

We can. We volunteer.

Complete research report

Pro-social values/behaviour and employability
amongst young people in SEE
and the impact of volunteer work camps



Title: Pro-social values/behaviour and employability amongst young people in SEE and the impact of volunteer work camps

Publisher: SEEYN: South-East European Youth Network

Date: 19-Feb-10

Address: Kemala Kapetanovića 17, 71000 Sarajevo, Bosnia and Herzegovina

Responsible: Emira Mešanović

Authors: Steve Powell, Eso Bratović & Aida Dolić (proMENTE social research).

Logo on cover page: Aleksandra Nina Knežević; layout by proMENTE

Financed by the Royal Danish Ministry of Foreign Affairs (Danish Neighbourhood Programme)

Acknowledgements:

This research would never have been completed without the help and cooperation of:

- the 330 volunteers who filled in the work-camp questionnaires during the summer of 2006 and the nine organisations who organised the survey at the work-camps
- the nearly 1000 young people in B&H who answered our telephone survey

... and of course Ivana and Adnan for data entry, the CATI girls Edita, Lana, Ajla and Amela and our very own Anna, Biljana and Ivona.

This report is also available at www.seeyn.org and www.promente.org.

Data anonymity

proMENTE protects the anonymity of respondents. All questions / variables that contain information that could be used to identify respondents are removed from the report and the final database(s). This means that the answers given by respondents are physically separate from data that relates to their identity. proMENTE will reject any attempt by any party to identify respondents.



Royal Danish
Ministry of Foreign
Affairs



Contents

1	Executive summary	5
2	Introduction	9
2.1	ABOUT SEEYN	9
2.2	THE SEEYN RESEARCH STRATEGY	10
2.3	ABOUT PROMENTE.....	11
3	What did we ask and why did we ask it?	12
3.1	OVERVIEW	12
3.2	MOTIVATION TO VOLUNTEER	13
3.3	PRO-SOCIAL VALUES/BEHAVIOUR	14
3.4	VALUES	15
3.5	OTHER VARIABLES	16
4	Findings.....	17
4.1	STUDY 1: YOUNG PEOPLE IN BIH: VOLUNTARISM, PRO-SOCIAL VALUES/BEHAVIOUR AND EMPLOYABILITY	17
4.2	STUDY 2: PILOT STUDY ON WORK-CAMP VOLUNTEERS	31
4.3	STUDY 3: MAIN STUDY ON WORK-CAMP VOLUNTEERS	36
5	Conclusions and Recommendations	59
6	Appendix: about the Schwarz Value Survey.....	62
7	Appendix: work-camps in research study 3	64
8	References	65



1 Executive summary

The South Eastern European Youth Network (SEEYN) is a network organization involving 19 member NGOs from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia and Serbia and Montenegro. It is an attempt to overcome differences among societies that have recent tradition of conflicts through bringing young people from entire South Eastern Europe region to work together.....	9
The research which is the subject of the present report was conducted in 2006 for SEEYN by proMENTE social research and SEEYN in South-East Europe.	11
The aim was to increase the knowledge base of the non-profit sector in the field of voluntary service in SEE, based on theoretical background and with concrete practical examples.	11
The aim of study 1 was to assess levels of voluntarism, pro-social values/behaviour and employability amongst youth in B&H as a more or less typical country in South-East Europe.	17
The sample included 975 complete telephone interviews with young people 16-30, conducted in July and September 2006. The sample is weighted to be representative for BiH (on the dimensions of sex and region).	17
Nearly 70% of the young people in the BiH representative sample have no employment.....	19
In the BiH representative sample, females have much less work and about 3/4 of the 19-24 age group do no paid work at all.	20
In the BiH representative sample, about 86% have never volunteered.	20
In the BiH representative sample, more males than females say they are or have been volunteers. This is a surprising result.....	21
The overall percentages of young people volunteering are also lower than in nearly all countries for which data is available.	21
Nearly one third of men 19-24 have volunteered or are volunteering now.	21
Young people in BiH volunteer only in their own towns. Not one person said they had volunteered outside BiH and less than 1% had volunteered outside their home town.	21
Young people in BiH do many different kinds of volunteering	22
Almost no young people who have any paid work are volunteering now. Young people who volunteer tend not to have any paid work at the moment. However, more people who have at least some work have volunteered in the past than those who have no work.	23
In the BiH representative sample, those who do not volunteer gave a variety of reasons for not volunteering. More than 30% say they have no time; about 10% say they do not know how to volunteer or have no opportunity.	24
Around one quarter of those who are at secondary school can be considered "potential volunteers" (say they lack information or opportunities rather than motivation).....	25
The better educated more frequently give as a reason for not volunteering that they hadn't thought about it...25	25
About 10-30% of young people can be considered "potential volunteers".	25
Young people in the BiH representative sample in general do not believe that they will volunteer in the next year, but they do not dismiss the idea out of hand. They are more likely to volunteer in their own town and least likely to volunteer in another country. People who have volunteered before say they are more likely to volunteer again.....	26

Secondary school pupils are the most interested in volunteering, especially in their home town, saying on average that they are "undecided" if they will volunteer in their home town. There is very substantial potential for engaging secondary school students in local voluntary action.....	27
In the BiH representative sample, volunteers are more employable and have more pro-social values/behaviour than their peers. Volunteers, whether employed or not, feel on average more employable than young person who have jobs!	29
The aim of Study 2 was to complete preparation of questionnaires and methodology for Study 3.....	31
The questionnaire was completed by 51 volunteers at five work-camps during April and May 2006	31
As this is a small sample, only strong effects will be statistically significant. Given this fact, it is remarkable that the improvements on the SEEYN goals (employability and pro-social values and behaviour) are indeed all significant. Thus it can be concluded that the work-camps included in this pilot study are effective in reaching their goals.....	34
The aim of Study 3 was to assess levels of voluntarism, pro-social values/behaviour and employability amongst youth participating in work-camps, comparing volunteers from South-East Europe with other volunteers; and to assess the impact of work-camp participation on main volunteer outcomes (pro-social values/behaviour , employability, etc.).....	36
The questionnaires were completed by volunteers at 28 work-camps run by 9 organisations during summer 2006. Altogether 330 volunteers filled in questionnaire packs at camp-start, camp-end or both.	36
In a first set of analyses, the weighted representative sample of young people from BiH (see study 1) was compared with the sample of work-camp volunteers.....	36
While there were significantly more males than females in the BiH sample who were volunteers, this trend was reversed in the work-camps, where there were more females than males.....	37
The work-camp volunteers have overwhelmingly more education, with over 90% from outside SEE being at or having finished university compared to about two-thirds of the camp volunteers from SEE and only about one quarter from the representative sample for BiH.....	38
The young volunteers from outside South-East Europe are more than twice as likely to have at least some paid work than the volunteers and non-volunteers from South-East Europe.....	39
Inside BiH, young people feel very strongly bound to their family, friends, country, religion, and also to Europe.	44
The camp volunteers differ as a group highly significantly from the BiH youth as a group on feelings of belonging. They feel more bound to their family and less to their ethnic group, country, religion, and also to Europe.....	44
Amongst the camp volunteers, those from SEE have feelings of belonging which almost all differ significantly from their peers from outside SEE. They are significantly more bound to their family and friends as well as to their ethnic group, country and religion. Surprisingly, they feel less bound to the European continent and the European Union. It seems work-camp volunteers from SEE do not have a very strong pro-European orientation.	44
In the next set of analyses, the characteristics just of the work-camp volunteers are examined, in terms of values, motivation to volunteer, main outcomes (pro-social values/behaviour and employability) etc.....	45
The order of importance of the motives in this study is consistent with previous research using the VFI.....	47
The motivation profile of volunteers on different kinds of camp are not the same. Those volunteering on camps with a main focus on children, education and social activities differ from the others in that they are more focussed on values and understanding	51

Compared with a sample of 246 typical students, work-camp volunteers at camp-start have higher levels of commitment to a wide range of values except conformity and security. In particular they value adventure (self-direction, stimulation, hedonism) and universalism more highly. The volunteers from SEE have even higher overall commitment to different values than those from outside the region and differ from them in being committed to typical "right-wing" values such as power, security and achievement as well as to typical "left-wing" values such as universalism. Work-camp volunteers, perhaps surprisingly, have only moderately higher levels of benevolence than the sample of typical students.....	52
Overall, work-camp volunteers are very willing to "spread the word" and continue volunteering in their home towns.....	54
The volunteers said that they were in general very happy with the camps.....	55
A statistical analysis was carried out to see how ethnic mistrust, attitudes to civil engagement, employability and camp-specific pro-social values/behaviour improved overall between camp-start and camp-end.....	56
As far as the disappointing results for positive civil attitudes are concerned, it is possible that at least some of the work-camps have a paradoxical effect of actually producing cynical or disappointed reactions in some volunteers. However one can argue that if voluntary activity is to produce real changes in people, it can only do so by providing impulses and experiences on a longer-term path of personal development. Real personal development in the sense of tolerance and pro-social values/behaviour will certainly not come overnight and probably requires some set-backs.	57
From this point of view, it is perhaps more surprising that there were no significant improvements on the "employability" measure overall. Perhaps a two-week work-camp just does not offer enough opportunity for learning skills relevant to employment in any really substantial way.	57
There were quite substantial and significant differences between the effects of the different work-camps. There are about five camps in which at least three-quarters of the volunteers made overall improvements and a similar number in which around three-quarters of the volunteers actually scored lower at camp-end than at camp-start.	57
Improvement on camp-specific pro-social values/behaviour is significantly correlated with overall satisfaction with the work-camps and with satisfaction with the leadership and the socialising. This means that people who improved on camp-specific pro-social values/behaviour were also satisfied with the camps.	58
The most important single measure of the readiness to spread voluntarism at the end of the camp - "I am going to persuade other people to go on voluntary activities / become volunteers" - is strongly correlated with all scores for satisfaction with the work-camp	58
Work-camp volunteers have overall higher levels of commitment to different values than typical students. The biggest difference is that they are interested in adventure; the difference on factors like benevolence is not so strong.	60
Most volunteers love work-camps, which are part of their commitment to volunteering. But if SEEYN wants to promote them as a tool for reaching particular social goals like pro-social values/behaviour then much more work needs to be done on focussing the kinds of camp and activities on those particular values.....	60

2 Introduction

2.1 About SEEYN

The South Eastern European Youth Network (SEEYN) is a network organization involving 19 member NGOs from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia and Serbia and Montenegro. It is an attempt to overcome differences among societies that have recent tradition of conflicts through bringing young people from entire South Eastern Europe region to work together. The idea that young people will be future society leaders is the basis of the network. This approach is long-term in its orientation and it takes a lot of effort to come to reality. Particularly important is equal representation of all different populations in this process, as well as neutral and independent treatment of initiatives coming from different countries. If young people become able to support each other's initiatives, carefully listen to their associates from other countries and honestly put efforts to understand each other, it will be possible to create strong regional network with common interests over time.

Year of foundation:

2000 (official registration happened in 2005)

Main office: Kemala Kapetanovića 17, 71000 Sarajevo, Bosnia-Herzegovina

Aim and objectives:

- To empower youth to built stable & peaceful region as active citizens;
- To create fertile ground and conditions for youth mobility;
- To promote and support adequate government policies for the youth;

The focus of SEEYN activities is:

- Advocacy as a tool for development of supportive legal framework;
- Work-camps and Intercultural Learning;
- Volunteerism and Youth Employment;
- International Cooperation.

Activities:

Provides information, organize workshops, trainings, seminars and tribunes for values we promote, work camps, issue brochures and other printed materials, EVS, MTV, LTV.

Official website:

<http://www.seeyn.org>

SEEYN Work-camps:

SEEYN has been organizing work-camps for 6 years.

SEEYN's approach is to create and implement work-camps with educational component. The idea is that work camp participants take part in activities, which are pro-social, challenging, involve self-management, and which involve substantial contact with other cultures. Moreover, SEEYN will ensure that effects of the work camps are multiplied through participants who will promote and transfer interest of VS to peers.

2.2 The SEEYN research strategy

From a merely implementing network, SEEYN is developing into a recognized service provider working with the voluntary sector. SEEYN wants to work collectively and avoid competition, in particular with respect to the different national organizations that deal with voluntary service.

In addition, SEEYN wants to conduct and publish research findings, best practices, toolkits with the aim of contributing to the knowledge base of the non-profit sector in the field of voluntary service, but also of developing new knowledge in order to increase the understanding of the pro-social values and volunteerism.

Through its Association and Centre for Voluntary Service SEEYN offers a wide range of training courses and consultations to NGOS, institutions and individuals.

2.2.1 Previous research to date

2.2.1.1 Voluntarism and Public Institution

This is a compilation of research that SEEYN members implemented in Bosnia and Herzegovina, Croatia, Montenegro and Macedonia. The book is published by ADP ZID, Podgorica, Montenegro.

It contains analysis of research among public institutions in participating countries, analysis of existing legislative related to voluntarism, examples of legislative and good practice from other European countries and recommendations for the future¹.

2.2.1.2 Albert Einstein

The Albert Einstein research document was published in 2003. The research was conducted in 5 countries in South East Europe. The main purpose of the research was to work towards a legal framework for voluntarism and to create a framework for the engagement of interested citizens in the realization of volunteer projects, especially young people prepared to put their professional and other capacities in service of the institutions of the community.

2.2.1.3 European Union is not a member of your party

In various cities in Albania, Kosovo, Macedonia, Montenegro and Serbia, SEEYN members and partners conducted a survey on fair employment practises in the public sector.

The main idea was to fight the discrimination of citizens based on political orientation and to advocate for good employment practices in public administration and operations of civil servants. In different countries research findings were different concerning: recruitment based on merit, public recruitment procedures and needs assessment based employment.

2.2.2 Planned research

- Effects of long-term voluntary work on pro-social values
- Volunteerism and economic development in SEE
- Feasibility study: Volunteers' hours - credit based system at Universities in SEE
- Volunteerism and social capital

¹ <http://seeyn.org/index.php?module=189&id=70&smid=189&act=more>

2.2.3 The present research study

The research which is the subject of the present report was conducted in 2006 for SEEYN by proMENTE social research and SEEYN in South-East Europe.

2.2.3.1 Aim

The aim was to increase the knowledge base of the non-profit sector in the field of voluntary service in SEE, based on theoretical background and with concrete practical examples.

2.2.3.2 Studies

The research consisted of three parts.

Table 1: overview of the three studies

Study	Time	Participants	Aim
Study 1: young people in BiH: voluntarism, pro-social values/behaviour and employability	July and September 2006	Sample of 1000 young people representative for B&H	To assess levels of voluntarism, pro-social values/behaviour and employability amongst youth in a country in South-East Europe.
Study 2: pilot study on work-camp volunteers	April and May 2006	51 volunteers at five work-camps in South-East Europe	To complete preparation of questionnaires and methodology for study 3
Study 3: main study on work-camp volunteers	Summer 2006	330 volunteers at 28 work-camps	To assess levels of voluntarism, pro-social values/behaviour and employability amongst youth participating in work-camps, comparing volunteers from South-East Europe with other volunteers; and to assess the impact of work-camp participation

2.3 About proMENTE

proMENTE is a consultancy providing social research solutions both to businesses and non-profits. proMENTE operates internationally and is based in Bosnia and Herzegovina. All our activities are intended to benefit society through the application of scientific knowledge and skills.

proMENTE's planning, training, monitoring and evaluation services include:

- Conducting evaluations of projects based in B&H and the rest of the Balkans to international standards.
- Providing baseline and impact assessments for development programs and sectors.
- Providing organizational change assessments and interventions for businesses and non-profits.

proMENTE is based in Sarajevo and registered as an association with the Federation of Bosnia-Herzegovina.

3 What did we ask and why did we ask it?

3.1 Overview

Table 2: main questionnaires and scores and when they were used across the three studies

Area	Questionnaire	Explanation	Scores	Study 1:	Study 2:		Study 3:		
				Repre- sentative sample of BiH youth	Pilot study on work-camp volunteers		Main study on work-camp volunteers		
					Camp start	Camp end	Camp start	Camp end	Improve- ment (camp-end score – camp-start score)
Motivation to volunteer	Clary and Snyder Volunteer Function Inventory (VFI) (Snyder, Clary et al. 2000)	A list of statements that asks about ones reasons to volunteer	values career understanding importance to others feeling needed dealing with own problems travel ²		+ 3	+4	+	+	+5
Pro-social values/ behaviour	Camp-specific pro-social values/behaviour questions	Pro-social factors expected to change through volunteer activity	-Voluntarism -Part of network -Preparedness to confront -Adaptable in groups -Group Tolerance	+	+6	+	+	+	+
				Overall score for pro-social	General pro- social values/ behaviour	+	+7	+	+
	Ethnic mistrust	... towards own group and ethnic neighbours	Positive negative				+	+	+
	Intention to volunteer	How likely to volunteer next year?		+			+	+	+
	Attitudes to civil engagement	Views about civil engagement	Positive Negative	+			+	+	+
Employability	SEEYN employability questions	Questions on employability	Employability	+	+8	+	+	+	+

² Not part of standard VFI. Added for this study.

³ Which motives are important to the volunteer?

⁴ Which motives were actually offered by the camp?

⁵ Fit between motivation profile and profile of motives offered by camp was calculated

⁶ Earlier version of the scale. Two scores, "tolerance" and "voluntarism". Not directly comparable with study 3.

⁷ Earlier version of the scale. Two scores, "tolerance" and "voluntarism". Not directly comparable with study 3.

⁸ Earlier version of the scale used in the main study (study 3). Not directly comparable.

Area	Questionnaire	Explanation	Scores	Study 1:	Study 2:		Study 3:		
				Repre- sentative sample of BiH youth	Pilot study on work-camp volunteers		Main study on work-camp volunteers		
					Camp start	Camp end	Camp start	Camp end	Improve- ment (camp-end score – camp-start score)
Values	Schwartz Value Survey (SVS) (Schwartz 1992)	Measures 10 common and universal values	Power Achievement Hedonism Stimulation Self-direction Universalism Benevolence Tradition Conformity Security				+		
Other work-camp information	Satisfaction	Satisfaction with work-camp						+	
	Placement	Characteristics of volunteer placement	- which activities - which hosting organisation - which place				+		
Other	Socio-demographic information		Sex, age, education level, employment, membership of organisations, volunteer origin (South-East Europe or outside)		+	+	+	+	
	Sense of belonging	How important in ones life are ...	Ethnicity Friends Family Religion Europe	+			+	+	
	Past and present volunteering	Questions on amount of volunteering before and/or now		+					
	Parents as volunteers	Did volunteers' parents volunteer		+			+	+	

These questionnaires and scores are explained in more detail below.

3.2 Motivation to volunteer

Since the beginning of the 1990's, Clary, Snyder and their colleagues have been applying the functional approach to the motivations underlying involvement in volunteer work. According to this approach, people engage in voluntary work in order to satisfy important social and psychological goals; and different individuals may be involved in similar volunteer activities but do so in order to achieve different goals (Clary, Snyder et al. 1996).

The work of Clary and Snyder has resulted in the identification of six categories of motivation or psychological functions that may be served by volunteering:

Values: Participation in volunteering work to express and act on personal values (e.g., 'I feel it is important to help others')

Career: To gain experiences relevant to career development (e.g., 'Volunteering will help me to succeed in my chosen profession')

Understanding: To increase knowledge and to develop and practise skills (e.g., 'Volunteering lets me learn things through direct, hands on experience')

Social (in present study referred to as: important to people I respect): To further develop valued social networks and achieve effective social adjustment (e.g., 'Volunteering is an important activity to the people I respect')

Esteem enhancement (in present study referred to as: feeling needed): To extend and enrich the self concept and to raise self- esteem (e.g., 'Volunteering makes me feel needed')

Ego protection (in present study referred as: dealing with own problems): To cope with negative feelings related to anxiety and conflict (e.g., 'Volunteering is a good escape from my own troubles')

3.3 Pro-social values/behaviour

3.3.1 Camp-specific pro-social values/behaviour

The first main SEEYN goal (pro-social values/behaviour) was measured with a series of questions which were specifically formulated to be relevant to the context and content of work camps. They asked about pro-social values/behaviour which might be expected to be important in work-camps and which might be influenced by attending a work-camp.

There are five groups of questions⁹ each with its own score:

- part of network (example: "I feel part of an international network of young people.")
- voluntarism (example: "I would like to get more deeply involved in volunteering"),
- preparedness to confront (example: "I am prepared to argue with my friends if I think they are biased towards other groups of people"),
- adaptable in groups (example: "I am good at working in a team"),
- group tolerance (example, "I don't mind socializing with people I don't agree with")

Alongside these questions, three other sets of questions, detailed below, covered other aspects of pro-social values/behaviour.

3.3.2 Ethnic mistrust

Some questions were provided with the aim of measuring the kinds of inter-ethnic attitudes and cognitions which are central to ethnic trust and mistrust and which in particular constitute the ethno-political geography of South-East Europe. One set of seven questions was provided on one's own ethnic group (examples: "My ethnic group is hard to understand"; "My ethnic group is often a victim") as well as a set of questions on one's ethnic neighbours. In order to focus the respondents on possible ethnic neighbours, this second set was preceded with the instruction "Write down the first three ethnic groups which come to mind when you think about your ethnic neighbours". This second set consisted firstly of questions analogous to those in the first set (example: "My ethnic neighbours are hard to understand") followed by five so-called "circular questions" on what the respondents believe their ethnic neighbours think about their ethnic group (example: "My ethnic neighbours think my ethnic group is hard to understand").

For scoring, a single subset of 11 of the above questions were formed¹⁰ which expressed ethnic mistrust.

⁹ These five groups were identified on the basis of factor and cluster analyses of the camp-start data.

¹⁰ Based on the results of a factor analysis of the camp-start data.

3.3.3 Intention to volunteer

This score consisted of three simple questions on intention to volunteer next year in one's own town, in one's own country and outside one's own country.

3.3.4 Attitudes to civil engagement

Six questions on attitudes to civil engagement were provided, in two groups of three questions each, providing a score each for positive and for negative attitudes.

- positive attitudes to civil engagement: (example: "It would be hard for me if I didn't have the opportunity to discuss social issues with others")
- negative attitudes to civil engagement: (example: "I would rather leave others to solve social problems so that I can get on with other things")
- Employability

The second main SEEYN goal (employability) was measured with a series of questions which were specifically formulated to be relevant to work camps (example: "I have experience in different kinds of work").¹¹

3.4 Values

The Schwarz Value Survey (Schwartz 1992) was used to measure structure of the respondents' value systems. But what are values exactly? In the following box, Schwarz himself explains:

(1) Values are beliefs. But they are beliefs tied inextricably to emotion, not objective, cold ideas. When values are activated, whether or not they enter our awareness, they elicit positive or negative feelings. People for whom independence is an important value become aroused if their independence is threatened. They become angry or despairing if they are helpless to protect it, but contented or even joyous when they can affirm their independence through actions.

(2) Values are a motivational construct. They refer to the desirable goals people strive to attain. Fairness, for example, is a desirable goal for most people in most societies, as is being healthy, helpful, or successful. Thus, fairness, health, helpfulness, and success are all values. Values that are important to a person motivate appropriate actions.

(3) Values transcend specific actions and situations. They are abstract goals. Obedience and honesty, for example, are values that are relevant at work or in school, in sports or in business, with family, friends, or strangers. The abstract nature of values distinguishes them from concepts like norms and attitudes which usually refer to specific actions, objects, or situations.

(4) Values guide the selection or evaluation of actions, policies, people, and events. That is, values serve as standards or criteria. We decide whether actions, policies, people or events are good or bad, justified or illegitimate, worth approaching or avoiding, depending on whether they facilitate or undermine the attainment of values. The impact of our values on our everyday decisions is rarely conscious. We become aware of our values when the actions or judgments we are considering have conflicting implications for different values we cherish.

(5) Values are ordered by importance relative to one another. People's values form an ordered system of value priorities that characterize them as individuals. Do they attribute more importance to justice or success, to novelty or to tradition, to wealth or to spirituality? This hierarchical feature of values also distinguishes them from norms and attitudes (Schwartz 2005).

¹¹ From 15 items on employability, five were chosen with highest item-total correlation. The resulting short scale correlates .935 with the original scale (Pearson).

These questions are grouped into ten scores as follows:

- Power
- Achievement
- Hedonism
- Stimulation
- Self-direction
- Universalism
- Benevolence
- Tradition
- Conformity
- Security

A more detailed explanation is given in the appendix.

3.5 Other variables

3.5.1 Sense of belonging

We asked "how important to you are the following things:

- Your ethnic group
- The country of which you are a citizen (if different from above)
- Your family
- Your group of friends
- Your religion
- The European continent
- The European Union"

3.5.2 Other information

As listed in the table above

4 Findings

4.1 Study 1: Young people in BiH: voluntarism, pro-social values/behaviour and employability

For a summary of the main findings, see the executive summary at the start of this report. Conclusions and recommendations are near the end of this document.

4.1.1 Aim

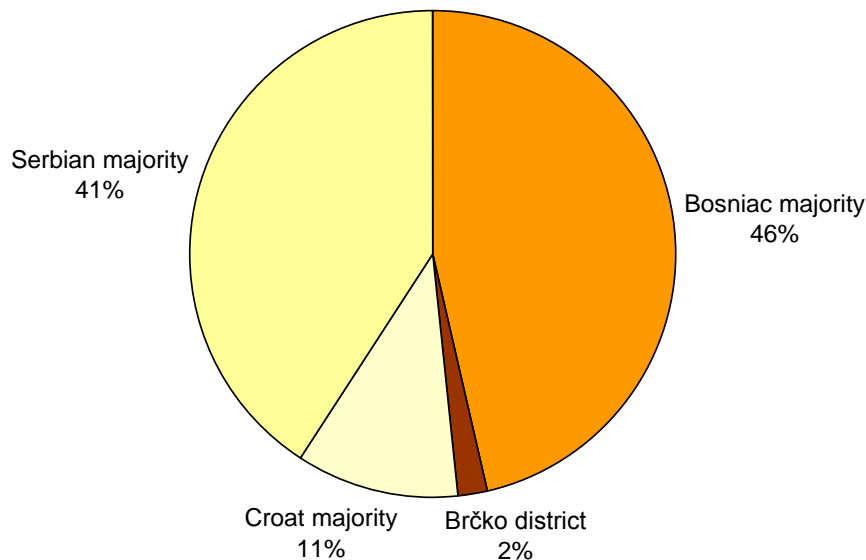
The aim of study 1 was to assess levels of voluntarism, pro-social values/behaviour and employability amongst youth in B&H as a more or less typical country in South-East Europe.

4.1.2 Sample and method

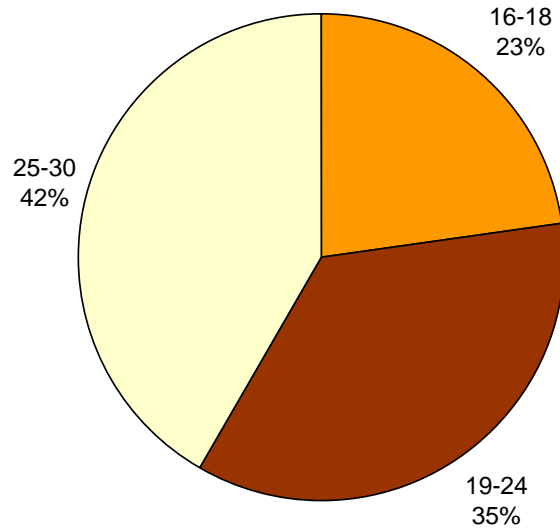
The sample included 975 complete telephone interviews with young people 16-30, conducted in July and September 2006. The sample is weighted to be representative for BiH (on the dimensions of sex and region).

4.1.3 Results

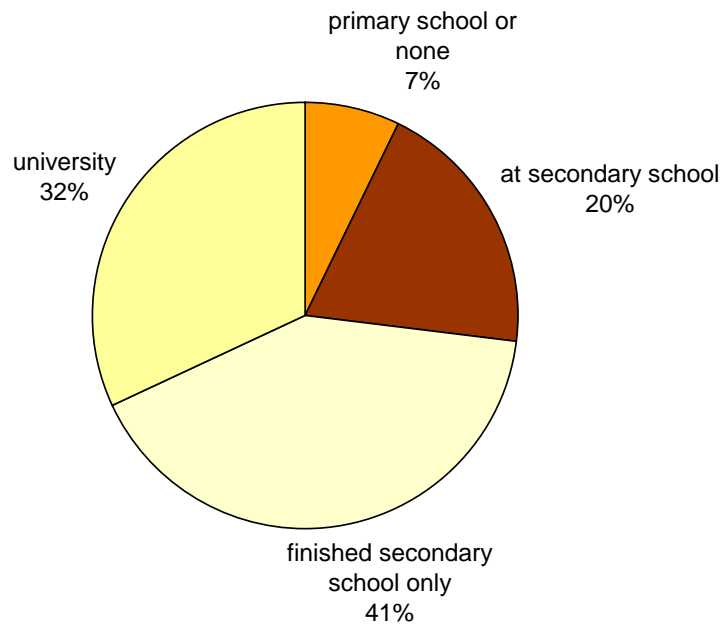
4.1.3.1 Representative sample: ethnic area



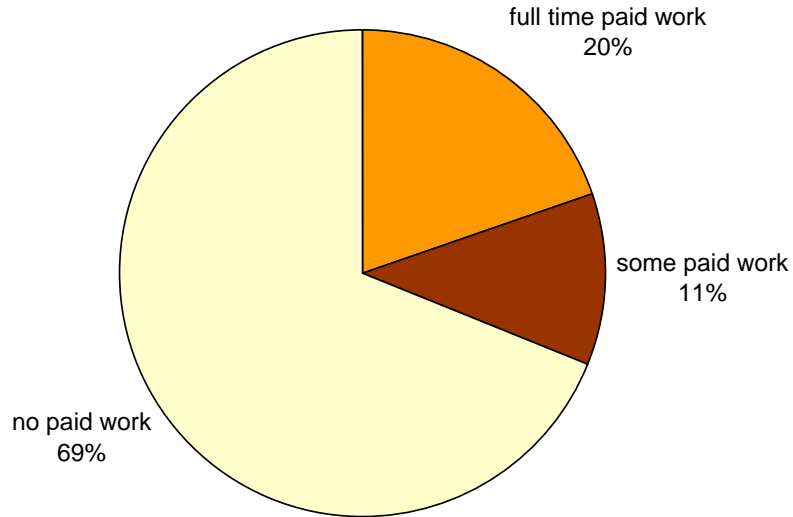
4.1.3.2

Representative sample: age

4.1.3.3

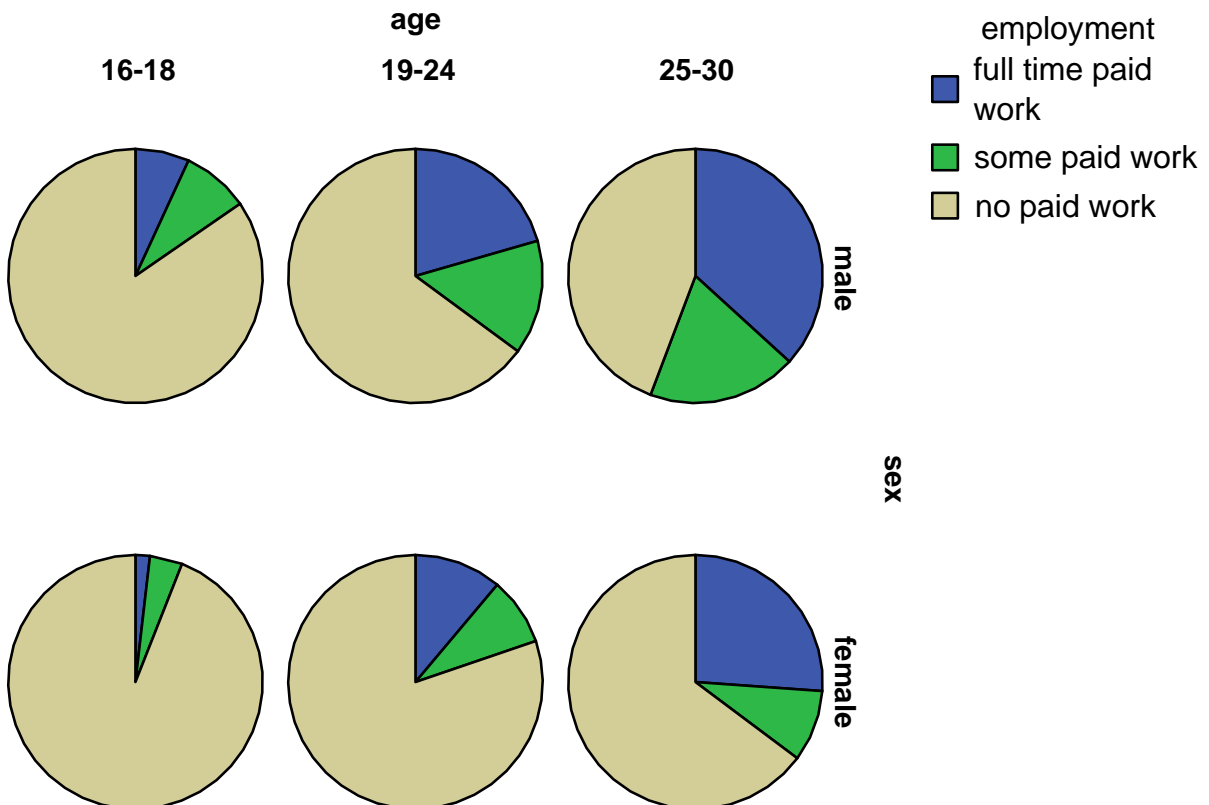
Representative sample: education

4.1.3.4 Representative sample: employment



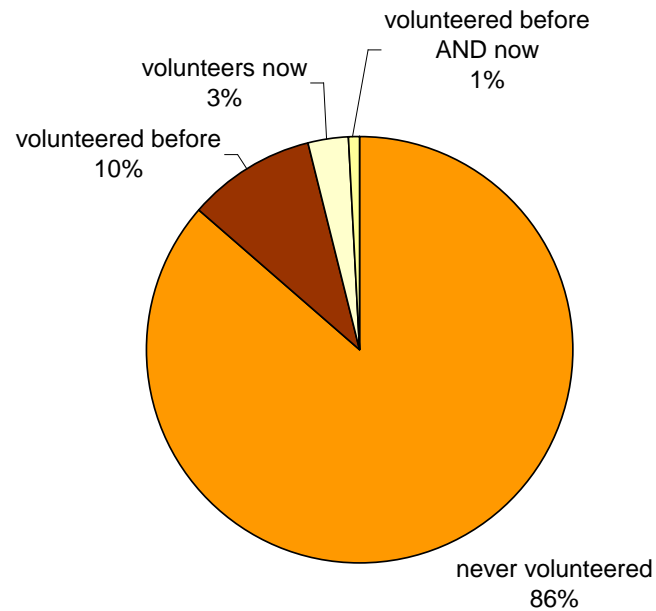
Nearly 70% of the young people in the BiH representative sample have no employment.

4.1.3.5 Representative sample: Employment by sex and age



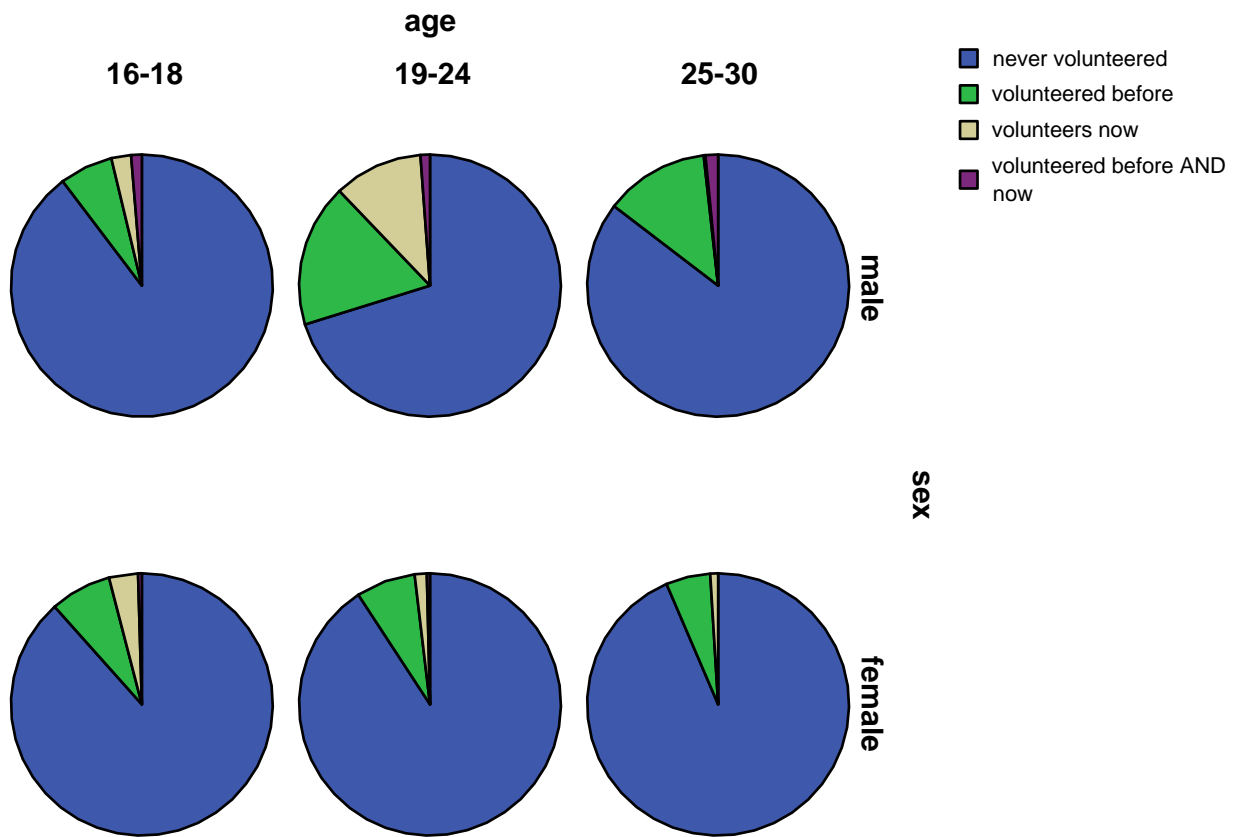
In the BiH representative sample, females have much less work and about 3/4 of the 19-24 age group do no paid work at all.

4.1.3.6 Representative sample How many young people volunteer?



In the BiH representative sample, about 86% have never volunteered.

4.1.3.7

Representative sample: which young people volunteer?

In the BiH representative sample, more males than females say they are or have been volunteers. This is a surprising result; in a 1995 survey of youth volunteering in seven countries including transitional countries such as Russia and Bulgaria (Flanagan, Bowes et al. 1998), in every case more females than males volunteered. However it is consistent with earlier research on volunteering in B&H organisations conducted in 2002, which also found a slight predominance of male volunteers (Kacapor 2002).

The overall percentages of young people volunteering are also lower than in nearly all countries for which data is available.

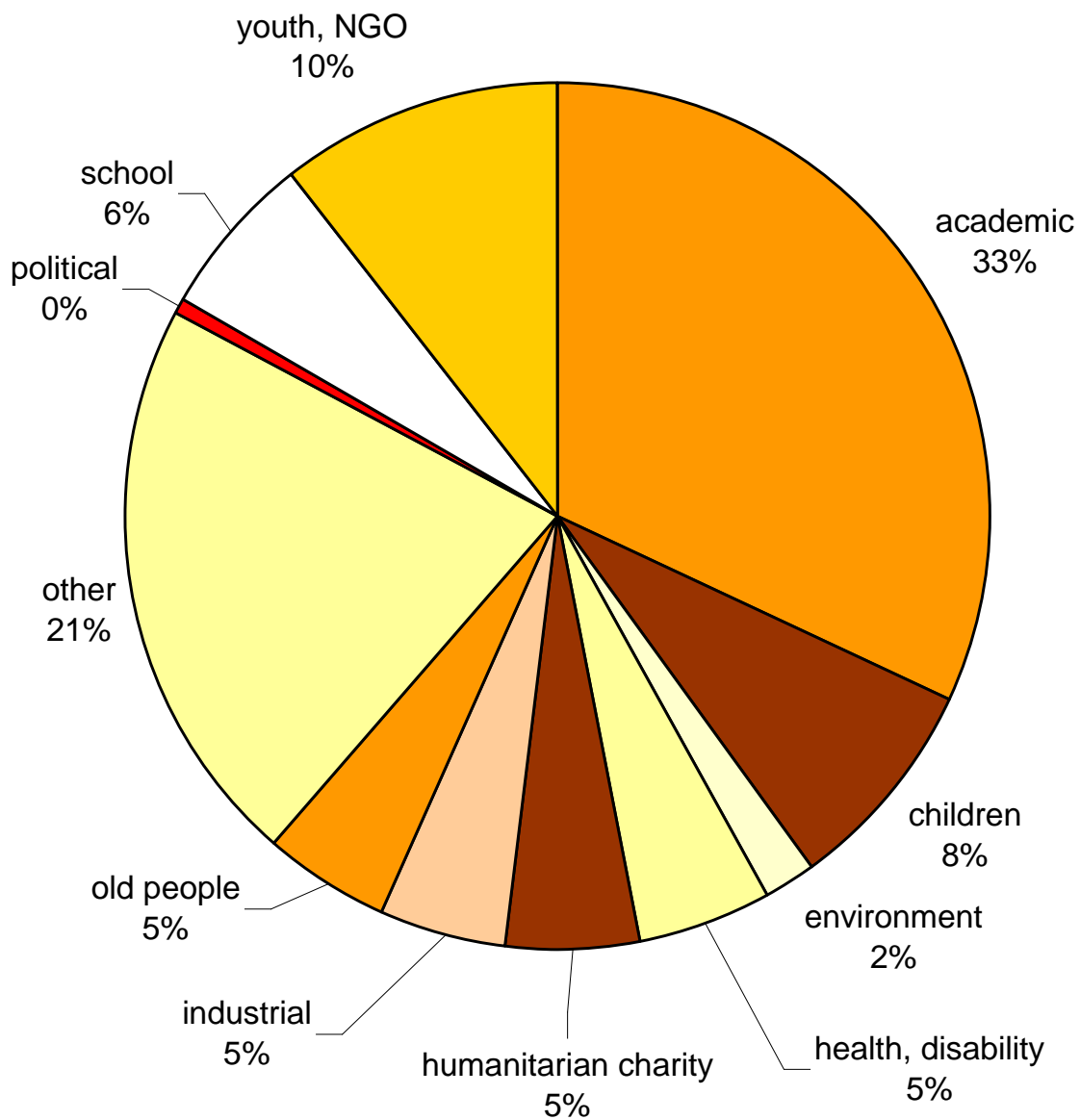
Nearly one third of men 19-24 have volunteered or are volunteering now.

4.1.3.8

Where do young people volunteer?

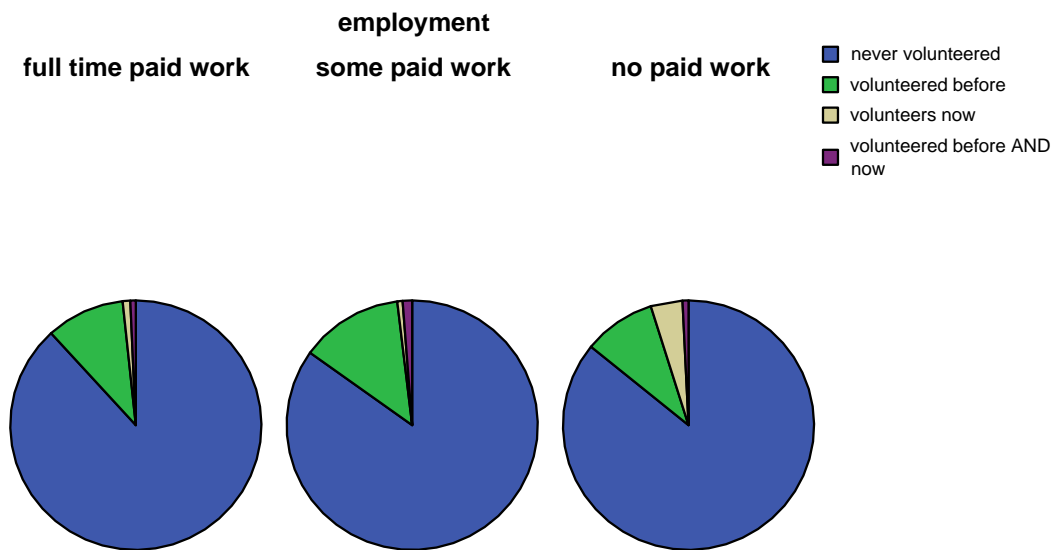
Young people in BiH volunteer only in their own towns. Not one person said they had volunteered outside BiH and less than 1% had volunteered outside their home town.

4.1.3.9

Representative sample: Kinds of volunteering

Young people in BiH do many different kinds of volunteering. There is little difference between the sexes except that more males mention volunteering for academic purposes.

4.1.3.10

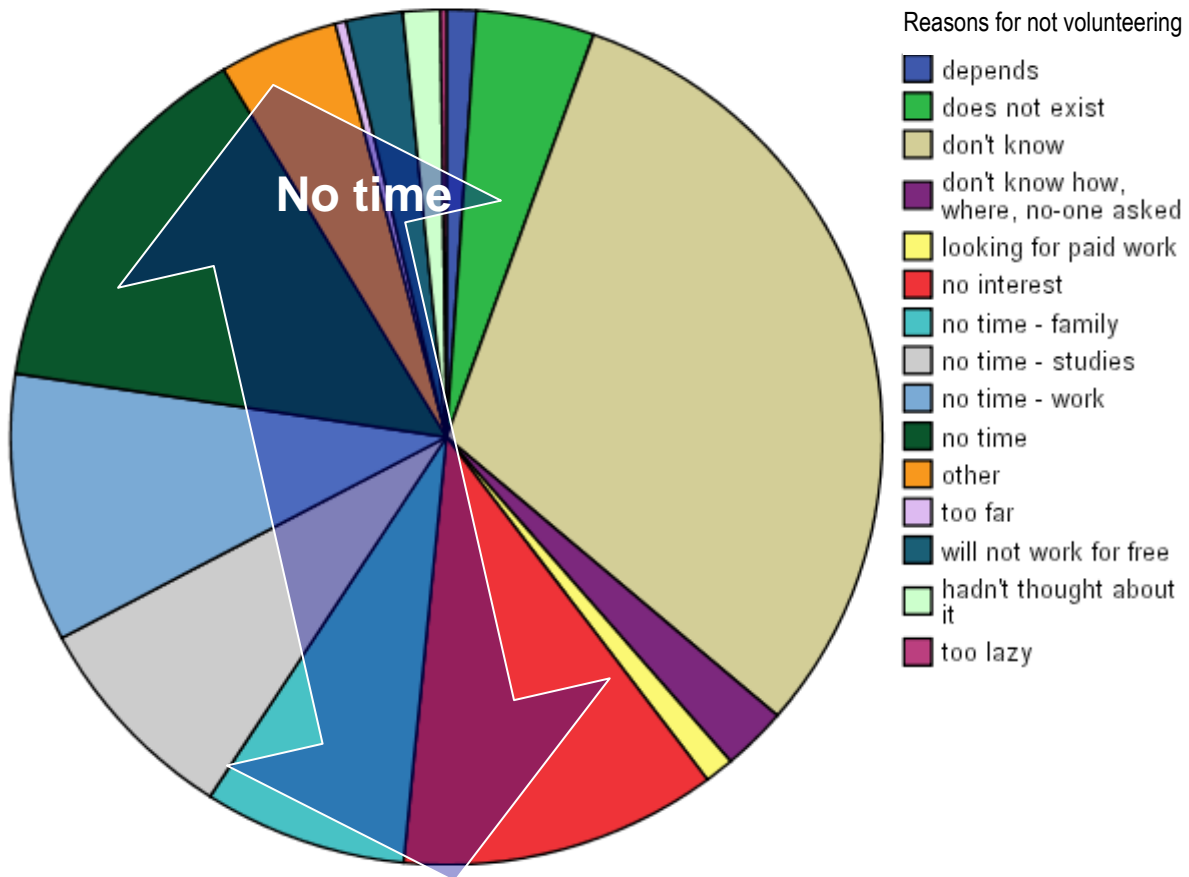
Representative sample: volunteering and work

Almost no young people who have any paid work are volunteering now. Young people who volunteer tend not to have any paid work at the moment. However, more people who have at least some work have volunteered in the past than those who have no work¹².

→

¹² This effect is actually stronger when controlling for age. However the difference is not significant.

4.1.3.11

Reasons for not volunteering

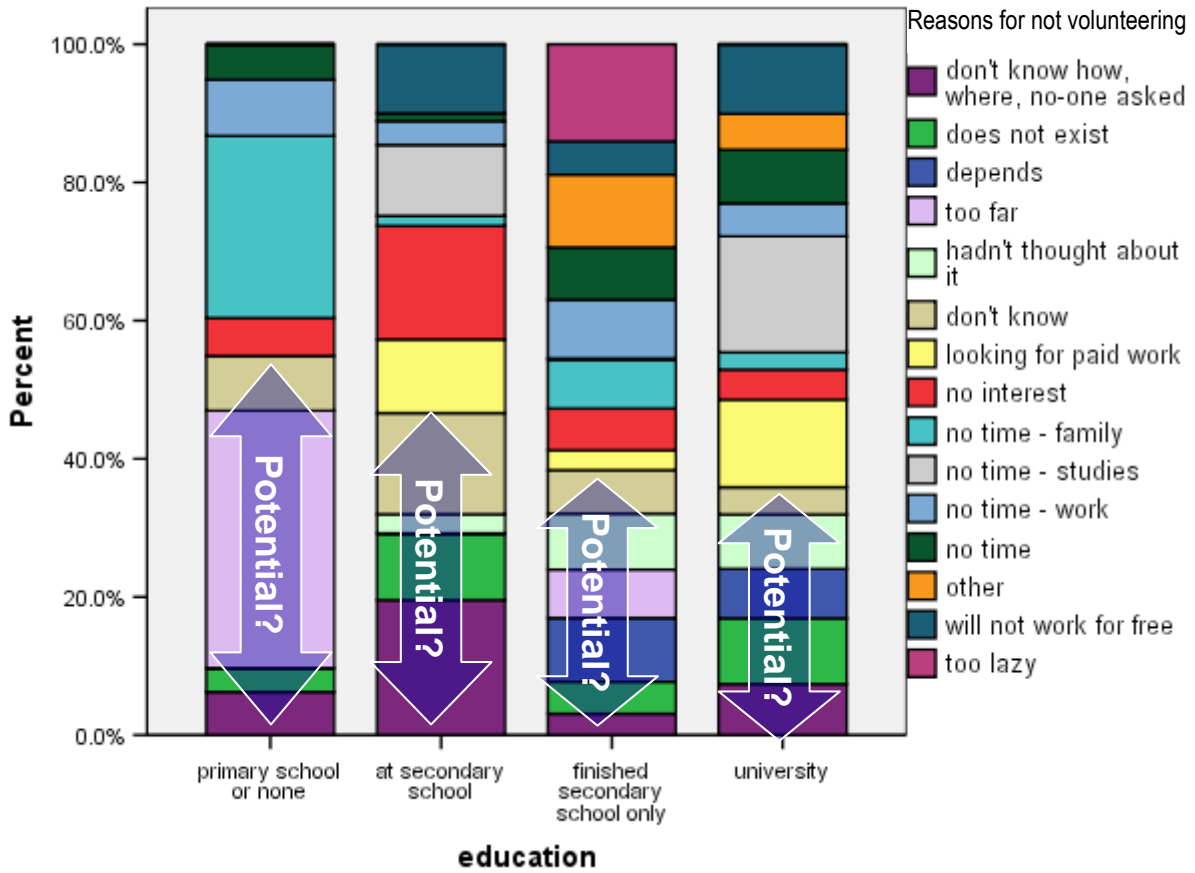
In the BiH representative sample, those who do not volunteer gave a variety of reasons for not volunteering. More than 30% say they have no time; about 10% say they do not know how to volunteer or have no opportunity.

Males more often say that they are not interested.

Females more often say they have no time because of family obligations.

4.1.3.12

Reasons for not volunteering

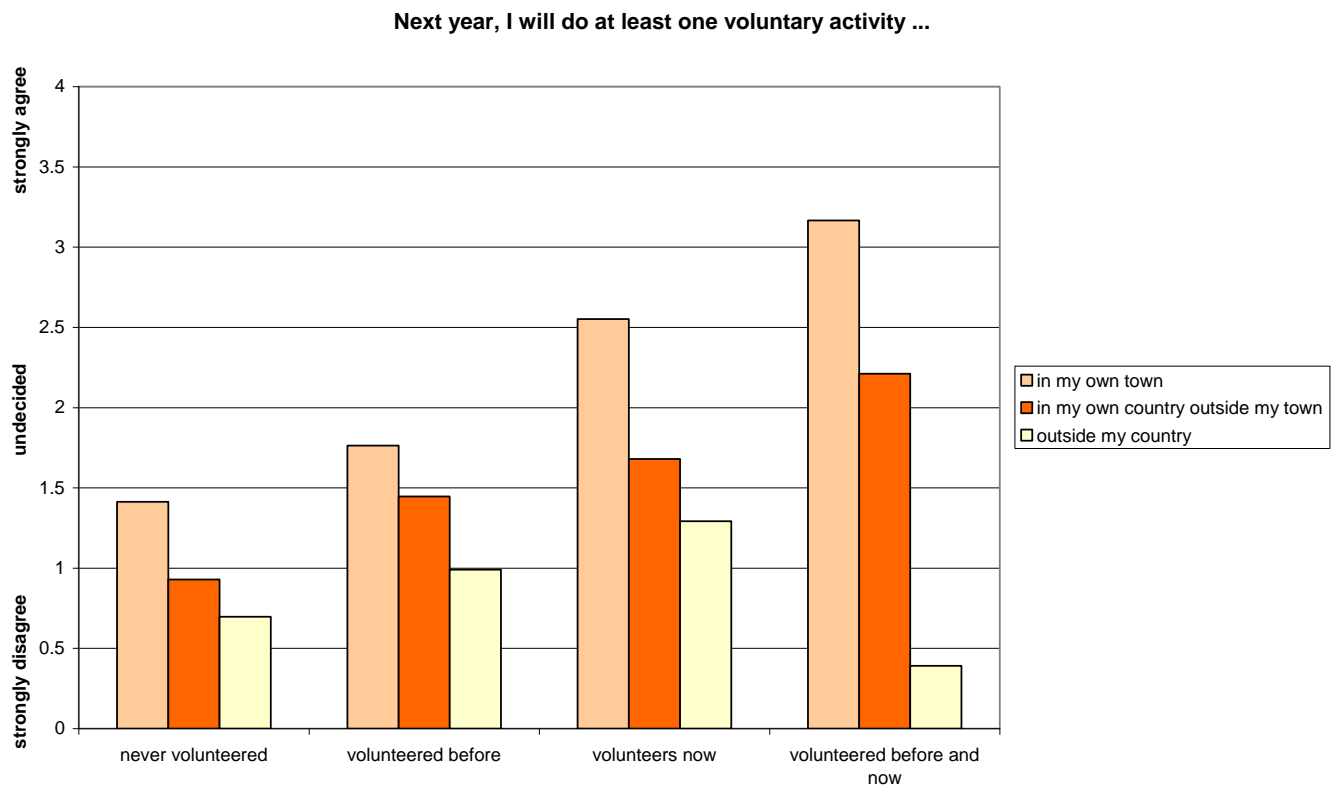


Around one quarter of those who are at secondary school can be considered "potential volunteers" (say they lack information or opportunities rather than motivation).

The better educated more frequently give as a reason for not volunteering that they hadn't thought about it.

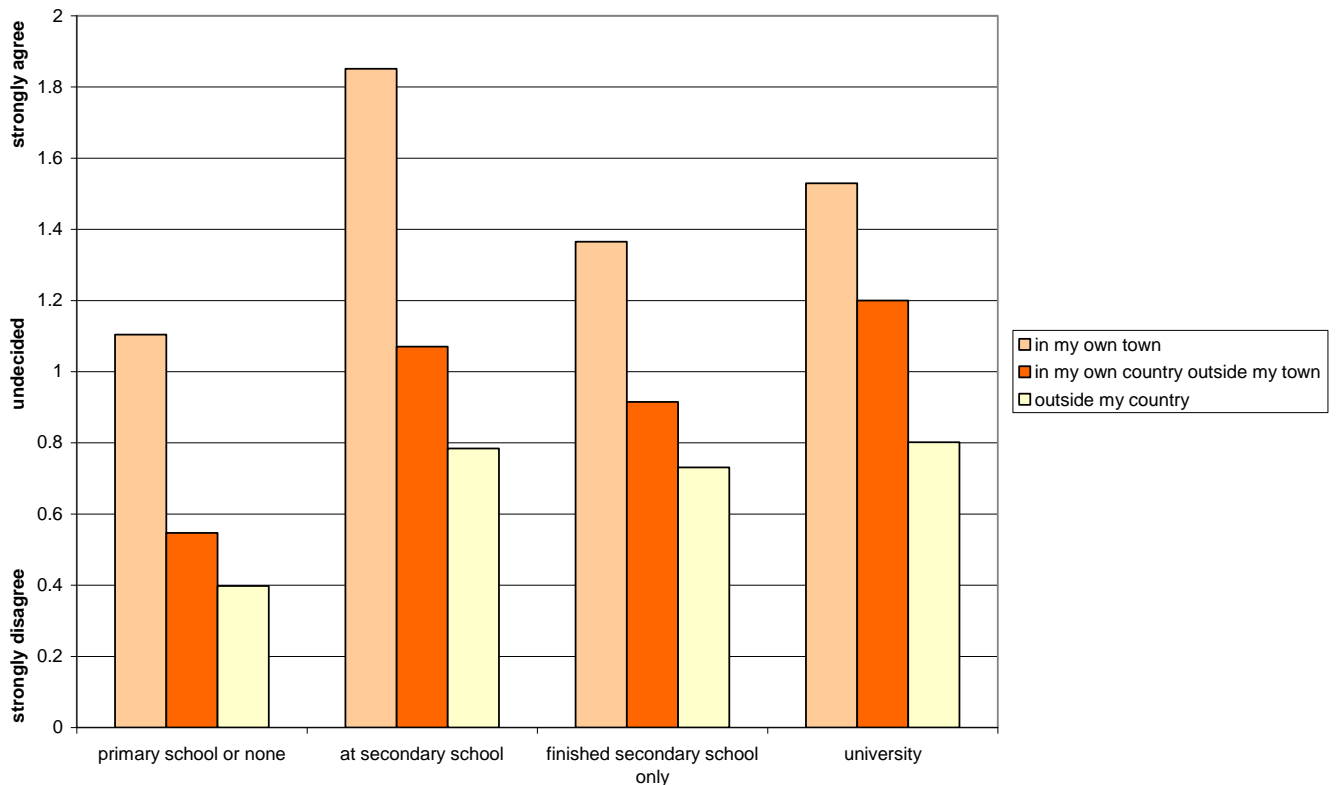
About 10-30% of young people can be considered "potential volunteers".

4.1.3.13

Who will volunteer next year?

Young people in the BiH representative sample in general do not believe that they will volunteer in the next year, but they do not dismiss the idea out of hand. They are more likely to volunteer in their own town and least likely to volunteer in another country. People who have volunteered before say they are more likely to volunteer again.

4.1.3.14

Who will volunteer next year?

Secondary school pupils are the most interested in volunteering, especially in their home town, saying on average that they are "undecided" if they will volunteer in their home town. There is very substantial potential for engaging secondary school students in local voluntary action.

4.1.3.15

Sense of belonging

As described in section 3, we asked how important the following things are:

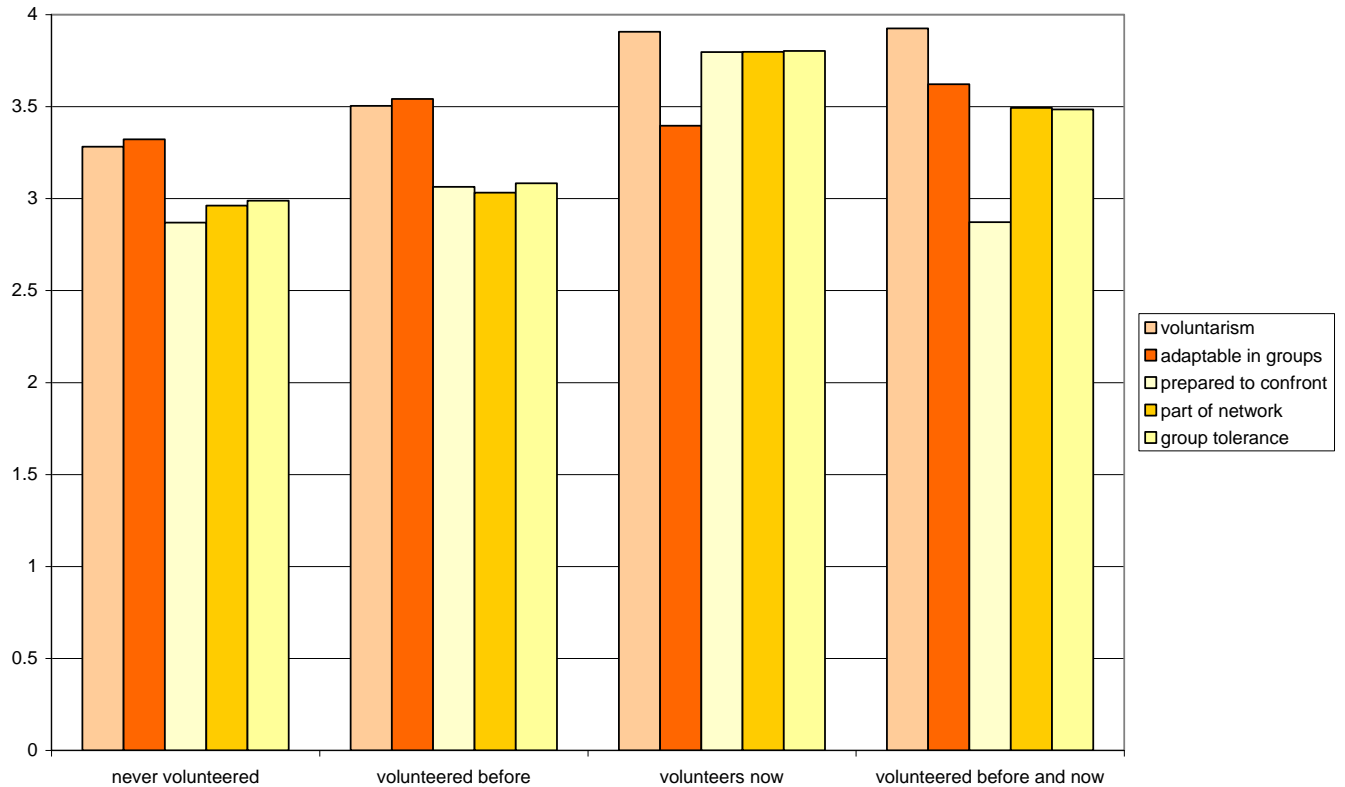
- Your ethnic group
- The country of which you are a citizen (if different from above)
- Your family
- Your group of friends
- Your religion
- The European continent
- The European Union

Surprisingly, these are all strongly related to one another in this sample. So e.g. young people who identify strongly with their ethnic group also tend to identify with Europe. However they are NOT related to amount of volunteering.

4.1.3.16

Pro-social values/behaviour and employability

In this survey, we asked about pro-social values/behaviour and employability (see section 2.3).

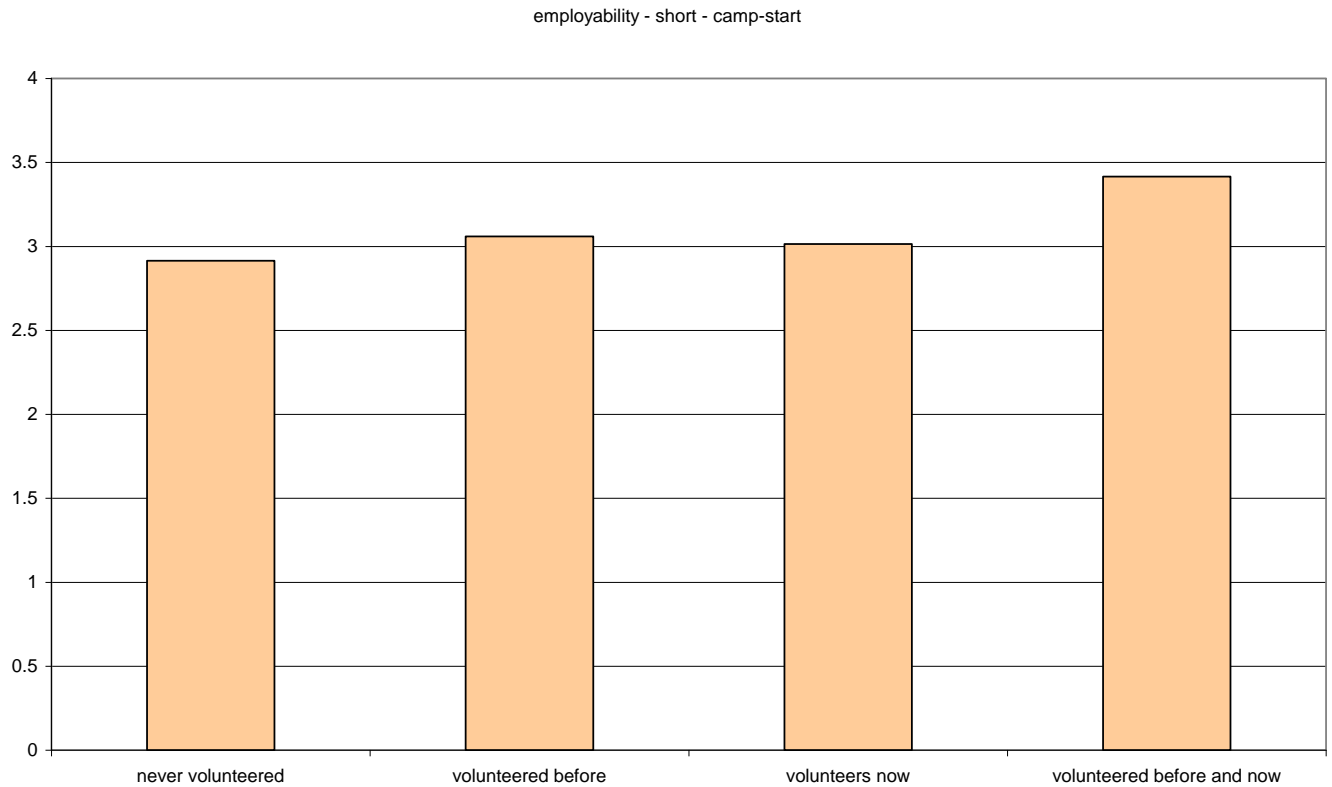
Are volunteers more pro-social?

All these differences are statistically highly significant¹³ even when controlling for sex, education, employment and age. This means that people who have volunteered more are more pro-social.

Amount of volunteering is also a much better predictor of pro-social values/behaviour than any other variables (sex, education, employment and age).

¹³ ($p < .001$) when calculated as the Spearman correlations between the dependent variables and volunteering as an ordinal variable (never volunteered < volunteered before < volunteers now < volunteered before and now)

Are volunteers more employable?



These differences are statistically highly significant¹⁴ even when allowing for sex, education, employment and age.

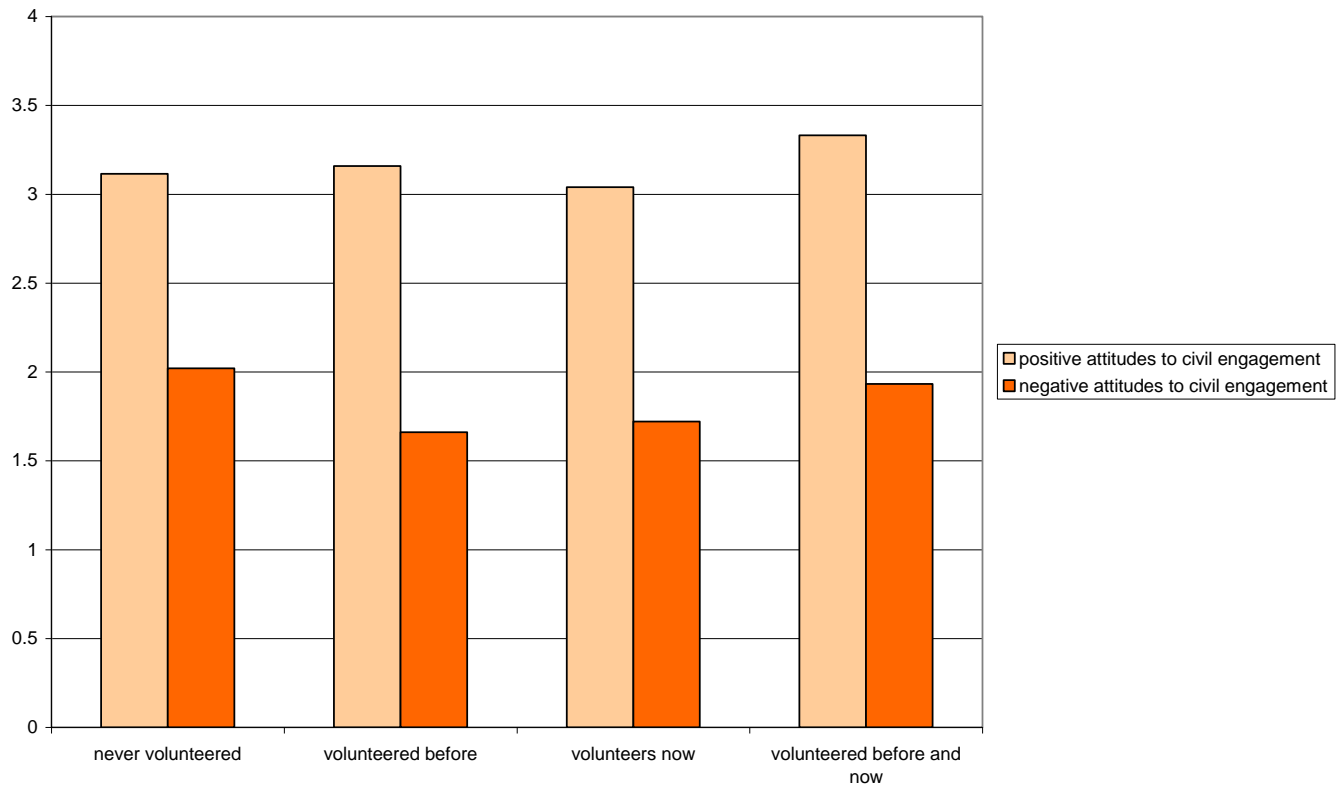
The amount of volunteering is a much better predictor of employability than any other variables (sex, education, employment and age).

In the BiH representative sample, volunteers are more employable and have more pro-social values/behaviour than their peers. Volunteers, whether employed or not, feel on average more employable than young person who have jobs!

→

¹⁴ ($p < .005$) when calculated as the Spearman correlations between the dependent variables and volunteering as an ordinal variable (never volunteered < volunteered before < volunteers now < volunteered before and now)

Attitudes to civil engagement



Although the differences are not very clear in the graph, statistical analysis shows that the amount of volunteering is not statistically related to positive attitudes to civil engagement; but it is related to negative attitudes to civil engagement (section 3), in the sense that people who have volunteered more have less negative attitudes.

4.1.4 Summary

- There is very high youth unemployment in the BiH representative sample: about 3/4 of the 19-24 age group do no paid work at all
- About 86% have never volunteered
- The group doing most volunteering is young men aged 19-24
- Young people in BiH who do volunteer do many different kinds of voluntary work, nearly always near where they live
- About 10-30% of young people can be considered "potential volunteers"
- In the BiH representative sample, volunteers are more employable and have more pro-social values/behaviour than their peers.

Some of this data is revisited in the analysis of Study 3.

4.2 Study 2: pilot study on work-camp volunteers

For a summary of the main findings, see the executive summary at the start of this report. Conclusions and recommendations are near the end of this document.

4.2.1 Aim

The aim of Study 2 was to complete preparation of questionnaires and methodology for Study 3.

4.2.2 Background

This pilot study was carried out in Spring 2006. It analyses results from an M&E instrument which SEEYN developed together with proMENTE. At the same time it served as pilot research for the main study.

4.2.2.1 The M&E project

For the pilot study, proMENTE has delivered to SEEYN a simple questionnaire which can be used at the start and the end of a work-camp or other voluntary activity, together with a customised Excel workbook. The workbook is used to simplify data and validate entry and also provides "live" analysis of the data without the need to send the data for an expert for analysis. A version of this simple excel tool is to be made available, updated on the basis of experience with the main study (study 3).

4.2.3 Sample and method

The questionnaire was completed by 51 volunteers at five work-camps during April and May 2006. 14 questionnaires were in Bosnian/Croatian, 21 were in English and 14 in Bulgarian.

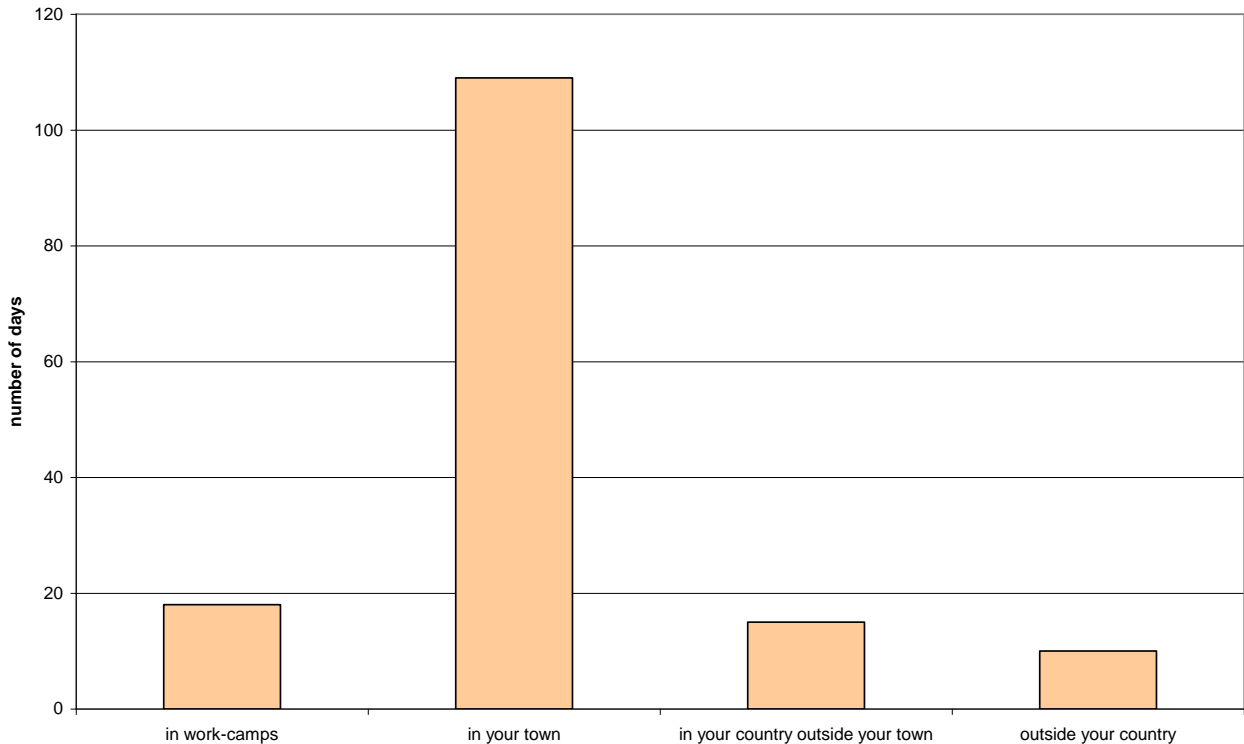
The sample was similar to the main study sample in terms of sex, education level and age.

→

4.2.4

Results

4.2.4.1

Number of days spent volunteering already

Many of the participants had done some voluntary work before, mostly in their own towns. The participants had spent an average of over 100 days volunteering in their own towns, which is quite a substantial amount of experience. They also reported being an active member of 1.4 organisations on average.

4.2.4.2

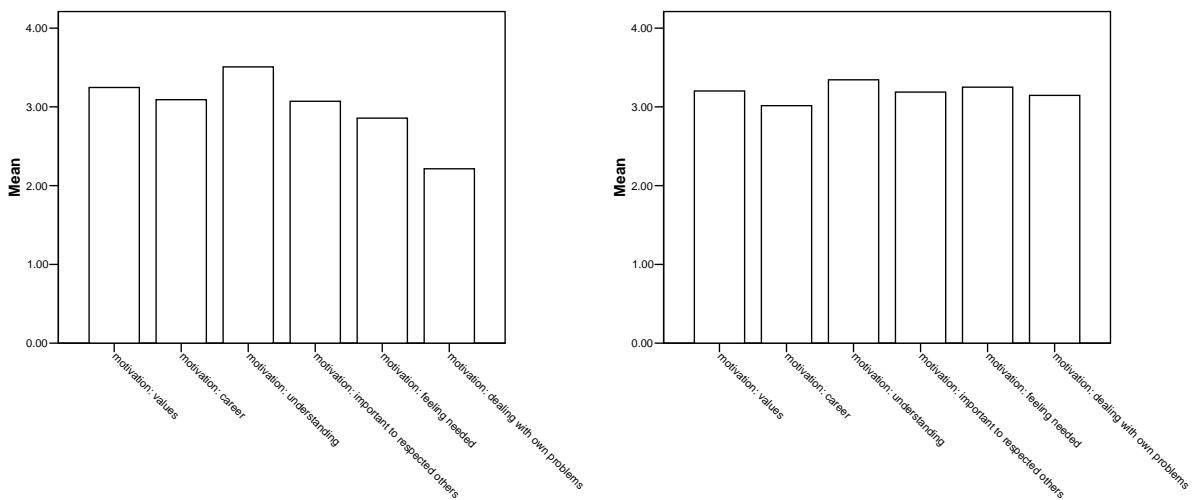
Motivation to volunteer

Volunteers' motivation was measured using the Clary and Snyder Volunteer Function Inventory (see section 2.3).

These motives were recorded using the questionnaire at the start of the camps. At the end of the camp, the respondents were asked how much they were able to realize these same motives at this particular camp.¹⁵

¹⁵ The questionnaire performed well in the sense that the scales intended in the original version were reproduced in this sample

Motivation profile at camp start compared with perceived ability to realize motives at camp end



In the pilot study, the overall level to which volunteers felt at camp-end that they had realized their motives was comparable with the level of those motives at camp start. It is noticeable that the motive "dealing with ones own problems" which was not perceived as an important reason for volunteering at the start of the camp was in fact perceived as something which the participants gained during the camp.

These motives did not differ significantly¹⁶ according to sex, experience/civil engagement, education or age.

4.2.4.3 Effect of work-camp participation on pro-social values/behaviour and employability

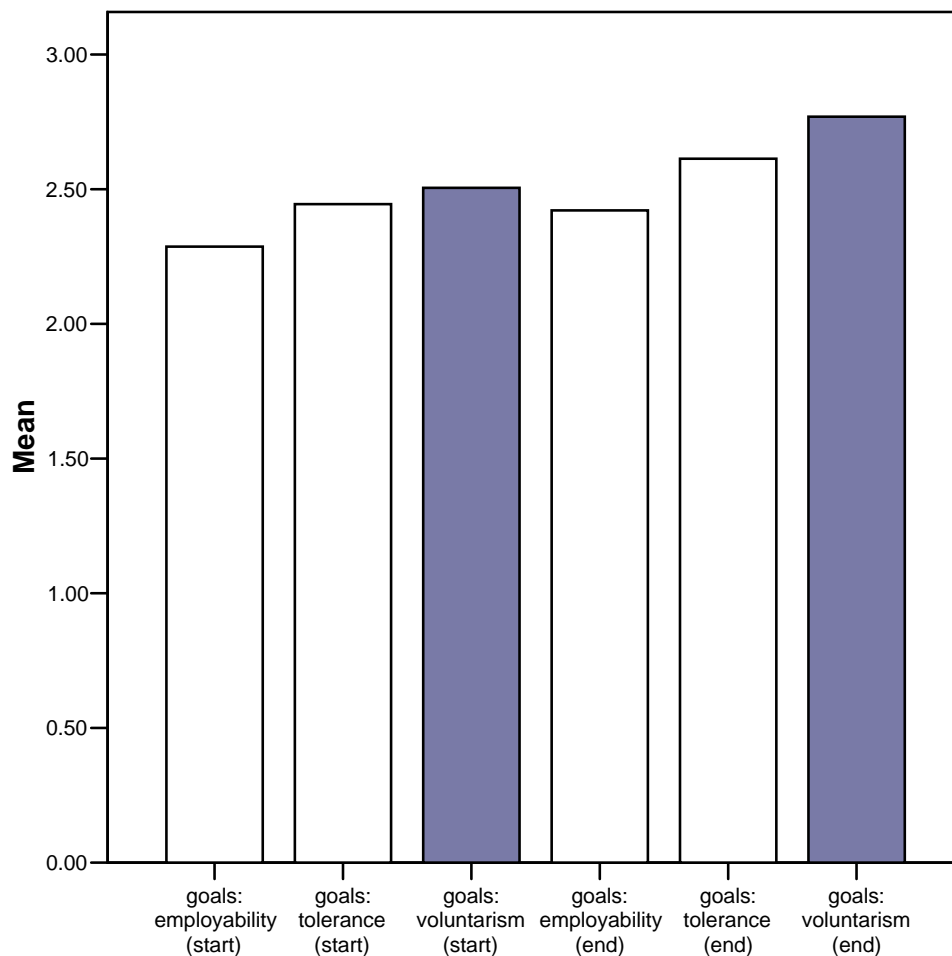
The main SEEYN goals were operationalised in a series of questions which were specifically formulated to be relevant to work camps. The questions were then grouped¹⁷ into three overall scores: employability (example: "I have experience in different kinds of work"), tolerance/networking (example: "I feel part of an international network of young people.") and voluntarism (example: "I would like to get more deeply involved in volunteering"). These scores did not differ significantly at work-camp start¹⁸ according to sex, experience/civil engagement, education or age.

The same questions were asked at work-camp end and there were **small but statistically significant improvements** on all of the scores.

¹⁶ According to a multivariate analysis of variance using significance level of 0.01 due to multiple comparisons.

¹⁷ On the basis of a factor analysis. The questionnaire used was an earlier version of that used in the main study, study 3, and the representative sample study, study 1. It has fewer items and so the subscale scores are not directly comparable with studies 1 and 3.

¹⁸ According to a multivariate analysis of variance using significance level of 0.01 due to multiple comparisons.

SEEYN goals at camp start compared with camp end

This means that in the pilot study, volunteers felt more employable, more dedicated to voluntarism and more part of an international, tolerant network after the camps. These improvements did not differ strongly according to sex, experience/civil engagement, education or age. But there were some borderline differences; in particular, males reported a stronger improvement on voluntarism than females¹⁹.

4.2.4.4 Perceived quality of camp

The respondents were also asked various questions about the content of the camp; in particular, various factors which were hypothesised to be features of the most effective kinds of camp (working together as a group, overcoming difficulties etc.) These questions were combined into a single score²⁰. This score did not differ according to sex, experience/civil engagement, education or age. Nor was this score related to the improvement in the goals.

4.2.5 **Summary**

As this is a small sample, only strong effects will be statistically significant. Given this fact, it is remarkable that the improvements on the SEEYN goals (employability and pro-social values and behaviour) are indeed all significant. Thus it can be concluded that the work-camps included in this

¹⁹ Significant at $p = .022$

²⁰ On the basis of a factor analysis

pilot study are effective in reaching their goals. It is also likely that there are in fact more differences on key factors between age groups, sexes etc than are revealed in this research.

4.3 Study 3: main study on work-camp volunteers

For a summary of the main findings, see the executive summary at the start of this report. Conclusions and recommendations are near the end of this document.

4.3.1 Aim

The aim of Study 3 was to assess levels of voluntarism, pro-social values/behaviour and employability amongst youth participating in work-camps, comparing volunteers from South-East Europe with other volunteers; and to assess the impact of work-camp participation on main volunteer outcomes (pro-social values/behaviour, employability, etc.).

4.3.2 Sample and method

The questionnaires were completed by volunteers at 28 work-camps run by 9 organisations during summer 2006. Altogether 330 volunteers filled in questionnaire packs at camp-start, camp-end or both. The work-camps are listed in the appendix. Of these, 183 volunteers completed both camp-start and camp-end packs. This sub-sample of 183 volunteers forms the basis for all the analyses in this section of the report²¹. Those who completed both questionnaire packs do not differ significantly from those who did not²². All the questionnaires were in English.

The sample was similar to the pilot study sample in terms of sex, education level and age.

4.3.3 Results: Comparison of work camp volunteers with BiH representative sample²³

In a first set of analyses, the weighted representative sample of young people from BiH (see study 1) was compared with the sample of work-camp volunteers (this study) for which both camp-start and camp-end data was available²⁴.

²¹ Except for the validation and factor analyses which are based on all the camp-start data.

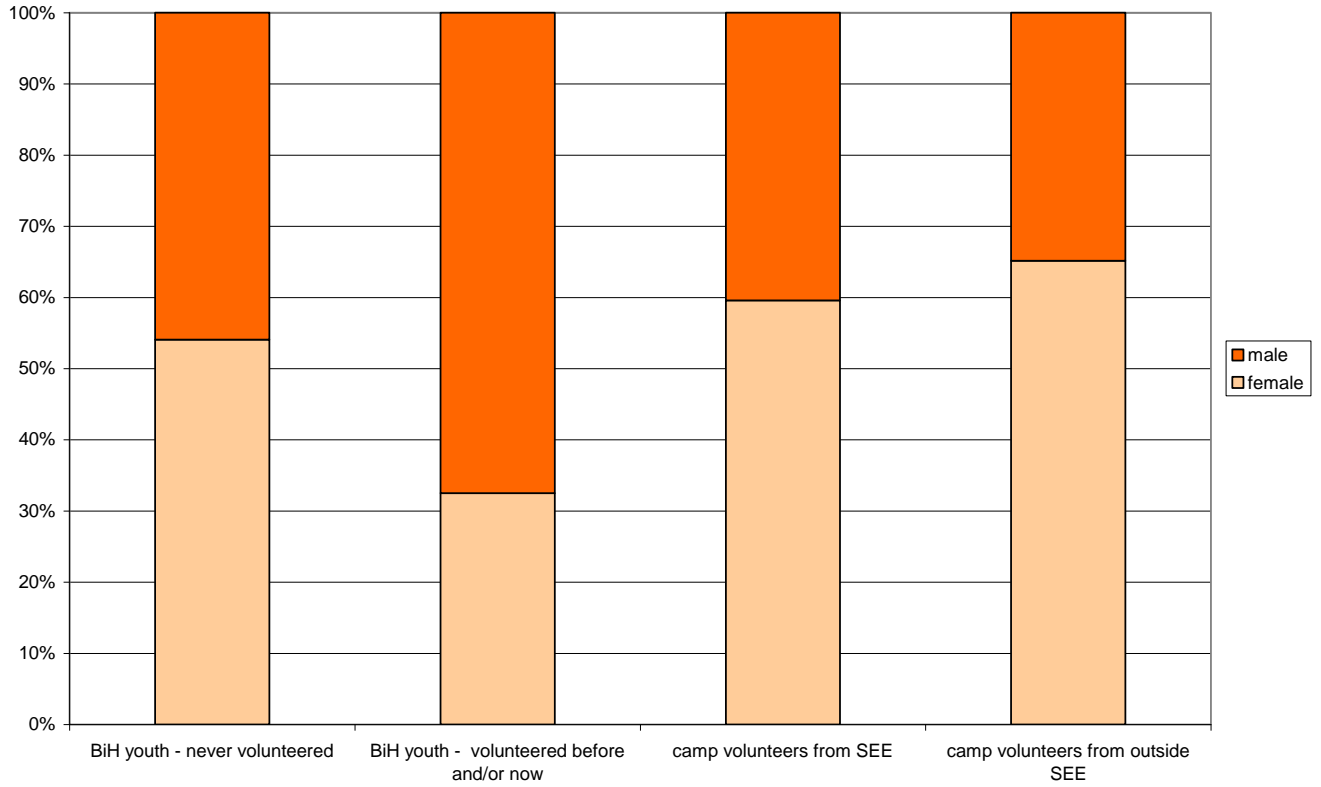
²² There were no differences significant at the 0.01 level on camp-**start** demographic or outcome variables between those who also completed the camp-**end** questionnaires and those who did not. There were likewise no differences significant at the 0.01 level on camp-**end** demographic or outcome variables between those who also completed the camp-**start** questionnaires and those who did not.

²³ All the comparisons in this section are of course based on identical questions, asked in the one case by telephone interview and in the other case by questionnaire. The possibility cannot be excluded that some of the differences between the BiH sample data and the work-camps data are also influenced by the mode of questioning (telephone vs. questionnaire).

²⁴ For data such as feelings of belonging which were gathered both before and after the camp, the data from before the camp was used.

4.3.3.1

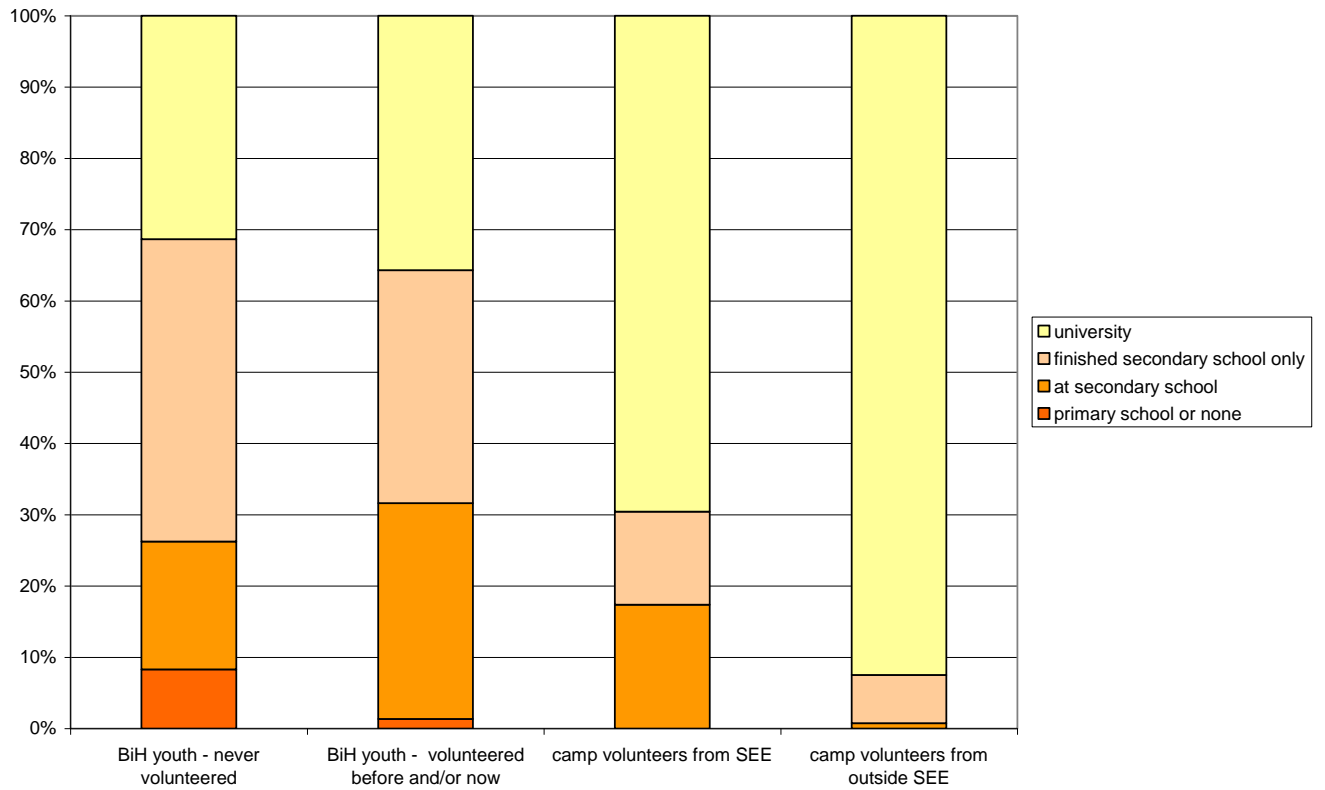
Sex breakdown in representative and work-camp samples



While there were significantly more males than females in the BiH sample who were volunteers, this trend was reversed in the work-camps, where there were more females than males.

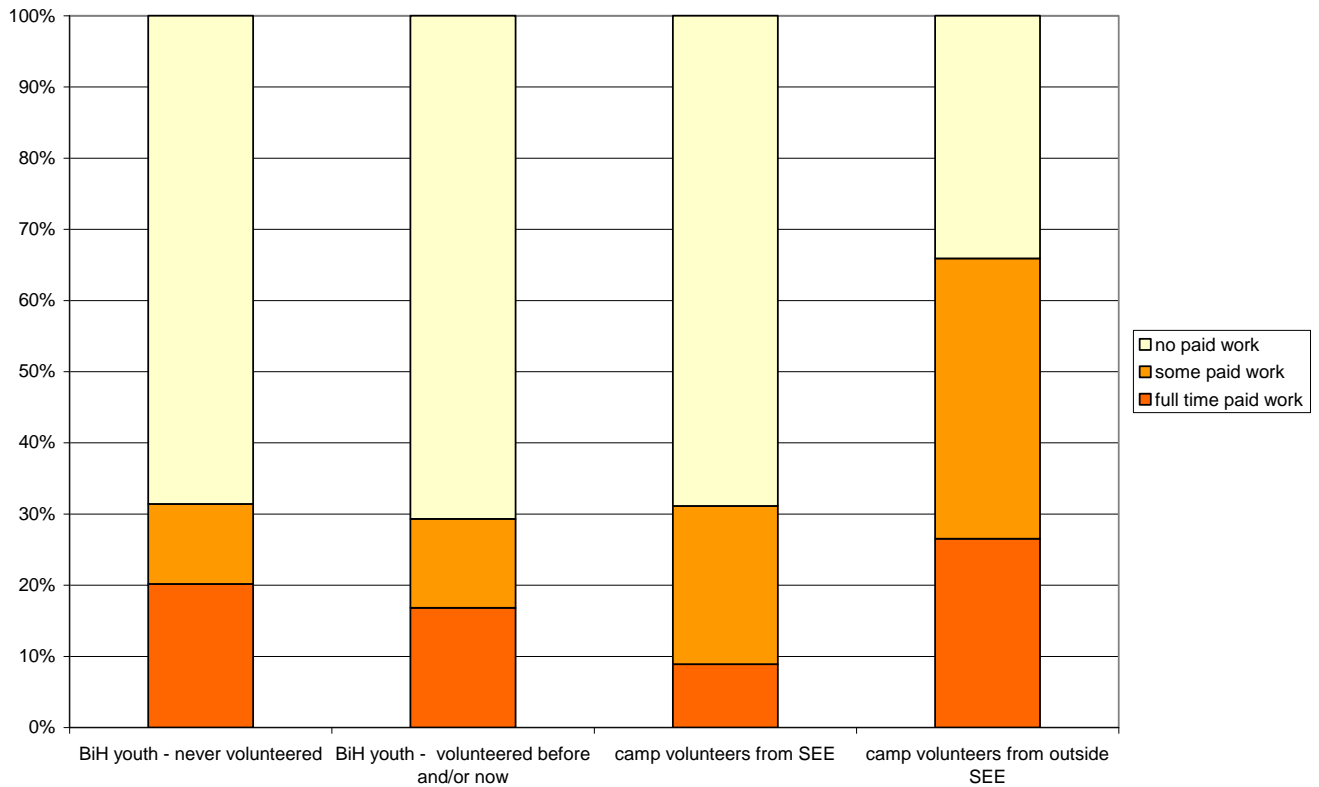


4.3.3.2

Education level in representative and work-camp samples

The work-camp volunteers have overwhelmingly more education, with over 90% from outside SEE being at or having finished university compared to about two-thirds of the camp volunteers from SEE and only about one quarter from the representative sample for BiH.

4.3.3.3

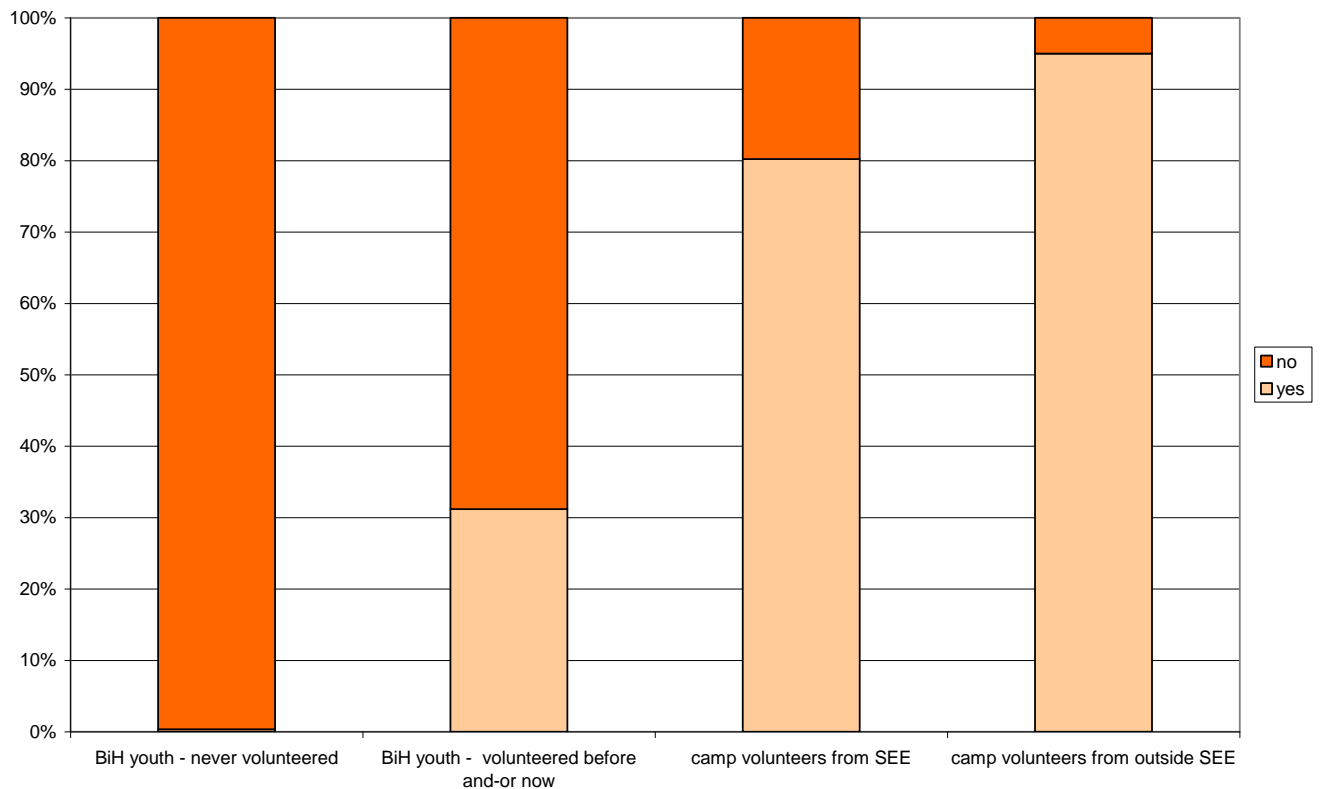
Employment status in representative and work-camp samples

The young volunteers from outside South-East Europe are more than twice as likely to have at least some paid work than the volunteers and non-volunteers from South-East Europe.

On most comparison points, the camp volunteers from SEE were more similar to their peers from outside SEE than to the representative sample from BiH. However, on this issue, employment, the camp volunteers from SEE are more similar to the representative sample from BiH (over two-thirds with no paid work) than to their peers from outside SEE (one-third with no paid work). The differences between the four groups is perhaps best accounted for by the proportion having some, but not full-time, paid work, which varies from about 10% in BiH to over 20% in the camp volunteers from SEE and to over one third amongst the volunteers from outside SEE.

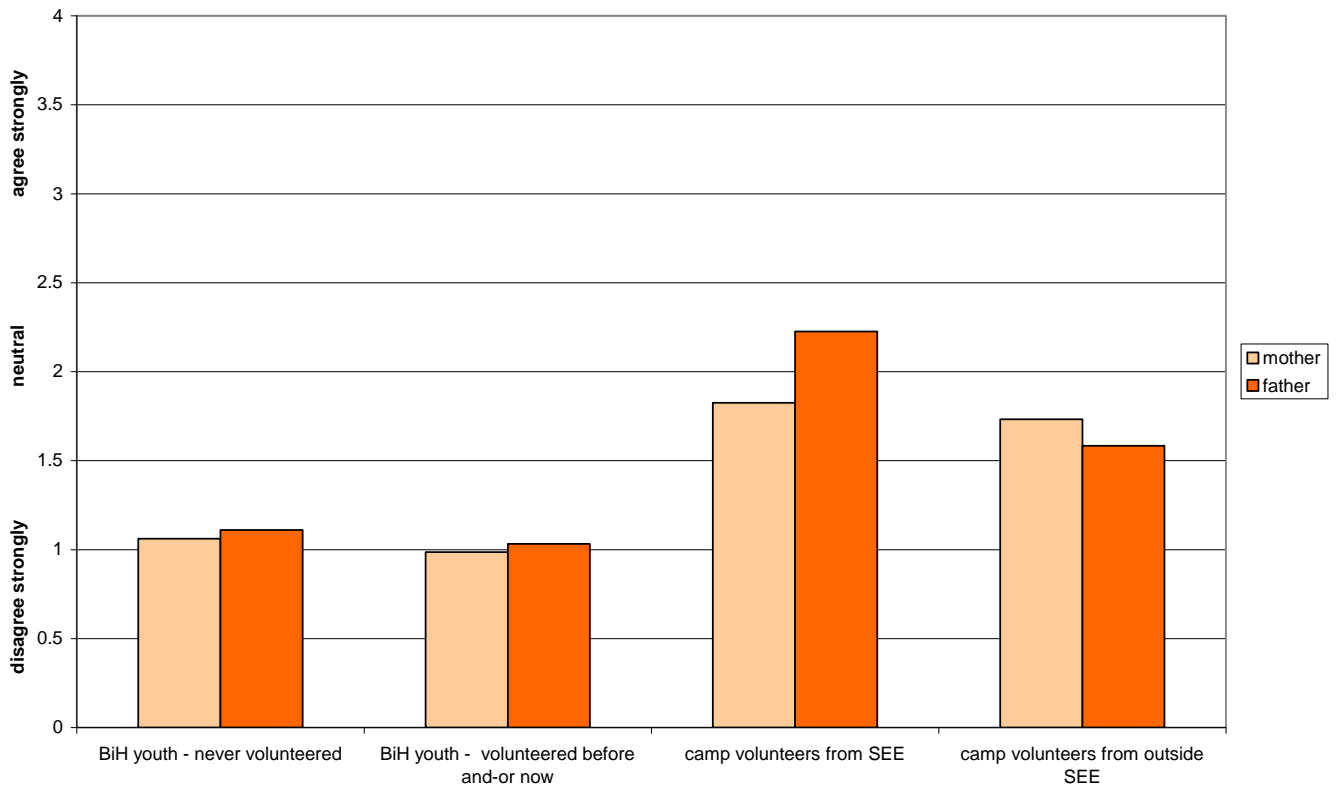
→

4.3.3.4

Membership of organisations in representative and work-camp samples

The respondents were also asked how many organisations they are members of. All kinds of organisation were included, whether religious, work-, study- or leisure-related. The differences are dramatic. **Almost no non-volunteers in BiH belong to even one organisation compared to over 30% of their peers who volunteer, 80% amongst the volunteers from outside SEE and virtually all the camp volunteers from outside SEE.**

4.3.3.5

Parents as volunteers in representative and work-camp samples

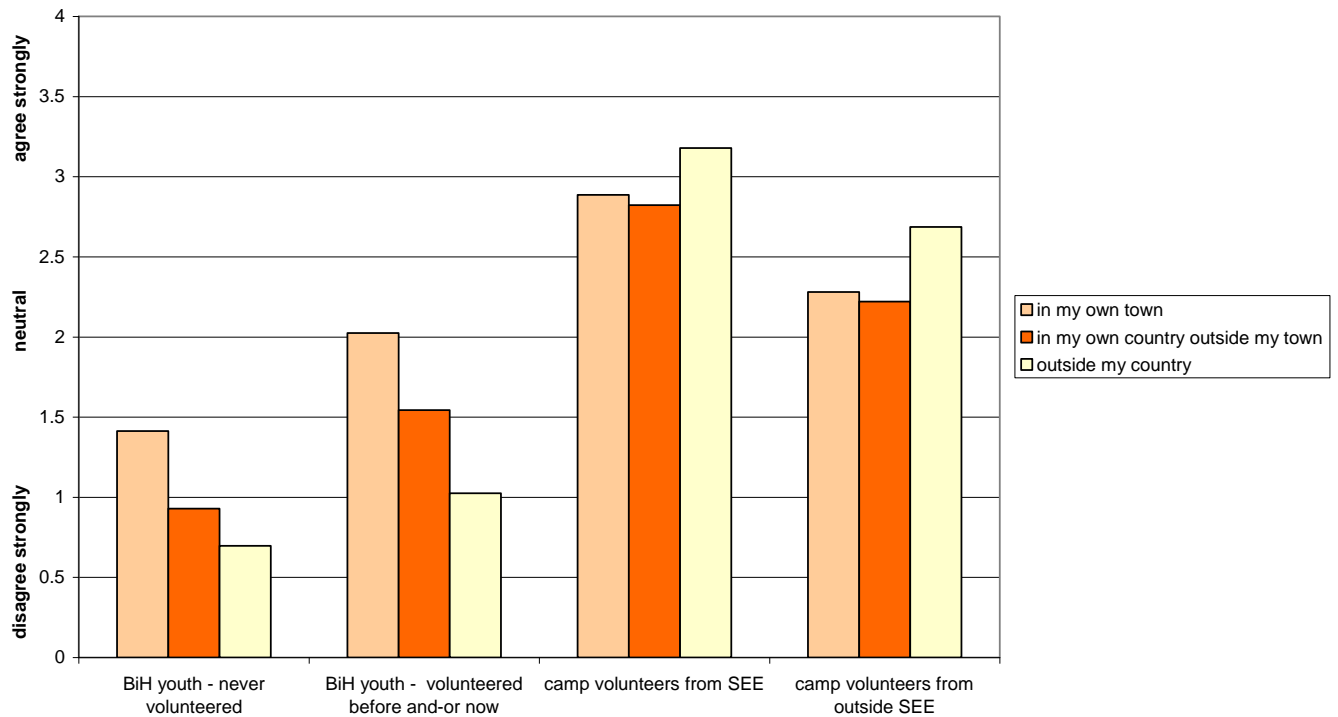
International research has shown that children are more likely to volunteer if their parents did so (Flanagan, Bowes et al. 1998). **The camp volunteers report much more frequently than the young people from the representative sample for BiH that their mothers and fathers volunteered.** In fact the parents of most of the young people from B&H and the rest of South-East Europe are likely to have been involved in some kind of mass semi-voluntary activity ("radna akcija") in Titoist Yugoslavia. One could argue that these "radna akcija" were indeed some kind of voluntarism, and so the answers given by the camp volunteers from SEE is closer to the truth than the representative sample for BiH. Possibly the camp volunteers are more likely to have heard about this activity from their parents and/or they are more likely to think of this activity as "voluntary". On the other hand it is possible that the parents of the camp volunteers from SEE did additional voluntary work apart from "radna akcija". Either way, one could say that the camp volunteers from SEE have a family tradition of volunteering.

→

4.3.3.6

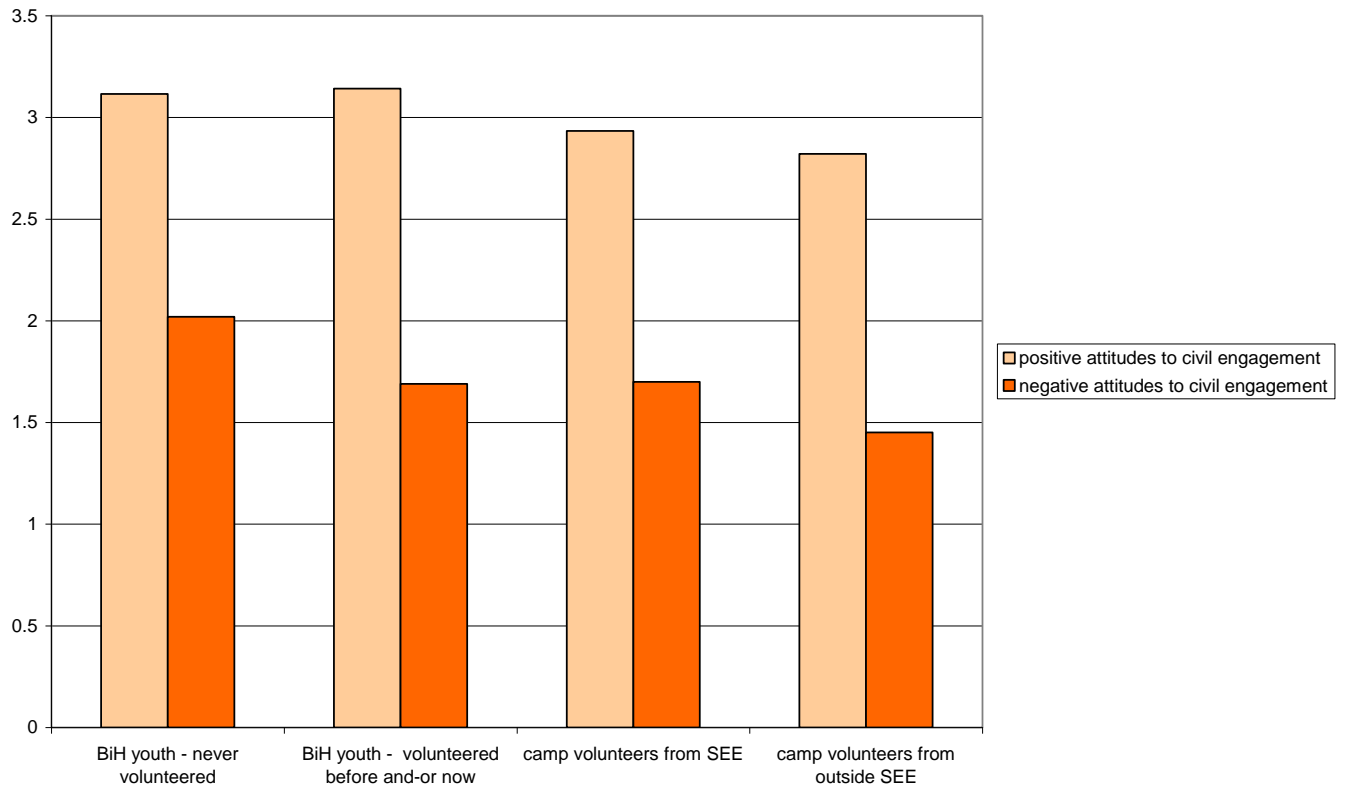
Intention to volunteer again in representative and work-camp samples

Next year, I will do at least one voluntary activity ...



All the groups differ highly significantly on all their intentions to volunteer next year, with the camp volunteers from SEE having strong intentions to volunteer at home, in their country outside their town as well as internationally, followed by their peers from outside SEE and then by the BiH youth who volunteer. The BiH youth who do not volunteer now say they are not likely to volunteer next year. The work-camp sample say they are most likely to volunteer outside their country, whereas the BiH sample are most likely to volunteer in their home towns.

4.3.3.7

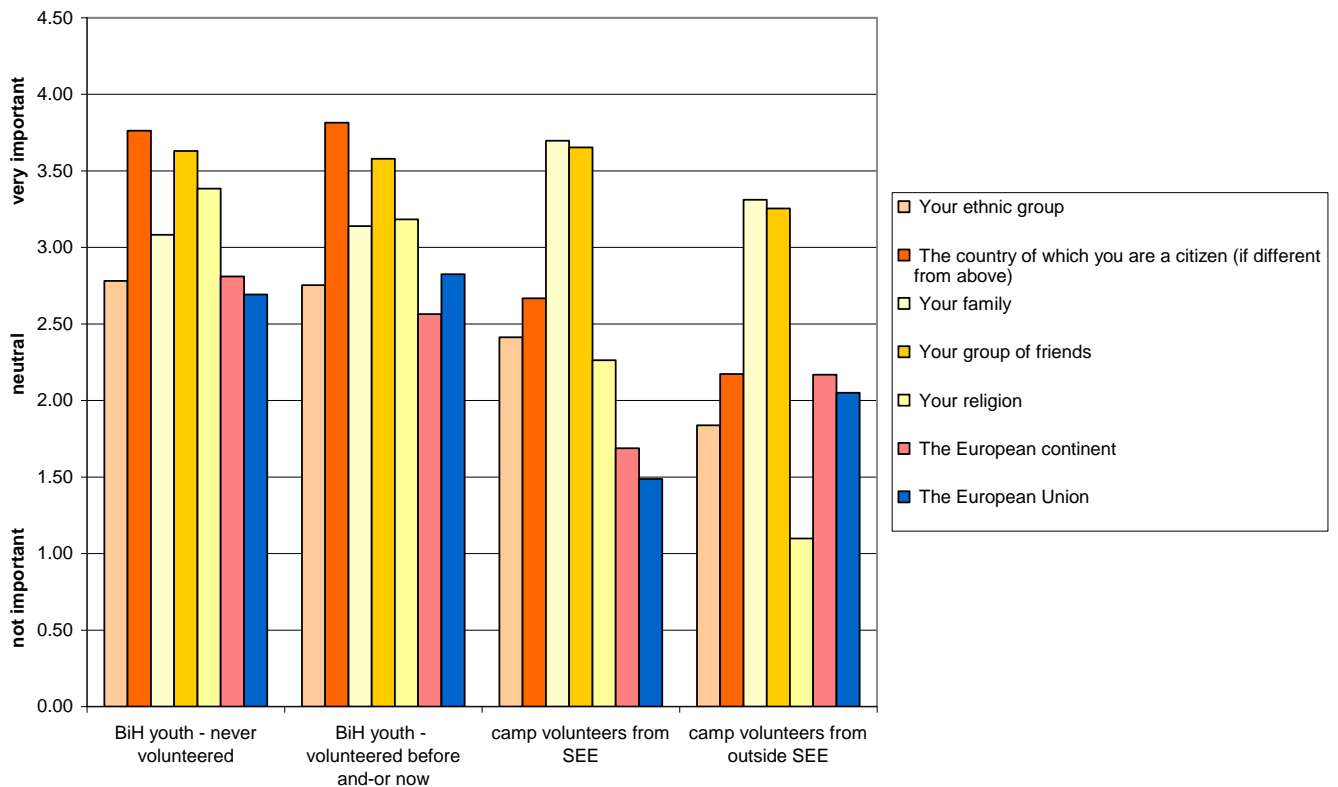
Attitudes to civil engagement in representative and work-camp samples

The difference between volunteers and non-volunteers is revealed not by the scale on positive attitudes to civil engagement, where the differences are not significant, (items such as "I respect people who stand up and get involved in public discussion of social issues – for example in the newspapers or on the television") but by lower scores on negative attitudes to civil engagement. **The scores on negative attitudes to civil engagement – for example "I would rather leave others to solve social problems so that I can get on with other things" are significantly lower for each sample of volunteers than for the BiH youth who do not volunteer.**

→

4.3.3.8

Importance of belonging to different groups - representative and work-camp samples



Inside BiH, young people feel very strongly bound to their family, friends, country, religion, and also to Europe. The only significant difference between volunteers and non-volunteers was that volunteers felt slightly less that they belonged to the European continent.

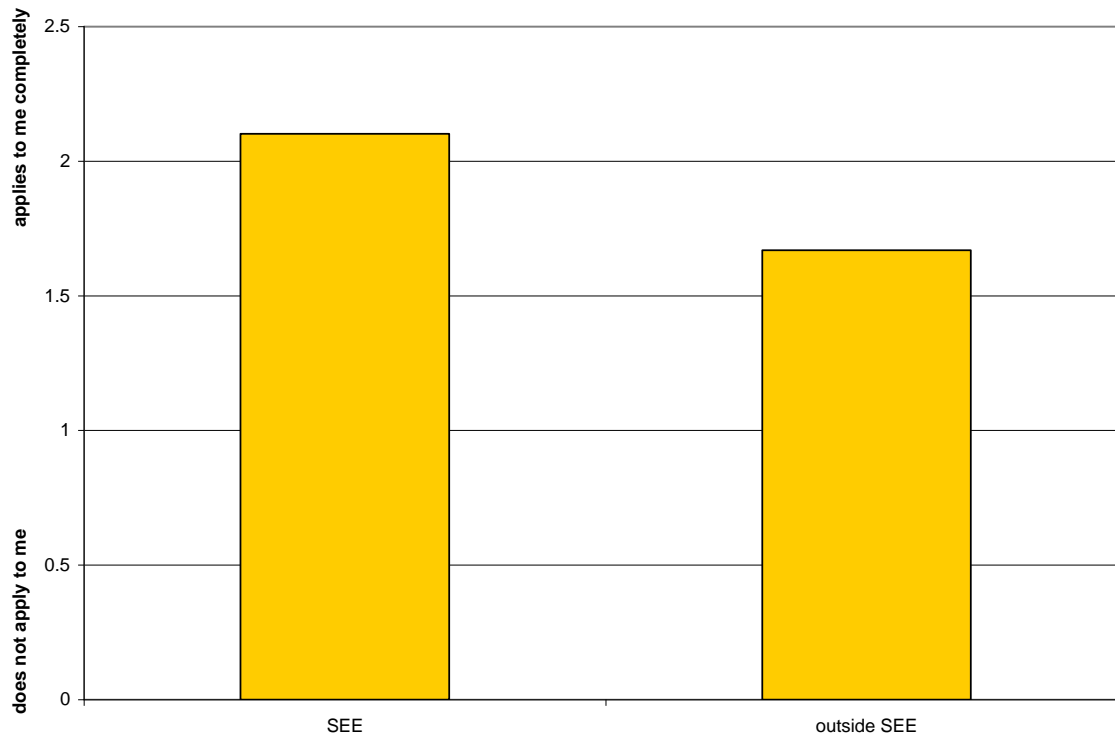
The camp volunteers differ as a group highly significantly from the BiH youth as a group on feelings of belonging. They feel more bound to their family and less to their ethnic group, country, religion, and also to Europe. This strong feeling of belonging to Europe amongst BiH youth as a whole can perhaps be attributed to the importance which the prospect of EU membership has for BiH; though the feeling is not as strong even amongst the work-camp volunteers from SEE.

Amongst the camp volunteers, those from SEE have feelings of belonging which almost all differ significantly from their peers from outside SEE. They are significantly more bound to their family and friends as well as to their ethnic group, country and religion. Surprisingly, they feel less bound to the European continent and the European Union. It seems work-camp volunteers from SEE do not have a very strong pro-European orientation.

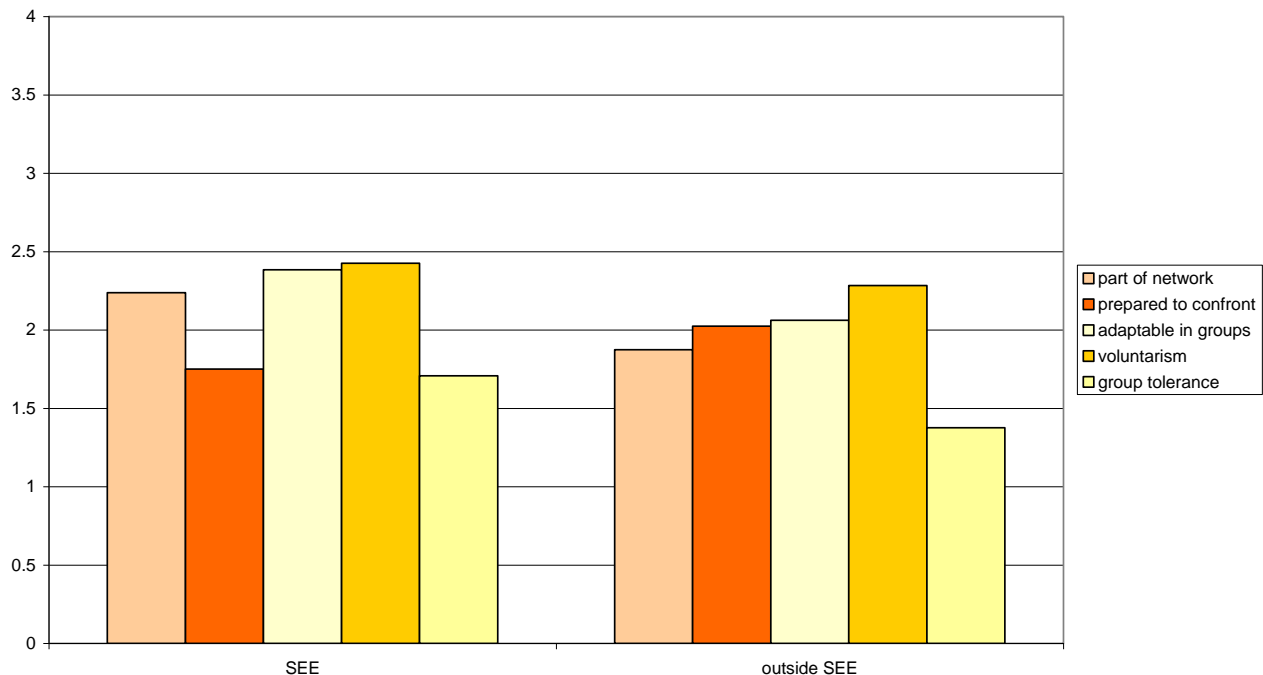
4.3.4 Results: special focus on work-camp volunteers

In the next set of analyses, the characteristics just of the work-camp volunteers are examined, in terms of values, motivation to volunteer, main outcomes (pro-social values/behaviour and employability) etc.

4.3.4.1 Employability and pro-social values/behaviour in work-camp samples



Pro-social values/behaviour



Volunteers from SEE have higher pro-social scores except for readiness to confront prejudice, where they score significantly lower. They also have significantly higher scores on volunteer motivation (all scores except "understanding" and "important to be respected by others").

4.3.4.2 How do pro-social values/behaviour, employability, values and volunteer motivation differ by sex, age and educational level?²⁵

Gender

There are only two statistically significant differences between the sexes. **Women are more likely to be motivated to volunteer by the desire to understand and have more positive attitudes to civil engagement.**

Age

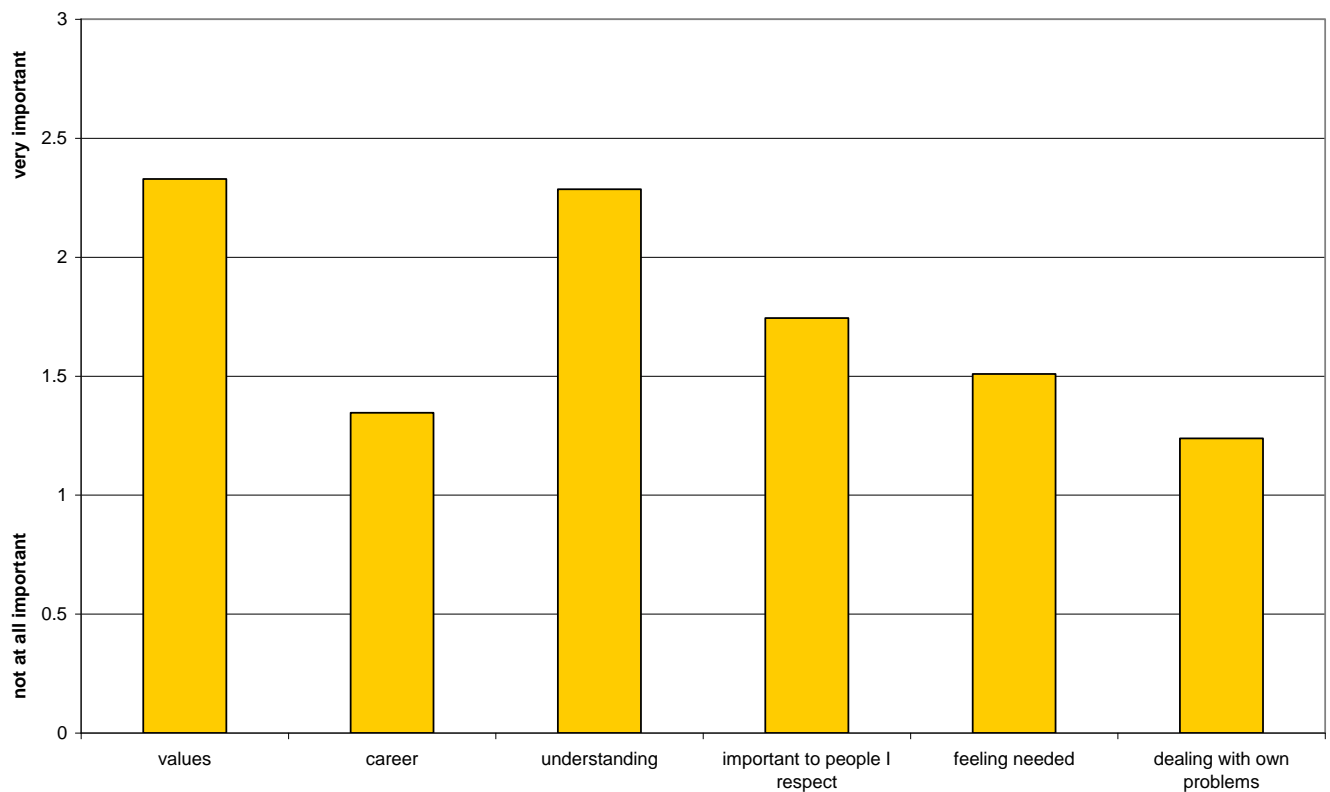
There are small but significant negative correlations between age and total intention to volunteer, achievement values and career motivation. **Younger participants of the work-camps are more likely to have higher levels of career motivation, are more likely to volunteer next year, and are more interested in achievement than their older colleagues.** The first result is in accordance with other findings from the literature (Neela 2003).

Educational level

Educational level correlates negatively with intention to volunteer, ethnic mistrust, and power, achievement and conformity values, and career motivation to volunteer. This last result means that **work-camp volunteers with lower levels of education are thinking more about career possibilities when they volunteer than others who are better educated** (and holds too even when controlling for age). This last result is consistent with the results of other studies (Clary, Snyder et al. 1996).

²⁵ In view of the multiple comparisons being made, the significance level was set at $p < 0.01$

4.3.4.3

Motives for volunteeringVolunteer Functions Inventory: motivations for volunteering (before camp)Comparison with typical results from around the world²⁶

The order of importance of the motives in this study is consistent with previous research using the VFI (Table 3). The most important motives for volunteering reported in this study were, as expected, values and understanding. Career and dealing with own problems were the least important motives for volunteering.

Table 3: Comparison of order of importance of the motives for volunteering in previous studies and the present study

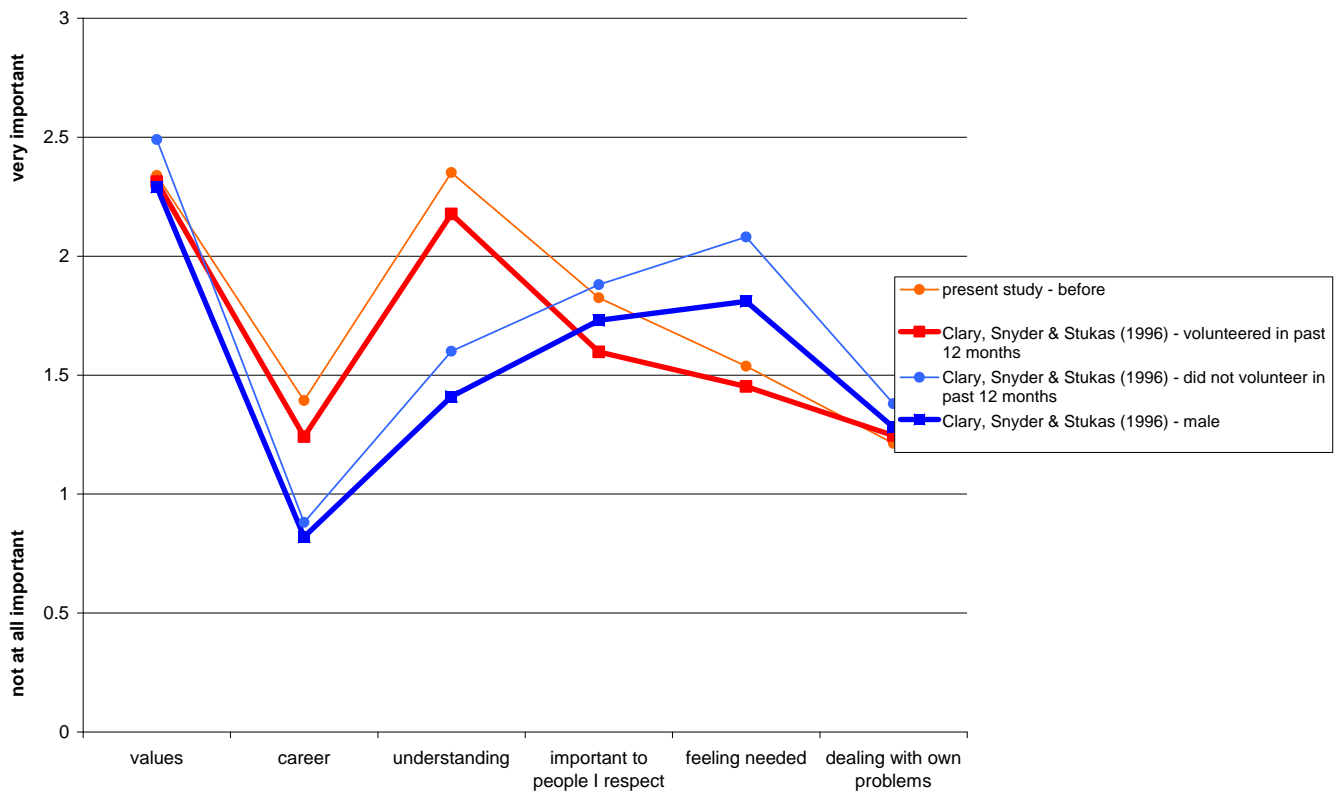
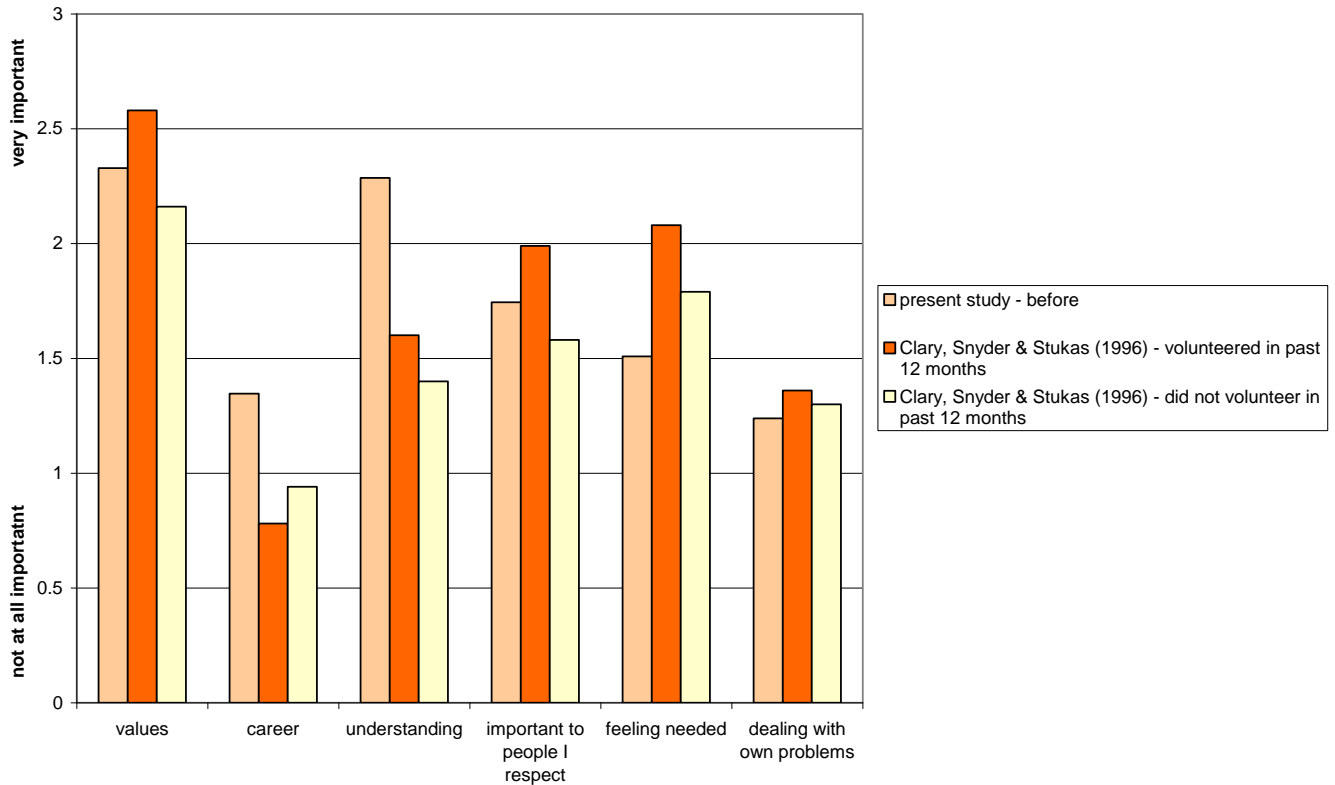
	Okun et al. (1998) Group 1	Okun et al. (1998) Group 2	Clary et al (1998) Study 1	Bowen et al. (2000) community sample	Pádraig Mac Neela (2003)	Present study
Values	1	1	1	1	1	1
Career	6	6	4	6	6	5
Understanding	3	3	2	3	2	2
Important to people I respect	5	5	6	2	4	3
Feeling needed	2	2	3	4	3	4

²⁶ For assessing volunteer motivation, this study used a shortened version of VFI with just 13 items (plus our own questions on travel motivation). Studies from around the world using the VFI more often use the longer version which contains five questions for each subscale, expressed on a 7-point Likert scale. Thus, it was possible to compare only the order of importance of the six motivations.

	Okun et al. (1998) Group 1	Okun et al. (1998) Group 2	Clary et al (1998) Study 1	Bowen et al. (2000) community sample	Pádraig Mac Neela (2003)	Present study
Dealing with own problems	4	4	5	5	5	6

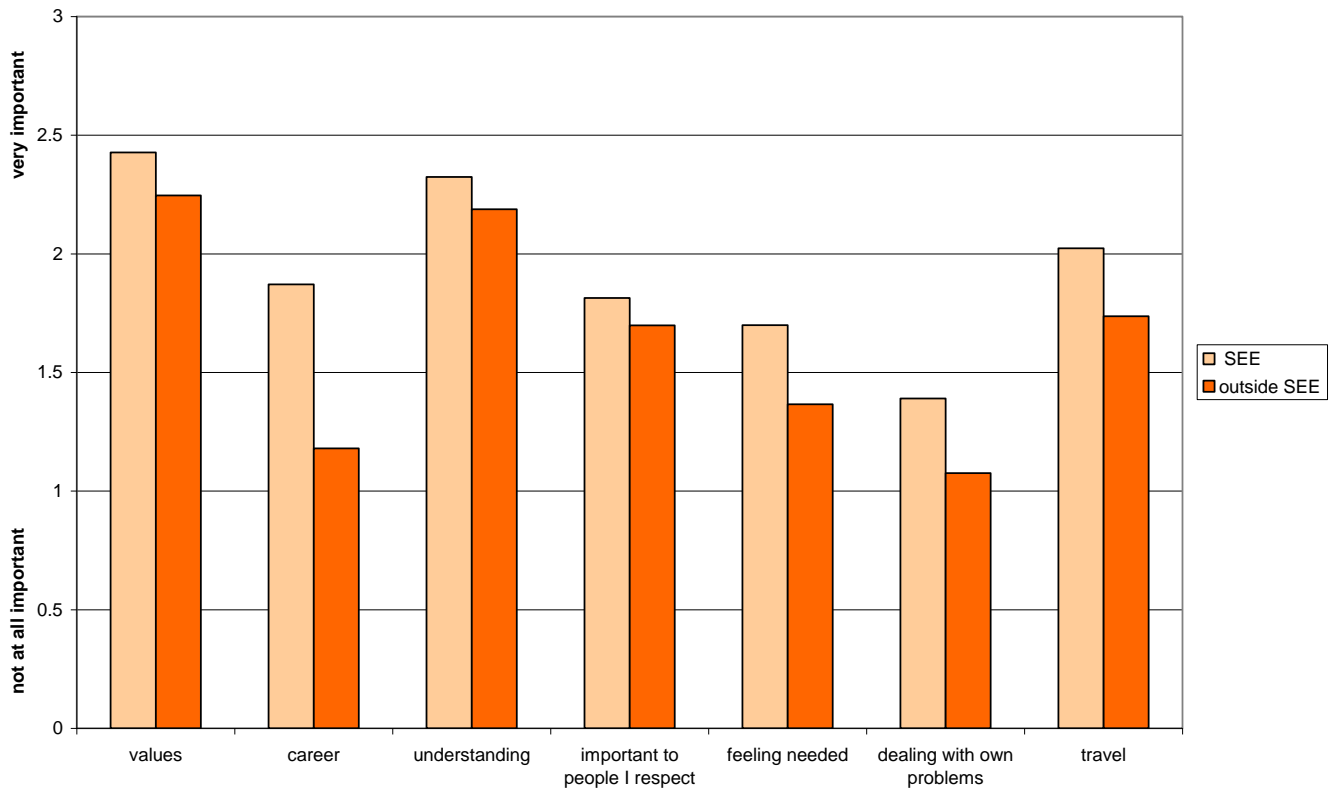
In their study, Clary, Snyder & Stukas (1996) also used the shortened version of VFI with 13 items for assessing motivation to volunteer (a national survey of American adults provided the data used in their analysis)²⁷.

²⁷ Answers ranged from 1 to 4 (very important, somewhat important, not too important, not at all important). Thus, lower number represented greater importance of a motivation. In the present study answers ranged from 0 to 3 (respectively, not at all important, not too important, somewhat important, very important). Thus, higher number represented greater importance of a motivation. In order to directly compare means through the two studies in such way that higher number represents greater importance of a motivation values, VFI subscales from Clary, Snyder & Stukas's study were transformed (transformed mean = 4 – mean).



In the present study, understanding and career are more important to respondents than in the national survey of American adults. On the other hand, respondents from the present study find feeling needed less important as a motivation to volunteering. Generally females have higher scores on all of the VFI subscales than males both in the American study and the present study.

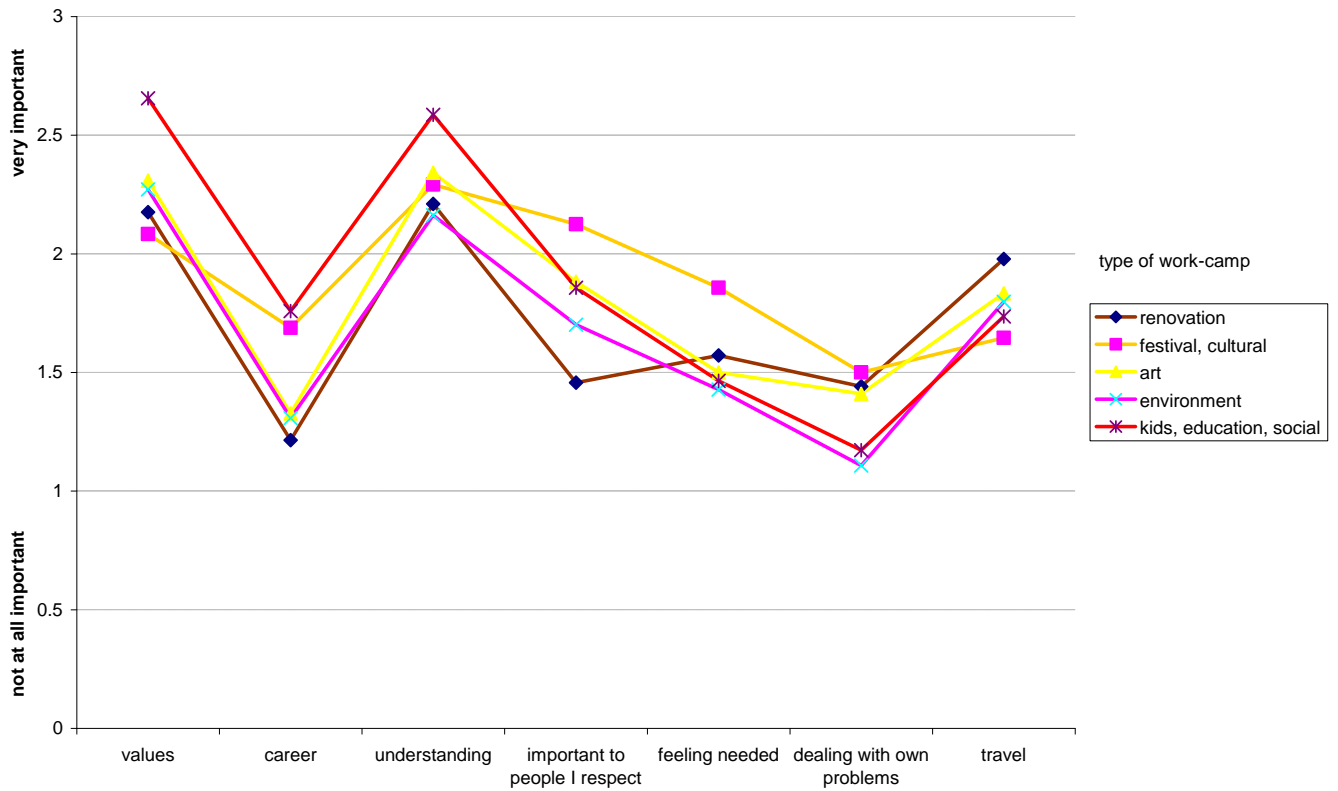
Volunteer motivation by volunteer origin



The overall level of motivation to volunteer is higher among volunteers from SEE than in volunteers from outside SEE. The greatest difference is career motivation²⁸. **The volunteers from SEE seem to be much more career oriented than volunteers from outside SEE.** As expected, travel motivation (a new set of questions with a corresponding score developed for this study) was also higher for SEE volunteers. It was also scored third highest amongst the motivation scores, indicating that travel is indeed an important motivation for young work-camp volunteers. All of these differences are statistically significant except for understanding motivation. The Volunteer Functions Inventory could usefully be adapted to include the proposed travel score for research with work-camp volunteers.

²⁸ (F=47,947; Sig.=,000)

Differences in motivation between volunteers at different kinds of camp



The motivation profile of volunteers on different kinds of camp are not the same. Those volunteering on camps with a main focus on children, education and social activities differ from the others in that they are more focussed on values and understanding.

Table 4: What does volunteer motivation have to do with values?

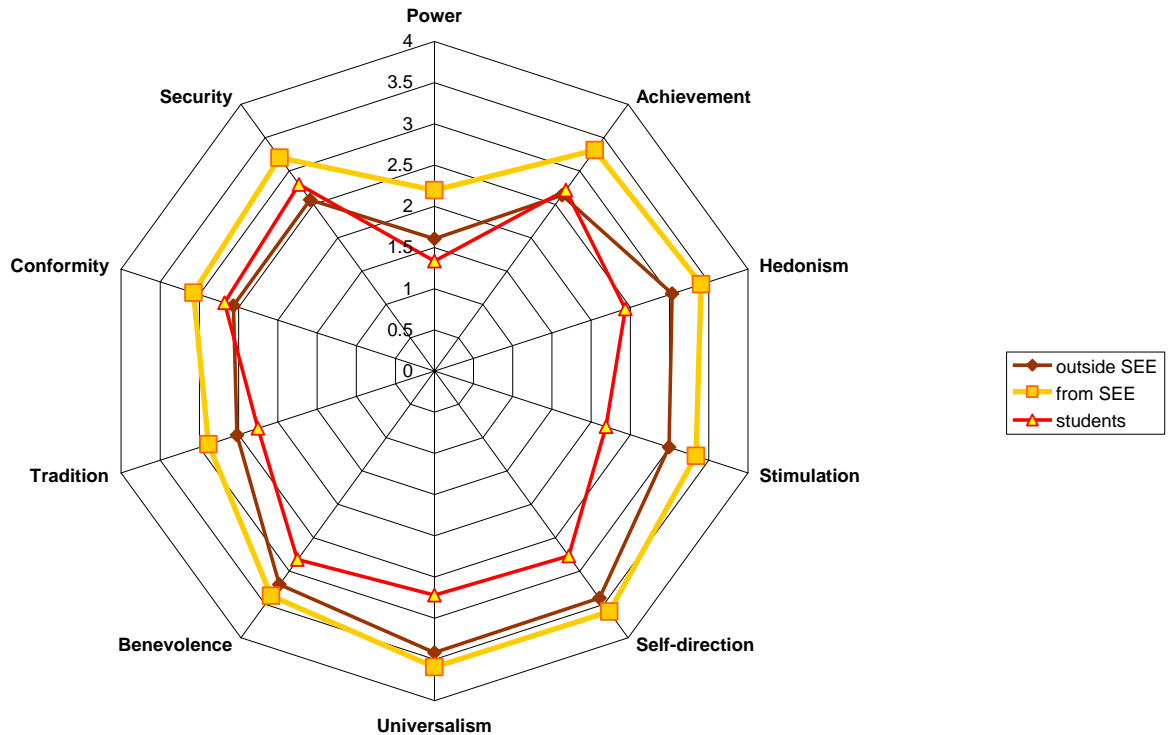
	values	career	understanding	important to people I respect	feeling needed	dealing with own problems	travel
Power	0.02	0.33	0.08	0.22	0.23	0.15	0.19
Achievement	0.25	0.32	0.23	0.10	0.30	0.14	0.14
Hedonism	0.12	0.24	0.19	0.06	0.01	0.07	0.12
Stimulation	0.12	0.28	0.30	0.15	0.14	0.20	0.22
Self-direction	0.19	0.15	0.32	0.13	0.06	0.13	0.05
Universalism	0.33	0.10	0.25	0.20	0.14	0.12	-0.04
Benevolence	0.43	0.05	0.24	0.16	0.24	0.08	-0.06
Tradition	0.24	0.28	0.18	0.33	0.39	0.24	0.10
Conformity	0.26	0.21	0.26	0.23	0.31	0.19	0.02
Security	0.24	0.28	0.20	0.19	0.29	0.15	0.02

The table shows the correlations between volunteer motives and values. Darker cells show stronger correlations. Overall, volunteer motivation is quite strongly related to the values held by the volunteers.

4.3.4.4 Schwarz value scale

The questionnaire is described in section 2.3.

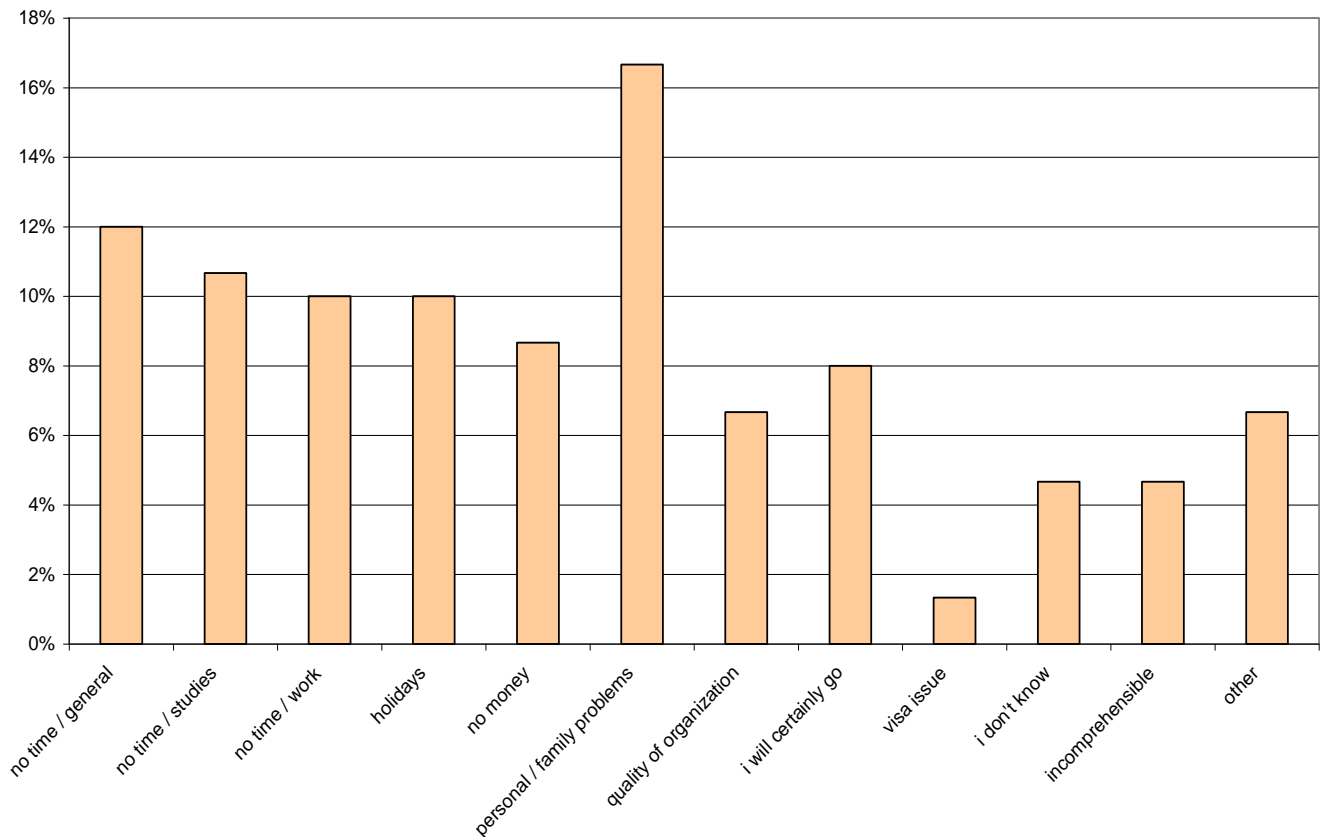
Comparison of values between work-camp volunteers and a sample of typical students.



Compared with a sample of 246 typical students²⁹, work-camp volunteers at camp-start have higher levels of commitment to a wide range of values except conformity and security. In particular they value adventure (self-direction, stimulation, hedonism) and universalism more highly. The volunteers from SEE have even higher overall commitment to different values than those from outside the region and differ from them in being committed to typical "right-wing" values such as power, security and achievement as well as to typical "left-wing" values such as universalism. Work-camp volunteers, perhaps surprisingly, have only moderately higher levels of benevolence than the sample of typical students.

²⁹ This data is from research conducted by Merim Bilalić and the Volkswagen-Stiftung.

4.3.4.5

Reasons for not volunteering

The participants were asked what would have to change so that they probably **WOULD NOT** go on a voluntary activity. They stated that the main reasons for not volunteering would be personal/family problems and lack of time in general. The answers were classified into the groups shown in the diagram.

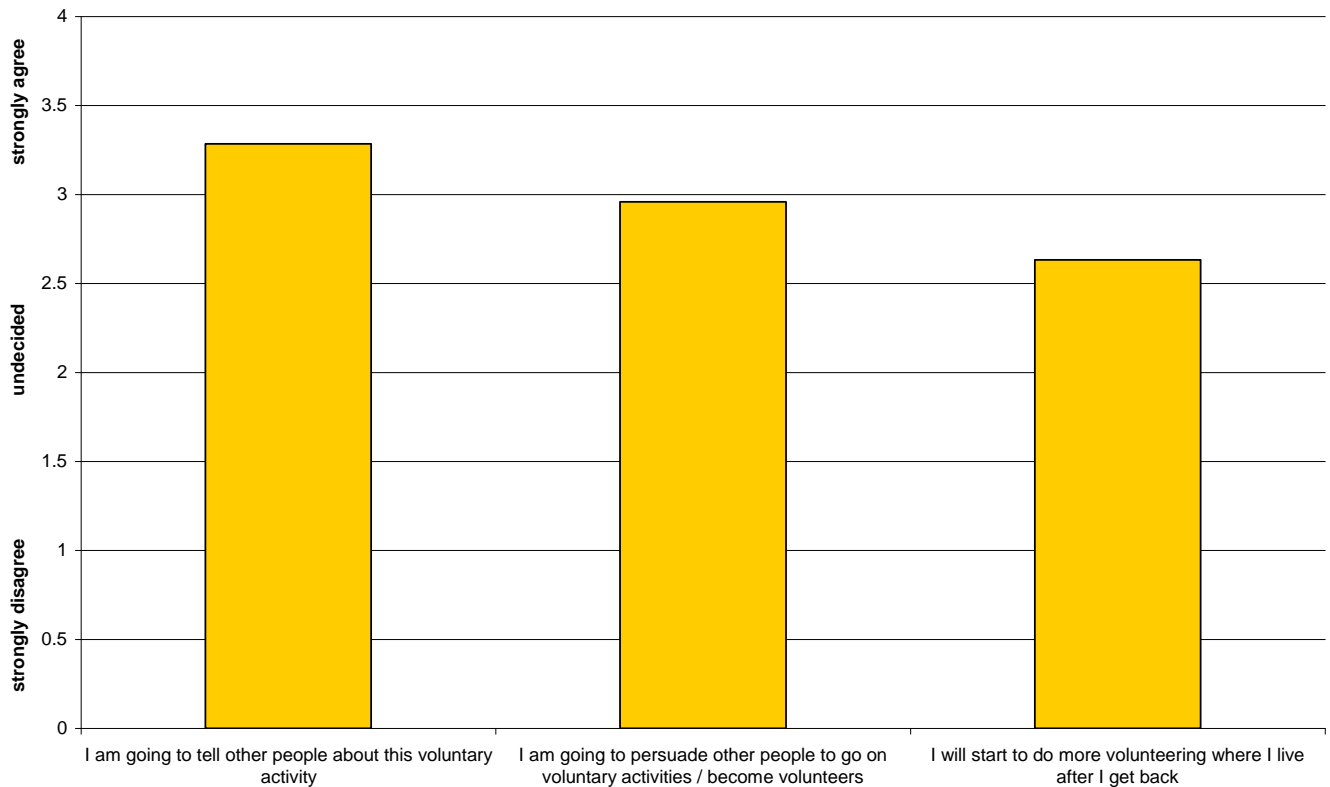
4.3.4.6

Relationship between motivation to volunteer and EU and national identity

The importance of belonging to the EU or the European continent is relatively low and is not strongly correlated to volunteer motivation overall. However it is strongly correlated to career motivation just amongst the SEE volunteers.

→

4.3.4.7

Spreading the word: readiness to volunteer and influence peers

Overall, work-camp volunteers are very willing to "spread the word" and continue volunteering in their home towns.

Readiness to volunteer in terms of sex, age, education level, volunteer origin

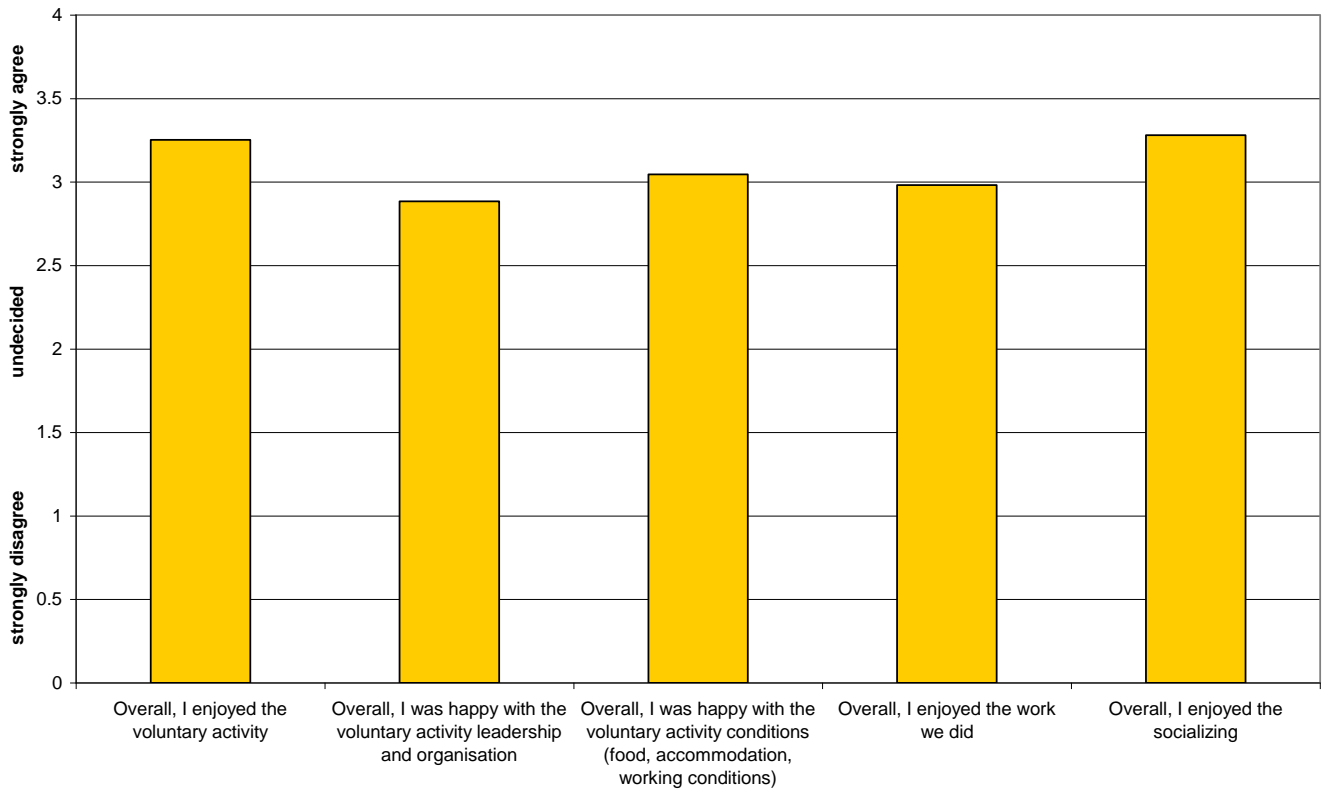
Volunteers from SEE say they are more likely to do voluntary work where they live after they get back than their peers from outside SEE.

Females are more likely to tell other people about this voluntary activity than males.

Younger participants of the work-camps and those who are not employed will probably do more volunteering in places where they live after they get back (compared to older participants and those who are employed).

4.3.5 Results: Effects of the work-camps

4.3.5.1 Retrospective analysis

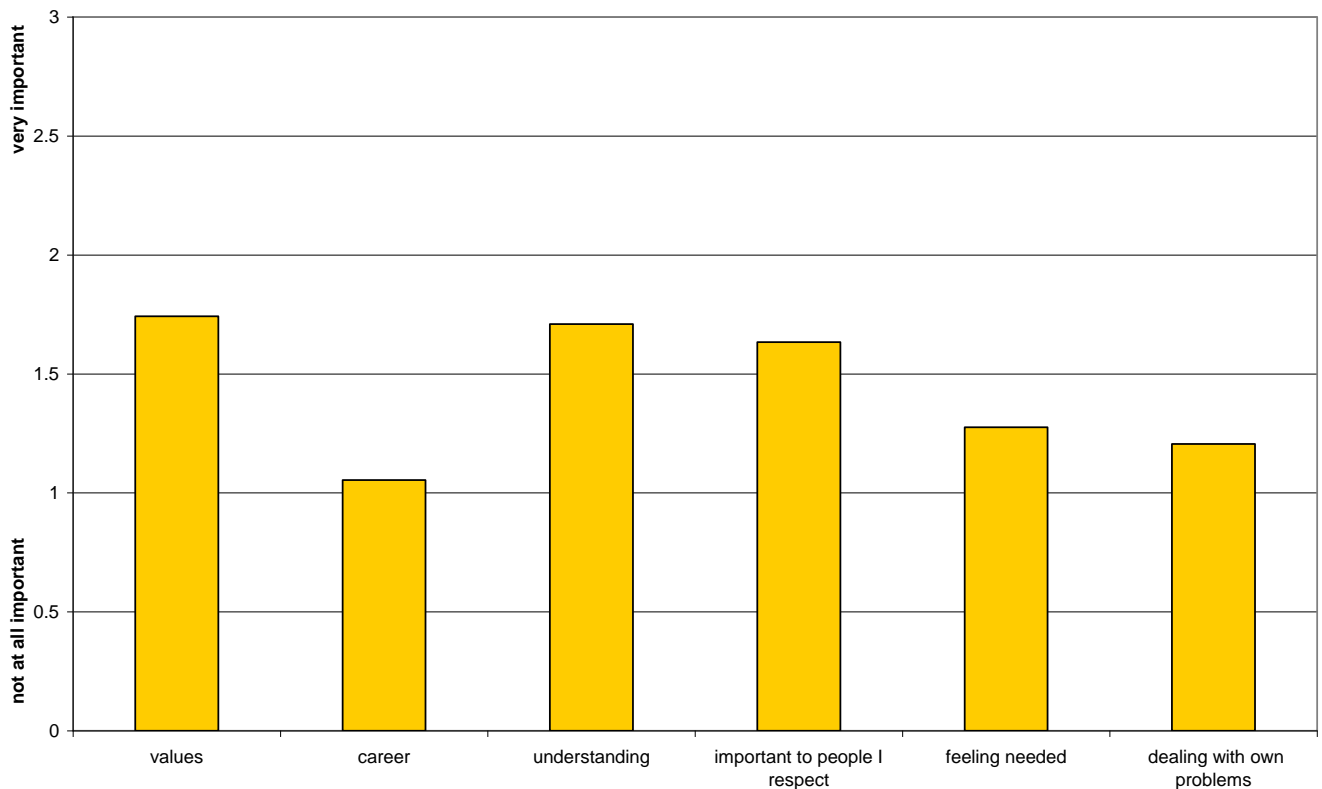
How satisfied were the volunteers with the camps overall?

Voluntary activities around the world are nearly always evaluated, if they are evaluated at all, by asking the volunteers at the end of the activity questions about how they feel they benefited. Although the present research included a much more reliable way to measure impact, namely comparing before-camp and after-camp scores on important indicators, we decided also to look at the volunteers' retrospective impressions in order to allow comparison with other studies. (Clary and Snyder 1991) (Rebeiro and Allen 1998; Starnes 2004)

The volunteers said that they were in general very happy with the camps, with the mean score around 3 on a scale of 0 to 4, corresponding to "agree" with a series of statements – that they enjoyed the activity, that they were happy with the activity, leadership, organisation, conditions, work and socialising.

→

Which motives were offered by the camp?



In general the volunteers were fairly satisfied with how they were able to fulfil various motives for volunteering during the camps. The means scores were around 1.5, corresponding to answers between "applies to me" and "applies to me a lot". However the average level of satisfaction is a little lower than in the pilot study³⁰. They judged that there was less opportunity to fulfil career-related motives and more opportunity to fulfil pro-social motives. See also the comparison with their camp-start motives to volunteer, section 4.3.5.4.

4.3.5.2 Effect of work-camp participation on pro-social values / behaviour

Overall

The above results show that in terms of the kind of outcome measures usually used in work-camp evaluation (retrospective questions about having benefited etc), the work-camps studies were very successful. Volunteers enjoyed the camps, thought they were well-run and felt that they benefited.

A statistical analysis was carried out to see how ethnic mistrust, attitudes to civil engagement, employability and camp-specific pro-social values/behaviour improved overall between camp-start and camp-end. The analysis³¹ also showed if any of these changes differed according to gender, age or volunteer origin.

There are no significant changes for the whole sample on any of the scores except for positive attitudes to civil engagement and ethnic mistrust, which both decrease slightly.

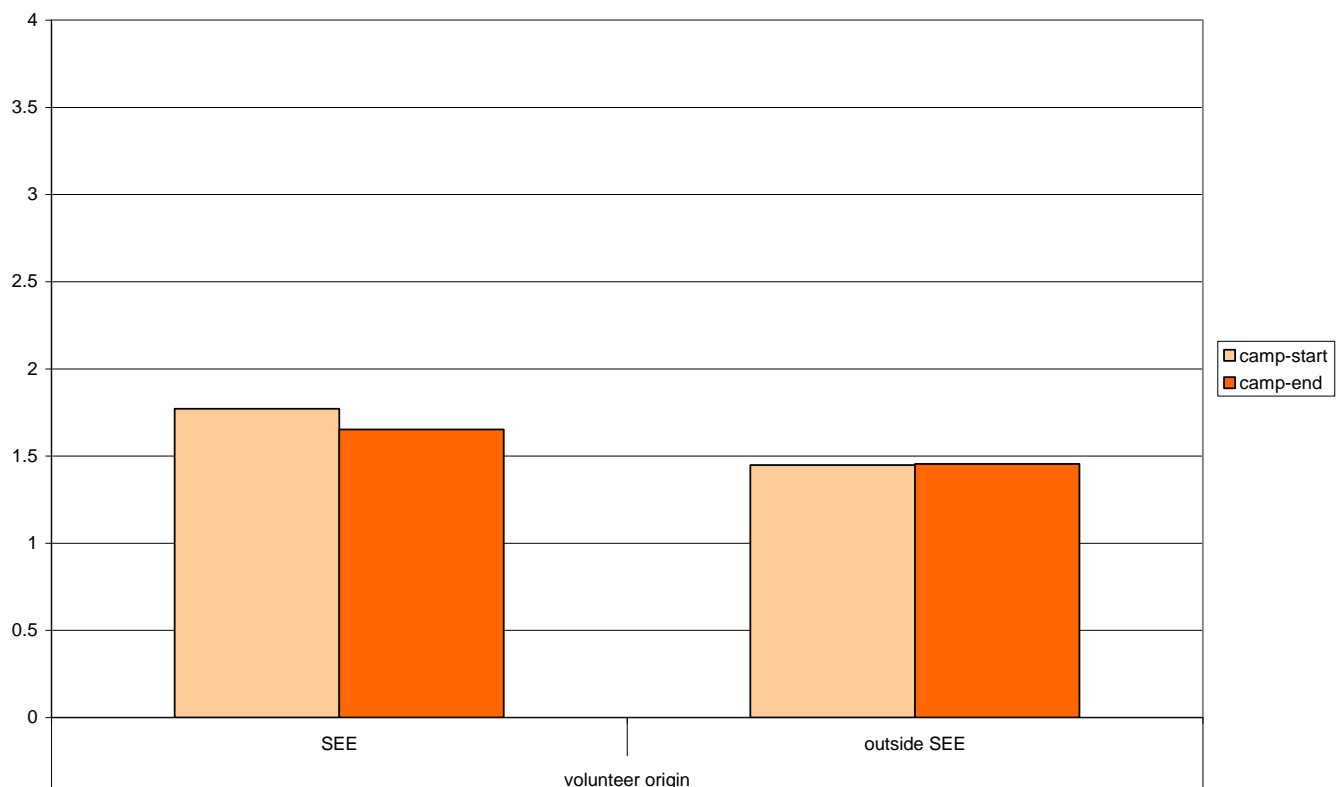
³⁰ The pilot study used the original scale whereas for the main research a scale of 0-3 was used, since nearly all the other questionnaires used that scale. The units were transformed accordingly.

³¹ A repeated-measures multiply multivariate General Linear Model with ethnic mistrust, attitudes to civil engagement, employability and general pro-social values / behaviour as repeated measures and gender, age and volunteer origin as covariates

As far as the disappointing results for positive civil attitudes are concerned, it is possible that at least some of the work-camps have a paradoxical effect of actually producing cynical or disappointed reactions in some volunteers. However one can argue that if voluntary activity is to produce real changes in people, it can only do so by providing impulses and experiences on a longer-term path of personal development. Real personal development in the sense of tolerance and pro-social values/behaviour will certainly not come overnight and probably requires some set-backs.

From this point of view, it is perhaps more surprising that there were no significant improvements on the "employability" measure overall. Perhaps a two-week work-camp just does not offer enough opportunity for learning skills relevant to employment in any really substantial way.

Reduction in ethnic mistrust according to volunteer origin



Volunteers from SEE have significantly higher ethnic mistrust before the start of the camp. While there is no change in mistrust in the sample from outside SEE, there is a significant improvement in the volunteers from SEE; their level of mistrust drops to a level which is closer to that of their peers from outside SEE. **These work-camps had a specific and very important effect in reducing high levels of interethnic mistrust just amongst volunteers from SEE.**

There are just two other interaction effects (camp-start to camp-end changes which are different for different groups). Younger people seem to have had a better reduction of ethnic mistrust; and women seem to have improved on employability very slightly whereas men got very slightly worse³².

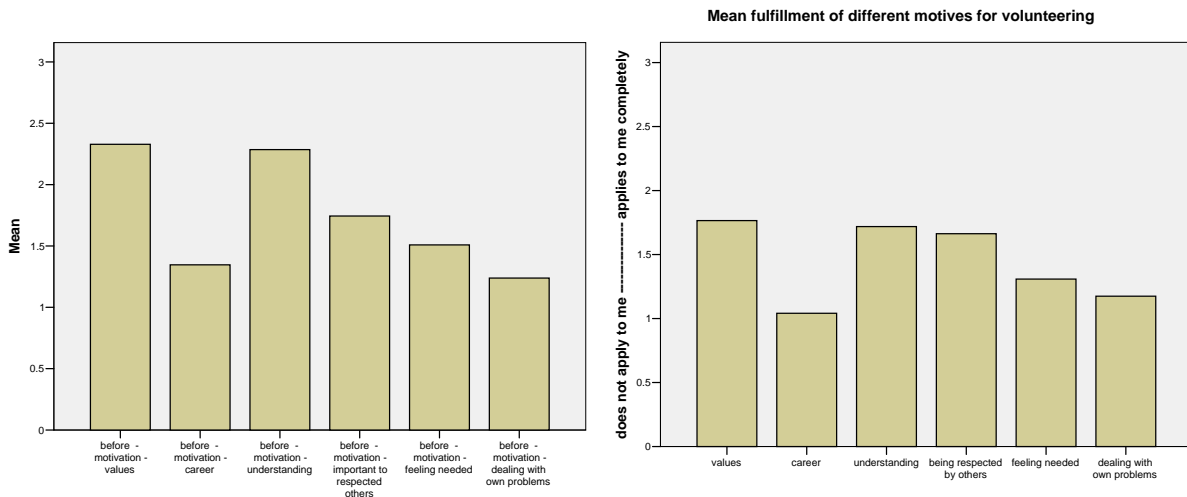
4.3.5.3 Differences between work-camps.

There were quite substantial and significant differences between the effects of the different work-camps. There are about five camps in which at least three-quarters of the volunteers made overall

³² Neither of these changes taken on their own are significant; it is only the interaction effect which is significant

improvements and a similar number in which around three-quarters of the volunteers actually scored lower at camp-end than at camp-start.

4.3.5.4 How does the profile of different kinds of benefit which volunteers gained in the camps match the profile of their different motives for volunteering?



The graphs on initial motivation structure and fulfillment of motivation, already discussed earlier, are contrasted here. In contrast to the pilot work-camps, the overall level of fulfillment was lower than the level of expectation. In particular, the two strongest motives for volunteering, values and understanding, are not so prominent in the profile of benefits gained from the camps.

4.3.5.5 The effect of motive-benefit fit on pro-social values/behaviour and employability

The "fit" between individuals' specific profiles of initial motivation and what they actually get in the voluntary activity is mentioned in the literature (Clary, Snyder et al. 1994) as a predictor of overall improvement on the main outcome scores. The results from our study are more mixed. **Measures of motive-benefit fit contribute to explaining amount of improvement only on a few of the main scores³³.**

4.3.5.6 Satisfaction with work-camps, improvement, and readiness to spread voluntarism

Improvement on camp-specific pro-social values/behaviour is significantly correlated with overall satisfaction with the work-camps and with satisfaction with the leadership and the socialising. This means that people who improved on camp-specific pro-social values/behaviour were also satisfied with the camps. Improvement on the other main scores (ethnic mistrust, attitudes to civil engagement, intentions to volunteer, employability) are not related to satisfaction with the work-camps.

The most important single measure of the readiness to spread voluntarism at the end of the camp - "I am going to persuade other people to go on voluntary activities / become volunteers" - is strongly correlated with all scores for satisfaction with the work-camp.

³³ The two fit measures are 1) the sum of the absolute differences between each motive-benefit pair (i.e. the absolute difference between the score on the values motive and the corresponding camp-end benefit scale, plus the absolute difference between the score on the career motive and the corresponding camp-end benefit scale, etc.) and 2) the sum of the squares of those differences.

5 Conclusions and Recommendations

Conclusions	Recommendations
BiH data	
People who volunteer are much more pro-social than non-volunteers.	Message: volunteers believe in society!
The group most likely to volunteer next year is people who have volunteered before	Most cost-effective method of recruiting is to focus on those who have already volunteered.
The proportion of young people in BiH volunteering is already not insignificant, in spite of a very poorly developed NGO and civil society sector. However it is low compared to all comparable countries. Young females in BiH are even less likely to volunteer than males, which is very unusual in international comparison. Young people in BiH are not involved in civil society or other organisations. Amongst those who do not volunteer, very few are members of any kind of organisation at all. The biggest reason given by secondary school students for not volunteering is that they don't know how.	There is massive potential for developing voluntarism especially amongst secondary school students, especially amongst females, and especially in their own towns. Support and build outwards from existing initiatives. Try to find out why young females are volunteering even less than males. Highlight the fact that young people in BiH are deprived of the opportunity to be involved in civil society.
In BiH, volunteering as part of studies is the most popular form.	Consider promoting volunteering and improving the quality of academic volunteering. Consider ways to implement volunteering via secondary schools, like "service learning" in the U.S. ³⁴
Voluntarism can be a route to employment. The average young volunteer feels more employable than the average young person who has a job.	Consider the following message: You can't get a job without experience? You can't get experience without a job? I can. I volunteer.
South-East Europe and BiH	
BiH youth, including those who volunteer, value their ethnic group, country, religion etc very highly and much more highly than typical work-camp volunteers.	Consider the possibility that increasing local volunteering amongst young people specifically in BiH might mean focussing on local or ethnic identity and might best be led by, for example, religious or cultural organisations.
Work-camp volunteers do not identify strongly with the European continent or the EU.	If fostering European identity is to be an aim of work-camps, then it needs to be explicitly addressed.

³⁴ **Service learning** is a successful method of teaching, learning and reflecting that combines academic classroom curriculum with meaningful service, frequently youth service, throughout the community. As a teaching methodology, it falls under the category of experiential education. More specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities. (wikipedia.org)

Conclusions	Recommendations
<p>Work-camp volunteers have overall higher levels of commitment to different values than typical students. The biggest difference is that they are interested in adventure; the difference on factors like benevolence is not so strong.</p> <p>Work-camp volunteers broadly fit the description "student activists" – but those from SEE fit this profile in some respects even better than camp volunteers from outside SEE. They have the strongest family and personal history of volunteering and have stronger pro-social values/behaviour. On the other hand they are less willing to confront others about bias.</p> <p>However, although work-camp volunteers in general have high "left-wing values", those from SEE also have higher "right-wing values" like power and achievement.</p> <p>Volunteers from SEE are more like their peers from outside SEE in terms of values, motivation and sense of belonging than they are like their peers in BiH.</p> <p>Work-camp volunteers from SEE have quite a different volunteer motivation profile from those from outside. Their overall motivation is higher and the individual motives are stronger, in particular career motivation which is quite weak amongst volunteers from outside SEE. Volunteers from SEE are also very committed to "spreading the word" about volunteering.</p>	<p>Message: Volunteers believe! They are committed to many different values – but not necessarily "do-goody" ones like charity. Most of all they value adventure.</p> <p>Message: it is not true that volunteers from SEE are not interested in power, achievement and careers. Think about messages to attract them like "you want to influence society ...?" more than e.g. "you want to help?"</p> <p>Focus on the potential of SEE work-camp volunteers as very special people who share the values of other international volunteers from all over the world. In most ways they are even more progressive than their peers from outside the region.</p>
<p>Less-well educated young people are likely to be interested in the career opportunities work-camps might bring them.</p>	<p>Consider targeting less well educated potential volunteers with the possible career benefits.</p>
<p>In terms of the kind of outcome measures usually used in work-camp evaluation (retrospective questions about having benefited etc), the work-camps studies were very successful. Volunteers enjoyed the camps, thought they were well-run and felt that they benefited.</p> <p>However when one compares camp-end with camp-start scores on pro-social values/behaviour and employability work-camps did not stimulate a significant improvement in general.</p> <p>The work-camps in the main study have been proven to be effective in stimulating a significant reduction of mistrust towards other ethnicities amongst the volunteers from South-East Europe.</p> <p>There are indications that work-camps can even have</p>	<p>Most volunteers love work-camps, which are part of their commitment to volunteering. But if SEEYN wants to promote them as a tool for reaching particular social goals like pro-social values/behaviour then much more work needs to be done on focussing the kinds of camp and activities on those particular values and think more closely about who to attract and how to help them to change. Work-camps are not a generic magic bullet which will cause in participants any kind of positive change desired by the organisers - without specific and proven activities and conditions. In particular, there is little evidence that a single work-camp can really increase even the subjective perception of employability.</p> <p>The clear success in reducing mistrust towards other</p>

Conclusions	Recommendations
a paradoxical effect in making participants less idealistic about civil engagement.	ethnicities amongst the volunteers from South-East Europe should be examined in more detail.
All of the work-camps are very different. They attract different people with different personalities, they have different kinds of activities with different implicit aims and they certainly have different impact.	Organisers and donors should engage in frank dialogue about what are the implicit and explicit aims of work-camps. It is quite possible that one work-camp can have, for example, a significant impact in teaching about the environment but a neutral or even negative impact in, for example, group tolerance.
Some work-camps do have negative effects on some key scores amongst some people. Satisfaction with camp leadership and social aspects is related to improvement on scores of camp-specific pro-social values and behaviour; so camps in which participants give poor ratings overall and to leadership and social aspects of the camp may be actually be having negative effects on participants' pro-social values and behaviour.	Take even retrospective ratings of overall satisfaction, leadership and social aspects of a camp very seriously.

6 Appendix: about the Schwarz Value Survey

The 10 central values are:

Self-Direction. Defining goal: independent thought and action--choosing, creating, exploring. Self-direction derives from organismic needs for control and mastery (e.g., Bandura, 1977; Deci, 1975) and interactional requirements of autonomy and independence (e.g., Kluckhohn, 1951; Kohn & Schooler, 1983; Morris, 1956). (creativity, freedom, choosing own goals, curious, independent)[self-respect, intelligent, privacy]

Stimulation. Defining goal: excitement, novelty, and challenge in life. Stimulation values derive from the organismic need for variety and stimulation in order to maintain an optimal, positive rather than threatening, level of activation (Berlyne, 1960; Houston & Mednick, 1963; Maddi, 1961). This need is probably related to the needs underlying self-direction values (cf. Deci, 1975). Biologically based variations in the need for stimulation and arousal, conditioned by social experience, may produce individual differences in the importance of stimulation values. (a varied life, an exciting life, daring)

Hedonism. Defining goal: pleasure or sensuous gratification for oneself. Hedonism values derive from organismic needs and the pleasure associated with satisfying them. Hedonism is mentioned by theorists from many disciplines (e.g., Bentham, 1838; Freud, 1933; Morris, 1956; Williams, 1968). (pleasure, enjoying life, self-indulgent)³⁵

Achievement. Defining goal: personal success through demonstrating competence according to social standards. Competent performance that generates or acquires resources is necessary for individuals to survive and for groups and institutions to reach their objectives successfully. Achievement values are mentioned in many sources (e.g., Maslow, 1965; Rokeach, 1973). As defined here, achievement values emphasize demonstrating competence in terms of prevailing cultural standards, thereby obtaining social approval. (ambitious, successful, capable, influential) [intelligent, self-respect, social recognition]³⁶

Power. Defining goal: social status and prestige, control or dominance over people and resources. The functioning of social institutions apparently requires some degree of status differentiation (Parsons, 1957). A dominance/submission dimension emerges in most empirical analyses of interpersonal relations both within and across cultures (Lonner, 1980). To justify this fact of social life and to motivate group members to accept it, groups must treat power as a value. Power values may also be transformations of the individual needs for dominance and control identified by analysts of social motives (e.g., Korman, 1974). Power values have been mentioned by value analysts as well (Allport, 1961; Gordon, 1960). (authority, wealth, social power) [preserving my public image, social recognition]

Both power and achievement values focus on social esteem. However, achievement values (e.g., successful, ambitious) emphasize the active demonstration of successful performance in concrete interaction, whereas power values (e.g., authority, wealth) emphasize the attainment or preservation of a dominant position within the more general social system.

Security. Defining goal: safety, harmony, and stability of society, of relationships, and of self. Security values derive from basic individual and group requirements (cf. Kluckhohn, 1951; Maslow, 1965; Williams, 1968). There are two subtypes of security values, individual and group. Some security values serve primarily individual interests (e.g., healthy), others primarily wider group interests (e.g., national security). Even the latter, however, express, to a significant degree, the goal of security for self (or those with whom one

³⁵ Happiness is not included, though it is an important value that some might associate with hedonism. Happiness can be linked to all values, because people achieve it through attaining whatever outcomes they value (Sagiv & Schwartz, 2000).

³⁶ Achievement values differ from McClelland's (1961) achievement motivation. Achievement motivation concerns meeting internal standards of excellence, so it is expressed in self-direction values.

identifies). The two subtypes can therefore be unified into a more encompassing value. (social order, family security, national security, clean, reciprocation of favors, healthy)[sense of belonging]

Conformity. Defining goal: restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms. Conformity values derive from the requirement that individuals inhibit inclinations that might disrupt and undermine smooth interaction and group functioning. Conformity is mentioned in virtually all value analyses (e.g., Freud, 1930; Kohn & Schooler, 1973; Morris, 1956; Parsons, 1957). As I define them, conformity values emphasize self-restraint in everyday interaction, usually with close others. (obedient, self-discipline, politeness, honoring parents and elders)[loyal, responsible]

Tradition. Defining goal: respect, commitment, and acceptance of the customs and ideas that one's culture or religion provides. Groups everywhere develop practices, symbols, ideas, and beliefs that represent their shared experience and fate. They become sanctioned as valued, group customs and traditions (Sumner, 1906). They symbolize the group's solidarity, express its unique worth, and contribute to its survival (Durkheim, 1912/1954; Parsons, 1957). They often take the form of religious rites, beliefs, and norms of behavior. (respect for tradition, humble, devout, accepting my portion in life, moderate)[spiritual life]

Tradition and conformity values are especially close motivationally because they share the goal of subordinating the self in favor of socially imposed expectations. They differ primarily in the objects to which one subordinates the self. Conformity entails subordination to persons with whom one is in frequent interaction—parents, teachers, and bosses. Tradition entails subordination to more abstract objects—religious and cultural customs and ideas. As a corollary, conformity values exhort responsiveness to current, possibly changing expectations. Tradition values demand responsiveness to immutable expectations set down in the past. The theory retains the distinction between these two values based on empirical findings.

Benevolence. Defining goal: preserving and enhancing the welfare of those with whom one is in frequent personal contact (the 'in-group'). Benevolence values derive from the basic requirement for smooth group functioning (cf. Kluckhohn, 1951; Williams, 1968) and from the organismic need for affiliation (cf. Korman, 1974; Maslow, 1965). Most critical are relations within the family and other primary groups. Benevolence values emphasize voluntary concern for others' welfare. (helpful, honest, forgiving, responsible, loyal, true friendship, mature love)[sense of belonging, meaning in life, a spiritual life]. Benevolence and conformity values both promote cooperative and supportive social relations. However, benevolence values provide an internalized motivational base for such behavior. In contrast, conformity values promote cooperation in order to avoid negative outcomes for self.

Universalism. Defining goal: understanding, appreciation, tolerance, and protection for the welfare of all people and for nature. This contrasts with the in-group focus of benevolence values. Universalism values also derive from survival needs of individuals and groups. But these needs are not recognized until people come into contact with those outside the extended primary group and until they become aware of the scarcity of natural resources. People may then realize that failure to accept others who are different and treat them justly will lead to life-threatening strife. They may also realize that failure to protect the natural environment will lead to the destruction of the resources on which life depends. Universalism combines two subtypes of concern—for the welfare of those in the larger society and world and for nature (broadminded, social justice, equality, world at peace, world of beauty, unity with nature, wisdom, protecting the environment)[inner harmony, a spiritual life] (Schwartz 2005)

7 Appendix: work-camps in research study 3

Organization:	Name of the work-camp	Location:	Dates (2006)	Type:	Age:	Number of volunteers:
YOUNG RESEARCHERS OF SERBIA	Bela palanka	Bela Palanka	23/07 – 19/08	Social / kids	18+	5
	Danube	Belgrade	30/07 – 10/08	Environment	18+	16
	Grza	Grza – near Paraćin	01/08 – 14/08	Environment	18+	7
	Kosjerić	Kosjerić	02/08 – 15/08	Arts	18+	17
	Ludas lake	Subotica	17/07 – 27/07	Environment / renovation	18+	10
	Obedska bara	Obedska Bara is located 50km from Belgrade	06/08 – 16/08	Environment	18+	10
	Palik lake		18/8 – 29/8	Environment		9
	Zlot canyon	Zlot 40 km from town Bor & Mountain Stol	01/08 – 15/08	Environment	18+	7
Perunac	Nearest city is Bajina Bašta	23/07 – 19/08	Social / kids	18+	4	
VOLUNTEERS' CENTER OF VOJVODINA AND NATURE CONSERVATION MOVEMENT	Bečež	Novi Sad	31/07-12/08	Environment / renovation	18+	18
	Kovilj	Kovilj	15/07-30/07	Environment	18+	15
	Trema fest	Ruma	24/08-04/09	Art / festival	18+	14
YOUTH CULTURAL CENTER- BITOLA	Bitola	Bitola	07.08-16.08	Renovation / art	18 - 30	10
	Bitola	Bitola	21.08-31.08	Festival / cultural	18 - 30	8
	Bitola	Streževo is located 10 km from Bitola	11/07- 20/07	Renovation	18 - 30	10
VOLUNTEERS' CENTER ZAGREB	Mura	St. Martin on the Mura, Međimurje	10/7 - 24/7	Environment	18+	10
	Slatina	village Sopje - Slatina	16/07 - 30/07	Environment	17+	14
	Supetar	Supetar	8/7 – 22/7	Kids / education	18+	6
	Lovinac		1/7 – 15/7	Environment	18+	12
	Kuterevo kopija	Kuteroovo	14/07-29/07	Environment	18+	10
VOLUNTEER CENTER ADP-ZID	Art colony	Bjelasica Mountain - Biljelo Polje	15/07 - 01/08	Art / environment		10
EDUCATIONAL CENTER - KRUSEVAC	Jastrebac mountain	Kruševac, Jastrebac	18/07 – 28/07	Environment		12
CENTAR MLADIH LIVNO	Sturba 2006	Village Držanlije	15/07- 24/07	Environment / education / art	18+	7
	Neretva		01/08 - 08/08	Environment	18+	9
THE ECOLOGICAL MOVEMENT OF MACEDONIA – YOUTH	Orbelius	Osogovo Mountains	19/7 – 28/7	Environment	18+	16
	Lovćen 2006	Cetinje	29/07 - 13/08	Environment / renovation		9

(55 volunteers did not write down which work-camp they attended)

8 References

- Clary, E. G. and M. Snyder (1991). A functional analysis of altruism and pro-social behavior: The case of volunteerism. Review of personality and social psychology, Vol. 12. Thousand Oaks, CA, US, Sage Publications, Inc.
- Clary, E. G., M. Snyder, et al. (1994). "Matching messages to motives in persuasion: A functional approach to promoting volunteerism." Journal of Applied Social Psychology Vol 24(13): Jul 1994.
- Clary, E. G., M. Snyder, et al. (1996). "Volunteers' motivations: Findings from a national survey." Non-profit and Voluntary Sector Quarterly 25(4): 485-505.
- Flanagan, C. A., J. M. Bowes, et al. (1998). "Ties that bind: Correlates of adolescents' civic commitments in seven countries." Journal of Social Issues 54(3): 457-475.
- Kacapor, A. S. (2002). Volunteering in Bosnia and Herzegovina, UNV.
- Neela, P. M. (2003). Individuals and Organisations: An Exploration of the Volunteering Process in Health and Social Care Groups - Final Report to the Third Sector Research Programme, Royal Irish Academy, Dublin City University
- Rebeiro, K.-L. and J. Allen (1998). "Voluntarism as occupation." Canadian Journal of Occupational Therapy Vol 65(5): Dec 1998.
- Schwartz, S. H. (1992). Universals in the content and structure of values: Theory and empirical tests in 20 countries. .New York, Academic Press.
- Schwartz, S. H. (2005). Basic Human Values: Their Content and Structure across Cultures. Jerusalem, In A. Tamayo & J. B. Porto (Eds.).
- Snyder, M., E. G. Clary, et al. (2000). The functional approach to volunteerism. G. R. Maio. Mahwah, NJ, US, Lawrence Erlbaum Associates, Publishers.
- Starnes, B.-J. (2004). "An analysis of psychological contracts in voluntarism and the influences of trust, job satisfaction, and organizational commitment." Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 65(6-A): 2004.