



COMPARATIVE ANALYSIS ON THE VOLUNTEERING SITUATION IN THE SOCIAL SPHERE OF THE BORDER REGION RO - BG

INTRODUCTION |

The object of this report is to perform a comparative research study on volunteering in the social sphere, in two geographic regions of Romania, Dolj and Mehedinti and Bulgaria's Vidin and Montana, targeted by “Volunteering for Social cohesion” Project, funded under CBC Programme 2007-2013, Romania - Bulgaria.

The results of this study are based on future activities of the project and are a starting point for developing a methodology for recruiting, involving and motivating volunteers, border applicability.

The main objective of the project is to increase voluntary contributions to the social development of local communities in RO-BG border area by strengthening the organizational capacity of partners to help develop volunteering and developing a supportive social environment that contribute to the promotion and development of volunteering in the two areas.

The Project “Volunteering for Social cohesion” focuses on the issues and opportunities identified in the border area, south and north of the Danube, in the sphere of social volunteering. It also aims to provide consistent and effective answers to common problems, and start actual mining operations opportunities by sharing human and material resources in target areas.

The main directions of the project are:

Develop a common methodology for attracting, motivating and involving volunteers in social sector, by:

- Conducting a comparative research study in two regions of the project on the situation of volunteering in the social sector; study will be done on three target groups, social service providers and providers of public and private educational services, and young people aged between 16 and 25 years from four counties in the border area



Establish a cross-border network for the promotion of volunteering in social sector, by:

- Involving young people in volunteering and development of cooperation with social service providers who work at the community level and the relations between social service providers and educational institutions of the young volunteers. This framework will be supported by a network of educational and social institutions in the four regions and by a network of volunteers who will act methodically through two methodical centers, one in Craiova and one in Vidin.

Establishment and operation of two Methodical Centers for volunteering in social sector, based on:

- Strengthening organizational capacity of social and educational institutions in the two regions to help develop volunteering in the border region.
- Developing a supportive social environment for the promotion and development of volunteering in the two border areas.

The methodology developed jointly for attracting, motivating and involving volunteers, and two methodical centers for voluntary in social sector develop the ability to respond in a sustainable and durable way to requests for training, counseling and support, which come from representatives of institutions of local communities who wish to undertake volunteering in their structure.

This project connects people, institutions and communities and encourages their involvement in joint activities to help them overcome the physical and socio-cultural barriers and create common tools for sustainable development in the social sector border.



THE CONTEXT OF VOLUNTEERING IN THE CROSS BORDER AREA OF ROMANIA - BULGARIA

ROMANIA: „Volunteering is an activity of public interest carried on its own initiative by any person for the benefit of others, without receiving a material consideration; work is public work in areas such as health and social services, human rights, healthcare, cultural, artistic, educational, learning, scientific, humanitarian, religious, philanthropic, sporting, environmental, social and community and others“.

Volunteering Law - no. 195/2001 revised on 30/07/2006

BULGARIA: “Traditionally, the term volunteering in Bulgaria refers to any activity carried out for the benefit of others without requiring financial gain. Bulgaria's legal system has no legal definition of volunteering, but in 2006 was elaborated a theory on voluntary "activity that is done on a voluntary basis without remuneration in non-profit organizations or institutes state".

*Communication on EU Policies and Volunteering:
Recognising and Promoting Crossborder Volunteer activities in the EU*

In Romania, volunteering began to develop after 1990, when international organizations such as Peace Corps volunteers began placing foreign volunteers in the country and international organizations with branches in Romania, World Vision, Habitat for Humanity, brought with them expertise in volunteer management. Also, at that time began to emerge funding specific to some components of volunteer in NGOs activity. In 1997 already began to appear first volunteer departments in NGOs in Romania, with the support of the European Union. UN declaration of 2001 as International Year of Volunteers triggered thereafter initiatives in this field, together with true shaping of voluntary movement in Romania: Volunteer Law is adopted, the



new centers of voluntary are built. Regarding the volunteer profile in Romania, it is most often represented by young people aged up to 30 years, female sex in general. Romanian volunteers are mostly students¹.

In Bulgaria, there is no law regulating volunteering. This creates more difficulties for NGOs and companies that work with volunteers and also some confusion about the responsibilities of both partners: institutions interested in organizing volunteering and volunteers involved.

There is no national information on the number of people who get involved in volunteering in Bulgaria, but there is information on institutions that use volunteers in activities they carry out. These institutions have their own rules of recruiting, training and managing volunteer activities.

An important aspect of volunteering in Bulgaria is that, in general, individual volunteers engage in activities usually short, and organizing various events and fundraising activities during some national holidays and religious. Also, are organized volunteer activities to support certain social categories.

In Bulgaria, the concept of volunteering is not yet well understood and assumed. Few people are motivated to engage in activities that do not pay, employers still deny involvement in volunteering as a form of work experience, and the benefits for volunteering are very low.

Profile of volunteers in Bulgaria is most often represented by young people aged between 15 and 19 years, generally females and people with a high social status. Bulgarian volunteers are mostly students very good in school.

Like many other countries in the European Union, the nonprofit sector in Romania and Bulgaria faces the need to address to community in order to attract volunteers in organizing various community service programs as an important part of human resources².

A major challenge for institutions in the social sphere is to develop and manage their own capacities and abilities of recruitment and involvement of volunteers, so that they meet their organizational needs, motivational needs of volunteers, but also the community needs - in context that neither the state nor existing financing programs can provide all the resources nonprofits need to meet their mission³.

This study starts from the premise that the most effective method of achieving the said objectives is to give voluntary segment same constant: a supportive social environment for the promotion and development of volunteering.



In this respect, the research will focus on key factors with an important role in developing a supportive social environment for the promotion and development of volunteering:

- Providers of public and private social services (face an urgent need of human resources to support their social programs);
- Educational institutions and other educational providers (these institutions can ensure the organizational and educational framework to provide human resources for various volunteer programs);
- Young people aged between 16 and 25 years (young people in the education system are more open to the idea of being involved in volunteer activities);

This report analyzes the situation of volunteering in the social sphere, the problems and opportunities identified in the border area and aims to exploit opportunities by sharing human and material resources of the target area in order to develop strategies for the community.

Study proposes to address a topic area of interest which has many beneficial effects. Besides the impact on the community, volunteering helps to promote the development of people practice it, by offering new possibilities of interaction, increasing and diversifying social networks, acquiring new skills and abilities. In this context, volunteering is seen as part of NGOs activities and is considered a resource for economic and social development of communities.

Objective of research: comparative analysis of volunteering in the social sector of the border area Romania – Bulgaria, respectively Dolj and Mehedinti of Romania and Bulgaria Vidin and Montana.

Working hypothesis: volunteering expression is dependent of human resources involved, the willingness and availability to be involved and to provide resources that can meet the needs of the community. Given this hypothesis, research has focused on educational and social service providers, public or private, and young people aged between 16 and 25 years from four counties in the border area, Dolj and Mehedinti of Romania and Vidin and Montana in Bulgaria.

¹ Pro Vobis – National Center of Resources for Volunteers

² According to Communication on EU Policies and Volunteering: Recognising and Promoting Crossborder Volunteer activities in the EU,

³ Philanthropic behavior trends in Romania, 2003



METHODOLOGY |

For the purpose of comparative analysis of the volunteering situation in the border area a representative sample was used for the two regions covered by the project:

- 80 educational institutions and social institutions of the border area Ro - Bg, which promote and support volunteering in the social sphere: associations, foundations, NGOs, churches, medical facilities, prisons etc.

As a working procedure and the first step in the development of this research were contacted a number of organizations active in the social field of the four regions covered by the project. One result of this approach is to select a total of 50 representatives of social institutions that have expressed interest in getting involved in this study, as respondents to research segment of *social institutions*. The same method was used to recruit respondents in the case of *educational institutions* segment, and after contacting them were selected for participation in the study a total of 30 representatives of educational institutions in the four regions covered by the project.

- 603 young people from the border area, aged between 16 and 25 years, sample divided into two categories: youth volunteers and non-volunteers.

To achieve the overall objectives of the research, it was considered necessary to analyze the opinion of young people in the age group 16-25 years⁴, age was the only statistically filter used in the selection of respondents. Non-voluntary youth category, although subsequently introduced in research supports secondary objectives of research.

Reaching the numeric indicator for *Youth* research segment was supported by representatives of social institutions and educational institutions that facilitated the recruitment of a big part of youth sample. In order not to affected the research results, meaning direct or indirect influence of the responses given by respondents,



they were approached only by trained interviewers in this regard. For young people, 87% of questionnaires were applied directly and the remaining 13% were self-applied (physical or electronic format).

Sample characteristics: relatively small, representative for the theme studied in the cross-border region Ro - Bg.

Since none of the regions targeted for research has no complete and updated census of the number of active volunteers or database To all institutions that initiate volunteer activities, the sample selected and analyzed in this study is representative only for this research, respectively Dolj and Mehedinti, Romania, and counties Montana and Vidin, Bulgaria.

Data collection. For each target group was developed a questionnaire structured comparable variables which after being analyzed, can give an insight into the perception of volunteering situation in the social sphere of the two regions of the project.

Given that certain concepts from the social sphere (specific language of research, and volunteer issues) have no counterpart in Bulgarian, it is possible that the meaning of certain terms have been misunderstood. There have been efforts to use genuine friendly language in the questionnaire and terminology was clarified by interviewers.

A feature of the study is that it only addresses and analyzes institutions and young people who have been involved at least once in volunteering.

The instruments used in the research were structured in order to collect data that would lead to the achievement of goals, but also had a role to promote the opportunity of involvement of respondents in next phases of the project.

Thus, all the 80 educational institutions and social institutions surveyed, and a percentage of 95% of young volunteers and a percentage of 70% of young non-volunteers responded positively to the request to register in a database that will underpin the work of two volunteer centers that will be established to provide advice, support, training and updates on developing volunteer programs in the community.



Conceptual framework. In this section is presented the reasoning behind the study structure and the working hypotheses that have contributed to the indicators and variables analyzed.

The study took into account several aspects of volunteering:

- The size and structure of volunteering within educational institutions and within the social institutions - in the four counties, Dolj and Mehedinti, Romania, and the counties of Montana and Vidin, Bulgaria.
- Strategies and methods of action. How institutions recruit their volunteers?
- motivational factors. Identification and evaluation of intrinsic and extrinsic factors that contribute to the decision to get involved in volunteering. What would motivate those who do not volunteer to get involved in volunteering.
- Potential volunteering: future directions. What could improve the current situation of volunteering?

All these aspects are considering volunteering and how to initiate actions taken for this purpose and are based on the following hypothesis: the collaboration between the two types of institutions (educational institutions and the social institutions) may contribute to the development of methods designed to capitalize interests, the skills and capacity of young people involved in volunteering.



⁴ * educational institutions participating in the study may refer primarily to this age group;

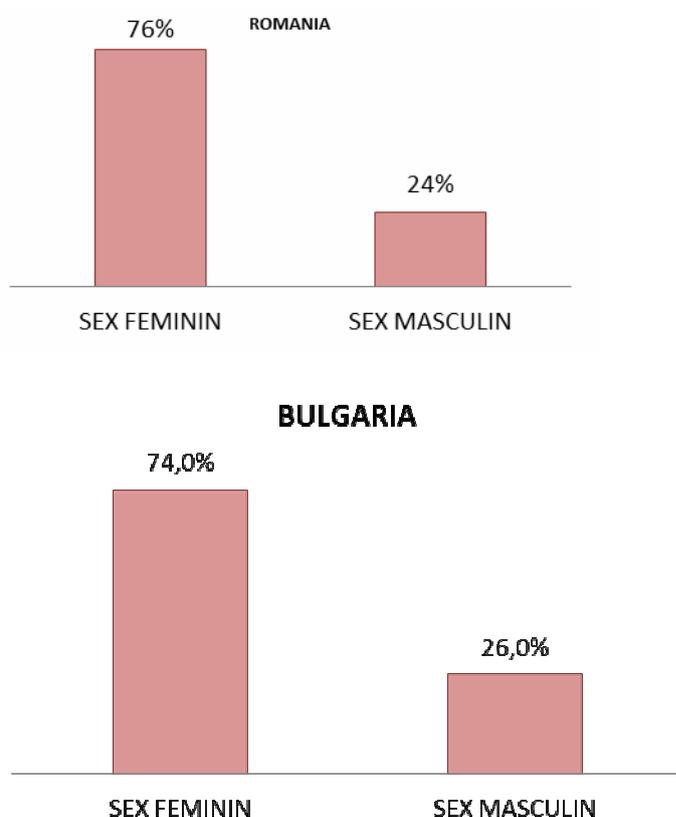
*Study on Volunteering in the European Union Final Report stated that the main age group who are interested in volunteer activities, both in Romania and in Bulgaria, is 16-30 years) on volunteering.

YOUNG PEOPLE AGED BETWEEN 16 AND 25 YEARS

The research instrument used on this sample of young people was divided into two dimensions: *perception and attitude towards volunteering and motivations and expectations of volunteer.*

The main objective of the research segment of *young people aged between 16 and 25 years* is to identify motivational factors underlying youth involvement in volunteer activities to stimulate them.

Questionnaires were applied to a total of 603 young people, pupils and students aged between 16 and 25 years.



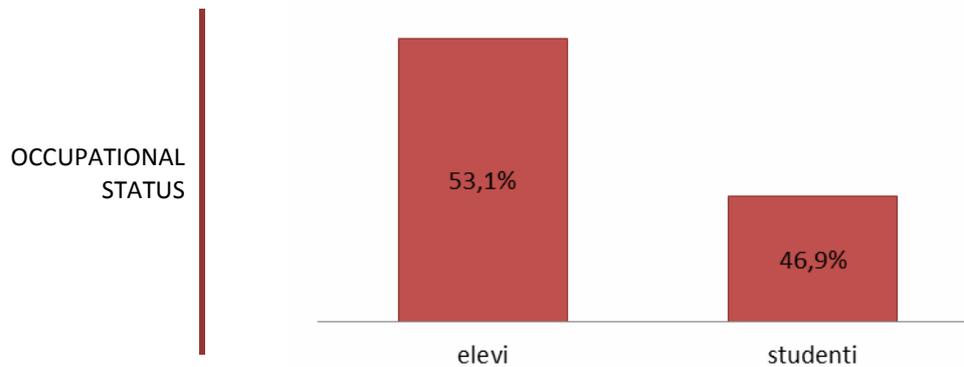
SAMPLE STRUCTURE BY REGIONS

Sex feminin – female gender; sex masculin – male gender



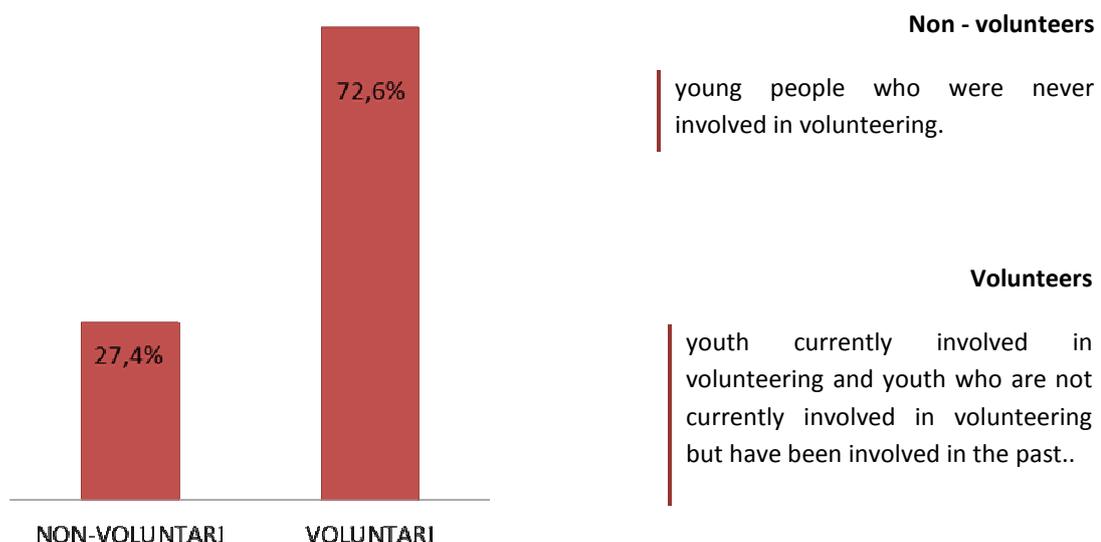
It is interesting to note that the gender sample structure on gender variable is proportional in the two regions. The two values of the variables (female, male) were individually correlated with other distinct features of the region they belong to.

Occupational status of respondents was divided into two categories: pupils (53.1%) and students (46.9%).



ELEVI = PUPILS; STUDENTI = STUDENTS

Youth sample was divided into two groups: volunteers and non-volunteers. Initially, research universe was represented only by the young *volunteers*, but then after testing stage and validation tools, it was decided to introduce in the sample the category of *non-volunteers*. This decision was taken in order to perform further analysis on a smaller scale, of motivational factors on the volunteer position of youths never involved in volunteering.





In order to identify the motivational factors underlying youth involvement in volunteering, we asked respondents to indicate in order of preference the top five reasons that led them to get involved in volunteering. To promote volunteering opportunities we need to know the range of youth motivational towards wichi we turn our.

ROMANIA		BULGARIA	
I like helping people	1	I like helping people	
Desire to contribute to solving community problems	2	To learn new things	
To learn new things	3	Desire to contribute to solving community problems	
Desire to be a better person	4	Desire to feel useful in society/community	
Because I think I will find a job easier	5	To make new friends	

Respondents were able to choose between the intrinsic motivation and extrinsic motivation, under the form of predetermined response options. But this question also offered the possibility to give a free response via *another variant* version.

I like helping people	To make new friends
Desire to be a better person	Desire to contribute to solving community problems
Desire to gain experinece in the social area	Desire to feel useful in society/community
To learn new things	Of religious beliefs

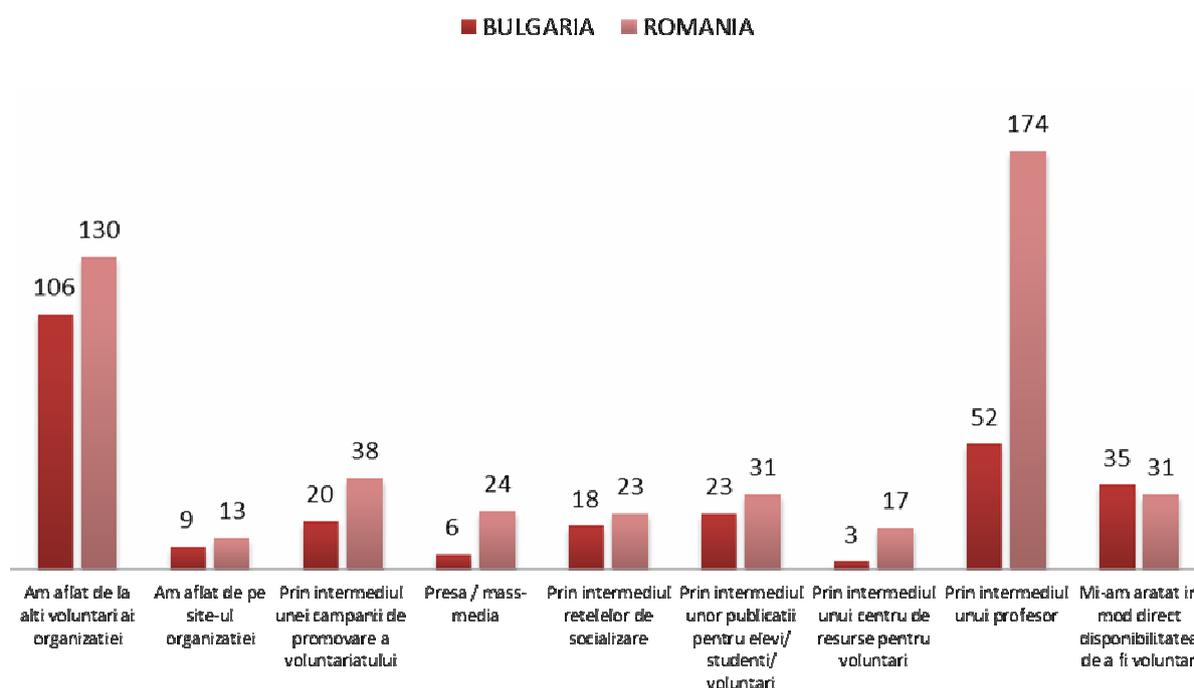


To be part of a known organization in a strong team	Because I think I will find a job easier
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Although the order and importance of these motivations may vary depending on various factors (age, sex, type of activity), it is obvious that some motivations are considered more important than the other. In the graphs above it can be seen that young people had chosen as first preference choice "I like helping people", the motivation occupying first place in both Romania and Bulgaria.

The correlation of these responses with respondents gender and region they represent was made. Differences are not statistically significant in this respect there is a balance between response options selected and sex of respondents, respectively their current status.

HOW DID YOU HEAR ABOUT THE OPPORTUNITY TO BECOME A VOLUNTEER?



I found out from other volunteers of the organization; I found out from the website of the organization; through a campaign to promote volunteering; Press/mass-media, through social networks; through publications for volunteer pupils/students; through a resource center for volunteers; through a teacher; I pointed out directly my willingness to be a volunteer.

The main source of information about volunteer opportunities is represented by the school (teachers), for the age group 16-20 years, while the age group 21-25 years said it found information from other volunteers.



Other sources of information on volunteering opportunities are *I've heard from other volunteers of the organization* and *I learned through a campaign to promote volunteering*.

IN WHAT KIND OF ACTIVITIES WERE YOU INVOLVED AS A VOLUNTEER?

Respondents' answers to this question were correlated with occupational status and age. Results revealed that young people aged between 16 and 20 years rather opt for organized volunteering for the performance of *artistic and cultural activities* and *occasional activities organized to raise funds for specific social cases*. Such activities are often initiated and developed by teachers and perhaps this is why it is of interest to this age group.

In what kind of activities were you involved as a volunteer?		ROMANIA	BULGARIA
1	Activities for environmental protection	11%	14%
2	Cultural and artistic activities	5%	19%
3	Activities for distribution of flyers and brochures	25%	24%
4	Information activities	7%	9%
5	Fundraising activities	3%	4%
6	Activities to promote volunteering	3%	8%
7	Exchange of experience	3%	5%
8	Social activities with direct contact with people in need	43%	17%

Percentage of people who are interested in *information activities, fundraising, exchanges of experience and social activities (educational activities for children from families in social risk and daily activities for people with disabilities)* increases with educational level. Increased availability of the category of young people aged between 20 and 25 years for this kind of activities can be based also on intrinsic motivations related to the desire to gain experience in social area or to find a job easier. This statement is supported by the correlation of motivational factors that contributed to the decision to volunteer with motivational factors that can contribute to making the decision to quit volunteering (38% of young respondents, aged 20-25 years, state would give up the volunteer if they would find a job).

Respondents state they were involved in several activities over time, from distribution of leaflets activities to social activities. Note that Romanian respondents are involved primarily in social activities, while most of the Bulgarian respondents engage in promotional activities.



Most social activities within some organizations were for children from *families in social risk and occasional fundraising activities for certain social cases.*

WHICH OF THE FOLLOWING SITUATION WOULD CAUSE YOU TO GIVE UP VOLUNTEERING?

When asked *Which of the following situations would cause you to give up volunteering?*, Respondents had to indicate three main situations that would cause them to give up volunteering.

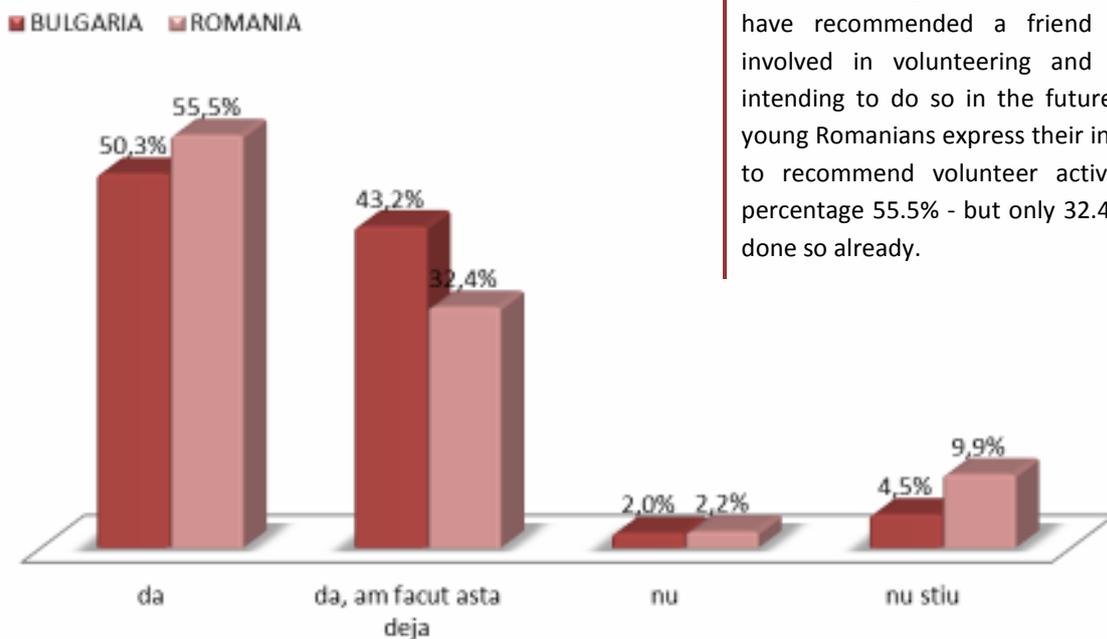
ROMANIA		BULGARIA
If I felt that my efforts are not appreciated	1	If I wouldn't have enough free time
If I wouldn't have enough free time	2	If I felt that my efforts are not appreciated
If I would find a job	3	Graduation
If the organization would not fit my expectations		

Predetermined response alternatives were both factors related to motivation, as well as the independent factors. In the table below are listed all possible response.

If I felt that my efforts are not appreciated	Graduation
If the organization would not sufficiently promote volunteer activities	If I wouldn't have enough free time
If I got bored of specific activities carried	If I had conflicts with the organization's staff
If I would find a job	If the organization would not fit my expectations



WOULD YOU RECOMMEND A FRIEND TO GET INVOLVED IN VOLUNTEERING?



43.2% of young volunteers in Bulgaria have recommended a friend to get involved in volunteering and a 50% intending to do so in the future, while young Romanians express their intention to recommend volunteer activities in percentage 55.5% - but only 32.4% have done so already.

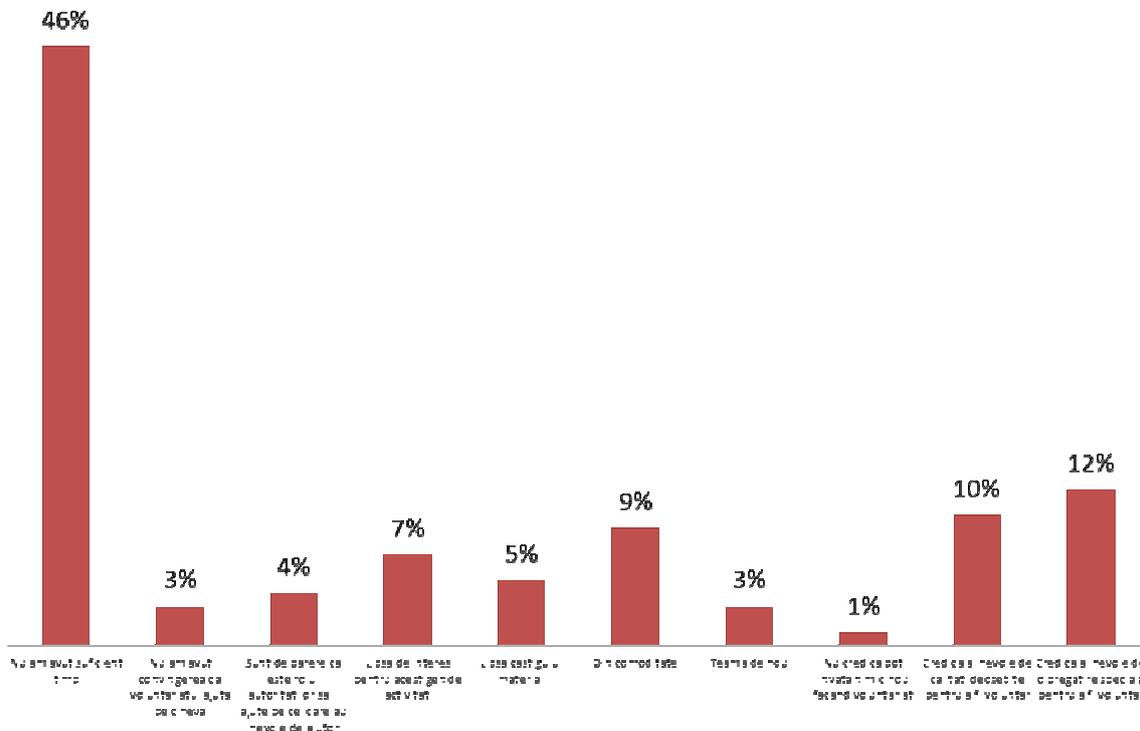
Yes; Yes, I have already done that; No; I don't know

Youth initiative to recommend friends to get involved in volunteering (Romania - 42.6%, Bulgaria 31.1%) indicate their increased satisfaction about their own experience as a volunteer. These data meet the organizational needs on strategies for recruiting volunteers, in the sense that, besides the usual methods, they may resort to concentric type recruiting (existing volunteers attract new volunteers).



**NON-VOLUNTARY
YOUTH**

To achieve a secondary objective of the research, to identify *key motivational factors underlying the decision of young people not to involve in volunteering*, non-voluntary respondents were asked to indicate the reasons for which were not involved in this type of activity.



I don't have enough time; I did not believe that volunteering helps someone; Lack of interest for this type of activities; Lack of financial gain; Of convenience; Fear of new; I don't think I could learn anything new by doing volunteer; I think you need special skills to be a volunteer; I think you need special training to be a volunteer.

The analysis of the data obtained shows that lack of time is the main reason why young people were not involved in volunteering.

Relatively high number of respondents who indicated OUT *I think you need special skills to be a volunteer (10%) and I think you need special training to be a volunteer (12%)* requires a brief analysis of strategies for recruiting volunteers, for highlighting weaknesses in promoting volunteering.



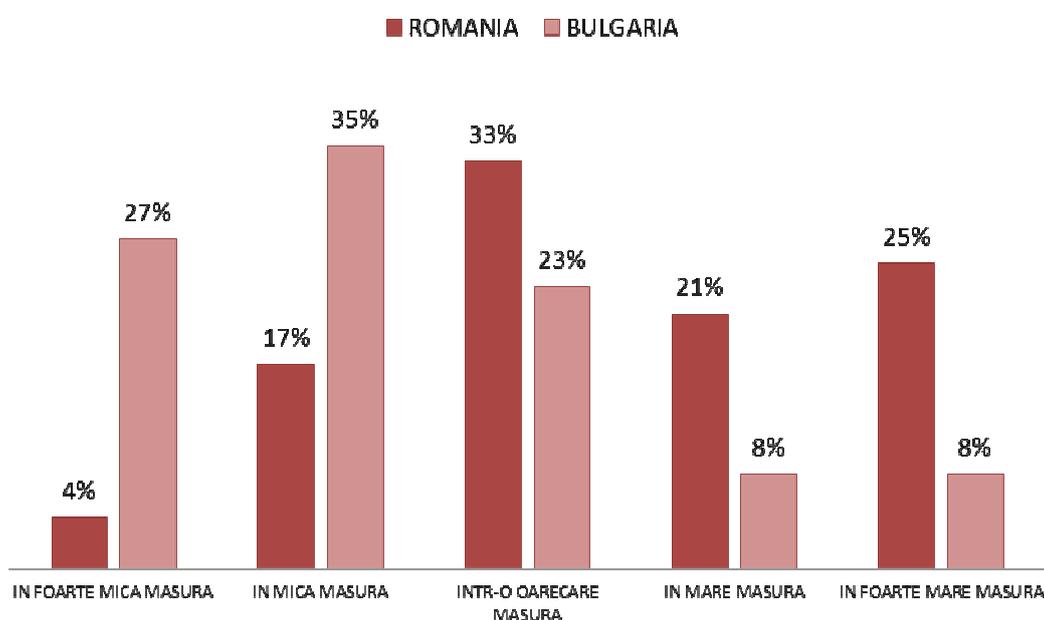
No statistically significant differences between the two regions, therefore percentages report to the total number of non-volunteer respondents. Also, the percentages are balanced in terms of occupational status and sex of young people.

SOCIAL INSTITUTIONS EDUCATIONAL INSTITUTIONS

Analysis and correlation of data within research segments of *social institutes and educational institutions* provide information on experience in working with volunteers, the youth volunteering opportunities and intention to engage in certain types of activities, and identifying active institutional programs used in order to promote voluntary practices.

TO WHAT EXTENT DO YOU RELY ON VOLUNTEER ACTIVITIES YOU CONDUCT IN YOUR INSTITUTION?

For sample structure, depending on your interest in volunteering in general, we asked respondents in *social institutions segment* to indicate to what extent they rely on volunteer activities they currently carry.



Very little; little; to some extent; largely; very largely

From the above data it can be seen a well marked difference between the two regions on the extent to which social institutions rely on volunteers in carrying out activities (only 8% of respondents in Bulgaria is based in large or heavily on volunteers, while 27% of respondents in the same region state that they rely on volunteers very



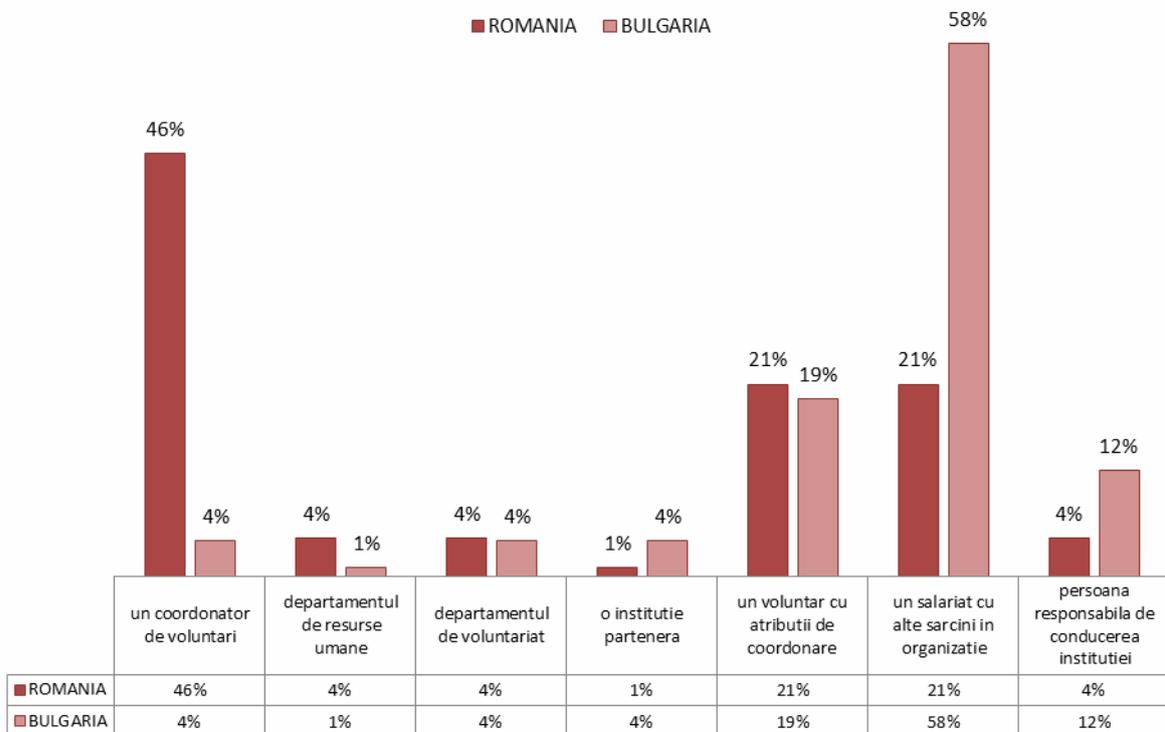
little). In comparison, the percentages are almost inversely proportional in the two regions.

WHO IS RESPONSIBLE FOR VOLUNTARY ACTIVIT CONDUCTED WITHIN YOUR INSTITUTION?

To test policy implementation of volunteer activities and involvement of social institutions in carrying out these activities is necessary to evaluate strategies of working with volunteers.

According to data analysis, we note that in Romania 46% of institutions surveyed in the have within the organization a volunteer coordinator or a volunteer with coordination of volunteer activities (21%) having responsibility for implementation of the strategies of working with volunteers .

A percentage of 58% of respondents in Bulgaria and a percentage of 21% of respondents in Romania state that an employee with other duties in the organization has a responsibility to work with volunteers.



Volunteer coordinator; Human Resources Department; Volunteer Department; A partner institution; a volunteer with coordination duties; an employee with other duties within the organization; the person in charge of management.



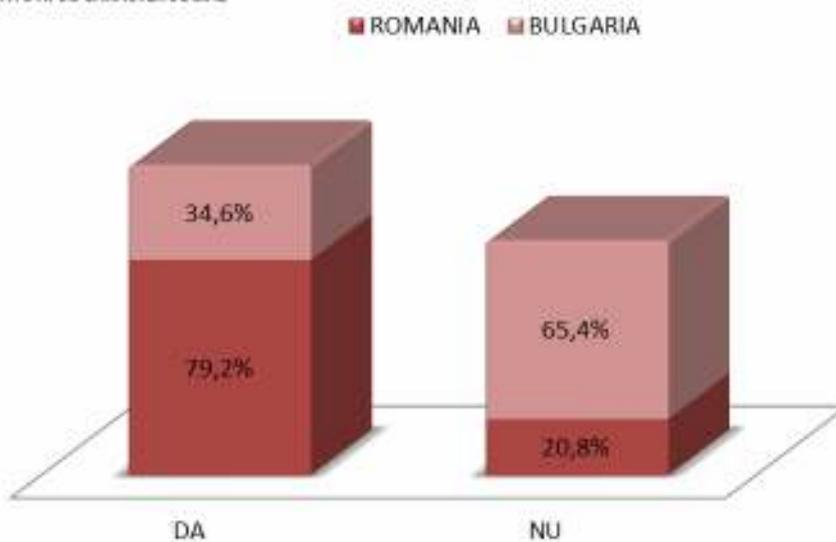
Organizing volunteer activities takes time and in some cases their performance may prevent other activities. It is desirable to have people to handle strict management, implementation and evaluation of volunteering and volunteers.

A volunteer coordinator can ensure that involvement of volunteers in the organization is proceeding normally and that objectives are achieved.

DO YOU USE TOOLS SPECIFIC TO VOLUNTEERING?

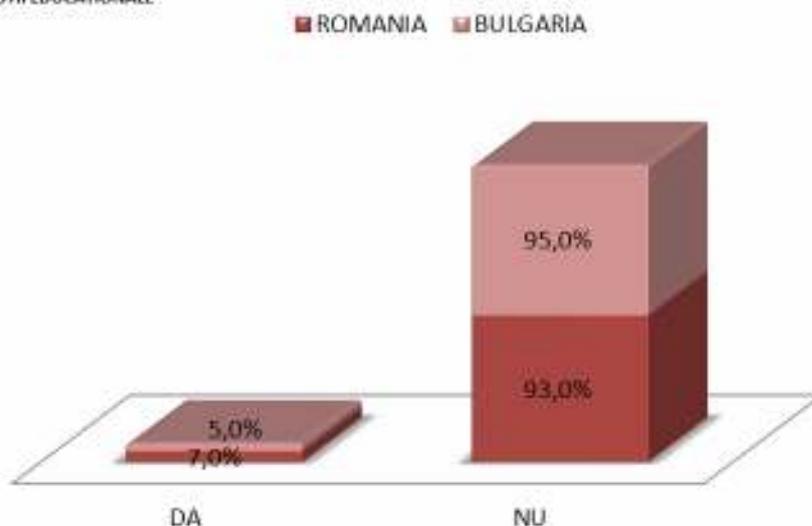
Although this statement cannot be measured statistically, the adoption of tools for working with volunteers is dependent on the needs an organization has or of its size, of the ability to engage in volunteer activities, of the frequency with which organizes volunteer activities (episodic, frequent) and other specific factors.

INSTITUTII CU CARACTER SOCIAL



43% of social institutions **do not use** tools specific to volunteer activities (20,8% - Romania; 65,4% - Bulgaria)

INSTITUTII EDUCATIONALE

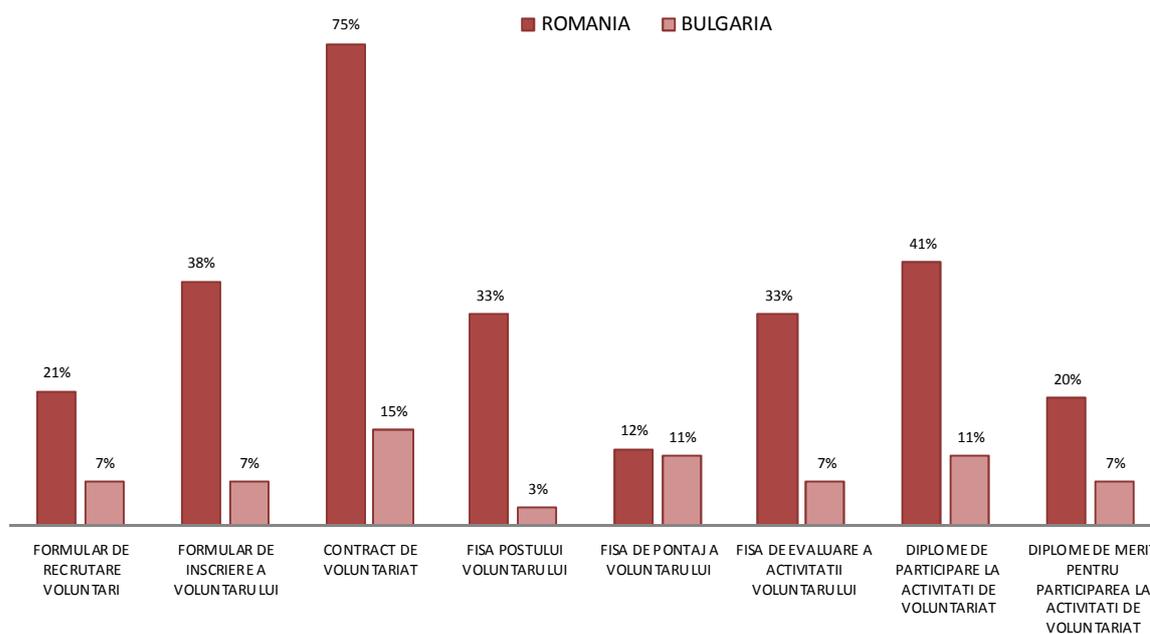


94% of educational institutions **do not use** tools specific to volunteer activities

(93% - Romania; 95% - Bulgaria)

If an institution does not use at all or uses only in a small degree working tools specific volunteer activities, does not mean it can not run or properly manage this type of activity. But sometimes, comes the need to use tools which if used effectively, can help an institution to take full advantage of available resources and collaborate with volunteers compatible with its mission. An example of this can be represented by the use of assessment tools in the recruiting phase of volunteers. By evaluating and identifying needs and expectations young people have from volunteering, they can meet their needs, thus improving the working system with volunteers. One result of this approach may be distributing tasks to volunteers given the abilities, skills and motivation.

Also, voluntary agreement, a tool which formalizes the commitment collaboration can be a guarantor for the future volunteer and for the institution where he is carrying out his work. The volunteer has the feeling of belonging to a formal system, well defined, and his involvement is significant and exceeds the symbolic threshold idea of , voluntary activity '.



Volunteer recruitment form; Volunteer registration form; Volunteer agreement; job description of volunteer; time sheet of volunteer; activity evaluation sheet of volunteer; diploma of participation in volunteer activities; diplomas of merit for participation in volunteer activities.

Both in Romania and in Bulgaria, the main tool used is a voluntary agreement (Romania - 75%, Bulgaria 15%). Other tools mentioned are degrees of participation in volunteer activities (Romania - 41%, Bulgaria 11%), volunteer registration forms (Romania - 38%, Bulgaria 7%), volunteer job description and activity evaluation sheet of volunteer in Romania (33%) and volunteer time sheet in Bulgaria (11%).

The main tools specific to volunteer activities, used by educational institutions are participating diplomas and diplomas of merit for participation in volunteer activities.



DOES YOUR INSTITUTION CONDUCT VOLUNTEER ACTIVITIES IN PARTNERSHIP WITH OTHER INSTITUTIONS?



42% of institutions in Bulgaria carries out volunteer activities in partnership with other institutions.



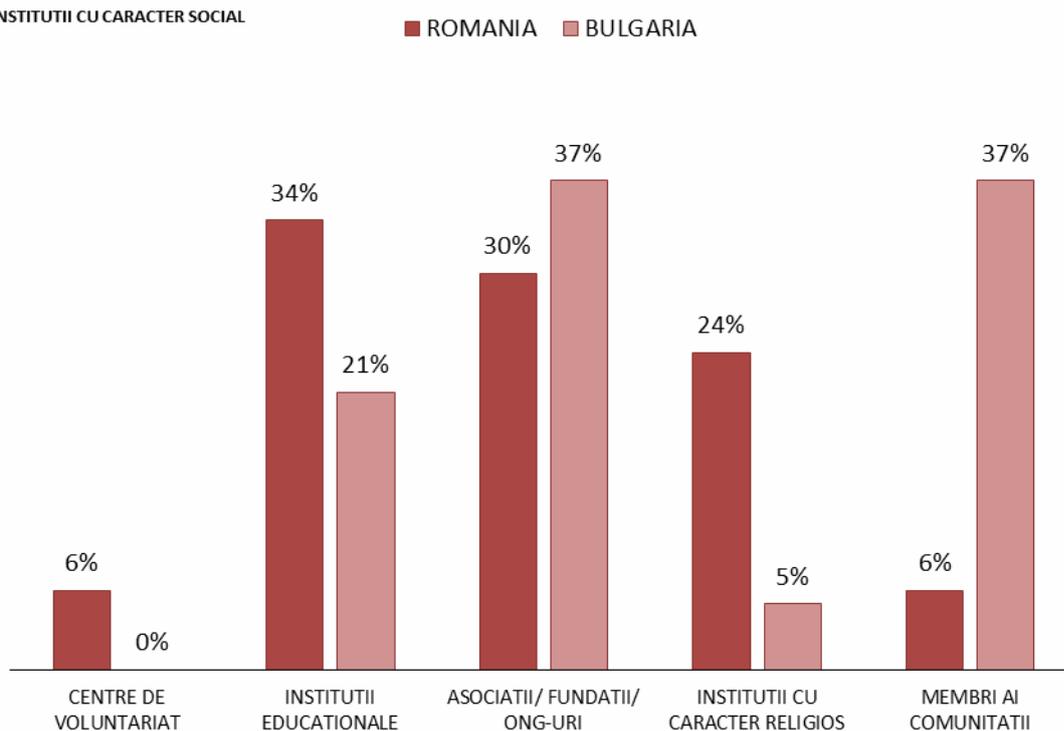
90% of institutions in Romania carries out volunteering activities in partnership with other institutions.

Of the total number of institutions who conduct volunteer activities in partnership, 87% of those in Romania and 23% of those in Bulgaria formalize these partnerships through collaboration conventions (partnership agreements, cooperation agreements).

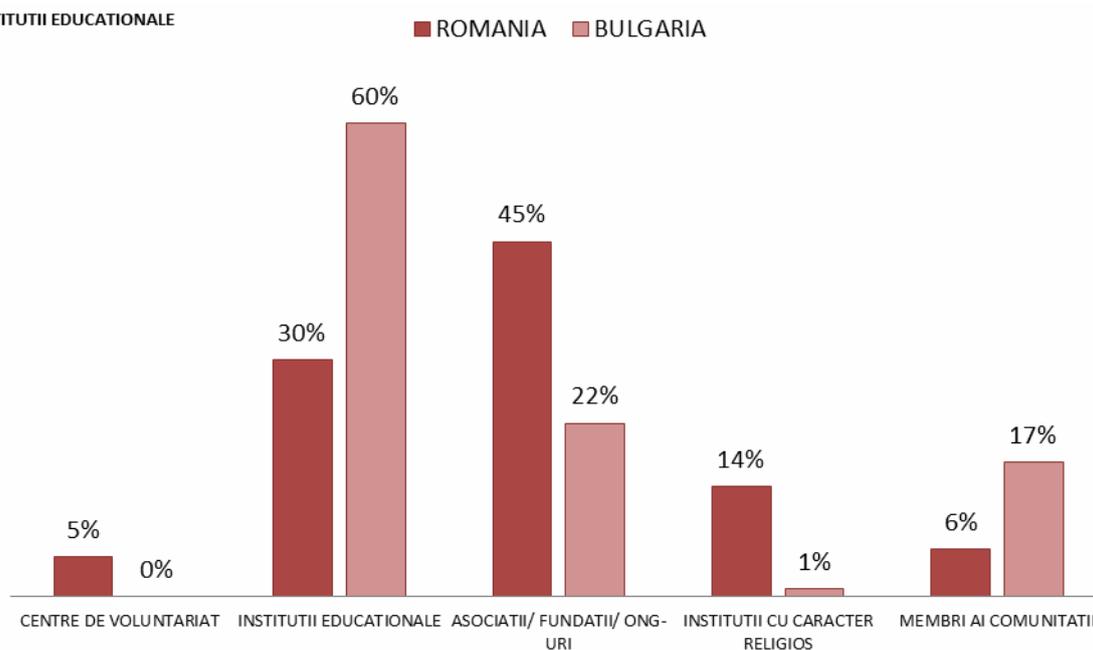
The chart below shows the respondents mentions, on the organization in partnership with various partners of volunteering.



INSTITUTII CU CARACTER SOCIAL



INSTITUTII EDUCATIONALE



Volunteer centers; educational institutes; associations/foundations/NGOs; Religious institutions; community members.

From the analysis of these data it can be concluded that both in Bulgaria and Romania, there are notable initiatives for the development of volunteer activities in partnership between educational institutions and the social institutions. Surprisingly is the high percentage given to the partnership with community members (Bulgaria - 37%).



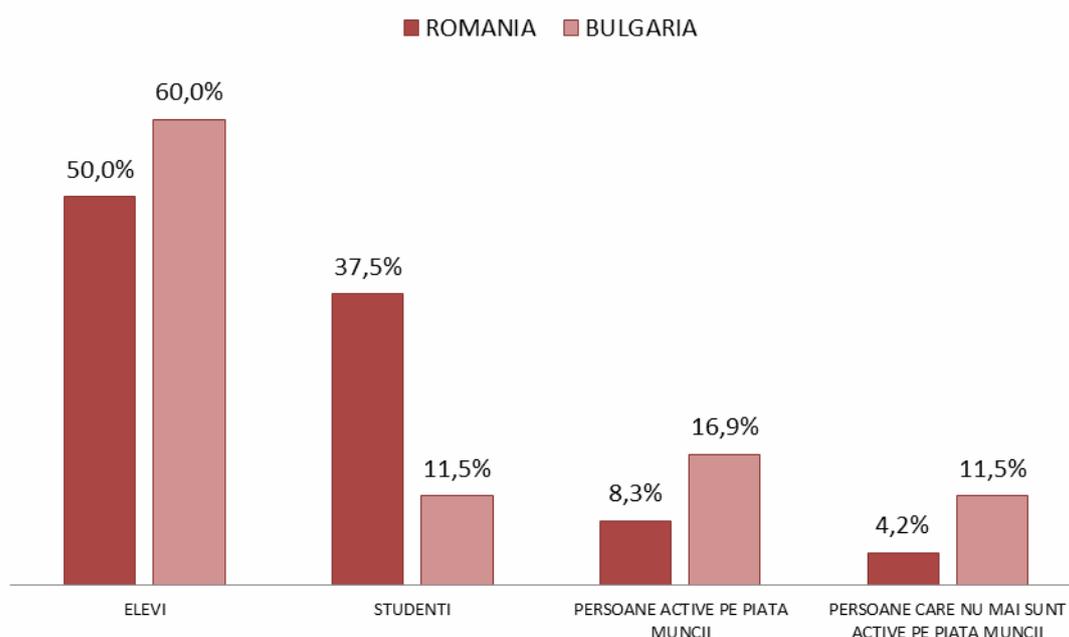
The lowest percentage in both regions is the partnership with volunteer centers (Romania - 6%, Bulgaria - 0%). We can assume that this kind of partnership is not yet well developed or volunteer centers are not sufficiently promoted in the community.

In your institution the largest number of volunteers is represented by ...?

Profile of volunteers involved in volunteering can be defined by means of information on occupational status, age and gender, and the type of activities for which they have interest.

In terms of the number of active volunteers, it may be dependent on the type of activity each institution carries out, organizational culture and other factors specific volunteer activities.

The number of volunteers is not an indicator of quality in terms of volunteer activities undertaken by institutions participating in the research.



Pupils; students; people active in labor market; people who are not active in the labor market.

The resulting data outlines the volunteer occupational status of social institutions in the research, but also other categories of people interested and involved in these activities.

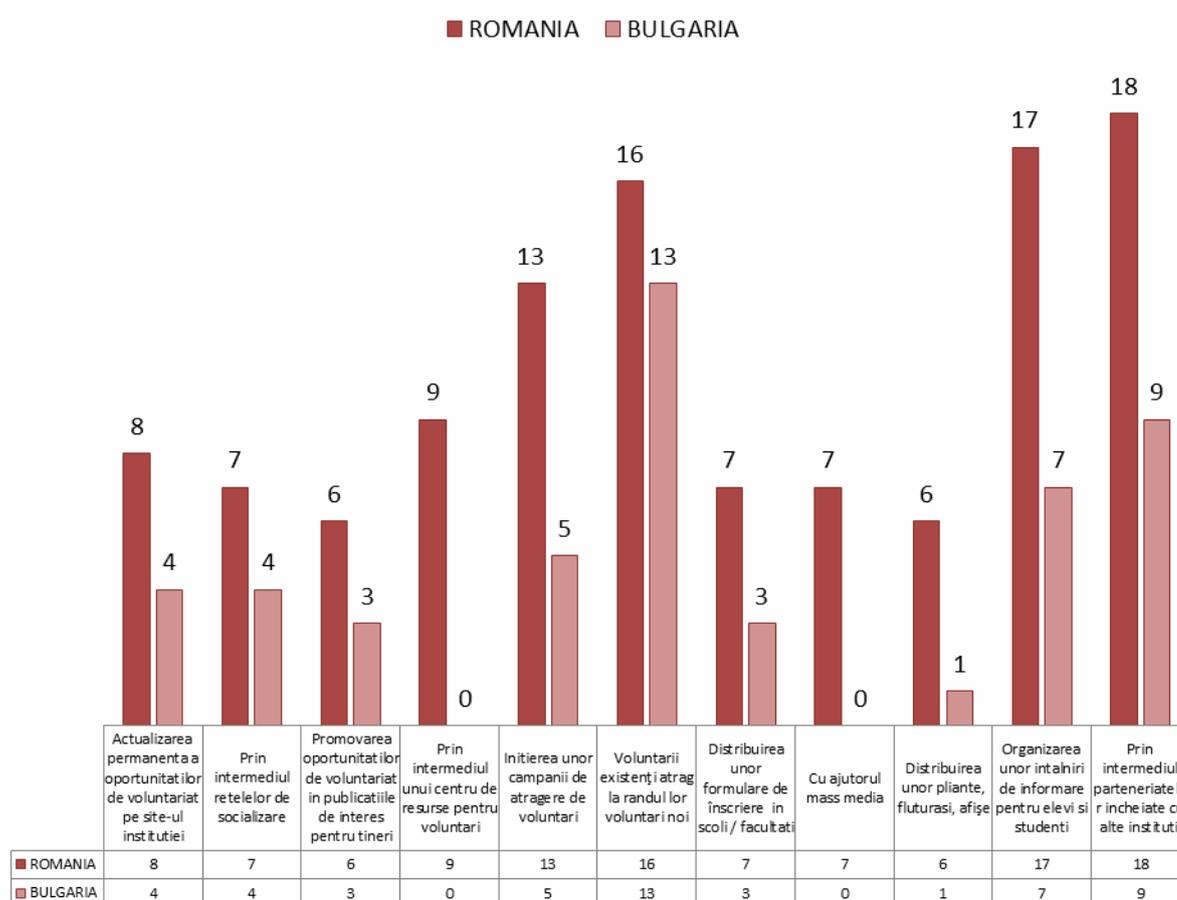
Of the four occupational categories, it can be noted that most interested to get involved in volunteering are young people (pupils and students), probably because they have more time available and have the greatest interest to gain experience and to develop socially and professionally.



In general, in both regions, regardless of occupational status or age, the female is the main resource in the development of volunteer activities (a rate of about 65% of volunteers active in institutions interviewed is represented by female persons).

WHAT ARE THE METHODS FOR VOLUNTEER RECRUITMENT USED IN YOUR INSTITUTION?

The main challenge of institutions whose volunteer activities do not consist only to attract and invite more people to engage in activities initiated by them, but to attract the most suitable for their activities. Recruit future volunteers is a very important process and requires commitment, planning and action in this regard. Sometimes it is difficult for institutions to attract a wide range of volunteers and turn to several methods of recruitment, and the option for one or more recruitment techniques must be made according to the need of volunteers identified within the institution.



Constantly updating volunteer opportunities on the website of institution; through social networks; promoting volunteer opportunities in publication of interest for young people; initiating campaigns to attract volunteers; existing volunteers in turn attract new volunteers; distribution of registration forms in schools/faculties; through



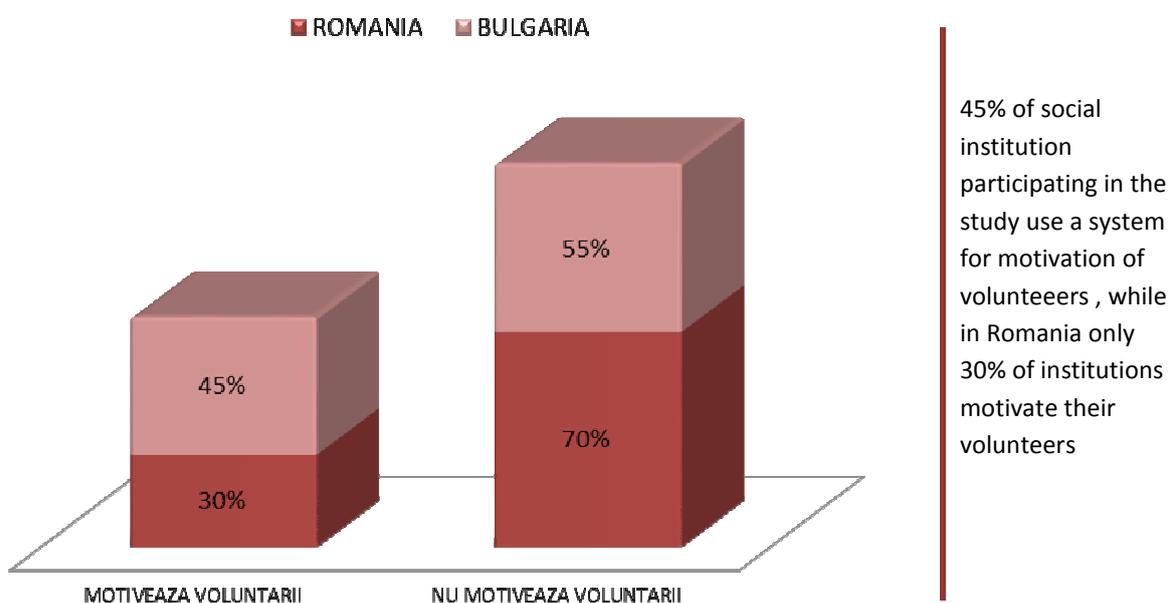
mass-media; distribution of flyers, leaflets and posters; organization of information meetings for pupils and students; through partnerships with other institutions.

The chart above details the main methods and recruitment techniques used by institutions participating in research.

DO YOU USE A SYSTEM FOR MOTIVATION OF VOLUNTEERS?

Volunteering manifestation is dependent on human resources involved, their willingness and availability to provide resources that can meet the needs of an institution or a community. Human resources are represented by personnel of institutions that initiate volunteer activities, but also by volunteers who are interested in getting involved in organized activities.

A process as important as the one for recruiting volunteers is their maintenance in the institution. Depending on personal motivations and expectations identified, surveyed institutions use different systems to motivate volunteers for their involvement in long term volunteer activities.



Motivate volunteers; do not motivate volunteers



SOCIAL INSTITUTIONS

What kind of volunteer motivation methods do you use in order to involve them in the long run in your institution?	ROMANIA	BULGARIA
MATERIAL REWARDS (professional orientation and training, scholarships, trips, trainings)	15%	49%
OTHER REWARDS (appreciation of effort, recognition of volunteer involvement, diplomas, promoting volunteer activities results in the media, recommendations for employment, greeting cards etc.)	85%	51%

EDUCATIONAL INSTITUTIONS

What kind of volunteer motivation methods do you use in order to involve them in the long run in your institution?	ROMANIA	BULGARIA
MATERIAL REWARDS (professional orientation and training, scholarships, trips, trainings)	30%	38%
OTHER REWARDS (appreciation of effort, recognition of volunteer involvement, diplomas, promoting volunteer activities results in the media, recommendations for employment, greeting cards etc.)	70%	62%

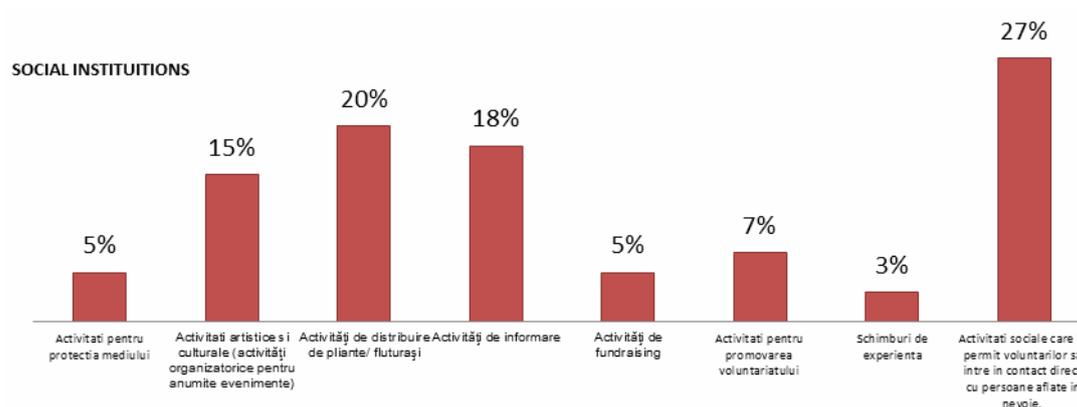
Although many of the volunteers said the main reason for their involvement in volunteer activities is the desire to help others without expecting anything in return, it is important to mention that this is just the main reason, not the only one. Thus, developing a system of motivation and involvement of volunteers will complete volunteer activities carried out and their results will improve.

FROM EXPERIENCE OF VOLUNTEERING CARRIED OUT SO FAR, WHAT ARE THE ACTIVITIES FOR WHICH VOLUNTEERS IN YOUR INSTITUTION MANIFEST MOST INTEREST?

An important aspect that institutions who carry out volunteer activities can provide is related to the interest youth give to some volunteering.

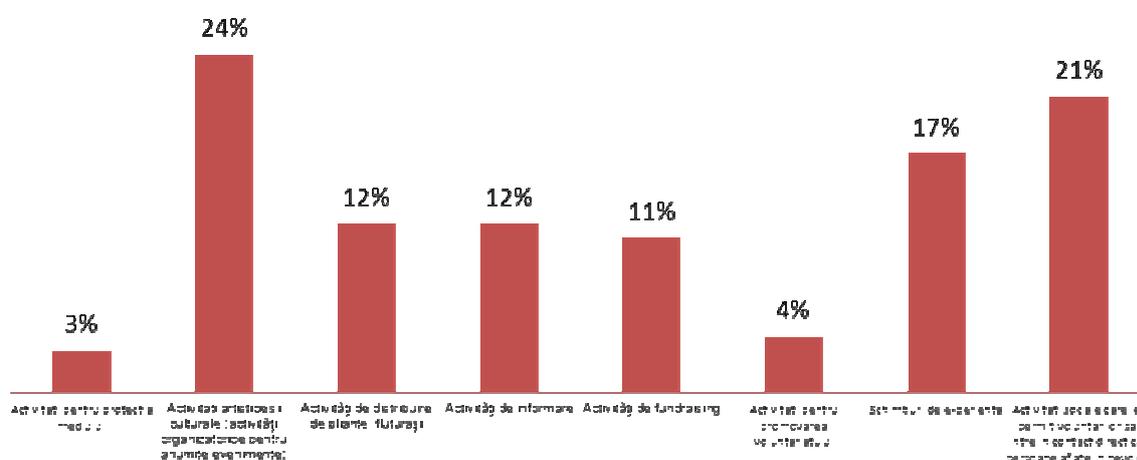
Regarding the respondents' opinion on interest of volunteers for certain volunteering, they mentioned a variety of responses identified among predetermined response alternatives. Mentioned activities are generally activities currently undertaken by the institutions attending the trial.

Small number of respondents, representative only in the two regions, and the diversity of activities undertaken by the institutions surveyed do not allow delivery of meaningful data for the research sample.



1	Activities for environmental protection	5%
2	Cultural and artistic activities (organizational activities for certain events)	15%
3	Activities for distribution of flyers and brochures	20%
4	Information activities	18%
5	Fundraising activities	5%
6	Activities to promote volunteering	7%
7	Exchange of experience	3%
8	Social activities with direct contact with people in need.	27%

EDUCATIONAL INSTITUTIONS



1	Activities for environmental protection	3%
2	Cultural and artistic activities (organizational activities for certain events)	24%
3	Activities for distribution of flyers and brochures	12%
4	Information activities	12%
5	Fundraising activities	11%
6	Activities to promote volunteering	4%
7	Exchange of experience	17%
8	Social activities with direct contact with people in need	21%

Placed first, choice of *artistic and cultural activities - organizing activities for certain events* - is indicated by the representatives of educational institutions as the main activity for which young people show interest.



TO WHAT EXTENT YOUR INSTITUTION IS AWARE OF...?

Little extent	1	2	3	4	5	Largely
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SOCIAL INSTITUTIONS	1	2	3	4	5
Existing specialization and training opportunities for volunteers	8%	12%	45%	25%	10%
Volunteering opportunities available locally	5%	60%	15%	10%	10%
Law elements specific to volunteer activities	40%	25%	15%	15%	5%
Methods of best practices used in working with volunteers	2%	5%	16%	28%	49%

EDUCATIONAL INSTITUTIONS	1	2	3	4	5
Existing specialization and training opportunities for volunteers	2%	2%	31%	49%	16%
Volunteering opportunities available locally	15%	20%	55%	5%	5%
Law elements specific to volunteer activities	5%	10%	62%	8%	5%
Methods of best practices used in working with volunteers	3%	25%	38%	12%	22%

You can observe a significant difference between the responses of social institutions and educational institutions, on the possession of specific information about volunteering.



WHICH OF THE FOLLOWING INSTITUTIONS DO YOU THINK THEY CAN PROVIDE INFORMATION ON THE ...?

SOCIAL INSTITUTIONS	EDUCATIONAL INSTITUTIONS	SOCIAL INSTITUTIONS ASSOCIATIONS/ FOUNDATIONS/ NGOs	RELIGIOUS INSTITUTIONS	VOLUNTEER CENTERS
Existing specialization and training opportunities for volunteers	32%	40%	3%	25%
Volunteering opportunities available locally	20%	30%	3%	47%
Law elements specific to volunteer activities	33%	55%	2%	10%
Methods of best practices used in working with volunteers	15%	12%	3%	70%

EDUCATIONAL INSTITUTIONS	EDUCATIONAL INSTITUTIONS	SOCIAL INSTITUTIONS ASSOCIATIONS/ FOUNDATIONS/ NGOs	RELIGIOUS INSTITUTIONS	VOLUNTEER CENTERS
Existing specialization and training opportunities for volunteers	10%	42%	1%	47%
Volunteering opportunities available locally	5%	45%	0%	50%
Law elements specific to volunteer activities	3%	47%	0%	50%
Methods of best practices used in working with volunteers	30%	28%	2%	40%

Common elements stand out in terms of the perception of possible sources of information between the two segments analyzed (social institutions and educational institutions);



TO WHAT EXTENT DO YOU CONSIDER NECESSARY TO CREATE A DATABASE CONTAINING INFORMATION ON OPPORTUNITIES AVAILABLE LOCALLY?

Although at first glance you may see predictable answers, reality on the ground confirm otherwise. From the analysis of data in the two regions, different expectations arise on the creation of a database containing information about volunteering opportunities available locally.

To this question were processed only response options with the highest percentage.

SOCIAL INSTITUTIONS	LARGELY
For people who want to get involved in volunteering	29%
For people who are involved in volunteering	23%
For educational institutions	17%
For social institutions	36%

EDUCATIONAL INSTITUTIONS	LARGELY
For people who want to get involved in volunteering	41%
For people who are involved in volunteering	12%
For educational institutions	16%
For social institutions	21%

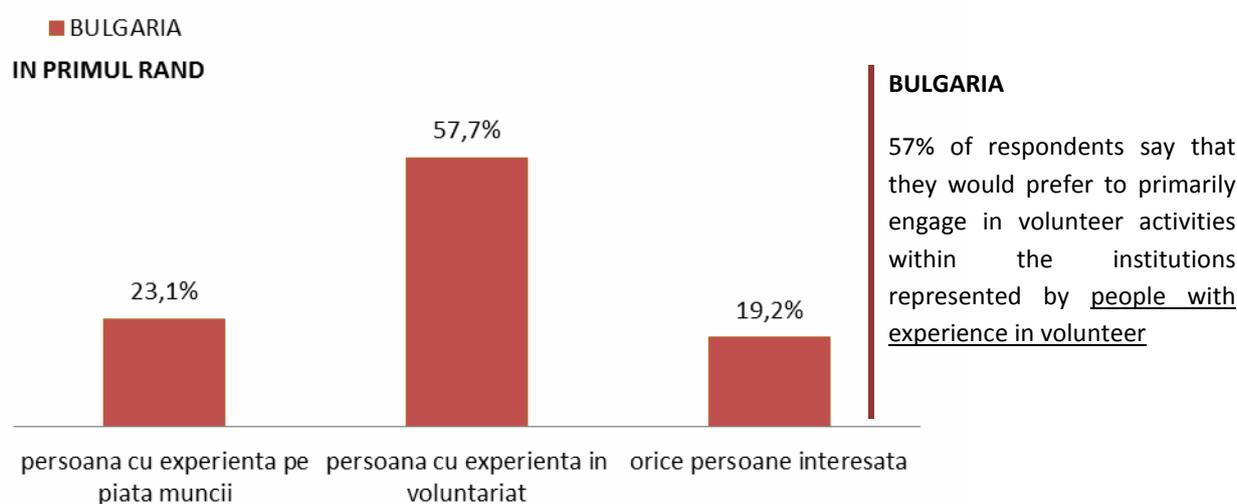
While in Romania respondents believe that it would be necessary **largely** to create a database for *social institutions*, in Bulgaria respondents believe that it would be necessary **largely** for *people who want to engage in volunteer activities*.



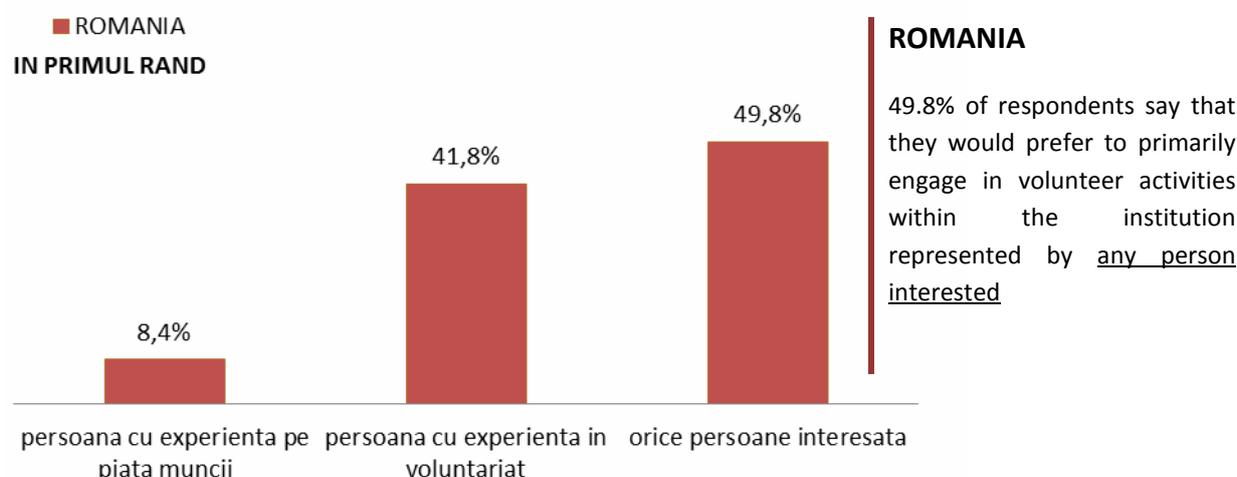
LOOKING BACK TO YOUR INSTITUTION, WHOULD YOU PREFER TO INVOLVE IN VOLUNTEER ACTIVITIES...?

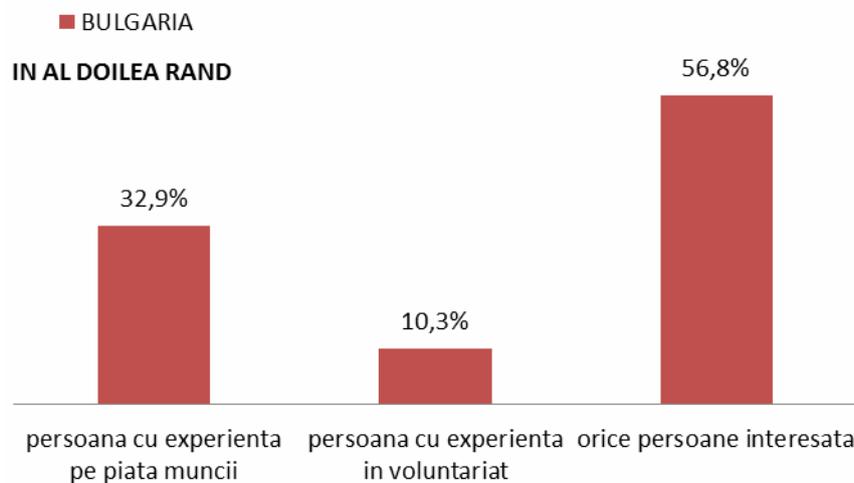
In the processing of this data for this item, it was taken into account the specific of institutions respondents represent.

Responses are dependent on the type of activity each institution carries out, organizational culture and individual needs and expectations regarding volunteer activities.



In primul rand=primarily; person with experience on labor market; person with experience in volunteer; any interested person

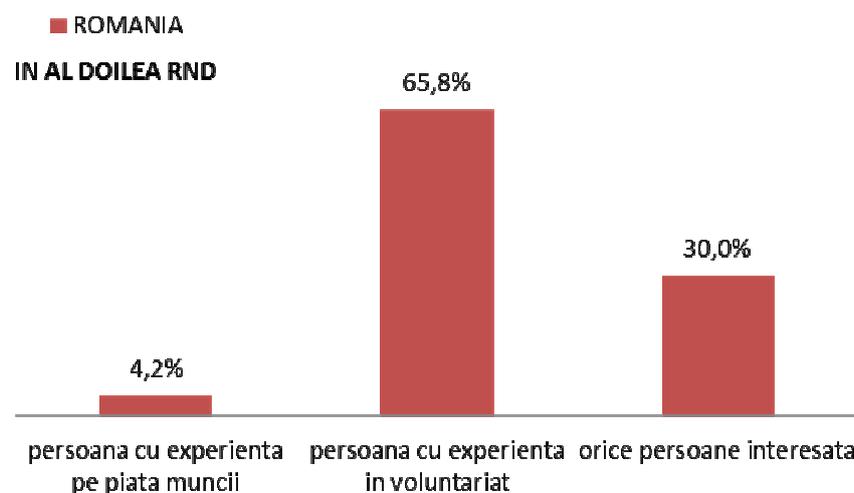




BULGARIA

56.8% of respondents said they would like to participate, secondly, in volunteer activities within the institution represented by any person interested

In al doilea rand=secondly



ROMANIA

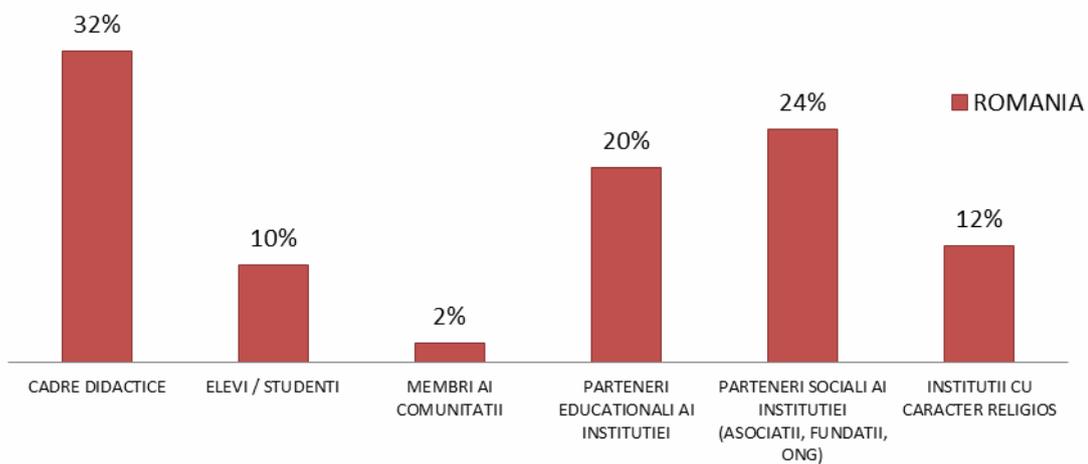
65% of respondents say that they would prefer to secondly engage in volunteer activities within the institutions represented by people with experience in volunteer

VOLUNTEER ACTIVITIES INVOLVING PUPILS/STUDENTS IN YOUR INSTITUTION ARE MOST COMMONLY INITIATED BY ...?

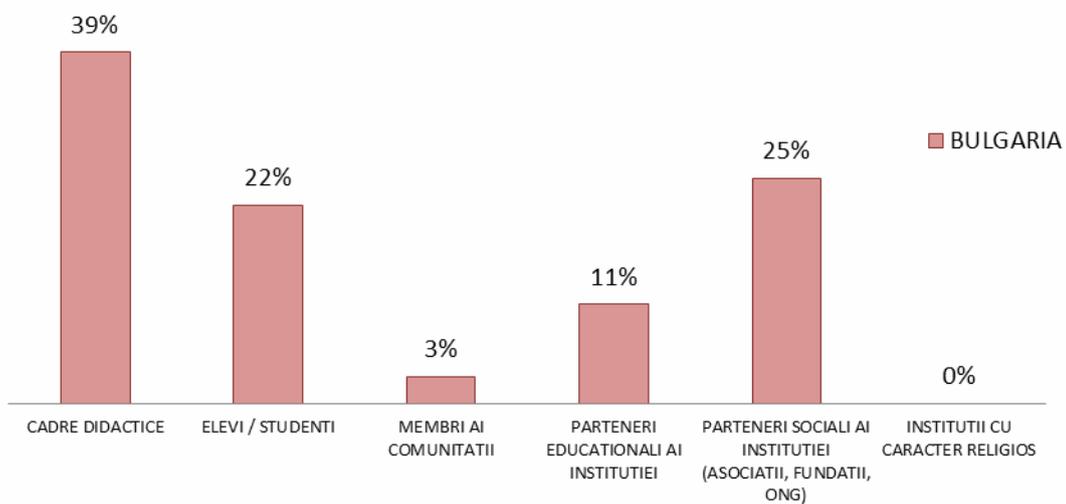
Within educational institutions are managed effectively all initiatives involved in volunteering, whoever manifests them. Educational institutions, through the decisive role they have in valuing human potential, represent the first and most important (source - must find a synonym for the word resource) of human resources.



Organized volunteer activities in the educational institutions are mostly initiated by teachers (Romania - 39%, Bulgaria 32%). Both in Romania and in Bulgaria, the second initiative belongs to the *social partners of institutions, associations, foundations, NGOs (Romania - 24%, Bulgaria 25%)*.



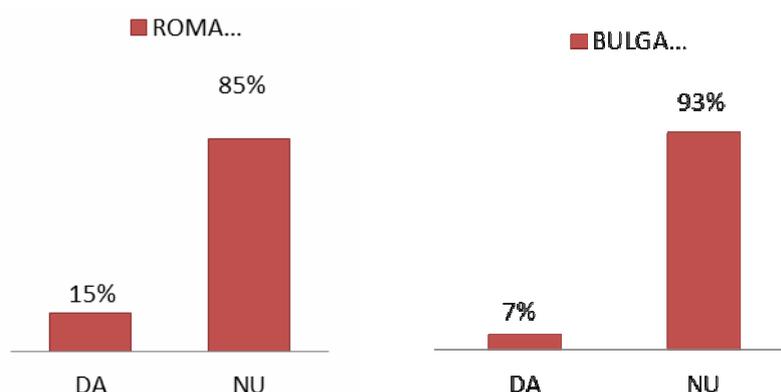
Teachers; pupils/students; community members; educational partners of institution; social partners of institutions (associations, foundations, NGOs), religious institutions





BEFORE BEING INVOLVED IN VARIOUS VOLUNTEER ACTIVITIES,
PUPILS/STUDENTS ARE DIRECTED TO A CERTAIN TYPE OF ACTIVITY?

Youth orientation toward a particular type of activity is done in a very small percentage by educational institutions surveyed (15% - Romania, Bulgaria 7%.)



In general, all activities in which volunteers are involved require certain specific duties (responsibilities) and a certain level of knowledge and skills. To avoid targeting young people to activities for which they do not show their interest or responsibility with tasks they can not carry out compatibility between volunteers and volunteer activities in which they are involved must be ensured. An initial assessment based on the needs and expectations of volunteers, to be closer to their motivational needs, increases the efficiency of volunteer programs.

CONCLUSIONS. Public and private social service providers: Providers of public and private social services face a strong need for human resources to support their social programs and are more willing to engage pupils and students as volunteers in their activities for the benefit of disadvantaged individuals or communities.

Educational institutions and other educational providers:

These institutions can ensure the organizational and educational framework for human resources for various social and community programs. They are more likely to collaborate with other institutions in the community to develop extracurricular activities for pupils / students.

They are also facing with a great lack of knowledge and skills to develop and implement voluntary programs and show special interest in participation in training programs and exchange of experience.

Young people, aged between 16 and 25 years:

Young people in the education system are more open to the idea of being involved in other extracurricular activities, but do not know what mechanisms to use to develop such activities, and where they can find it.



Also, young people can more easily disseminate information about volunteering in social need, which may encourage other young people to participate, and will provide considerable human capital for social development of the communities where they operate.

Partnerships between social service providers and educational institutions will create the framework for future cooperation to conduct joint activities and events for the benefit of community (raising funds, information campaigns on social issues, social events involving the community, etc.).

The study can be replicated by other institutions in other border counties of the region, or even national, it can be the basis for regional strategies on volunteering, it can be used as statistical information in development of projects with funds and it can be used by participating institutions for designing institutional strategies to promote and develop volunteering in their own institution.

The methodology developed by analyzing the research results will be used in Ro - Bg in developing future strategies for attracting and involving volunteers in their organization and activities, and will be promoted in other regional and national institutions interested.

Statistics and research findings of the study can be used by other interested institutions at local, regional, national or transnational level, developing and promoting volunteer activities among young people or other groups of people in communities.

ROLE OF PROMOTION. Border network created by the project of social and educational institutions can be used as an effective tool for multiplying people-to-people contacts and development of joint exchange events or trainings on social and educational issues. Also, the network can develop future projects in the field of voluntary work, since it primarily considers the social development of communities.

The **CENTER** will have a major impact on public and private institutions that work in social and educational inclusion by facilitating their contacts and knowledge shared through the exchange of experience and best practices in the provision of social and educational services, volunteer programs and by joint identification and management of general social problems in the border area.