EBOOK

REPORT

Learning Needs of volunteers - Analysis

Mapping Report 2020

Yes Volunteering

Leading organization

ITALY

Aurive

PARTNERS

AUSTRIA
InterAktion

PORTUGAL
Rightchallenge

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FOREWORD

In this publication, we present the benefits in term of learnings that volunteering is expected to bring to disadvataged people who are willing or are already participating in volunteering programs. These benefits were mapped through questionnaires which were filled in by volunteers themselves. The research it is a critical step in creating a personal development plan for volunteers and in enabling volunteers to achieve success in their personal development path. This information are aimed at helping the "Yes voluntering" Erasmus+ Ka2 project Team as well as any other Non proffit Ngo to improve the quality of volunteering programs, finding the best way to meet the specific personal empowerment needs to the need of the refrence communities.

The purpose of this survey is to help Ngo to identify training priorities in volunteering programs.

Participating organisations

This publication is addressed to youth workers, educators, people working in a third sector organisation, coach or mentor, learner in non-formal education and anyone interested in developing non formal activities for the empowerment of soft skills in disadvantaged people.

This project would have been impossible without the support and collaboration of the coordinator and partner organizations' staff from the drawing up to the implementation.

The organisations' staff of the promoter and partner organizations have actively contributed to the creation of this report

The Aurive social cooperative - Italy

The Social Cooperative Aurive started in 2007 as an entity to manage the National Civic

www.aurive.it

Yasan Boyu Egitim Dernegi - Turkey

http://www.yasamboyu.org

Rightchallenge - Associação - Portugal

www.rightchallenge.org

DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO - Slovenia

http://www.nevladnik.info/si/

InterAktion - Verein für ein interkulturelles Zusammenleben - Austria

www.verein-interaktion.org

ASOCIACION DESES 3 - Spain

https://asociaciondeses3.wixsite.com/asociaciondeses3.

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this is volunteering ..
"The meaning of life is to find your gift. The purpose of life is to give it away."..
William Shakespeare

1. INTRODUCTION

1.1 Overview of the project

"Yes volunteering" wants to improve models and methods to use social and cultural volunteering as a tool to train excluded people to active citizenship for personal and community empowerment.

Volunteering is nowadays a tool for participation in society in various fields, establishing itself as an enriching experience that allows the development of social skills and competences. This is why we want to confront on the power of volunteering as a tool for adult education and to equip, especially unemplyed adults with skills and competences, which will help them to strengthen their sense of citizenship, responsibility and initiative; improve their media literacy and critical thinking; digital and organizational skills; their career possibilities on labour market, give a chance to gain international experience, develop their tolerance and sense of solidarity and widen their horizons.

Project venue in the Novara and Verbania Province, Italy, with 5 partners,1 Turkish, 1 Slovenian, 1 Portuguese, 1 Austrian, 1 Spanish (including volunteering Associations and public bodies). Partners from 6 countries want to confront on the differences between volunteering systems, tools and perceptions in their countries.

The project upport the transferability of learnings gained thorough volunteering experiences to other dimensions of people's life. Specifically we will look for ways to maximize the benefits of volunteering in terms of social integration and re-engagement, civic participation, mobility opportunities.

That is attempt to face the European and global crisis, which specifically affects low qualified and low skilled people, starting from the development of their resources for active partecipation in socio economic framework. We want to give to the unemployed adults the instruments to improve their abilities and skills of democracy participation, leadership, cooperation, also becoming active to improve the social and economic territory they belong to.

The project also target staff in adult education and volunteering organisations from partner countries
who will receive training on the methodology and the topic of enhancement of learning outcomes in volunteering services.This manual is one of the final deliverable of the project. It will be available on-line for free beyond the project's lifetime.

1.2 Overall aims of the survey

The survey was aimed at investigating the learning needs of the volunteers, with regard to the key comepetences needed to enter and to remain in the labor market. The goal is to provide useul insights to the ones managing volunteering programs to further enhance the power of volunteering to support the personal and the professional development of people at exclusion risk. In the survey we asked to volunteers and potential volunteers to evaluate their current skills in some key areas and to connect it with the interest in further developing the examined skill. Volunteers assessed their learning needs by using a scale of 1-4 1 = No knowledge/skill and interested in development (no skill, yes development)2 = No knowledge/skill and not interested in development (no skill, no development)3 = Some knowledge/skill but development required (some skill, yes development)4 = Good level of knowledge/not interested in development (some skills, no development)

IN SHORT : 2 = no skill, no development3 = some skill, yes development4 = some skills, no development.

This way it was possible to collect both the entrance level of the volunteer and to connect it with the learning goals (the skills the volunteer was interested to develop).

The overall aims of the survey was to collect insights to design some volunteering programs which are better aligned to the empowerment needs of the volunteers and to the key competences for life long learning according to the emerging needs in the labour market.

1.3 Our approach

The research was realized in the form of an online survey.

An online form was created and then translated in 6 languages, so to be accessible also to people who have low language skills (especially considering our target for the survey made up of people facing a disadvantage condition).

The survey was spread by social media and filled online, but also presented during training or monitoring meetings with the volunteers who where in service in the partner organization at the mooment when the research was realized.

Each partner works with different disadvantaged targets, this way it was possible to include in the survey people with different sorts of disadvantaged backgroung with special regard to the following conditions:

-geographical isolation (e.g italian target living in a rural area);

-disabled people involved in volunteering;

-people with low qualifications and titles;

-people with immigrant background;

-unemployed people and Neet

9. OVERVIEW OF THE MAPPING RESULTS IN EACH COUNTRY

Mapping results in Italy

In Italy, 51 respondents answered the survey questions, of which 28 respondents confided their e-mail address to us, which represents 55% of all respondents.

As many as 33 respondents did not answer the question about the highest level of education. 15 respondents have a university degree, three have completed high school. None of the respondents has only a primary education.

Of the 51 respondents, 20 are unemployed, 13 are still studying, three have not provided an answer to this question, and 15 of the respondents are neither studying nor employed. As for special needs, 37 of them replied that they had no special needs. Five respondents live in a geographically isolated area, two are migrants or members of minorities, four respondents have health problems, none are disabled, and three of the respondents have other special needs, which they did not state.

Of all the respondents, 25 have experience with volunteering, the same number answered that they do not have such experience, and one did not answer the question. Again, as with the results of the Slovenian, Spanish and Austrian groups of respondents, the answers are inconsistent with the answers to the next question, where we asked the respondents how long they have been doing voluntary work.

One of the participants said that he has no experience and is a volunteer. In his answer about how long he has been doing volunteer work, he said that he has been doing it for less than a year.

One of the answers to the question about the time interval of volunteering was not valid, as the participant in the survey chose all the possible answers he had to choose from. 24 respondents have no experience with volunteering, 11 have been volunteering for less than a year; three are volunteers between the ages of one and two; the same number of volunteers carry out this activity between three and four years; nine are volunteers between the ages of five and 10; none of the respondents has volunteered for more than ten years.

When asked if they are currently volunteering, one respondent did not provide an answer. 23 individuals answered in the affirmative and 27 in the negative way. Most volunteers work in the social field, i.e. 21 individuals, followed by culture (eight answers), one volunteer works in the field of health, two in the field of environmental protection, no one in the field of civil protection, and three gave another in response. 16 respondents did not provide any answer to this question.

In the second set of questions, respondents had to self-assess themselves. The set of questions was divided into several subsets, namely: Communication; Information Acquisition and Interpretation; Cooperation and participation (interpersonal skills); Identifying connections and relationships; Project Planning and Management; Independent and responsible action; Problem Solving; and Learning to learn /personal effectiveness.

In the first subset, respondents answered three questions, namely, whether they can share

the information obtained, whether they can provide feedback to others, and whether they understand the texts in the working documents.

To all three questions, 10 respondents answered that they have a good enough level of knowledge and do not need further development. The same number of respondents answered all three questions, saying that they have some knowledge, but believe that the development of their knowledge is necessary.

The other 31 participants answered the first question in this subset as follows: one believes that he does not have the knowledge, but would like to develop it. Six of the other 31 respondents answered that they do not have or need the knowledge. 11 of them believe that they have knowledge, but would like to upgrade it. However, 13 respondents answered that their knowledge regarding the sharing of acquired information is large enough that they need the development of it.

To the second question in the sub-section "Communications", as in the first, only one answered that he had no knowledge, but would like to acquire it. Nine respondents answered that they do not have the knowledge and do not need it; 14 of them said that they would like to upgrade their existing knowledge, and seven of them have enough of their knowledge.

To the third question, there was no one who would think that he did not have the knowledge and needed to develop the knowledge in order to understand the texts in the working documents; 11 respondents believe that they do not have the knowledge and do not need it; seven would like to upgrade their knowledge, and 13 are satisfied with their acquired knowledge and believe that upgrading is not necessary.

On two questions in the sub-set of obtaining information (asking penetrating questions and the ability to listen to interlocutors), the results of the self-assessment were similar to the first. Two answered both questions that they have no knowledge and their development is not necessary. 13 respondents answered both questions that they have some knowledge, but would like to develop this knowledge; 17 people, however, say that their knowledge is large enough and no further development is needed.

Otherwise, the other 19 respondents, who gave two different answers in this subset, answered the first question as follows: Two claim that they do not have the knowledge and do not need it. Seven have the knowledge and want to upgrade it, and two say their knowledge is big enough.

To the second question, again two of the respondents answered that they do not have knowledge and do not want to develop it. Four respondents believe that their knowledge is not large enough and want to develop it, but 15 respondents do not agree with the development of their knowledge, who believes that their knowledge is sufficient.

None of the respondents answered these two questions that they do not have the knowledge and do not want to acquire it.

Cooperation and participation (interpersonal skills): in this set, there were three questions that respondents had to answer. Five respondents gave the same answer to all three questions - we have the knowledge, but we would like to upgrade it. One answered all three questions that he had no knowledge and did not want to acquire it; 15 of them agreed in all three answers, saying that their knowledge was large enough that they did not need to upgrade.

To whether they know how to adapt to an individual or a situation, 10 respondents answered yes, but that they should further develop their competencies. None of the respondents answered that they do not have these competencies and that they would be interested in development, four said that they do not have this competence developed, nor are they interested in development, 16 believe that they have a good level of competence development.

The second question was related to whether they know how to intervene in resolving disputes. Only one thinks that he does not have the necessary knowledge, but is eager to learn this knowledge, eight of them think that they do not have knowledge and that they do not need this knowledge, 16 respondents answered that they have some knowledge but would like to improve their knowledge. Five respondents believe that they have a good enough knowledge of how to mediate in a dispute and do not need additional training in this area.

The last question in this set was about working with others. One of the respondents believes that he does not have or need this knowledge. 16 respondents consider that they have sufficient knowledge and are not interested in the further development of these skills, while 13 consider that they have skills but are still interested in their further development.
In two questions on the topic of recognizing connections and relationships, in the first question (Understanding how to develop solutions or methods and a way that uses existing resources) only one answered that he does not have this knowledge, but is ready to acquire it. 13 respondents said that they do not have this knowledge and are not interested in acquiring this knowledge. 21 of them thought that they had some knowledge, but were interested in further development. However, 15 respondents thought that they did not need new knowledge, as they already had enough.

Respondents could not answer the second question in this section "Knowledge of how to challenge established practices and current procedures" due to technical problems.

To both questions in the subsection Planning and project management, 14 respondents answered that they do not have and are not interested in their development; 12 of them say that they have some knowledge, but that they would like to deepen this knowledge; six respondents, however, believe that the knowledge they have is sufficient and they do not need development.

To the first question "How to simplify organizational processes?" nine respondents out of 19 others thought that they do not have and do not need knowledge, so they are not

interested in the development of this knowledge. Three participants in the survey say that while they have some knowledge of process simplification, they would like to deepen this knowledge; seven respondents are of the opinion that their knowledge is large enough and they do not need additional knowledge.

To the second question "How to deal with unforeseen events?" one of the respondents thought that he did not have the knowledge, but would like to develop it, seven of them said that they do not have the knowledge and do not need it. Nine respondents are of the opinion that they have some knowledge, but at the same time they believe that further development of this knowledge is necessary. However, two respondents are of the opinion that their knowledge is large enough and further development of this knowledge is not necessary.

The next set of questions (Independent and responsible action) covered three questions, namely 13 respondents answered all three questions that their knowledge was sufficient and development was not necessary; eight consider that they have the knowledge but would like to further develop it; two say that they do not have the knowledge and are not interested in acquiring it.

Of the other 28 respondents who answered each of the questions differently, 13 answered the first "Knowledge of an effective way to act to address issues related to work or volunteering" with the answer that they do not have knowledge and the development of this knowledge not interested. Eight of them answered that they would like to upgrade their existing knowledge, and seven of them think that they have enough knowledge and do not want to upgrade it.

To the second question in this subset "Do things on time and within budget", seven people answered that they have no knowledge and it is not in their interest to acquire it; eight responded that they wanted to upgrade their existing knowledge; however, 13 of them believe that their knowledge is large enough and they do not need further development. The last question in this subset was "More Effectively Resolve Disruption and Interruption", to which three of the 28 respondents answered that they do not have the knowledge, but would like to acquire it, six of them thought that they do not need this knowledge and do not have it. 10 respondents answered that they would like to further improve their knowledge in this field, while nine respondents felt that their knowledge was sufficient.

The penultimate set (Problem Solving) covered three questions. To all three questions, eight respondents replied that their knowledge was sufficient and they did not feel the need for further development; also, seven respondents thought that they had some knowledge, but that they would like to upgrade their knowledge; five of them answered that they do not have this knowledge and have no interest in acquiring this knowledge.

To the first question, whether the respondents know how to ask the right questions in order to better understand or assess the situation, the three believe that they do not have the knowledge and are not even interested in acquiring such knowledge. 16 of them

believe that they have knowledge, but would like to improve it, and 11 respondents are considered to think that they have enough knowledge and their further development is not necessary. One of the respondents did not answer this question.

The second issue in this set was related to the breakdown of problems and gradual resolution. Eight respondents believe that they know how to break down problems, but that they need further development; one does not have the knowledge, but would like to acquire it; 12 respondents believe that they do not have the knowledge and do not need it. Nine respondents claim that they have the knowledge and that they do not need further development in terms of skills related to the analysis of problems. One of the respondents did not answer this question.

The third question was "Know how to develop innovative solutions to solve the cause of problems". Nine respondents thought they had knowledge, but not large enough, so they would like to develop that knowledge; 14 respondents answered that they do not have this knowledge and are not interested in acquiring it; seven of them believe that they have enough knowledge and do not need further development. Also, one of the survey participants did not answer this question.

Learning to learn / personal effectiveness: 10 respondents answered both questions in this subset that they have enough knowledge and that their development is not necessary; eight respondents believe that they have knowledge, but would like to upgrade it; the same number of respondents believes that they do not have and do not need the knowledge covered by these two questions.

To the (first) question, whether the respondents have the knowledge to be able to monitor changes in technology, nine of them answered yes, but that they would need further development, and the same number of them thought that they did not need further development. Six of them thought that they did not have this kind of knowledge and were not even interested in development; one would like to acquire knowledge.

The second question was: "Knowing what opportunities are available for personal development", to which eight respondents answered that they have basic knowledge, but would like to develop it even more, six of the respondents believe that they have enough knowledge and no upgrade is needed. Among the respondents, there were 10 who said that they did not have the knowledge and did not need it. But only one would like to get the knowledge he does not currently have.

In the third set, respondents answered what is most important to them when deciding to volunteer. Of the 51 respondents, six did not follow the instructions to choose a maximum of three from the listed options.

Reasons, motives, goals	Number of responses
Widen the network of relationships with organizations and stakeholder in my field of interest	26
Access to orientation/reflection opportunities on personal skills and development goals	30
Access to a first experience in a sector of interest also for a potential professional insertion	29
Access to a tutoring path managed by expert tutors	4
Access to opportunities/spaces for gathering/socializing with other volunteers	8
Access to general training opportunities with conferences, meetings, workshops	14
Access to specific training opportunities linked to the service sector	6
Access to opportunities to acquire additional credits/certifications that can be spent to enrich my CV	29
Access to international mobility opportunities	12

The second and at the same time the last question in the third set was related to the characteristics of the program in order to join it voluntarily. Respondents had to choose a maximum of two of the four most important answers. Four respondents chose more than two answers.

Characteristics	Number of responses
Program duration in months.	31
Number of hours of program duration.	27
Reimbursement of costs associated with participation in the activities.	20
Pocket allowance, monthly lump sum.	24

Of all the respondents, only three gave the same answer to all questions: In two cases, the respondent answered each question that he had enough knowledge and did not need further education, and in one case the respondent thought that his pre-existing knowledge too small and wants to upgrade it. Many respondents either thought that they did not have the knowledge and did not want to have it, or that their knowledge was so great that their development was not necessary or they did not want it.

The three most common reasons, reasons or motives why someone decides to volunteer are: Access to orientation/reflection opportunities on personal skills and development goals, access to a first experience in a sector of interest also for a potential professional insertion, and access to opportunities to acquire additional credits/certifications that can be spent to enrich my CV.

Mapping results in Spain

In Spain, 51 people responded to the Learning Needs Survey, with only four not trusting us with their email address, representing eight percent of all respondents.

82% of all respondents have a university degree and 18% have a high school education. None of the respondents only finished primary school and all respondents answered the question about education.

Of the 51 respondents, 19 are students, 13 are unemployed, 11 are neither studying nor employed, and eight did not answer the question.

Regarding special needs, five answered that they live in a geographically isolated environment, two are migrants or members of minorities, one has health problems, and nine stated that they have special needs, but did not specify them. 34 respondents have no special needs.

Of all respondents, 40 have experience with volunteering, but 11 do not have this experience, which, as in Slovenia, is inconsistent with the next answer, i.e. how long they have been doing volunteer work. Six of them stated that they have been volunteers for more than ten years, and four are between five and ten years old. Also, four respondents perform voluntary activities between 3 and 4 years, and 10 between 1 and two years. In less than a year, there have been 20 volunteers, and seven people have no experience with volunteering.

When asked if they are currently volunteering, 29 individuals answered in the affirmative and 22 in the negative. Most volunteers work in the field of social affairs, i.e. 26 individuals, followed by culture (four answers), one volunteer works in the field of health and civil protection, 11 did not answer the question, three gave another answer, and no one volunteered in the field of environmental protection. One respondent stated that he was involved in social and cultural volunteering, one in health and civil protection, and one in social and civil protection. One of the respondents stated that he works in the field of social, cultural, and civil protection, and one stated other in addition to the cultural and social field, without giving additional information in which area it is.

In the second set of questions, respondents had to self-assess themselves. The set of questions was divided into several subsets, namely: Communication; Information Acquisition and Interpretation; Cooperation and participation (interpersonal skills); Identifying connections and relationships; Project Planning and Management; Independent and responsible action; Problem Solving; and Learning to learn /personal effectiveness. In the first subset, respondents answered three questions, namely, whether they can share the information obtained, whether they can provide feedback to others, and whether they understand the texts in the working documents. To all three questions, 12 respondents answered that their level of knowledge is good and that they are not interested in further development. Also, on all three questions related to communication, six respondents answered that they have some knowledge, but that the development of this knowledge would still be needed, and only one answered on all three questions that he has no knowledge and the development of this knowledge also not interested.

To the first question in this subset, none of the other respondents answered that they do

not know how to share the acquired information, but would like to acquire this knowledge, and 13 of them answered to the first question that they do not have this knowledge and do not want to acquire it. Seven respondents believe that they have the knowledge of how to share the acquired information, but that further development would be needed, and eight of them thought that they have enough knowledge and their development is not necessary.

To the second question, whether they know how to provide feedback, only one individual felt that he did not have this knowledge and would like to acquire it. 11 respondents say that they do not have or do not want to develop this knowledge, and 10 of them thought that they already possess enough knowledge, but that it should be improved, with which six respondents did not agree, saying that their knowledge is sufficient and further development is not required. To the last question in this set, the results were a little different.

Of all the respondents who did not answer all three questions in this subset in the same way, only two felt that they did not have the knowledge and did not need it. Seven respondents claim that they have some knowledge, but this knowledge should be further developed, while as many as 19 believe that the knowledge they have is enough. To the last question in this subset, none of the respondents answered that they do not have the knowledge and would like to acquire this knowledge.

On two questions in the context of obtaining information (asking pervasive questions and the ability to listen to interlocutors), the results of the self-assessment were similar to those in the first subset. 18 respondents answered both questions with the same answer that they have knowledge and its upgrading is not necessary. Nine respondents agreed that they have the knowledge, but would like to further develop that knowledge. Five respondents answered that they do not have the knowledge and are not interested in acquiring this knowledge. One individual answered both questions that he did not have the knowledge, but that he would like to acquire it.

Otherwise, the rest of the respondents, who did not give the same answer to the second question, answered the following question as follows: One believes that he does not have the knowledge and would like to acquire it; seven consider that they have no knowledge and that their development is not necessary; six believe they have some knowledge but development would be needed; four believe that their knowledge is good enough and they do not need further development.

The answers to the second question were as follows: again, a single individual believes that he does not have the knowledge or the ability to listen to his interlocutors, but would like to learn this; three feel that they do not have the knowledge and do not need it; four respondents would like to improve their knowledge, while 10 believe that their knowledge is good enough and no further development is needed.
Cooperation and participation (interpersonal skills): in this set of questions, as many as 22 respondents answered all three questions that they have good enough knowledge and no further development is needed, seven of them answered all three questions that otherwise

they have knowledge, but further development is needed. Two answered the questions in this section that they do not have the knowledge and do not want to acquire it.

To the first question, whether they know how to adapt to an individual or a situation, four respondents answered that yes, but that they should further develop their competencies. Two of the respondents answered that they do not have these competencies and that they would be interested in development, four said that they do not have these competencies developed, nor are they interested in development; 11 of them believe that they have a good level of competence development and that they do not need further development.

The second question was related to whether they know how to intervene in resolving disputes. Only one thinks that he does not have the necessary knowledge, but he is eager to learn this knowledge, 14 of them think that they do not have knowledge and that they do not need this knowledge, four respondents answered that they have some knowledge but would like to improve their knowledge, and two consider that their knowledge is sufficient and they do not need to develop how to mediate in a dispute and do not need additional training in this field.

The last question in this set was about working with others. Three of the respondents believe that they do not have or need this knowledge. 13 respondents consider that they have sufficient knowledge and are not interested in the further development of this knowledge, while five consider that they have skills but are still interested in their further development.

On two questions on the topic of identifying connections and relationships, when asked "Understanding how to develop solutions or methods in a way that uses existing resources" and to "Knowledge of how to challenge established practices and current procedures", 17 respondents answered that they have sufficient knowledge and further development needed. Eight respondents answered both questions that they have some knowledge, but that further development is needed. Four of them answered both questions that they do not have knowledge and are not interested in acquiring knowledge. Otherwise, to the first question, one answered that he did not have the knowledge, but wanted to acquire it, four replied that they did not have the knowledge and that it was not in their interest to acquire it.

We also received the same number of answers from respondents who believe that they have knowledge, but would like to deepen this knowledge. 13 of them believe that they have sufficient knowledge and do not need development.

To the second question in this set, four thought that they did not have this knowledge, but they would be interested in acquiring this knowledge. Seven respondents said that they do not have this knowledge and are not interested in acquiring this knowledge. Eight respondents want to deepen their knowledge, while one has enough existing knowledge and does not need new ones. Two respondents did not provide an answer to the second question.

To both questions in the subsection Planning and project management, 10 respondents answered that they do not have knowledge and are not interested in the development of the knowledge; 12 of them said that they have some knowledge, but that they would like to deepen this knowledge; however, 15 respondents believe that the knowledge they have is enough and they do not need development.

One of the respondents did not answer the first question "How to simplify organizational processes?" Four respondents believe that the knowledge they have is not enough and they want to further develop it. However, two believe that their knowledge is large enough and they do not need development.

One of the respondents did not answer the second question "How to deal with unforeseen events?" One also thinks that he does not have the knowledge, but would like to acquire it. Contrary to his opinion, five people believe that he does not need this knowledge and does not have it. Two believe that they have knowledge, but would like to develop that knowledge, while five of them believe that the acquired knowledge they have is enough and they do not need the development or deepening of knowledge.

The next set of questions (Independent and responsible action) covered three questions, namely as many as 21 respondents answered all three questions that their knowledge is sufficient and development is not necessary; seven consider that they have the knowledge but would like to further develop it; five of them say that they do not have the knowledge and are not interested in acquiring this knowledge. One of the respondents did not answer any of the questions in this subset.

To the first question "Knowledge of an effective way to act to address issues related to work or volunteering", one answered that he does not have knowledge, but wants to acquire it, he does not have five knowledge and he does not want it, six have some knowledge and would like to they also deepen this knowledge, and five of them think that their knowledge is good enough, so they do not need further development

"Do things on time and within budget": again, only one person has no knowledge and wants to acquire it; two replied that they did not have this knowledge and that it was not in their interest to develop it; four respondents believe that they have basic knowledge but would like to improve it; However, 10 of them believe that their knowledge is large enough and that they do not need further development.

"More Effectively Resolve Disruption and Interruption": Respondents responded as follows: Eight feel that this knowledge is redundant and do not need it, four believe that they have some knowledge and an upgrade is needed; three respondents claim that they have enough knowledge and that the development of pre-existing knowledge is not necessary. The two replied that they did not have this kind of knowledge, but that they would like to acquire it.

The penultimate set (Problem Solving) covered three questions. To all three questions, 12 respondents replied that their knowledge was sufficient and they did not feel the need for further development; seven respondents thought that they had some knowledge, but that they would like to upgrade their knowledge; four, however, claimed that they did not have

this knowledge and had no interest in acquiring that knowledge. Two respondents did not fully answer this subset of questions.

When asked whether the respondents know how to ask the right questions in order to better understand or assess the situation, five of them answered no and they are not even interested in acquiring this kind of knowledge. 10 of them believe that they have knowledge, but would like to improve it, and 11 respondents claim that they have enough knowledge and that further development is not necessary.

The second question in this set was related to the breakdown of problems and gradual resolution. Only five respondents conclude that they know how to break down problems, but that they need further development; nine respondents agree on the knowledge, but believe that they have enough knowledge and do not need additional ones. 12 respondents believe that they do not have the knowledge and do not need it.

The third question was "Know how to develop innovative solutions to solve the cause of problems". Only three believe they have the knowledge, but not big enough; 15 of them answered that they do not have knowledge and are not interested in acquiring knowledge; eight of them think they have enough knowledge.

Learning to learn / personal effectiveness: 14 respondents answered both questions in this subset that they have enough knowledge and that their development is not necessary; 11 respondents believe that they have knowledge, but would like to upgrade it; nine respondents believe that they do not have the knowledge covered by these two questions and do not need it. One of the respondents in this subset did not answer any of the questions asked.

To the (first) question whether respondents have the knowledge to be able to monitor changes in technology, five answered yes, but that they would need further development, while four said they do not need further development. Six of them stated that they have no knowledge and are not even interested in the development of this knowledge. One did not answer this question.

The second question in the set was: "Knowing what opportunities are available for personal development", to which four respondents answered that they have basic knowledge, but would like to develop it even more, eight respondents agree with them only in the first half of the statement, but I think that they have enough knowledge and do not need new ones. Four of the respondents were those who say they have no knowledge and do not even want it.

In the third set, respondents answered what is most important to them when deciding to volunteer. Of the 51 respondents, eight did not follow the instructions to choose a maximum of three from the listed options; two, however, did not answer this question.

Reasons, motives, goals	Number of responses
Widen the network of relationships with organizations and stakeholder in my field of interest	17
Access to orientation/reflection opportunities on personal skills and development goals	33
Access to a first experience in a sector of interest also for a potential professional insertion	21
Access to a tutoring path managed by expert tutors	7
Access to opportunities/spaces for gathering/socializing with other volunteers	20
Access to general training opportunities with conferences, meetings, workshops	19
Access to specific training opportunities linked to the service sector	10
Access to opportunities to acquire additional credits/certifications that can be spent to enrich my CV	22
Access to international mobility opportunities	24

The second and at the same time the last question in the third set was related to the characteristics of the program in order to join it voluntarily. Respondents had to choose a maximum of two of the four most important answers. Five of them chose more than two answers, the same number chose only one of the offered answers, and four did not answer the question.

Characteristics	Number of responses
Program duration in months.	28
Number of hours of program duration.	30
Reimbursement of costs associated with participation in the activities.	27
Pocket allowance, monthly lump sum.	13

The most common answers to most questions were: whether the respondents do not have the knowledge and are not interested in acquiring it, or whether they have the knowledge and believe that further development is not necessary. In most cases, the respondents answered all the questions in the same subset in the same way - that is, whether they have the knowledge or not, and whether they think that they could upgrade their knowledge or not.

The three most common reasons, reasons or motives why someone decides to volunteer are: Access to Orientation / Thinking Opportunities for Personal Skills and Development Goals, Access to international mobility options and Access to opportunities to obtain additional certificates that I can use to enrich my resume.

The voluntary program should have these two characteristics in order to be sustainable: Reimbursement of costs associated with participation in the activities and Program duration in months.

Mapping results in Slovenia

In Slovenia, we received 53 responses to the survey, of which three were invalid, so we took into account only the results of 50 valid surveys, and 62% of all respondents did not trust us with their email address.

48% of 50 volunteers who participated in the survey have a university degree and 44% have a high school education. Only six percent of respondents have only a primary education (results showed that all three respondents continue their education in secondary schools), and one did not want to disclose their level of education.

Of the 50 respondents, 21 (42%) are employed, 20 are still studying, one did not give an answer, four respondents are unemployed and four are neither studying nor are employed.

As for special needs, 20 of them replied that they had no special needs. Five respondents live in a geographically isolated area, six are migrants or members of minorities, the same number of respondents has health problems, none are disabled, and 13 respondents have other special needs, which they did not state.

Of all respondents, 43 have experience with volunteering, seven said they have no such experience, which is particularly interesting and inconsistent with the data provided by respondents in the next question, i.e. how long they have been doing volunteer work. 12 of them stated that they had been volunteers for more than ten years, and 13 between five and ten years. Seven respondents have been volunteering for between 3 and 4 years, and eight for between 1 and two years. Four individuals are volunteers for less than a year, and six individuals have no experience with volunteering.

When asked if they are currently volunteering, 36 individuals answered affirmative and 14 negative. Most volunteers volunteer in the social field, i.e. 20 individuals, followed by culture (11 answers), in the field of health and environmental protection there are two volunteers, in the field of civil protection one, four did not answer the question and 10 respondents said the other, without further explanation in which other area they volunteer.

In the second set of questions, respondents had to self-assess themselves. The set of questions was divided into several subsets, namely: Communication; Information Acquisition and Interpretation; Cooperation and participation (interpersonal skills); Identifying connections and relationships; Project Planning and Management; Independent and responsible action; Problem Solving; and Learning to learn /personal effectiveness.

In the first subset, respondents answered three questions, namely, whether they can share the information obtained, whether they can provide feedback to others, and whether they understand the texts in the working documents.

To all three questions, eight respondents answered that their level of knowledge is good and that they are not interested in further development. Also, on all three questions related to communication, seven respondents answered that they have some knowledge, but that the development of this knowledge would still be needed.

To the first question in this subset, only one respondent answered that he does not know how to share the acquired information, but would like to acquire this knowledge, and three

answered the first question that they do not have this knowledge and do not want to acquire it. 20 respondents believe that they have the knowledge of how to share the acquired information, but that further development would be needed, and 11 of them thought that they have enough knowledge and their development is not necessary.

To the second question, whether they know how to provide feedback, only one individual felt that he did not have this knowledge and would like to acquire it. Five respondents say that they do not have this knowledge or do not want to develop it, and 20 of them thought that they have knowledge, but it should be improved, with which nine respondents did not agree, saying that their knowledge is sufficient and further development is not required.

Respondents answered the last question in this subset similarly. Also, one respondent felt that he did not have the knowledge, but that he would like to acquire it. Seven respondents felt that they did not have the knowledge and did not need it. 17 respondents claim that they have some knowledge, but this knowledge should be further developed, while 10 believe that the knowledge they have is enough.

On two questions in the context of obtaining information (asking pervasive questions and the ability to listen to interlocutors), the results of the self-assessment were similar to those in the first subset. 11 respondents answered both questions with the same answer that they have knowledge and its upgrading is not necessary. 14 respondents agreed that they have the knowledge, but that they would like to further develop this knowledge.

Otherwise, the rest of the respondents, who did not give the same answer to the second question, answered the following question as follows: One believes that he does not have knowledge and would like to acquire it; none of the respondents thought that they did not have the knowledge and that their development was not necessary; 20 of them think they have some knowledge, but development would be needed; four believe that their knowledge is good enough and they do not need further development.

The answers to the second question were as follows: two individuals believe that they do not have the knowledge or the ability to listen to their interlocutors, but would like to learn this; four feel that they do not have the knowledge and do not need it; three respondents would like to improve their knowledge, while 16 believe that their knowledge is good enough and no further development is needed.

Cooperation and participation (interpersonal skills): in this set of questions, 10 respondents answered all three questions that they have well enough knowledge and no further development is needed, and 12 answered all three questions that otherwise they have knowledge, but further development is needed. One of the respondents answered all three questions in this section that he does not have the knowledge and does not want to acquire it.

To the first question, whether they know how to adapt to an individual or a situation, 13 respondents answered yes, but that they should further develop their competencies. Three of the respondents answered that they do not have these competencies and that they would not be interested in development; nine consider them to have a good level of

competence development and do not need further development. Two of the respondents did not answer the first question in the sub-section "Cooperation and participation (interpersonal skills).

The second question was related to whether they know how to intervene in resolving disputes. Only one thinks that he does not have the necessary knowledge, but is eager to learn this knowledge, seven of them think that they do not have knowledge and that they do not need this knowledge, 12 respondents answered that they have some knowledge but would like to improve their knowledge, and seven consider that their knowledge is sufficient and that they do not need to develop how to mediate in the conflict and receive additional training in this field.

The last question in this set was about working with others. Six of the respondents believe that they do not have or need this knowledge. Nine respondents believe that they have sufficient knowledge and are not interested in the further development of this knowledge, while 11 believe that they have skills but are still interested in their further development. Only one replied to this question that he had no knowledge, but would be interested in development.
In two questions on the topic of recognizing connections and relationships, half of the respondents, i.e. 25, answered the question Understanding how to develop solutions or methods in a way that uses existing resources as Knowledge of how to challenge established practices and current procedures, otherwise they have some knowledge, but would like to upgrade it. Nine of them answered both questions that they have sufficient knowledge and no further development is needed. Three of them answered both questions that they do not have the knowledge and are not interested in acquiring it.

Otherwise, to the first question, one answered that he does not have the knowledge, but wants to acquire it, and only one answered that he does not have the knowledge and it is not in his interest to acquire the knowledge. We received an answer from four respondents, namely that they think they have some knowledge, but we would like to deepen this knowledge. Seven respondents answered the first question that they have sufficient knowledge and do not need development.

To the second question in this set, only one of the respondents expressed the belief that he does not have the knowledge, but that he would like to acquire it. Five respondents replied that they do not have this knowledge and are not interested in acquiring this knowledge. Seven respondents want to deepen their knowledge, but no one answered that his knowledge is extensive enough and that he does not need development.
To both questions in the subsection Planning and project management, five respondents answered that they do not have knowledge and are not interested in their development; 23 says that they have some knowledge, but that they would like to deepen that knowledge; one thinks he has no knowledge but would like to acquire it; five respondents believe that the knowledge they have is enough and they do not need development.

To the first question "How to simplify organizational processes?", Three respondents

believe that they do not have this knowledge and do not need it. 10 respondents answered that the knowledge they have is not enough and they want to further develop it. However, three believe that their knowledge is large enough and they do not need development.

To the second question "How to deal with unforeseen events?" One of the respondents did not answer. Six people who took part in the survey believe that they do not need this knowledge and do not have it. Four believe that they have some knowledge, but would like to further develop this knowledge, while five believe that the acquired knowledge they have is enough and they do not need the development or deepening of knowledge.

The next subset of questions (Independent and responsible action) covered three questions, namely four respondents answered all three questions that their knowledge was sufficient and development was not necessary; 11 of them believe that they have knowledge, but would like to further develop it.

To the first question "Knowledge of an effective way to act to address issues related to work or volunteering", one answered that he does not have knowledge, but wants to acquire it, 11 knowledge he does not have and does not want, 15 he has some knowledge and would like to they also deepen this knowledge, and seven of them think that their knowledge is good enough, so they do not need further development.

The second question is "Do things on time and within budget": again, only one person has no knowledge and wants to acquire it; four replied that they did not have this knowledge and that it was not in their interest to develop it; 15 respondents felt that they had basic knowledge but would like to improve it; 14 of them, however, believe that their knowledge is large enough and that they do not need further development.

Respondents answered the third question "More Effectively Resolve Disruption and Interruption" as follows: Nine of them think that this knowledge is superfluous and do not need it, 18 of them think that they have some knowledge and an upgrade is needed; five respondents claim that they have enough knowledge and that the development of pre-existing knowledge is not necessary. One replied that he did not have this kind of knowledge, but that he would like to acquire it. One of the respondents did not answer this question.

The penultimate set (Problem Solving) covered three questions. To all three questions, five respondents replied that their knowledge was sufficient and they did not feel the need for further development; 17 respondents thought that they had some knowledge, but that they would like to upgrade their knowledge.

When asked whether the respondents know how to ask the right questions in order to better understand or assess the situation, the three answered no and they are not even interested in acquiring this kind of knowledge. 14 of them believe that they have knowledge, but would like to improve it, and 11 respondents claim that they have enough knowledge and that further development is not necessary.

The second issue in this set was related to the breakdown of problems and gradual

resolution. 14 respondents conclude that they know how to break down problems, but that they need further development; four respondents agree on the knowledge, but believe that they have enough knowledge and do not need additional ones. One thinks that he does not have knowledge, but would like to acquire it, and nine respondents think that he does not have knowledge and does not need it.

The third question was "Know how to develop innovative solutions to solve the cause of problems". 12 respondents believe that they have knowledge, but not enough; nine of them answered that they did not have the knowledge and were not interested in acquiring the knowledge; one says he would like to acquire hitherto non-existent knowledge; six of them think they have enough knowledge.
Learning to learn/personal effectiveness: 11 respondents answered both questions in this subset that they have enough knowledge and that their development is not necessary; 20 respondents believe that they have knowledge, but would like to upgrade it.

To the (first) question, whether respondents have the knowledge to be able to monitor changes in technology, 11 answered yes, but that they would need further development, while five said that they do not need further development. One stated that he had no knowledge and was not even interested in developing that knowledge; two replied that they did not have the knowledge, but would like to acquire it.

The second question in the set was: "Knowing what opportunities are available for personal development", to which seven respondents answered that they have basic knowledge, but would like to develop it even more, eight respondents agree with them only in the first half of the statement, but I think that they have enough knowledge and do not need new ones. Three of the respondents were those who say that they do not have knowledge and do not even want it, and one does not have knowledge, but would like to acquire it.

In the third set, respondents answered what is most important to them when deciding to volunteer. Of the 50 respondents, seven did not follow the instructions to choose a maximum of three from the listed options.

Reasons, motives, goals	Number of responses
Widen the network of relationships with organizations and stakeholder in my field of interest	32
Access to orientation/reflection opportunities on personal skills and development goals	9
Access to a first experience in a sector of interest also for a potential professional insertion	21
Access to a tutoring path managed by expert tutors	14
Access to opportunities/spaces for gathering/socializing with other volunteers	19
Access to general training opportunities with conferences, meetings, workshops	11

Access to specific training opportunities linked to the service sector	13
Access to opportunities to acquire additional credits/certifications that can be spent to enrich my CV	17
Access to international mobility opportunities	29

The second and at the same time the last question in the third set was related to the characteristics of the program in order to join it voluntarily. Respondents had to choose a maximum of two of the four most important answers. Four chose only one of the answers offered, and two chose more than two answers.

Characteristics	Number of responses
Program duration in months.	27
Number of hours of program duration.	20
Reimbursement of costs associated with participation in the activities.	32
Pocket allowance, monthly lump sum.	20

In each of the questions, half or more of the respondents thought that they have knowledge, but they can always improve it and that they are also interested in developing their knowledge further. The second most common answer to all questions was that the respondents have knowledge and believe that it is large enough and they do not need further learning or development of this knowledge and competencies. Only a few believe that they do not have and do not need knowledge, and there were even fewer answers from the respondents that they want to acquire knowledge that they think they do not have.

Throughout the survey, five participants gave the same answer to all questions, namely two always gave the answer that they have sufficient knowledge and do not need to develop their knowledge; three, however, gave the answer that they had some knowledge but would still need their development.

The three most common reasons, reasons or motives why someone decides to volunteer are: Widen the network of relationships with organizations and stakeholder in my field of interest; Access to international mobility opportunities; and Access to a first experience in a sector of interest also for a potential professional insertion.

The voluntary program should have these two characteristics in order to be sustainable: Reimbursement of costs associated with participation in the activities and Program duration in months.

Mapping results in Turkey

In Turkey, 50 people responded to the survey on learning needs, and only eight respondents did not trust us with their email address, which represents 16 percent of all respondents.

As many as 43 (86%) of all respondents have a university degree and seven (14%) have a high school education. None of the respondents has completed only primary school; all respondents answered the question about education.

Of the 50 respondents, 26 are students, 14 are unemployed, five are neither studying nor employed, and five did not answer the question.

Regarding special needs, three answered that they live in a geographically isolated environment, two are migrants or members of minorities, four have health problems, 11 stated that they have special needs, but did not specify them, and three are disabled. 27 respondents have no special needs.

Of all the respondents, 33 have experience with volunteering, and 17 do not have this experience, which, as with other partner countries, is inconsistent with the next answer, ie how long they have been doing volunteer work. 12 of them have no experience with volunteering, two stated that they have been volunteers for more than ten years, and four are between five and ten years old. Also, two respondents perform voluntary activities between 3 and 4 years, and six between one and two years. In less than a year, there have been 24 volunteers.

When asked if they are currently volunteering, 29 individuals answered in the affirmative and 20 in the negative. One respondent did not answer this question. Most volunteers work in the field of social services, i.e. 20 individuals, three volunteers work in the field of health, also in the field of culture and the environment. One respondent works in the field of civil protection. Seven of them gave the second answer, and 13 did not answer the question.

In the second set of questions, respondents had to self-assess themselves. The set of questions was divided into several subsets, namely: Communication; Information Acquisition and Interpretation; Cooperation and participation (interpersonal skills); Identifying connections and relationships; Project Planning and Management; Independent and responsible action; Problem Solving; and Learning to learn /personal effectiveness.

In the first subset, respondents answered three questions, namely, whether they can share the information obtained, whether they can provide feedback to others, and whether they understand the texts in the working documents.

To all three questions, five respondents answered that their level of knowledge is good and that they are not interested in further development. Also, to all three questions related to communication, 18 respondents answered that they have some knowledge, but that the development of this knowledge would still be needed and only one did not answer any of all three questions.

To the first question in this subset, six of the other respondents answered that they do not know how to share the acquired information, but would like to acquire this knowledge, and

only one answered the first question that he does not have this knowledge and does not want to acquire it. 11 respondents believe that they have the knowledge of how to share the acquired information, but that further development would be needed, and eight of them thought that they have enough knowledge and their development is not necessary.

To the second question, whether they know how to provide feedback, three individuals felt that they did not have this knowledge and would like to acquire it. Four respondents said that they did not have or did not want to develop this knowledge, and nine of them thought that they did have knowledge, but it should be improved, which was not agreed by 10 respondents, who said that their knowledge was sufficient and no further development is required.

To the last question in this subset, the results were as follows: Of all the respondents who did not answer all three questions in this subset equally, one felt that he did not have the knowledge and would like to acquire it; four felt that they did not have the skills and did not need them. 15 respondents claim that they have some knowledge, but this knowledge should be further developed, while six of them thought that the knowledge they have is enough.

On two questions in the subset of obtaining information (asking pervasive questions and the ability to listen to interlocutors), the results of the self-assessment were similar to those in the first subset; many respondents gave the same answer to both questions. Thus, 22 respondents answered both questions that they have some knowledge, but believe that this knowledge should be further developed. Seven of them felt that they had enough knowledge and their upgrading was not necessary. Three respondents answered that they do not have the knowledge and are not interested in acquiring this knowledge. Two individuals answered both questions that they did not have the knowledge, but that they would like to acquire it. Again, one respondent did not answer any questions in this subset.

Otherwise, the rest of the respondents, who did not give the same answer to the second question, answered the following question as follows: Two of the respondents think that they do not have knowledge, but would like to acquire it; six consider that they do not have the knowledge and that their development is not necessary; three claim to have some knowledge but development would be needed; four believe that their knowledge is good enough and they do not need further development.

The answers to the second question were as follows: a single individual believes that he does not have the knowledge or the ability to listen to his interlocutors and does not even need or want to acquire this knowledge; seven respondents would like to improve their knowledge, while six believe that their knowledge is good enough and no further development is needed. One of the respondents did not answer this question.
Cooperation and participation (interpersonal skills): in this subset of questions, as many as 19 respondents answered all three questions that they have some knowledge, but would like to improve their knowledge; however, seven considered them to have sufficient knowledge and no further development was needed. Two of them answered all three

questions that they did not have the knowledge, but would like to acquire it. As in the first two subsets, one of the respondents did not answer any of the questions.

To the first question, whether they know how to adapt to an individual or a situation, 13 respondents answered yes, but that they should further develop their competencies. Two of the respondents answered that they do not have these competencies and are not interested in developing them; six considered that they had a good level of competence development and did not need further development.

The second question was related to whether they know how to intervene in resolving disputes. As many as 13 of the respondents, who answered each of the questions differently in this subset, said that they have some knowledge regarding dispute resolution, but would like to improve this knowledge. Eight of them claimed that their knowledge of how to mediate in a dispute was good enough and that they did not need additional training in this area.

The last question in this set was about working with others. Two of the respondents believe that they do not have or need this knowledge. Five respondents consider that they have sufficient knowledge and are not interested in the further development of this knowledge, while nine consider that they have skills but are still interested in their further development. To this question, four respondents answered that they have no knowledge of how to work with others, but would like to learn that knowledge. One of the respondents did not answer this question.

In two questions on the topic of recognizing connections and relationships, when asked Understanding how to develop solutions or methods in a way that uses existing resources as Knowledge of how to challenge established practices and current procedures, six respondents answered that they have sufficient knowledge and further development is not needed. As many as 26 respondents answered both questions that they have some knowledge, but that further development is needed. One answered both questions that he had no knowledge and was not interested in acquiring that knowledge; likewise, one did not answer both questions; five of them claimed that they did not have the knowledge, but would like to acquire it.

Otherwise, to the first question, two respondents answered that they have no knowledge and it is not in their interest to acquire it. We also received the same number of answers from the participants who think that their knowledge is sufficient and they do not need new ones in this field. Six respondents answered that they have some knowledge, but would like to deepen this knowledge. One of the respondents did not answer the first question in the subset.

To the second question in this subset, the two felt that they did not have the knowledge, but would like to acquire it. Six respondents said that they do not have this knowledge and are not interested in acquiring this knowledge. Two of the respondents would like to deepen their knowledge, but one has enough existing knowledge and does not need new ones.

To both questions in the subsection Planning and project management, five respondents answered that they do not have knowledge and are not interested in their development; 20 of them say that they have some knowledge, but that they would like to deepen that knowledge; two of the respondents, however, believe that the knowledge they have is sufficient and does not need development; eight of them stated that they did not have the knowledge, but would like to acquire it. Again, one respondent did not answer any of the questions regarding project planning and management.

To the first question "How to simplify organizational processes?" four of the respondents said that they did not have the knowledge, but would like to acquire it. Three felt that they did not have this knowledge; two respondents felt that the knowledge they had was not enough and wanted to further develop it. Five of them, however, felt that their knowledge was sufficient and they did not need development.

The second question "How to deal with unforeseen events?" was not answered by two of the respondents. Two feel that they do not need this knowledge and do not have it. Eight respondents answered this question, otherwise they have some knowledge, but would like to further develop it, while two answered that their knowledge is extensive enough and they do not need upgrades.

The next subset of questions (Independent and responsible action) covered three questions, namely as many as 19 respondents answered all three questions that they have knowledge, but would like to further develop it; four responded that their knowledge was sufficient and further development was unnecessary; three feel that they do not have and do not need this knowledge; two replied that they did not have the knowledge, but would like to. Two of the respondents did not answer any of the questions in this subset.

To the first question "Knowledge of an effective way to act to address issues related to work or volunteering", four answered that they do not have the knowledge, but would like to acquire it; two do not have and do not want knowledge; 11 of them have some knowledge and would like to deepen this knowledge, while three believe that their knowledge is good enough, so they do not need further development.

To the second question "Do things on time and within budget", the respondents answered as follows: again, four felt that they did not have the knowledge and would like to acquire it; three replied that they did not have this knowledge and that it was not in their interest to acquire this knowledge; 10 respondents believe that they have basic knowledge but would like to improve it; three believe that their knowledge is large enough and that they do not need further development.

The answers to the last question "More Effectively Resolve Disruption and Interruption" were as follows: Six respondents think that this knowledge is superfluous and they do not need it, nine of them think that they have some knowledge and an upgrade is needed; three respondents claim that they have enough knowledge and that the development of pre-existing knowledge is not necessary. Two replied that they did not have this kind of knowledge, but that they would like to acquire it.

The penultimate subset (Problem Solving) covered three issues. To all three questions, four respondents replied that their knowledge was sufficient and they did not feel the need for further development; 17 respondents thought that they had some knowledge, but that they would like to upgrade their knowledge; four, however, claimed that they did not have this knowledge and had no interest in acquiring that knowledge. One respondent said that he would like to acquire the knowledge he does not have; two respondents did not fully answer this subset of questions.

When asked whether the respondents know how to ask the right questions in order to better understand or assess the situation, the three answered no and they are not even interested in acquiring this kind of knowledge. 13 of them believe that they have knowledge, but would like to improve it, and six respondents claim that they have enough knowledge and that further development is not necessary.

The second issue in this set was related to the breakdown of problems and gradual resolution. Nine respondents conclude that they know how to break down problems, but that they need further development; one believes that they have enough knowledge and does not need additional ones. A fifth of the respondents said that they do not have the knowledge and do not even need it, while four would like to acquire the knowledge related to the analysis of problems. Three of the respondents did not provide an answer to this question.

The third question was "Know how to develop innovative solutions to solve the cause of problems". The three believe that they do not have the knowledge and do not need it. The same number of respondents said that they did not have the knowledge, but would like to acquire it. 14 respondents say that they have some knowledge, but not enough, so they would need further development, and two believe that their knowledge is extensive enough.

Learning to learn / personal effectiveness: To the (first) question, whether respondents have the knowledge to be able to monitor changes in technology, 29 answered yes, but that they would need further development, while 11 said no further development they need. Five of them stated that they do not have the knowledge and are not even interested in the development of this knowledge, while two would like to acquire the knowledge they do not have. Three did not answer this question.

The second question "Knowing what opportunities are available for personal development" could not be answered by Turkish respondents due to technical problems.
In the third set, respondents answered what is most important to them when deciding to volunteer. Of the 50 respondents, five did not follow the instructions to choose a maximum of three from the listed options; one of the survey participants did not answer this question.

Reasons, motives, goals	Number of responses
Widen the network of relationships with organizations and stakeholder in my field of interest	22
Access to orientation/reflection opportunities on personal skills and development goals	30
Access to a first experience in a sector of interest also for a potential professional insertion	15
Access to a tutoring path managed by expert tutors	17
Access to opportunities/spaces for gathering/socializing with other volunteers	16
Access to general training opportunities with conferences, meetings, workshops	18
Access to specific training opportunities linked to the service sector	4
Access to opportunities to acquire additional credits/certifications that can be spent to enrich my CV	11
Access to international mobility opportunities	21

The second and at the same time the last question in the third set was related to the characteristics of the program in order to join it voluntarily. Respondents had to choose a maximum of two of the four most important answers. Two chose more than two answers, the same number chose only one of the offered answers, and one did not answer the question.

Characteristics	Number of responses
Program duration in months.	32
Number of hours of program duration.	22
Reimbursement of costs associated with participation in the activities.	23
Pocket allowance, monthly lump sum.	22

One in 50 respondents did not answer the questions in the second subset, while one answered all the questions that his knowledge is extensive enough and he does not need to develop his already acquired knowledge. Seven respondents answered all the questions in the second subset that they otherwise have knowledge, but would like to develop it further.

The three most common reasons, reasons or motives why someone decides to volunteer are: Access to Orientation / Thinking Opportunities for Personal Skills and Development Goals, Widen the network of relationships with organizations and stakeholders in my field of interest; in Access to international mobility options.
A voluntary program should have these two characteristics in order to be sustainable: Program duration in months and Reimbursement of costs associated with participation.

Mapping results in Austria

In Austria, 51 people responded to the survey on learning needs, 33 of whom did not trust us with their e-mail address, which represents 65% of all respondents.

26 respondents mentioned secondary school as the highest level of education, 16 have a university degree and nine have completed primary school. All respondents answered the question about education. Of the 51 respondents, seven are students, nine are unemployed, 13 are employed and 22 are neither studying nor employed. All 51 respondents also answered this question.

Regarding special needs, six answered that they live in a geographically isolated environment, 18 are migrants or members of minorities, four have health problems, 14 stated that they have special needs, but did not specify them. Seven respondents have no special needs and two are disabled.

Of all the respondents, 45 have experience with volunteering, and six do not have this experience, which is inconsistent with the next answer, i.e. how long they have been doing volunteer work. One yen asked how long she had been volunteering, answered that for more than ten years, five of them have been volunteering for between five and ten years. There are nine of them who perform voluntary activities between 3 and 4 years, and 14 between one and two years. In less than a year, there have been 17 individuals among the volunteers, and five people have no experience with volunteering.

When asked if they are currently involved in volunteering, 46 individuals answered affirmative and five gave negative responses, which is again inconsistent with the claim regarding volunteering experience. Most volunteers work in the field of social affairs, i.e. 20 individuals, followed by culture (10), three volunteers work in the field of health and also the same number of responders is volunteering in the environmental field, one did not answer the question, ten of them answered the other, and four are engaged in volunteering in the field of civil protection.

In the second set of questions, respondents had to self-assess themselves. The set of questions was divided into several subsets, namely: Communication; Information Acquisition and Interpretation; Cooperation and participation (interpersonal skills); Identifying connections and relationships; Project Planning and Management; Independent and responsible action; Problem Solving; and Learning to learn /personal effectiveness.

In the first subset, respondents answered three questions, namely, whether they can share the information obtained, whether they can provide feedback to others, and whether they understand the texts in the working documents.

To all three questions, eight respondents answered that their level of knowledge is good and that they are not interested in further development. Also, on all three questions related to communication, 13 respondents answered that they have some knowledge, but that the development of this knowledge would be necessary, eight of them answered on all three questions that they do not have this knowledge and that they are not interested into the development of this knowledge. Also, to all three questions in this subset, five respondents answered that they do not have this knowledge, but that they would like to acquire it.

To the first question in this subset, only one of the other respondents answered that they do not know how to share the acquired information, but would like to acquire this knowledge, and seven answered the first question that they do not have this knowledge and do not want to acquire it. Seven of them also believe that they have the knowledge of how to share the information obtained, but that further development would be needed, and two of them believe that they have enough knowledge and their development is not necessary.

When asked if they know how to provide feedback, five individuals felt that they did not have this knowledge and would like to acquire it, and the same number of respondents said that they did not have this knowledge or did not want to develop it. Seven respondents thought that they had knowledge, but it should be improved. Only to this question in the context of "communication" no one answered that his knowledge is sufficient and further development is not necessary.

To the last question in this set, the results were a little different. Of all the respondents who did not answer all three questions in this subset in the same way, there was no one who would think that he did not have this knowledge and wanted to acquire it; three felt that they did not have the knowledge and did not need it either. Eight respondents claim that they have some knowledge, but this knowledge should be further developed, while six believe that the knowledge they have is enough.

No one answered the two questions in the context of obtaining information (asking pervasive questions and the ability to listen to the interlocutors), just as no one answered a subset of three questions on the topic of Cooperation and participation (interpersonal skills). The questions were not answered due to unknown issue with the questionnaire form.

On two questions on the topic of identifying connections and relationships, the question "Understanding how to develop solutions or methods in a way that uses existing resources" and "Knowledge of how to challenge established practices and current procedures" was answered by eight respondents that they have sufficient knowledge and further development is not needed. 14 respondents answered both questions that they have some knowledge, but that further development is needed. To both questions, 13 responders answered that they do not have knowledge and are not interested in acquiring it, while nine of them believe that they do not have that knowledge, but would like to acquire it.

Otherwise, the three answered to the first question that they do not have the knowledge and it is not in their interest to acquire it. We also received the same number of answers from respondents who believe that they have knowledge, but would like to deepen this knowledge, but only one believes that he has sufficient knowledge and does not need development.

To the second question in this set, only one of the respondents thought that he did not have knowledge, but he would like to acquire this knowledge. Three respondents replied that they do not have this knowledge and are not interested in acquiring this knowledge.

Two respondents would like to deepen their existing knowledge, but one has enough existing knowledge and does not need new ones.

To both questions in the subsection Planning and project management, 18 respondents answered that they do not have knowledge and would like to acquire it, three stated that they do not have knowledge and are not interested in their development; 14 of them said that they have some knowledge, but that they would like to deepen this knowledge; nine respondents, however, believe that the knowledge they have is sufficient and they do not need development.

To the first question "How to simplify organizational processes?" one of the respondents said that he does not have the knowledge, but would like to acquire this knowledge, and three are of the opinion that they do not need this knowledge. Two participants in the survey say that they have some knowledge about process simplification, but would like to deepen this knowledge, and only one respondent believes that his knowledge is large enough and he does not need additional knowledge.

Also to the second question "How to deal with unforeseen events?" one of the respondents did not give an answer, two believe that they do not have this knowledge and do not need it. One of the respondents believes that the knowledge he has is sufficient and further development of this knowledge is not necessary. Three respondents believe that they have some knowledge, but at the same time they believe that further development of this knowledge is necessary.

The next set of questions (Independent and responsible action) included three questions, namely as many as 20 respondents answered all three questions that their knowledge is sufficient and development is not necessary; 12 consider them to have knowledge but would like to further develop it; three say that they do not have the knowledge and are not interested in acquiring that knowledge. Four respondents believe that they do not have the knowledge, but would like to acquire it.

To the first question "Knowledge of an effective way to act to address issues related to work or volunteering", only one answered that he does not have knowledge, but wants to acquire it, three do not have and do not want to acquire it, five have some knowledge and they would also like to deepen this knowledge, and three believe that their knowledge is good enough, so they do not need further development.

To the second question "Do things on time and within budget" two respondents said they do not have this knowledge, but want to acquire it; one replied that he did not have this knowledge and it was not in his interest to develop this knowledge; three respondents believe that they have basic knowledge but would like to improve it; six of them believe that their knowledge is large enough and that they do not need further development.

To the last question "More Effectively Resolve Disruption and Interruption" respondents answered as follows: three feel that they do not have and do not need this knowledge, five think that they have some knowledge and would like to improve their knowledge; three

believe that they have enough knowledge and that the development of existing knowledge is not necessary. Only one believes that he does not have the knowledge on how to successfully resolve the dispute, but would like to acquire it.

The penultimate subset (Problem Solving) covered three questions. To all three questions, nine respondents replied that their knowledge was sufficient and they did not feel the need for further development; also, nine respondents thought that they had some knowledge, but that they would like to upgrade their knowledge; 16 of them answered that they do not have this knowledge and have no interest in acquiring this knowledge. Five respondents believe that they do not have the knowledge related to problem solving, and they would like to acquire this knowledge.

To the first question, whether the respondents know how to ask the right questions in order to better understand or assess the situation, one answered, he has no knowledge, but he would like to acquire it; three believe that they do not have the knowledge and are not even interested in acquiring such knowledge. Six of them believed that they have knowledge but would like to improve it, and two respondents claim that they have enough knowledge and that further development is not necessary.

The second question in this set was related to the breakdown of problems and gradual resolution. Four respondents believe that they know how to break down problems, but that they would need further development; they do not have three skills, but would like to acquire them; five respondents believe that they do not have the knowledge and do not need it. Only to this question in the context of Problem Solving, no one replied that he has the knowledge, but he does not need further development in terms of knowledge related to the analysis of problems.

The third question was "Know how to develop innovative solutions to solve the cause of problems" four respondents believe they have knowledge, but not enough; three answered that they do not have the knowledge and are not interested in acquiring it; five of them claim that they do not have the knowledge, but would like to acquire it. Also, no one answered that he has knowledge and does not need further development.

Learning to learn/personal effectiveness: In this subset 11 respondents answered both questions that they have enough knowledge and that their development is not necessary; nine respondents believe that they have the knowledge, but would like to upgrade it; however, 13 respondents believe that they do not have and do not need the knowledge covered by these two questions; five of them think that they do not have the knowledge, but would like to acquire it.

To the (first) question, whether respondents have the knowledge to be able to monitor changes in technology, four answered yes, but that they would need further development, while five said they did not need further development. Three answered that they have no knowledge and are not even interested in the development of it; one would like to acquire knowledge.

The second question was "Knowing what opportunities are available for personal development", to which six respondents answered that they have basic knowledge, but would like to develop it even more, one of the respondents believes that he has enough

knowledge and no upgrade is necessary. Among the respondents, there were five who said that they did not have the knowledge and did not need it. But only one would like to get the knowledge he does not currently have.

In the third set, respondents answered what is most important to them when deciding to volunteer. Of the 51 respondents, 13 did not follow the instructions to choose a maximum of three from the listed options; so we also received seven answers to this question, where four options were selected, five answers with five selected options, and one answer each with six or eight selected options, respectively.

Reasons, motives, goals	Number of responses
Widen the network of relationships with organizations and stakeholder in my field of interest	20
Access to orientation/reflection opportunities on personal skills and development goals	20
Access to a first experience in a sector of interest also for a potential professional insertion	20
Access to a tutoring path managed by expert tutors	8
Access to opportunities/spaces for gathering/socializing with other volunteers	19
Access to general training opportunities with conferences, meetings, workshops	16
Access to specific training opportunities linked to the service sector	15
Access to opportunities to acquire additional credits/certifications that can be spent to enrich my CV	19
Access to international mobility opportunities	15

The second and at the same time the last question in the third set was related to the characteristics of the program in order to join it voluntarily. Respondents had to choose a maximum of two of the four most important answers. Three respondents chose more than two answers, and the same number of respondents did not answer this question. 21 respondents chose only one of the offered answers.

Characteristics	Number of responses
Program duration in months.	13
Number of hours of program duration.	28
Reimbursement of costs associated with participation in the activities.	25
Pocket allowance, monthly lump sum.	12

It is interesting that as many as 13 respondents gave the same answers to all questions in the second set. Four of the 51 respondents answered all the questions that they did not have the knowledge, but were eager to acquire it; one was the one who answered all the questions that he had no knowledge, nor was he interested in acquiring it; three answered absolutely all the questions that they have some knowledge and are interested in the

further development of this knowledge; five were those for whom their already acquired knowledge is sufficient and they do not want an upgrade or believe that it is not necessary.

The three most common reasons or motives why someone decides to volunteer are: Widen the network of relationships with organizations and stakeholders in my field of interest; Access to orientation / reflection opportunities on personal skills and development goals; and Access to a first experience in a sector of interest also for potential professional insertion.

A voluntary program should have these two characteristics in order to be sustainable: Reimbursement of costs associated with participation in the activities and Number of hours in the program duration.

Mapping results in Portugal

In Portugal, 56 people took part in the survey, all answers received are valid; six people, which is 11% of all respondents, did not trust us with their e-mail address in the survey.

As many as 49 (87.5%) of all volunteers who participated in the survey have a university degree and 12.5% have a high school education. No one who took part in the survey has only completed primary education.

Of the 56 respondents, 26 are employed, 15 are still studying, one did not give an answer, 11 respondents are unemployed and three are neither student nor employed.

As for special needs, 25 of them replied that they had no special needs. Seven respondents live in a geographically isolated area, five are migrants or members of minorities, four have health problems, none are disabled, and 15 respondents have no other special needs.

Of all respondents, 47 have experience with volunteering, eight answered that they do not have such experience, which is particularly interesting and inconsistent with the data provided by respondents in the next question, i.e. how long they have been doing volunteer work. One did not answer the question about the experience of volunteering.

As for the period of time they have been volunteering, 12 indicated that they have been volunteers for more than ten years; 17 people answered with "between five and ten years". Eight respondents have been volunteering for between 3 and 4 years, and nine between one and two years. For less than a year, three individuals have been volunteers, and seven individuals have no experience with volunteering.

When asked whether they are currently involved in volunteering, the same number of individuals answered in the affirmative and negative, ie 28. Most volunteers work in the field of culture, ie 11 individuals, followed by social (seven answers), four individuals work in the field of environment, three in the field of civil protection and one in the field of health. 18 did not answer this question, and 12 respondents cited another, without further explanation, in which other area they volunteer.

In the second set of questions, respondents had to self-assess themselves. The set of questions was divided into several subsets, namely: Communication; Information Acquisition and Interpretation; Cooperation and participation (interpersonal skills); Identifying connections and relationships; Project Planning and Management; Independent and responsible action; Problem Solving; and Learning to learn /personal effectiveness.

In the first subset, respondents answered three questions, namely, whether they can share the information obtained, whether they can provide feedback to others, and whether they understand the texts in the working documents.

To all three questions, 15 respondents answered that their level of knowledge is good and that they are not interested in further development. Also, on all three questions related to communication, seven respondents answered that they have some knowledge, but that the development of this knowledge would still be needed. Two of them answered all three questions that they do not have the knowledge and are not interested in acquiring it. Three respondents did not answer any of the questions in the first subset.

To the first question in this subset, six respondents answered that they do not have this knowledge and do not want to acquire it. 17 respondents believe that they have the knowledge of how to share the acquired information, but that further development would be needed, and six of them thought that they have enough knowledge and their

development is not necessary.

To the second question, whether they know how to provide feedback, 12 individuals answered that they do not have this knowledge and do not want to develop it; 13 of them thought that they had the knowledge, but it should be improved, which was not agreed by the four respondents, who said that the knowledge was sufficient and no further development was needed.

To the last question in this subset, the respondents answered: one thought that he did not have the knowledge, but that he would like to acquire it. 12 respondents answered that they have some knowledge, but this knowledge should be further developed, while 16 of them thought that the knowledge they have is enough.
To both questions in the subset of obtaining information (asking pervasive questions and the ability to listen to interlocutors), 20 respondents answered with the same answer that they have knowledge and its upgrade is not necessary. 12 respondents agreed that they have the knowledge, but that they would like to further develop this knowledge. One of the respondents answered both questions that he did not have the knowledge and did not want to acquire it. Three respondents did not answer any of the questions.

Otherwise, the rest of the respondents, who did not give the same answer to the second question, answered the following question as follows: six respondents were of the opinion that they have no knowledge and their development is not necessary; 10 consider that they have some knowledge, but development would be needed; four believe that their knowledge is good enough and they do not need further development.
Cooperation and participation (interpersonal skills): in this subset of questions, 13 respondents answered all three questions that they have well enough knowledge and no further development is needed, and 11 answered all three questions that otherwise they have knowledge, but further development is needed. Also in this subset, three of the respondents did not answer all three questions.

To the first question, whether they know how to adapt to an individual or a situation, 19 respondents answered yes, but that they should further develop their competencies. Two of the respondents answered that they do not have these competencies and that they would not be interested in development; eight of them believe that they have a good level of competence development and that they do not need further development.

The second question was related to whether they know how to intervene in resolving disputes. Five respondents believe that they do not have the knowledge and that they do not need it, 124 respondents answered that they have some knowledge but would like to improve their knowledge, and 10 believe that their knowledge is sufficient and that development, how to mediate in a dispute and do not need additional training in this area.

The last question in this set was about working with others. Two of the respondents believe that they do not have or need this knowledge. 12 respondents consider that they have sufficient knowledge and are not interested in the further development of this

knowledge, and 15 consider that they have skills, but are still interested in their further development.

To both of the questions on the topic of identifying connections and relationships (Understanding how to develop solutions or methods in a way that uses existing resources; and Knowledge of how to challenge established practices and current procedures), 12 respondents answered that they otherwise have some knowledge, but would like to upgrade it. 16 of them answered both questions that they have sufficient knowledge and no further development is needed. The three again did not answer either of the two questions.

Otherwise, to the first question, one answered that he does not have the knowledge, but wants to acquire it, three answered that they do not have the knowledge and it is not in their interest to acquire the knowledge. We received an answer from eight respondents, namely that they think they have some knowledge, but we would like to deepen this knowledge. Nine respondents answered the first question that they have sufficient knowledge and do not need development.

To the second question in this set, only one of the respondents expressed the belief that he does not have the knowledge, but that he would like to acquire it. Two replied that they did not have this knowledge and were not interested in acquiring this knowledge. Five respondents want to deepen their knowledge, and three answered that their knowledge is extensive enough and that they do not need development. Due to the technical issues, this question was not answered by the first 10 respondents that answered the survey.

To both questions in the subsection Planning and project management, two respondents answered that they do not have knowledge and are not interested in their development; 20 of them say that they have some knowledge, but that they would like to deepen that knowledge; one thinks he has no knowledge but would like to acquire it; However, 12 respondents believe that the knowledge they have is enough and they do not need development. Three of the respondents did not answer any questions in this subset.

To the first question "How to simplify organizational processes?" five respondents believe that they do not have this knowledge and do not need it. Five respondents answered that the knowledge they have is not enough and they want to further develop it. Eight respondents answered that their knowledge is large enough and they do not need development.

To the second question "How to deal with unforeseen events?" six people who participated in the survey believe that they do not need this knowledge and do not have it. 10 of them thought that they had some knowledge, but would like further development of this knowledge, while two thought that the acquired knowledge they have is not enough and they do not need the development or deepening of knowledge.

The next subset of questions (Independent and responsible action) covered three questions, namely 12 respondents answered all three questions that their knowledge is sufficient and development is not necessary; 11 of them believe that they have knowledge, but would like to further develop it. Also, two respondents answered both questions that

they do not have knowledge and do not need or want it. Three respondents did not answer either of the two questions.

To the first question "Knowledge of an effective way to act to address issues related to work or volunteering", three answered that they do not have knowledge, but want to acquire it, eight do not have knowledge and do not want it, 11 has some knowledge and would like they also deepen this knowledge, and six of them think that their knowledge is good enough, so they do not need further development.

To the second question "Do things on time and within budget", seven people answered that they do not have this knowledge and it is not in their interest to develop it; 12 respondents felt that they had basic knowledge but would like to improve it; nine of them consider that their knowledge is large enough and that they do not need further development.

To the third question "More Effectively Resolve Disruption and Interruption", the respondents answered as follows: Eight of them think that this knowledge is superfluous and do not need it, 11 of them think that they have some knowledge, but an upgrade is needed; nine respondents claim to have sufficient knowledge and that the development of pre-existing knowledge is not necessary.

The penultimate subset (Problem Solving) covered three issues. To all three questions, nine respondents replied that their knowledge was sufficient and they did not feel the need for further development; 17 respondents thought that they had some knowledge, but that they would like to upgrade their knowledge; one replied that he did not have the knowledge and did not want to develop it. Three of the respondents did not answer any of the questions in this subset.

When asked whether the respondents know how to ask the right questions in order to better understand or assess the situation, six of them said no and are not even interested in acquiring this kind of knowledge. 13 of them believe that they have knowledge, but would like to improve it, and six respondents claim that they have enough knowledge and that further development is not necessary. One of the respondents did not answer this question.

The second issue in this set was related to the breakdown of problems and gradual resolution. 18 respondents conclude that they know how to break down problems, but that they need further development; two respondents agree on knowledge, but believe that they have enough knowledge and do not need additional ones. Five of them feel that they have no knowledge and also have no desire to acquire it. One of the respondents did not answer this question.

The third question was "Know how to develop innovative solutions to solve the cause of problems". 12 respondents believe that they have knowledge, but not enough; four answered that they do not have the knowledge and are not interested in acquiring the

knowledge; however, 10 of them thought that they had enough knowledge about the development of innovative solutions and problem solving and did not need development in this direction.

Learning to learn / personal effectiveness: 14 respondents answered both questions in this subset that they have enough knowledge and that their development is not necessary; the same number of respondents also answered that they have some knowledge, but that they would like to upgrade it. One of the respondents answered both questions, saying that he did not have the knowledge nor did he want to acquire it. Three respondents did not answer any of the questions.

To the (first) question, whether the respondents have the knowledge to be able to monitor changes in technology, 10 of them answered yes, but that they would need further development, and the same number said that they do not need further. Four stated that they have no knowledge and are not interested in development.

The second question in the set was "Knowing what opportunities are available for personal development", to which 11 respondents answered that they have basic knowledge, but would like to develop it even more, four agreed with them only in the first half of the statement, but believe that they have enough knowledge and do not need new ones. Six of the respondents said that they did not have the knowledge and did not even want it, while three did not have the knowledge but would like to acquire it.

In the third set, respondents answered what is most important to them when deciding to volunteer. Of the 56 respondents, six did not follow the instructions to choose a maximum of three from the listed options. Thus, four chose four possible answers and two five. Also, eight respondents chose only two and one as one of the possible answers.

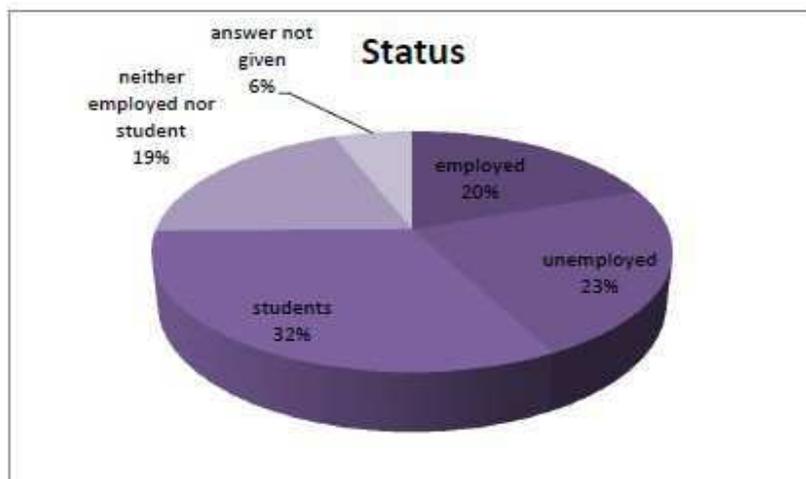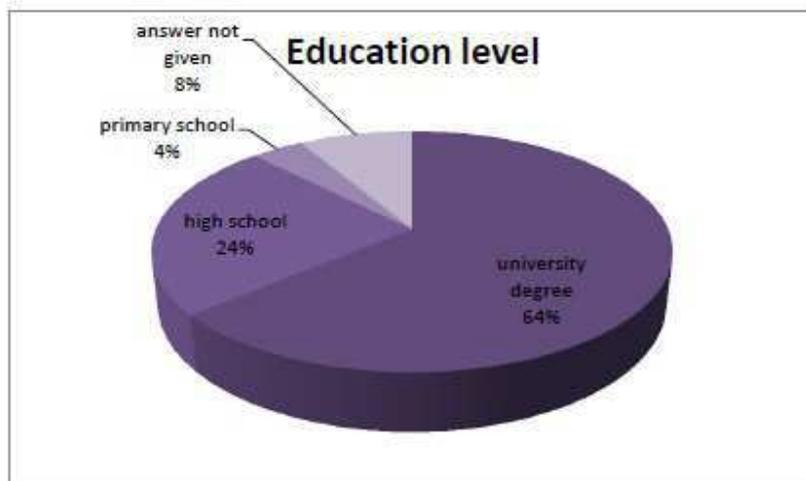| Reasons, motives, goals	Number of responses
Widen the network of relationships with organizations and stakeholder in my field of interest	27
Access to orientation/reflection opportunities on personal skills and development goals	21
Access to a first experience in a sector of interest also for a potential professional insertion	23
Access to a tutoring path managed by expert tutors	13
Access to opportunities/spaces for gathering/socializing with other volunteers	17
Access to general training opportunities with conferences, meetings, workshops	23
Access to specific training opportunities linked to the service sector	11
Access to opportunities to acquire additional credits/certifications that can be spent to enrich my CV	12
Access to international mobility opportunities	21

The second and at the same time the last question in the third set was related to the characteristics of the program in order to join it voluntarily. Respondents had to choose a maximum of two of the four answers that were most important to them. Seven of them chose only one of the offered answers, four chose all possible answers and three chose three.

Characteristics	Number of responses
Program duration in months.	21
Number of hours of program duration.	39
Reimbursement of costs associated with participation in the activities.	33
Pocket allowance, monthly lump sum.	23

Throughout the survey, 15 participants gave the same answer to all the questions in the second subset, namely four always gave the answer that they have some knowledge but would like to further develop this knowledge; eight of them answered all the questions in the second subset that they have enough knowledge and do not need to develop this knowledge. Three respondents did not answer any of the questions in the second part of the survey.

The three most common reasons, reasons or motives why someone decides to volunteer are: Widen the network of relationships with organizations and stakeholders in my field of interest; Access to a first experience in a sector of interest also for a potential professional insertion; in Access to general training opportunities with conferences, meetings, workshops.
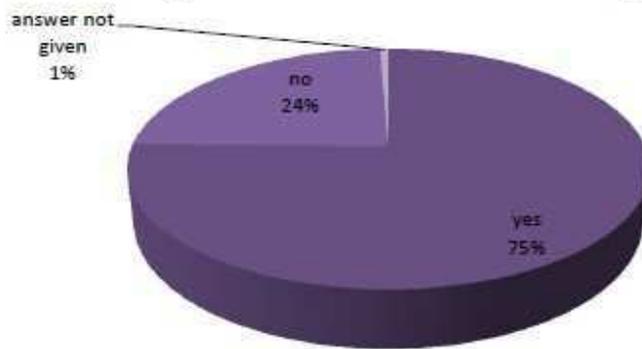
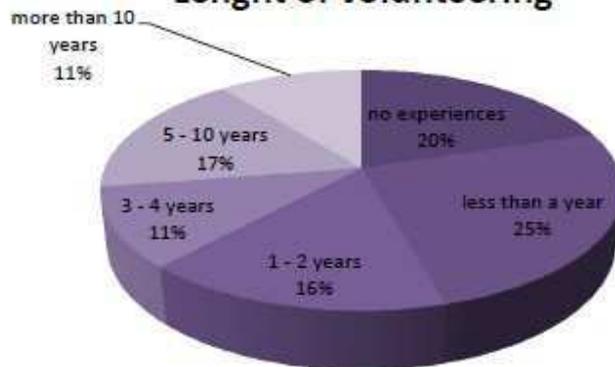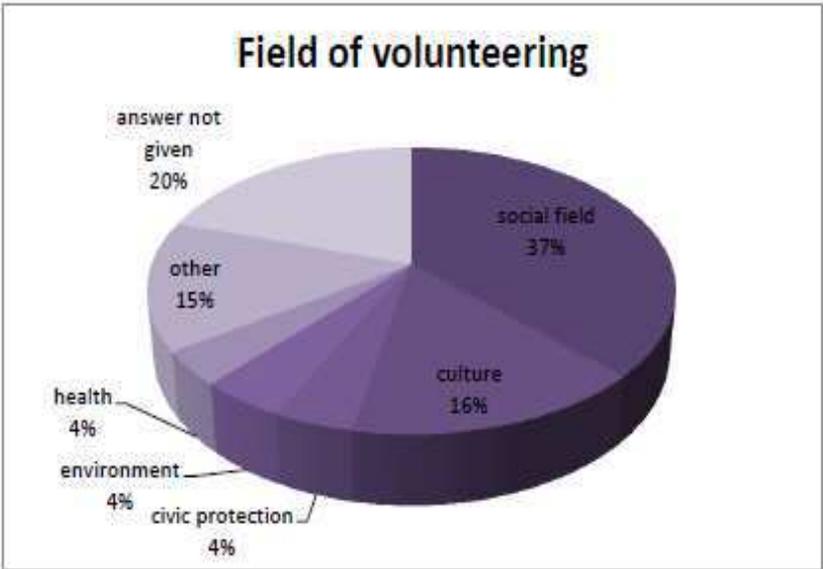# 3. OVERVIEW OF THE MAPPING RESULTS IN THE 6 COUNTRIES (COMMON DATA)

Email address
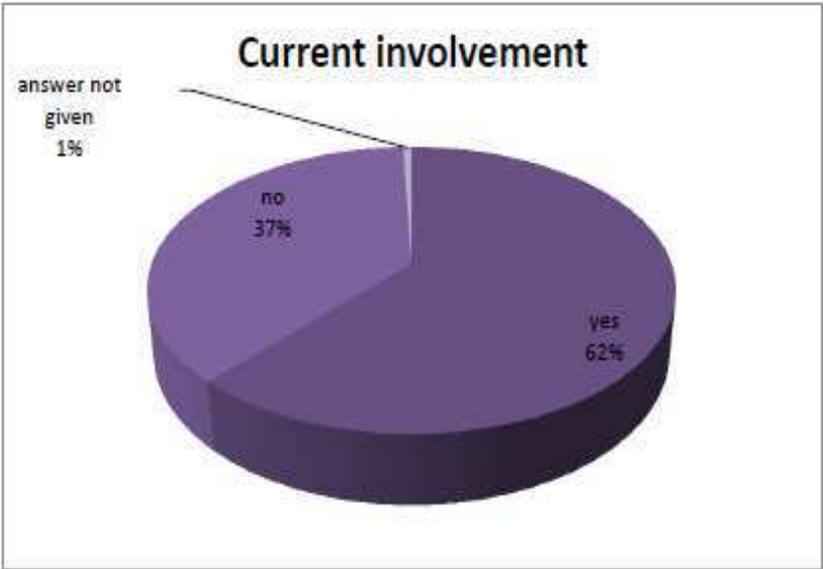
- email address not given 35%
- email address given 65%

Education level

- answer not given 8%
- primary school 4%
- high school 24%
- university degree 64%

Status

- answer not given 6%
- neither employed nor student 19%
- employed 20%
- unemployed 23%
- students 32%

Special needs

yes, disabilities
2%

yes, other
21%

no
49%

yes, migrat or
minority
11%

yes, health
issues
7%

yes,
geographically
isolated area
10%
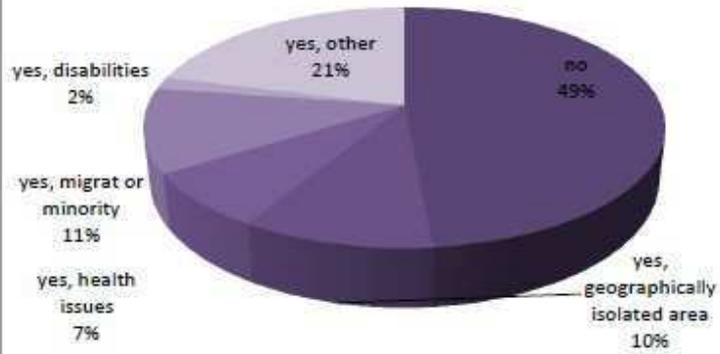
Experiences with volunteering

answer not
given
1%

no
24%

yes
75%

Lenght of volunteering

more than 10
years
11%

5 - 10 years
17%

3 - 4 years
11%

1 - 2 years
16%

no experiences
20%

less than a year
25%

Current involvement

answer not given 1%

no 37%

yes 62%

Field of volunteering

answer not given 20%

other 15%

health 4%

environment 4%

civic protection 4%

social field 37%

culture 16%

| 1	No knowledge/skill and interested in development (no skill, yes development)
2	No knowledge/skill and not interested in development (no skill, no development)
3	Some knowledge/skill but development required (some skill, yes development)
4	Good level of knowledge/not interested in development (some skills, no development)
/	Answer not given

Communicating - Knowing how to share information throughout the organization

Value	Count
1	14
2	47
3	134
4	110
/	4

Communicating - Understanding how to provide effective feedback to others

Value	Count
1	16
2	57
3	134
4	98
/	4
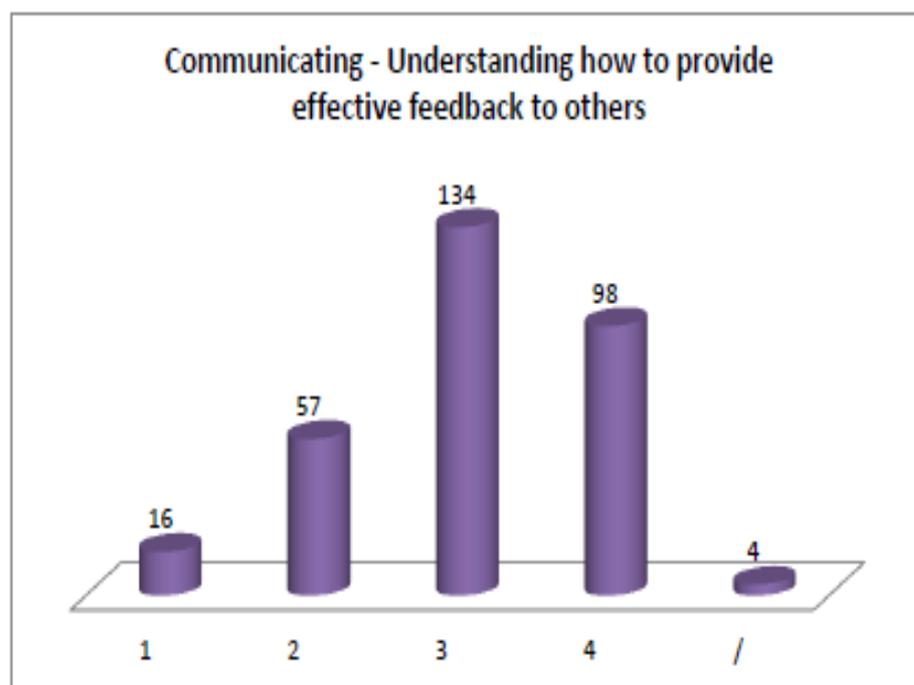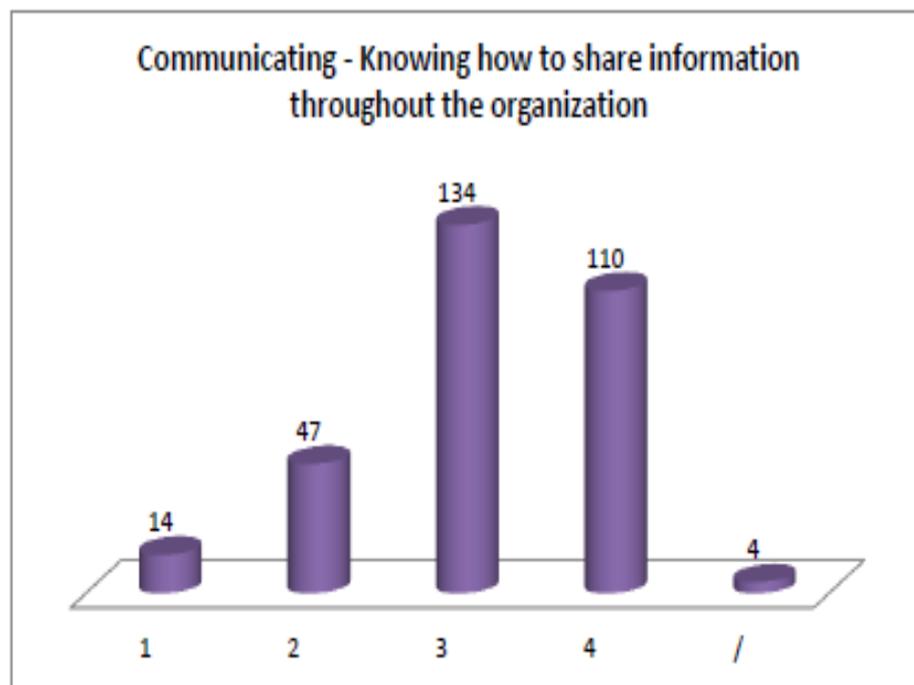
Communicating - Understanding written sentences and paragraphs in work related documents

1	2	3	4	/
8	38	127	132	4
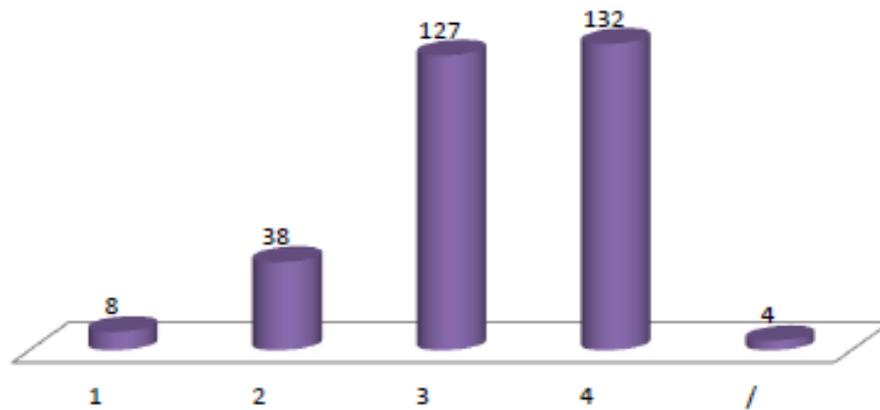
Acquiring and interpreting information: Knowing how to ask insightful questions

1	2	3	4	/
7	41	115	91	55
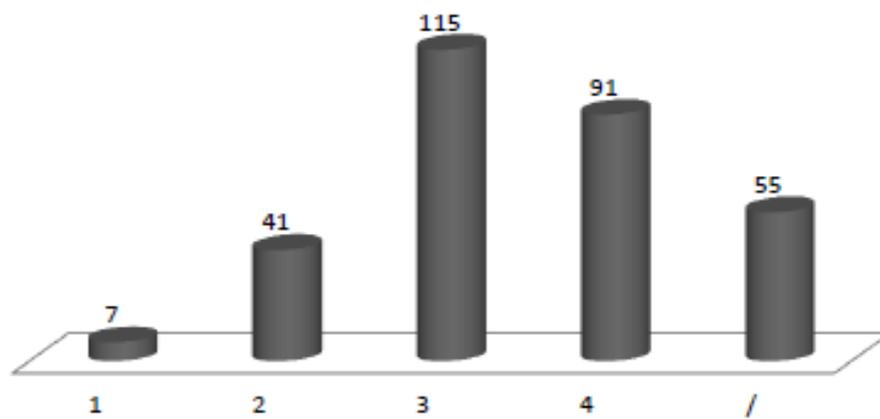
Acquiring and interpreting information: Giving full attention to what other people are saying

1	2	3	4	/
6	22	98	127	56
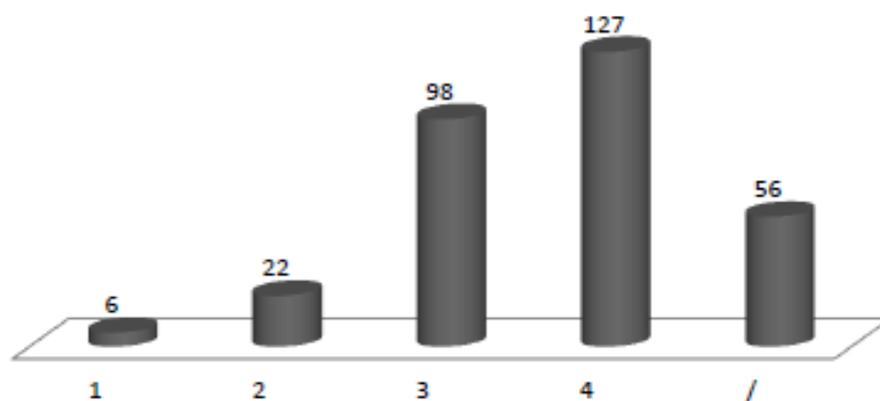
Collaborating and participating (Interpersonal Skills): Knowing how to adapt to meet the needs of the individual or situation

1	2	3	4	/
4	18	113	117	57
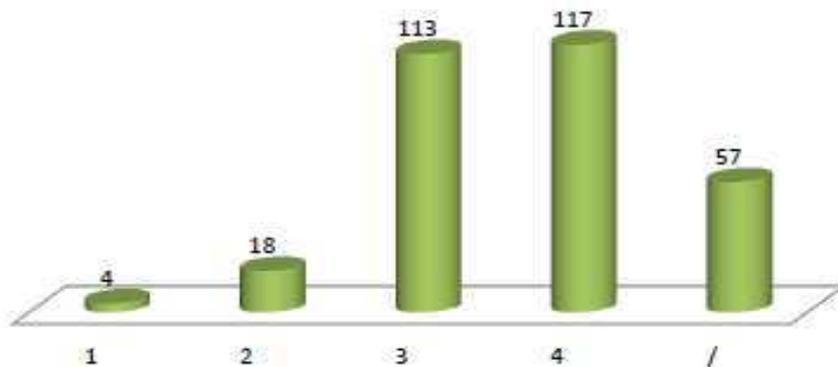
Collaborating and participating (Interpersonal Skills): Facilitating conflict resolution and mediation

1	2	3	4	/
5	37	113	99	55
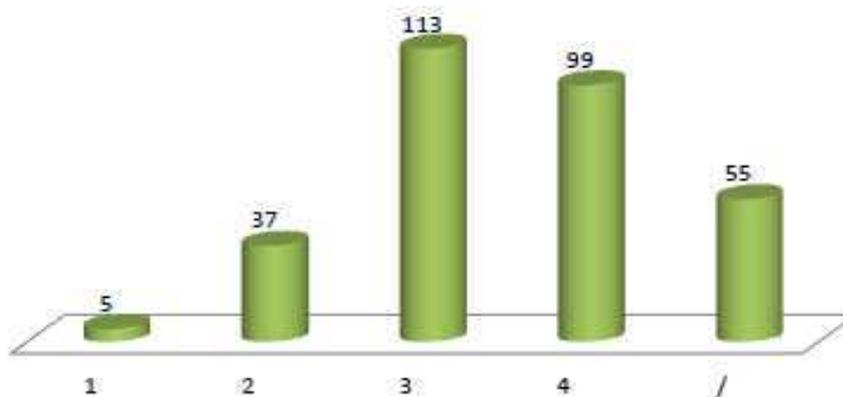
Collaborating and participating (Interpersonal Skills): Knowing how to work and collaborate with others to accomplish goals and objectives

| 1	2	3	4	/
7	18	107	121	56

Identifying links and relations: Understanding how to develop solutions or methods using existing resources

8	49	133	103	16
1	2	3	4	/
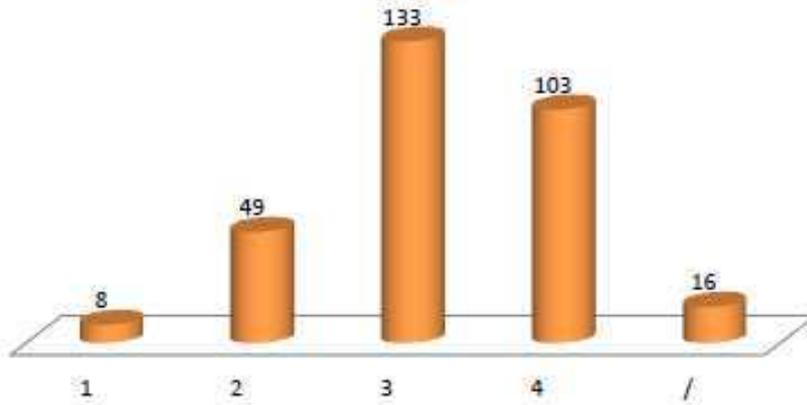
Identifying links and relations: Knowing how to challenge standard practices and current procedures

23	46	111	62	67
1	2	3	4	/
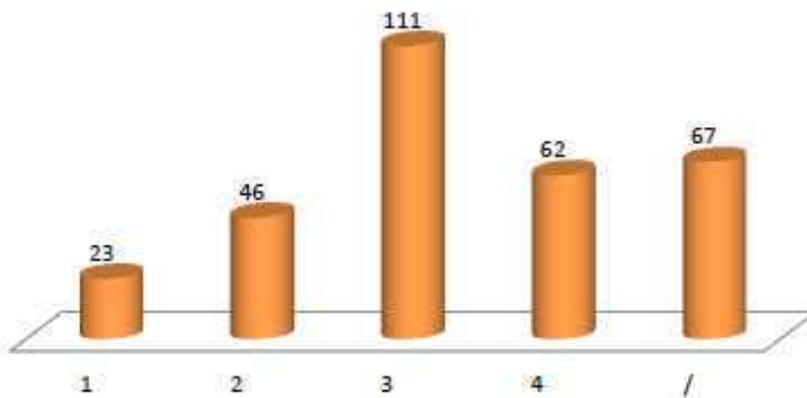
Planning and managing projects: Understanding how to simplify organization processes and procedures

34	68	127	75	5
1	2	3	4	/
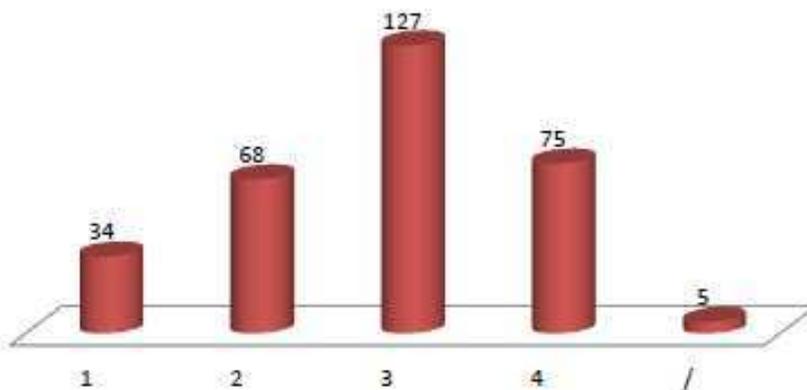
Planning and managing projects: Knowing how to prepare for contingencies

|	1	2	3	4	/
	30	66	138	66	9
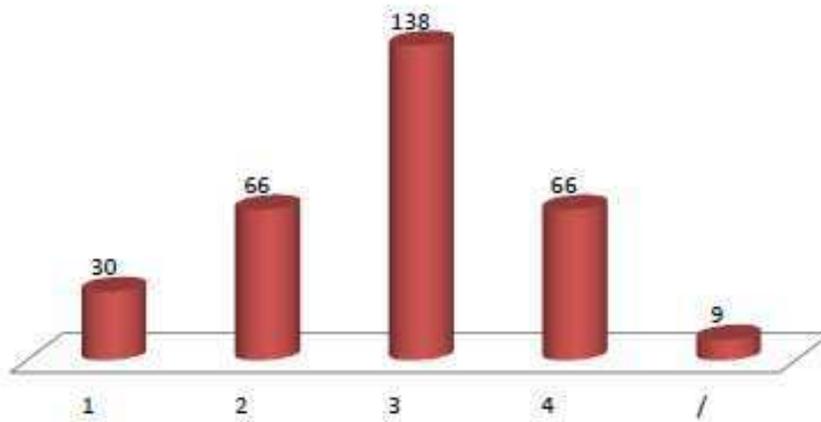
Acting autonomously and responsibly: Knowing the appropriate course of action to address work/voulteering place issues

|	1	2	3	4	/
	16	57	124	106	6
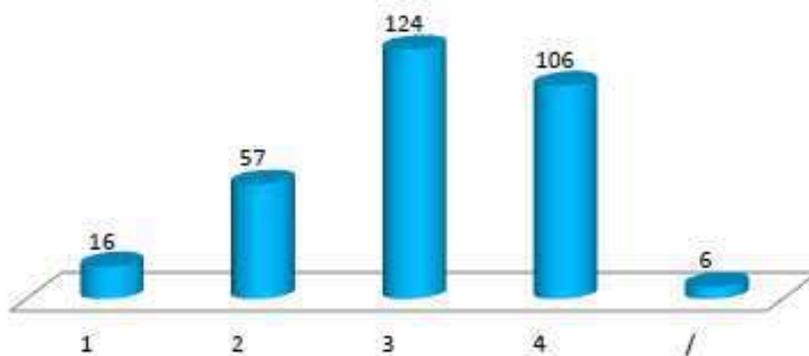
Acting autonomously and responsibly: Getting things done on time and within budget

	1	2	3	4	/
	14	39	120	130	6
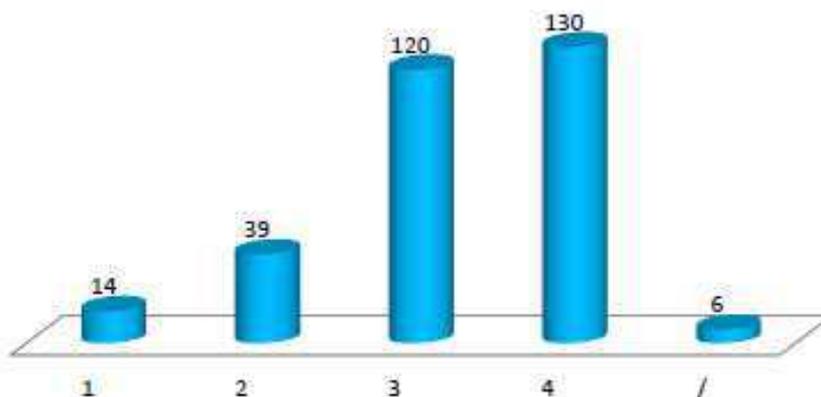
Acting autonomously and responsibly: Dealing more effectively with distractions and interruptions

Category	Value
1	15
2	55
3	126
4	106
/	7
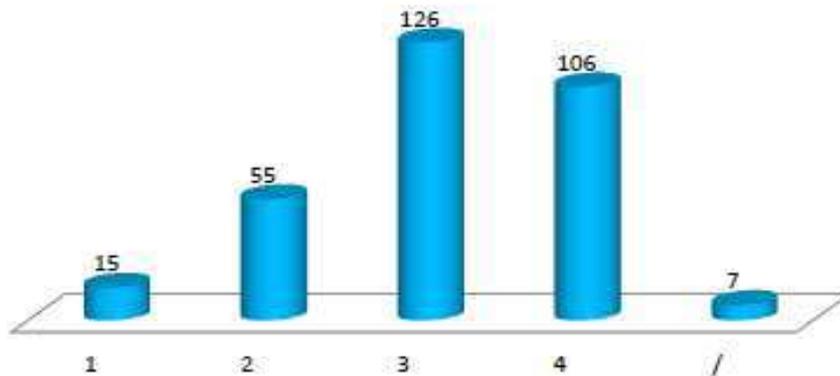
Problem Solving: Asking the right questions to better understand or evaluate situations

Category	Value
1	7
2	53
3	146
4	94
/	9
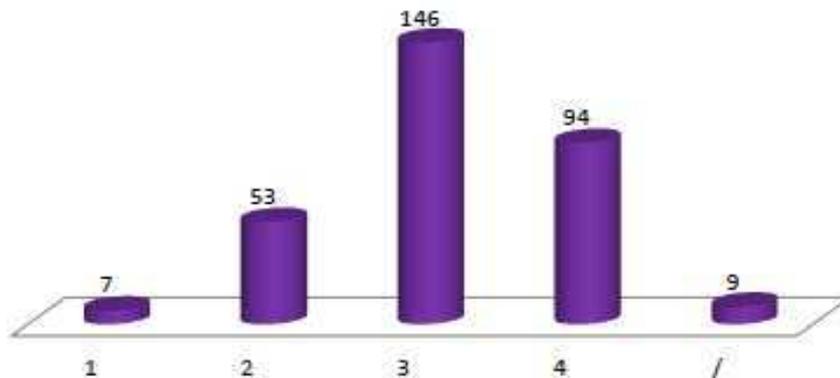
Problem Solving: Knowing the best way to divide problems into more manageable components

Category	Value
1	15
2	78
3	132
4	72
/	12
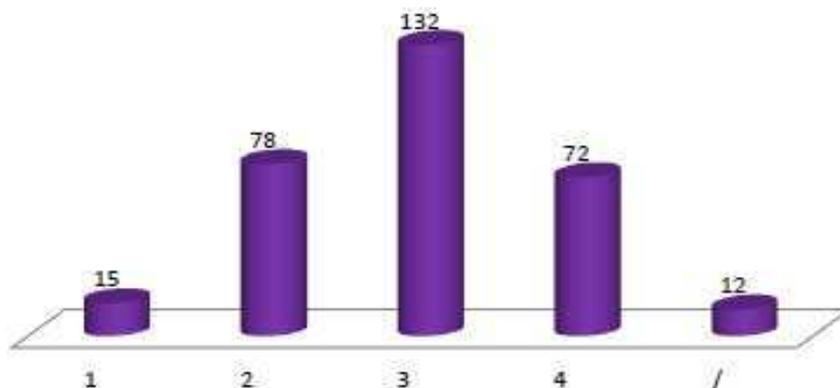
Problem Solving: Knowing how to develop innovative solutions to solve the root cause of problems

1	2	3	4	/
15	78	128	80	8
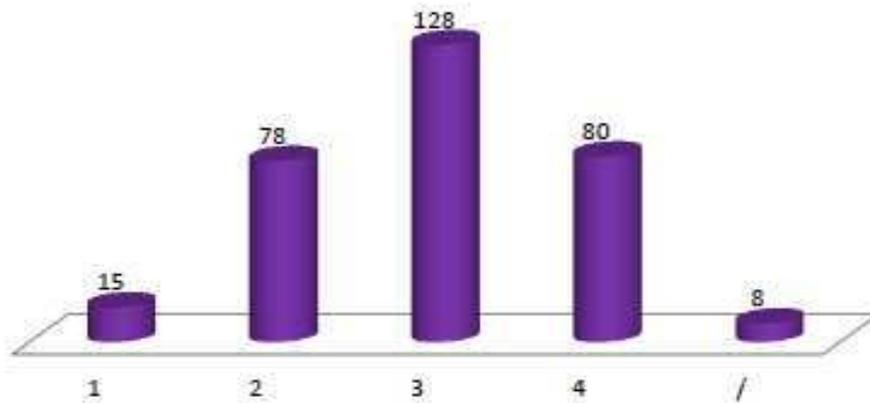
Learning to learn/Personal Effectiveness: Keeping up with changes in technologies

1	2	3	4	/
11	56	130	104	8
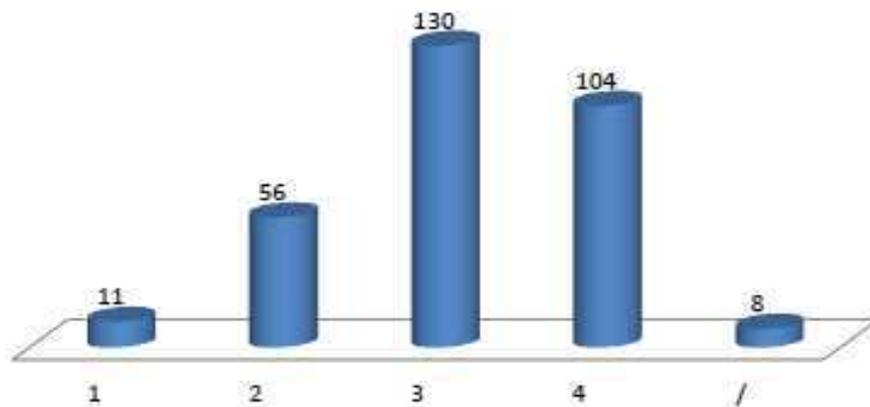
Learning to learn/Personal Effectiveness: Knowing what opportunities are available for personal development

1	2	3	4	/
11	59	98	87	54
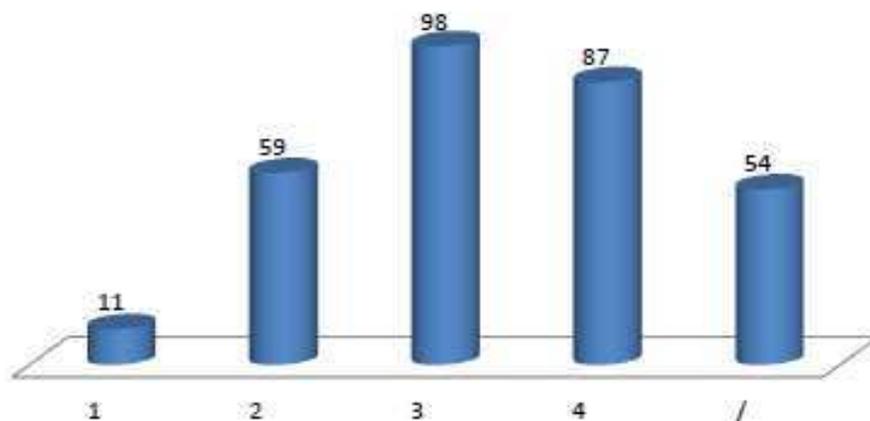
3 main goals, motivations, reasons that could lead you to engage in a volunteering project

- answer not given — 3
- access to international mobility... — 122
- access to opportunities to acquire... — 110
- access to specific training opportunities... — 59
- access to general training opportunities... — 101
- access to opportunities/spaces for... — 99
- access to a tutoring path managed by... — 63
- access to a first experience in a sector... — 129
- access to orientation/reflection... — 143
- widen the network of relationships... — 144

What features should a volunteering program have to be sustainable

- answer not given — 8
- pocket money/monthly lump sum — 114
- reimbursement participation costs related to the activities — 160
- hourly commitment — 166
- duration in months — 152
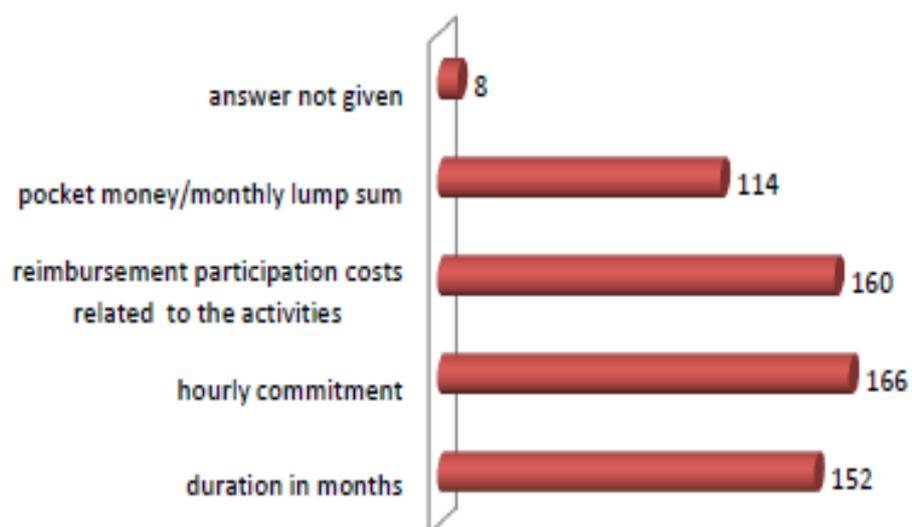
4. CONCLUSIONS

After a general and comparative reading of the data collected in the various countries, some shared and common dynamics emerge in all the contexts of detection, as following:

1) the skills development in the areas of project planning and management and problem solving seem to arouse greater interest as personal development goals.
The data seems to highlight an evolutionary aspect, linked to the desire shared by the volunteers to move from one executive dimension in the assigned tasks to an management dimension. The interest expressed by the majority of the volunteers toward the personal development the project planning and project management areas seems also to be connected to the intention to build follow-up perspectives after the volunteering experience, through the construction of own projects.

2) it also emerges that a significant percentage of the target involved in the survey in all countries feels sufficiently prepared with regard to the skills of the communication area.
The fact that communication skills have not been identified as priority in the personal development goals of the volunteers is significant and brings up some questions, which lead us to problematize the result.
Specifically, the following explanatory hypotheses emerge that deserve further study, namely:
-the target feels competent in commuication area
- the target has some difficulties in self-evaluation and personal awareness in some areas such as communication (so they feel competent in this area even if they are not necessarily as much as they feel to be);
- the target devote little investment on some areas of skills, to which he does not dedicate a particular reflection because some skills are more related to everyday life
- the target does not consider volunteering as a privileged training resource in reference to the areas of expertise under consideration.

3) the factors that seem to motivate voluntary action are mainly the following, listed in order of importance:
- expand the network of relationships with organizations, entities, operators active in my sector of interest;
-access to some orientation / reflection opportunities revelevant with regard tn personal skills and personal development goals;
-access to a first experience in a sector of interest also for a potential job placement;
- the economic aspect does not seem particularly crucial in influencing the personal choices the target. The survey also enlights that a volunteering experience is as much effective as an empowerment resource as much the volunteer is aware of the skills he is practicing. It seems useful to further develop the tools and modules useful to accompany the volunteers to reflect on the learning needs and on the learning processes in which they are involved. In this framework, in addition to qualifying the tools for the self-assessment of skills, it is also important to investigate in which contexts it is more useful and effective to administer the mentioned tools, and which types of activities are more appropriate to support of the self-assessment processes of learning needs and the learning results.