European countries now have a written risk management plan and/or carry out risk assessments for volunteering. While smaller organisations are less likely to have these, many are risk-conscious and have a number of measures to ensure safety, such as screening, health and safety policies and child protection policies.

Most organisations recognise that risk management has significant benefits in strengthening their assets, services and accountability. It is an integral part of good organisational management and has itself helped stimulate more professional management practices, including leadership and training for volunteers. Having safe practices and precautions in place reassures members, users, users' families, volunteers, staff and the public, as well as protecting organisations' reputations and maintaining sponsorship and funding. It can also be an important factor in getting insurance.

The focus on risk has had significant effects on volunteers, both directly and indirectly through impacts on organisations. Volunteers themselves worry about risk and being sued, and paperwork and the level of responsibility put some off. The research evidence suggests that fears that people are being put off volunteering are well founded.

For more precise information about Risk Management and Volunteering, please consult the survey *On the Safe Side* by Katharine Gaskin.

#### How can Scouting respond?

- Develop our own risk management policies.
- Nurture good communications with volunteers and create a win-win situation (both sides benefiting from volunteering).
- Adopt a serious and comprehensive approach to volunteer management.

### 3.2 Diversity and volunteering

There have been dramatic changes in Europe over the last decade; we are now a multicultural society. Population around Europe today reflects a diversity of ethnicity, culture, language, religious beliefs and experience. Community and voluntary groups are faced with the growth of an increasingly diverse society. Approaches that worked before may not be as useful now. Organisations that learn to harness this diversity will be more effective and competitive than those that don't. Diversity in volunteering means developing a varied team of volunteers that reflects the diversity of people in your community. A diverse approach ensures that all people are welcomed and that difference is celebrated.

The advantages of diversity include, amongst others, attracting more volunteers, receiving an influx of new ideas and fresh approaches, making your organisation's work increasingly relevant to more members of society, improving your public image, developing high quality service and activities, playing a role in making society more inclusive, etc. Clearly, diversity is the way to fit the development of the society and the best way to influence it.

In the last decade, various international, European and national laws and policies promoting equality were developed and implemented to promote diversity, human rights, etc. This new framework can be used to develop the diversity of organisations.

#### How can Scouting respond?

- Benefit from the new legal framework (promoting equality, volunteering, etc.) at all levels, to encourage diversity in NSA activities and management.
- Be a key player in the promotion of diversity in society and in civil society.



### 3.3 Age discrimination and volunteering

Volunteering by older people benefits both the individual and the organisation to which they offer their services. For the older person, voluntary work can:

- Help maintain a sense of purpose and self-respect, particularly for those who have retired from paid work;
- Lessen the isolation felt by those cut off from social networks in the workplace and from their families; and
- Have beneficial effects on physical and mental health.

For the organisation, older volunteers bring:

- Maturity and experience gained from both inside and outside the workplace;
- Skills built up through many years of life and work;
- Availability – as older people usually have more time to spare and are more flexible in terms of when they work; and
- Loyalty – research shows that older people contribute more hours than any other age group, are more likely to be content with their voluntary work and to stick with it.

On the face of it, older people would appear ideal candidates for volunteer work, particularly at a time when they are living longer and healthier lives. Indeed, people over the age of 65 have bucked the overall downward trend in volunteering. Despite a positive increasing trend in the rate of volunteers, older people are still under-represented in volunteering compared with people in their thirties or forties.

A previous survey, Issues in Volunteer Management (<http://www.ivr.org.uk/researchbulletins/bulletins/issues-in-volunteer-management-a-report-of-a-survey-.htm>), carried out in 1998 found that 19% of organisations had upper age limits for volunteers. Of the 61% of organisations that responded to a new survey, 60% still claimed to have a fixed retirement age. This seemingly dramatic decline since 1998 may represent a real change in policy among a number of organisations but it may also reflect reluctance on the part of organisations to discuss what may be a sensitive issue.

It is clear that a significant minority of volunteer-involving organisations operate an upper-age-limit policy. Such policies actively discriminate against people on the grounds of age and are a waste of potential talent.

The difficulty in obtaining insurance is the principal reason given for retiring volunteers, particularly in relation to driving. A perception clearly exists among some insurance companies that older people are a high-risk group although, in relation to driving, the evidence suggests that younger people are more likely to have accidents.

Other factors that lead organisations to implement upper age limits are the fact that having a blanket policy avoids the need to assess volunteers on an individual basis and that older people are often perceived as lacking the ability to carry out tasks due to declining health.

For more information, go to the [Institute for Volunteering Research](#).

### How can Scouting respond?

- Explore better methods for cooperation between volunteers of different ages.
- Examine removing upper age limits for volunteers and look at constructive alternatives to their use.
- Encourage older people to explore their full potential as volunteers by regularly assessing individual skills and capabilities and providing appropriate training and support.

### 3.4 Lifelong learning and volunteering

Lifelong learning is seen as essential for economic growth, sustaining democracy and social cohesion.

Lifelong learning, as a socio-political issue, is becoming increasingly important in many countries and is, at the moment, a key issue in Europe. There is recognition that there is a comparatively short supply of skilled entrants into the labour market. In part, this is due to a declining youth population. By contrast, there are many existing workers, often with lower skills and therefore reduced opportunities for employability in new and emerging businesses that are making it difficult to sustain economic growth and social cohesion. Furthermore, an ageing population and welfare demands are requiring many adults to work longer before retiring.

The response, therefore, is to look at creating opportunities for more vocational education, retaining young people in secondary and tertiary education longer and making access to education easier. Increased opportunities for vocational training and development are also welcomed. There is increasing recognition that education and training comes not only from the formal education sector, but also from business and importantly for Scouting, from the non-formal, voluntary sector.

#### Source

➡ *Key figures on Europe 1995-2005*

#### How can Scouting respond?

- NSAs should develop a Lifelong Learning Policy to demonstrate commitment to the use of the Adults in Scouting model.
- This Lifelong Learning Policy should be used to highlight the value of the adult leader training provided by Scouting, and to show that Scouting actively contributes the development of the country's socio-economic fabric.
- Lifelong Learning in Scouting can remind adults of their commitment to continually review and undertake training appropriate to their role or personal development needs

## 4. Evolution of volunteering

### 4.1 Culture and volunteering

Volunteering in Europe has a long tradition and is culturally accepted and seen as worthwhile by both the public and government policy-makers. It often suffers, however, from outdated notions of worthy philanthropy; therefore, changing the image of volunteering to make it more attractive towards groups currently excluded or with lower levels of participation in volunteering would have a significant effect. Inclusion strategies seem particularly effective in addressing this, with peer identity and community involvement important elements of a successful approach. As with young people, the image of volunteering needs to be moved away from the perception of middle-class, middle-aged activities based around charity shops if young people are to feel more welcome.

Our vocabulary has changed along with the volunteers and the types of things they are doing. Some of the shifts include:

Past	Present
<ul style="list-style-type: none"><li>• Volunteers were asked to do work that was identified by the organisation.</li><li>• Volunteer work was based on organisational needs.</li><li>• There was clear distinction between work done by paid professional and work done by volunteers.</li><li>• Volunteer programmes have been built around structure, form and systems to manage volunteers.</li><li>• Volunteers were expected to be altruistic.</li><li>• Volunteers were expected to respond to the mission and cause of the organisation.</li></ul>	<ul style="list-style-type: none"><li>• Volunteers identify the work they are interested in doing.</li><li>• Volunteer work must address personal needs and personal growth.</li><li>• Volunteers are asking and are being asked to do the same work that paid professionals do or have done.</li><li>• Today's volunteers are entrepreneurial and creative, and want freedom from systems and structures.</li><li>• Volunteers are more open about their self interests.</li><li>• Many volunteers respond to the perks, prestige and opportunities for personal growth.</li></ul>

#### Source

➤ *What Has Changed?, Merrill Associates*

#### How can Scouting respond?

- Work on the image of volunteering in society.
- Develop partnerships and awareness campaigns with other big national volunteering organisation.
- Present volunteering as a cultural and spiritual way of doing things more than a religious duty or a charitable obligation.

### 4.2 Faith and volunteering

Europe is home to a wide variety of faith communities, each of which has its own distinctive tradition of voluntary action. Indeed, many of these communities and their institutions seem to depend almost entirely upon voluntary action for their survival: a large proportion of community members volunteer regularly and an even larger number volunteer occasionally.

Voluntary action within faith communities seldom conforms to the dominant Western concept of volunteering: that is, activity that is carried out through an organisation and where the distinction between volunteer and beneficiary is clear. Instead, faith-based volunteering is often informal, evolving spontaneously out of local groups or congregations, and shows a strong bias towards mutual aid.

Research provides no evidence that different belief systems give rise to different kinds of voluntary action. In fact, the volunteering carried out within the various faith-based communities studied has many features in common: individuals help each other out or come together in groups to tackle local issues – usually spontaneously, as an accepted part of everyday life, and only occasionally through more organised services.

Today lots of volunteer organisation are linked or recognised by some religion and/or faith-based communities. These organisations benefit from the large motivation that volunteers can find in the faith. On the other hand, some organisations behave in totally the opposite way: they reject any kind of beliefs and religion in their organisation and don't want to work with faith-linked organisations. There is more and more hostility against volunteer organisations linked with faith and religion and a lot of people outside of volunteering have a bad image of faith-linked volunteering.

In Scouting, we identified some trends recently:

- Almost all (or all) associations now offer Scouting to people regardless of their faith.
- Several associations have removed religious denomination from their name.

### How can Scouting respond?

- Work on the image of faith-linked organisations as inclusive and open to all.
- Show that faith-linked organisations and non-faith-linked organisations can work together towards the same aim.



### 4.3 Employer-supported volunteering and corporate social responsibility

Businesses and the public sector are becoming increasingly interested in how their own employees can become involved in volunteering. Many and varied programmes are being set up to assist employees to volunteer, whether during work hours or in their own time. This is called employer supported volunteering (ESV).

Small and medium-sized enterprises (SMEs) also realise the huge importance of local relationships to their business. In 2001, a survey showed that 61% of SMEs were involved in their community in some way. ESV may complement and enhance other community investment programmes, such as charitable and community donations, payroll giving schemes, charity-of-the-year partnerships, recycling office equipment, and other forms of giving time, such as secondments.

So what distinguishes ESV from other forms of volunteering? ESV is a three-way partnership between the employer, the employee and the volunteer-involving organisation e.g. a community group, school, hospital, or local football team. For each party there are clear benefits in getting involved:

- Benefits for the employer: demonstrates commitment to building healthy communities; develops skills and morale in the workforce; improves image; and can help reinforce brand loyalty.
- Benefits for the employee: offers the satisfaction of 'giving back' to society; develops new skills and enhances existing ones; is fun and can offer a welcome break from the daily work routine!
- Benefits for the volunteer-involving organisation and the community: increases the supply of volunteers with valuable new skills; builds important partnerships with business and the public sector; helps to break down barriers between different sections of society.

The growth in interest in ESV is characteristic of a much larger movement to encourage employers – business and the public sector – to become more socially aware and accountable.

Employers are increasingly realising that they have responsibilities on many levels – from employment records and human rights to environmental issues.

The idea of integrating these issues with business operations and strategy is called corporate social responsibility (CSR)<sup>5</sup>.

The concept of CSR implies that corporations commit to improving society, in the broadest sense of the term, and to protecting the environment. It means that, beyond obeying the national and international legal obligations, enterprises pay greater attention to the human aspects of their activities. Social responsibility covers various areas, among them

#### Internally

- Development of employee skills
- Health and safety at work
- Adaptation to change
- Managing the impact of production on the local environment and on the consumption of natural resources

#### Externally

- Local communities
- Commercial partners, suppliers, subcontractors and consumers
- Human rights
- Environmental concerns at a global level.

#### Sources:

- *Volunteering England*
- *Solvay - Corporate social responsibility*

#### How can Scouting respond?

- Develop links and promote partnerships with small companies at local level on some specific project.
- Promote contacts and partnerships between civil society and companies.
- Work to improve corporate behaviour in the areas of labour and environmental standards.
- Scouting should have our own CSR policy with measurable aims and objectives. We should be conscious of how we interact with society, the economy and the environment.

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5. In 1998, the World Business Council for Sustainable Development (WBCSD) surveyed its member countries to reach consensus. The resultant definition is quite simple: *Corporate social responsibility is the commitment of business to contribute to sustainable economic development, working with employees, their families, the local community and society at large to improve their quality of life.*

## 5. General data on volunteering

### 5.1 Sectors that volunteers are involved in

Each of the **types of volunteering** listed below can be managed (that is, carried out through an organisation) or unmanaged (that is, carried out as a loosely organised or spontaneous community action or as an individual initiative).

#### Mutual aid (also called self-help)

In many countries of Europe, mutual aid is the dominant system of social and economic support for much of the population. Mutual aid is also widespread in industrialised countries, particularly in the form of organisations set up by a group of people all affected by the same problem, such as unemployment or a specific illness. Although self-help meets the basic criteria distinguishing volunteering from other forms of behaviour, its practitioners rarely describe what they do as 'volunteering'.

#### Philanthropy or service to others

People give service to the community as a whole – for example, by visiting, befriending, teaching, and mentoring others – rather than to a specified group to which they themselves belong. Much of this type of volunteering is carried out through non-profit and statutory organisations, and is therefore more widespread in industrialised countries, where such organisations are more numerous.

#### Campaigning and advocacy

People volunteer out of a desire for social change and social justice: for example, activism in an environmental movement; advocacy on behalf of people with disabilities; a group of tenants lobbying for improvements to be made to a housing estate; or the worldwide campaign to ban landmines, which is estimated to have involved 300 million volunteers in a hundred countries.

#### Participation and self-governance

People become involved in the processes of governance: for example, as committee members of their village water and sanitation project, as elected local representatives, or as members of government consultative bodies. This type of volunteering is found in all countries, but it achieves its most developed form in those with a strong tradition of civic society.

Some of the different **fields in which volunteers are involved** are listed here:

- Community activities
- Community peacekeeping
- Emergency response
- Social assistance
- Personal assistance
- Children and youth work
- Human rights, advocacy and policy
- Economic justice
- Religious volunteering
- Education
- Health care
- Environment

## 5.2 Legal status of volunteers

### Definition of a volunteer and volunteering<sup>6</sup>

There is no single generally accepted definition of a volunteer or indeed of volunteering in Europe. Different institutions see volunteers and volunteering from different angles. Some general definitions found include:

**Volunteerism:** refers to all forms of voluntary activity, whether formal or informal, full-time or part-time, at home or abroad. It is undertaken of a person's own free will, choice and motivation, and is without concern for financial gain. It benefits the individual volunteer, communities and society as a whole. It is also a vehicle for individuals and associations to address human, social or environmental needs and concerns. Formal voluntary activities add value, but do not replace professional, paid employees.

**Volunteering:** can occur informally (for example neighbourly 'helping-out'), or within the structures of a non-profit organisation. It is often (but not always) of a part-time nature. It may occur over one day or many years in a range of different fields. It is good practice to ensure that formal volunteers are covered by appropriate accident, health-care and third party liability insurance, that they receive appropriate training and management, as well as the reimbursement of all out-of-pocket expenses.

**Full-time Voluntary Service:** refers to specific, full-time project-based voluntary activities that are carried out on a continuous basis for a limited period of time. Voluntary-service activities may occur at home and abroad. It is good practice to ensure voluntary service volunteers are afforded appropriate social protection, such as accident, health-care and third party liability insurance. Volunteers should also receive appropriate training and management, reimbursement of out-of-pocket expenses as well as appropriate accommodation and subsistence allowances as agreed between the volunteer and the non-profit organisation.

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6. Source for all three definitions: LEGAL STATUS OF VOLUNTEERS: Country Report Poland, European Volunteer Centre

## **Volunteers and the law**

The legal status of volunteers is an interesting and complex area. People new to volunteering are often shocked to discover that volunteers are not covered by the same protections as paid staff. This means that, in theory, volunteers can be discriminated against or unfairly dismissed. However, in some cases volunteers have claimed their status is that of worker or employee.

In fact, the status of volunteer is different depending on the country in which the volunteering activities are taking place and the nationality of the volunteer. There seems to be an interest in the status of volunteers in the political world of Europe. Some countries are working on ideas to recognise volunteers and to allow society to fully benefit from volunteering: France Ireland, UK... For more information about the situation in your country, you should go to your government's website and/or a large volunteer organisation.

In order to give every individual country the opportunity to benefit from voluntary service programmes and from the interchange of volunteers between countries, it is necessary to create a basic legal framework for its development. This can be achieved by taking steps at national and international level, including the realisation of the legal status of volunteers.

Governments should create a legal framework to facilitate engagement, performance and follow-up of the voluntary service experience: a legal framework respecting the philosophy, the capacity and opportunities of all our acknowledged organisations (the small and the big, the rich and the poor). In that sense, a law for volunteers should promote recognition of voluntary service and remove the existing legal and administrative barriers, rather than create additional bureaucratic or financial obstacles.

The EU Youth Program, through the European Voluntary Service, is promoting volunteers and allowing them to have a clear legal status while they volunteer.

## **Welfare protection of volunteers**

Globally in Europe, the system of welfare protection for volunteers changes between organisation and countries because no uniform legal volunteer status exists at the European level. In each country, however, volunteers have an insurance provided by their organisation. Insurance contracts change with companies and organisations. With the launch of the EU Youth Program, a European volunteer status is on its way and we will soon see a system of law that will ensure volunteers have good welfare protection, just as paid workers do.

## 5.3 Volunteer profiles

Certain types of people are more likely to volunteer than others. There is a strong correlation between participation and socio-economic group, with those from the highest groups almost twice as likely to take part in a formal voluntary activity as those from the lowest. The differences are perhaps less marked in relation to informal activity, but the correlation is still strong. Those in paid work were found to be more likely to volunteer than those outside the labour market, with a sharp decline noted among unemployed people. In terms of gender, men and women were equally as likely to volunteer (at 48%). Volunteering tends to peak in middle age, with a tailing off after the age of retirement. However, it also pointed to two marked trends since 1991: an increase in participation by those in the retirement and a sharp decline in involvement by young people, aged 18–24.

### The long-term volunteer

The long-term volunteer matches the common notion of the person who is dedicated to a cause or a group. The main characteristics of the long-term volunteer include dedication to a cause or to an organisation. The long-term volunteer has a strong sense of affiliation with the organisation and its volunteer effort and he/she considers him/herself to own the effort. Long-term volunteers often have a strong emotional investment in their volunteer role and in the sense of personal worth and identity they gain from their participation. They are commonly recruited in one of three ways:

1. By self-recruitment (finding the organisation themselves because of an existing personal commitment to the cause).
2. By growth from within (becoming increasingly connected over time).
3. By cloning, that is, being brought to the organisation because of a close connection to the existing circle of volunteers.

The long-term volunteer will tend to shape his/her own job, adapting their time and energies to whatever is necessary to make the cause succeed. Long-term volunteers tend to be generalists, willing to do whatever type of work is required to make the effort function, although this may not be exciting or rewarding in itself. Motivation for the long-term volunteer is a matter of both achievement and affiliation, and often recognition is best expressed as an opportunity for greater involvement or advancement in the cause or the organisation.

### Short-term volunteer

Over the last decade, a different style of volunteering has begun to develop in Europe. For purposes of comparison, this style is categorised as short-term volunteering. The short-term volunteer has a general interest in an organisation or cause, but not necessarily one of extreme depth. Whilst short-term volunteers support the cause, they don't usually view the organisation or their involvement in it as a central part of their own lives. Short-term volunteers are usually actively recruited to join the organisation. This can happen in one of three ways:

1. They connect with an organisation.
2. They are recruited through participation in a specific event, such as a weekend sports programme or race.
3. They are recruited by forced choice, i.e. they are asked by a friend or employer to volunteer.

Short-term volunteers want a well-defined job of limited duration. They want to know at the beginning of their volunteering exactly what they are being asked to do and for how long they are committed to doing it. Many short-term volunteers can be considered specialists because they are only with the organisation long enough to learn one job or are only willing to perform one type of work. Volunteering can be a win-win situation whereby volunteers learn a skill while donating time – i.e. job placements, summer apprenticeships etc. Usually the more limited the expected time commitment and the better delineated the scope of work, the easier it will be to recruit a short-term volunteer. They may well volunteer throughout their life, but they do not usually remain too long with any one organisation, or they will only work on tasks which allow them to closely control the amount of time they donate. Motivating short-term volunteers is a matter of recognising their personal achievement, not their status within the group. It is a matter of thanking them for their contributions.



## 5.4 Training of volunteers

The training process takes time, effort and requires an input of resources. So why do it? Training demonstrates that the organisation believes in a high standard of work; it lessens the likelihood of mistakes and other problems; it allows new volunteers to learn about the organisation and their specific tasks and allows existing volunteers to better perform their roles, etc.

Some volunteers value the provision of training enormously, regarding it as an essential part and tangible benefit of their volunteering experience. In this case, training will undoubtedly increase volunteer confidence and satisfaction. Others, however, may not see the need for training so the idea of training must be sold with great sensitivity. In all instances, training must be well planned and appropriate to the needs of organisation and to the needs of the individual volunteer.

There are two types of training: induction training and further training.

Even if a volunteer is highly skilled, induction (sometimes known as orientation) is essential. It is the process of preparing the volunteer for a clear relationship with the organisation. It should make volunteers feel comfortable and ensure that they better understand the organisation's mission, vision and procedures, so that they will contribute more productively to the organisation's work. The problem of volunteers leaving the organisation soon after being recruited is often due to a poor induction procedure, which should be relevant and interesting.

Volunteers will usually require training in the specifics of their roles, both initially and on an ongoing basis, in order to perform their work successfully. This training is what we call 'further training'. This may consist of providing information, building skills and attitudes, and raising awareness.

Training includes specific methods and comes in many guises. It may be done in house, externally or jointly with other organisations and includes: on-the-job training, practical demonstrations, work shadowing, mentoring systems, meeting/visiting other organisations, attending conferences, etc. The methods used in training change with the trainer, with the country, and with the culture of the organisation.

## 5.5 Volunteer motivations

Understanding the underlying motivational drives of those who volunteer is a recurring theme in much of the literature on volunteering. What motivates people to volunteer has long fascinated those researching and working alongside volunteers.

What actually motivates a person to volunteer is a complex and vexing question, yet understanding this motivation can be of great assistance to organisations in attracting, placing and retaining volunteers.

Different motivations are of different relative importance to volunteers.

- **Values:** volunteering in order to express or act on firmly held beliefs of the importance for me to help others.
- **Reciprocity:** volunteering in the belief that 'what goes around comes around'. In the process of helping others and 'doing good' my volunteering work will also bring about good things for me.
- **Recognition:** volunteering so that my skills and contributions will be recognised.
- **Understanding:** volunteering in order to learn more about the world through experience or to exercise skills that are often unused.
- **Self-esteem:** volunteering in order to increase my feelings of self-worth and to improve my self-esteem.
- **Reactivity:** volunteering out of a need to 'heal' and address my own past or current issues.
- **Social:** seeking to conform to normative influences of significant others (e.g. friends or family).
- **Protective:** volunteering as a means of reducing negative feelings about myself, for example, guilt, or to address personal problems.
- **Social interaction:** to build social networks and enjoy the social aspects of interacting with others.
- **Career development:** to make connections with people and gain experience and skills in the field that may eventually be beneficial in assisting me to find employment.

## 5.6 The value of volunteering

Performance measurement and accountability have become increasingly important in the sphere of voluntary action. Assessing the total impact of volunteering should take account of different stakeholders: the volunteer, the volunteer-involving organisation, the recipients/beneficiaries, the local community and the wider society; and different types of 'capital': economic, physical, social, human and cultural.

Estimating only the economic value of volunteered time, therefore, is a worthwhile project, but it is fraught with difficulties, principally ambiguity. The economic value of one hour of hired labour is its market wage rate, which is independent of an observer's perspective because it is established by an objectively observable exchange transaction. But, volunteering is a one-way transaction. Volunteers might place a different value on their time than the organisations they are helping ascribe to it. A good example of a different view of measuring voluntary work is that of time banks (see work by the London-based think tank, **nef** (the new economics foundation)). This approach is based on participation and strengthening capacity. Different ways of working by socially responsible businesses, social enterprises and the voluntary sector require new methods to capture economic, social and environmental impacts.

The contribution of volunteering as a percentage of GDP clearly demonstrates the economic value of promoting an extensive volunteerism programme. In countries where statistics are collected on the monetary value of volunteering, volunteering contributes up to 14% of GDP. Additional methods are being developed to measure the economic inputs and outputs of volunteering; the Volunteer Input and Value Audit (VIVA) is one example of innovative measurement tools developed by the Institute on Volunteering Research in the UK. VIVA captures an organisation's expenditures and investments on volunteer-related activities including management and recruiting, and compares them to the overall value of volunteer work. Any demonstrated return on investment through VIVA can be a helpful tool in justifying increased state funding for volunteer programs. Human capital will also be built up over the long term, an aspect not always considered in the overall economic benefits for a country. This is particularly true when large portions of volunteers are youth. Another benefit in the long term of youth targeted service programs is in its proven preventive value. Youth involvement in civic service can bring a drop in drug addiction, crime and incarceration rates.

Social Return on Investment (SROI) is an interesting approach to this developed by **nef**. This tool can be used to measure the financial value of social and environmental as well as economic returns.

On an individual level, volunteering presents economic benefits as well. It can be a means of training and preparing for paid employment that incorporates skills such as leadership, management and communication. Other soft skills, such as social networking and empowerment, will also produce economic gains. More abstract benefits, such as empowerment, confidence and self-esteem, are additional by-products for individuals that assist them in career objectives. Service learning is a common term for volunteer programmes that are targeted to young people, which include a significant training component in their volunteer service.

WOSM - European Region produced the Euro.Scout.Doc issue on the value of volunteering that gives a view on the contribution volunteering makes to the society, the Movement and to the volunteers themselves.

## 6. Conclusion

### 6.1 Challenges for Scouting

#### Competitive recruitment

Considering the trends affecting society today, the volunteer recruitment has to be effective and competitive so that we can improve our place in society. There are much more opportunities for volunteering, in many different ways and, at the same time, people's availability for volunteering is reduced due to pressures we are all exposed to today. To recruit competitively, we need to define jobs or tasks that suit the profile of the person who has the time and is willing to volunteer in Scouting. Scouting should try to better understand the factors that motivate people to volunteer and create effective strategies for recruitment and retention of volunteers.

#### Creating a sense of team

Teamwork is not so much about a structure for accomplishing work, as it is a state of mind about how we accomplish our work. In Scouting, we are very much aware of the importance of teams and teamwork. That is one basis for the Scout method and is also used in our work with leaders. Now, in a more individualised world (where the loss of individuality is one of the major barriers to effective teams), and with more and more volunteers joining the Movement for only periodic or temporary engagements, it will be more difficult to achieve a team spirit and promote teamwork. It is hard to preserve individual dignity and capitalise on differences, while at the same time maximising results of teamwork. We need to keep proving that team results depend on each member's contribution, but also that the success of every member depends on the team's performance. Creating a sense of teamwork and team spirit requires deliberate action to create a sense of belonging, specialness, oneness, and the belief that only by working together can we accomplish our mission and reach our vision.

## Management of volunteers

Volunteers and those who manage them have changed. The majority of today's volunteers are working people looking for short-term, project- or episodic-based volunteer opportunities. Students are also looking for the short-term assignments that fit comfortably with school schedules and requirements. We have better educated volunteers who have been in the workplace and have higher expectation about how the work is organised, managed and scheduled. Volunteer performance, as well as the consistency and quality of service to clients, is greatly improved when: needs are assessed; roles are clearly defined; the volunteer is appropriately matched to the position(s) available; ongoing communication and support exists; there are policies and procedures in place; volunteers are recognised for their efforts; and quality assurance mechanisms are applied.

## Creating the volunteer experience

Research on volunteerism continues to show that younger volunteers are attracted to the mission and values of non-profit organisations, rather than the jobs and tasks. They want to be recognised as full and equal members – partners in our work. We need to create a volunteer experience by recruiting passionate leaders to work side by side with others. The maximum we should strive to is that every leader, everyone who volunteers, feels part of a great Movement, is excited with our results and satisfied with his or her contribution, and so becomes one of the key agents in our promotion. How often do we ask our leaders about their daily experiences of being a volunteer with the Movement? We need to create a pleasant, supportive, empowering, growing environment where every volunteer is encouraged to reach his or her full potential.

## Diversity

The challenges of multicultural societies, the role of service recipients as service providers, the gap between the rich and the poor, the inclusion of persons with disabilities, and the increase/decrease in faith-based volunteering illustrate the growing need to accommodate increasing diversity. This challenge requires greater emphasis on the development of pluralistic approaches to volunteer recruitment, engagement, and management. Volunteer programmes should not be the exclusive realms of the affluent or well educated; volunteerism is a truly inclusive activity. Programmes Scouting offers and our approach to volunteering must recognise the importance and increase opportunities for engaging people from all sectors of society.

### Engaging families

Family volunteering encourages families to volunteer together. By including children and teenagers, parents are instilling a sense of community responsibility. They are also turning outreach into family time together. Also, many companies with corporate volunteer programmes encourage employees' families to participate. Family volunteering offers new volunteer opportunities to groups of people who may not otherwise be able to incorporate volunteering into their lives. In Scouting, family membership and engagement is nothing new. Some associations even prepare specific programmes for families, including family camps.

### Episodic volunteering

Episodic volunteering can be defined as 'service of short duration' performed on a one-time-only basis, or work on a specific project or assignment that reoccurs annually<sup>7</sup>. It is harder and harder to get –a long-term commitment from volunteers, in the way Scouting usually operated throughout its first century of existence. Different factors influence the availability of people and between one-half and one-third of volunteers now consider themselves as sporadic volunteers. Scouting needs to find ways to provide sporadic, occasional, temporary jobs to volunteers who can't commit for longer time periods. They can take over some of the large portion of work undertaken by long-term committed leaders and make their work easier.

### Virtual volunteering

Virtual volunteering began with the development of the Internet and the World Wide Web. Virtual volunteering means volunteer tasks are completed, in whole or in part, via the Internet. It's also known as online volunteering, cyber service, online mentoring, teletutoring and by various other names. In Scouting, most of the 'usual business' is done in teams, and it may seem inappropriate to think about using this new pattern of volunteering. But, several small tasks (mostly those that are occasional or sporadic) fit into this category: producing documents, data processing, text processing and layout, translations, web design and management, accounting, research, etc.

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7. Macduff, Nancy, "Episodic Volunteering: Reality for the Future," Voluntary Action Leadership, Spring 1990.

### **Cross-national volunteering**

International volunteering is not a new phenomenon. As technology has increased the levels of communication about global issues and concerns, there has been greater interest in sharing skills and expertise across national boundaries. Recent shifts are changing the patterns and promoting volunteering within and among developing countries. The international dimension is deeply rooted in Scouting. We see ourselves as a worldwide Movement, with every Scout being brother or sister to other Scouts. Some associations even have international voluntary work as part of their educational proposal, especially for Rovers and Venturers. Cross-national volunteering is also very much supported by different European programmes.

### **Voluntourism**

Combining volunteer work with holidays was once the domain of non-profit organisations and small adventure companies. Nowadays, travellers are looking for a sense of purpose in their leisure activities, which has resulted in the rise of socially responsible travel. Different online courses like 'What kind of volunteer service is best for you?' followed by 'So you want to be a volunteer? Getting ready for a successful experience' help those interested to recognise their interests and get ready for an exciting and useful experience. Scouting can certainly offer a lot of opportunities to voluntourists, both in preparing them for such an adventure and using people's interests to deliver various projects.



## 7. List of References, sources and links

### References and sources

**Recent demographic developments in Europe 2004** – Council of Europe

**Employment in Europe 2006** – European Commission

**Key figures on Europe 1995-2005** - Eurostat

**An overview of child well-being in rich countries** - Report Card 7, UNICEF Innocenti Research Centre

**European education and training systems in the second decennium of the Lisbon strategy** - Joint Analytical Report for the European Commission prepared by the European Expert Network on Economics of Education (EENEE) and the Network of Experts in the Social Sciences of Education (NESSE)

**Key topics in education in Europe** - European Commission, Eurydice, Eurostat, 2005

**Employment in Europe Report 2007** - European Commission

**A fair globalization: creating opportunities for all** - Report from the World Commission on the Social Dimension of Globalization

**Issues in volunteer management; a report of a survey** - Institute for Volunteering Research

**What has changed?** - Merrill Associates

**Five emerging patterns of volunteerism** - Merrill Associates

## Useful links

**How to use research to enhance Guiding and Scouting** - This tool kit aims to offer limited scientific background of research

[http://www.scout.org/en/content/download/6230/58506/file/How\\_to\\_use\\_research\\_E.pdf](http://www.scout.org/en/content/download/6230/58506/file/How_to_use_research_E.pdf)

### **Eurostat**

<http://epp.eurostat.ec.europa.eu>

### **Institute for Volunteering Research**

[www.ivr.org.uk](http://www.ivr.org.uk)

### **Survey Issues in Volunteer Management**

<http://www.ivr.org.uk/researchbulletins/bulletins/issues-in-volunteer-management-a-report-of-a-survey-.htm>

**From brain drain to brain gain?** The impact in Central and Eastern Europe of the free movement of workers - European Policy Centre

<http://www.epc.eu/en/er.asp?TYP=ER&LV=293&see=y&t=2&PG=ER/EN/detail&l=&AI=802>

**Measuring volunteering: a practical toolkit** - A joint project of INDEPENDENT SECTOR and United Nations volunteers

<http://www.independentsector.org/programs/research/toolkit/IYVToolkit.PDF>

### **Employment in Europe**

[http://ec.europa.eu/employment\\_social/employment\\_analysis/employ\\_en.htm](http://ec.europa.eu/employment_social/employment_analysis/employ_en.htm)

**Growth and Jobs: Re-launch of the Lisbon strategy** - EurActiv

<http://www.euractiv.com/en/innovation/growth-jobs-relaunch-lisbon-strategy/article-131891>

**On the safe side**, Katharine Gaskin

[http://www.volunteering.org.uk/NR/rdonlyres/D5794A79-4075-4B08-A434-152C10BEEC1C/0/On\\_the\\_safe\\_side.pdf](http://www.volunteering.org.uk/NR/rdonlyres/D5794A79-4075-4B08-A434-152C10BEEC1C/0/On_the_safe_side.pdf)

### **European Voluntary Service**

[http://ec.europa.eu/youth/youth-in-action-programme/doc82\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc82_en.htm)

**Time banks** – nef (the new economics foundation)

[http://www.neweconomics.org/gen/m2\\_i7\\_timebanks.aspx](http://www.neweconomics.org/gen/m2_i7_timebanks.aspx)

**Volunteer Input and Value Audit (VIVA)**, Institute on Volunteering Research in the UK

<http://www.ivr.org.uk/NR/rdonlyres/C07E99EC-3818-4618-A0DB-914ACAD28B65/0/viva2003.pdf>

**Social return on investments** – nef (the new economics foundation)

[http://www.neweconomics.org/gen/news\\_SROI.aspx](http://www.neweconomics.org/gen/news_SROI.aspx)

**Value of volunteering** - WOSM–European Region

[http://www.scout.org/en/around\\_the\\_world/europe/information\\_events/resources/euro\\_scout\\_doc\\_1/value\\_of\\_volunteering](http://www.scout.org/en/around_the_world/europe/information_events/resources/euro_scout_doc_1/value_of_volunteering)

**Voluntourism**

<http://www.voluntourism.org/>



## 8. Appendices

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