



EUROPEANS, FOR EXAMPLE

Volunteering experience

WP4 - Euforex Need Analysis Methodology

Methodology of identification
and analysis of target group needs

WORK PACKAGE 4 | ROMANIA | FEBRUARY 2012

ITALY | SPAIN | TURKEY | ROMANIA | AUSTRIA





CONTEXT

The Regional Centre for Teachers' Professional Development, as partner of the Grundtvig project „European, for example”, project no. 518421 – LLP- 1-2011-1-IT-GRUNDTVIG-GMP, approved under no. 3526-2011/001-001, with expertise in the field of professional training and development of adults, certified ISO 9001:2008, coordinates work package no 4 (WP 4), meaning drawing up the volunteer needs analysis and identifying areas of the training intervention.

DATA ON THE PROJECT:

Project no. 518421 – LLP- 1-2011-1-IT-GRUNDTVIG-GMP - „European, for example”.

Partners: Comune di Reggio Emilia- Italia,
Istituto Formazione Operatori Aziendali- Italia,
Casa Corpului Didactic Dolj- România,
Konja Il Mili Egitim Mudurlugu- Turcia,
Coordinadora Infantil y Juvenil de Tempo Libere de Vallecas- Spania
European Network for Transfer and Exploitation of EU Projects Results

Austria

Start date: 02.11.2011

Completion date: 31.10.2013

Duration: 24 months

The general objectives of the project are:

- Improving the skills of the adults who want to carry out or have already carried out volunteer activities (The intention is to produce a direct impact on the key competences of at least 600 adults from the partner countries).
- Providing a legal framework of acknowledging the acquired competences/used in volunteer activities, regardless of the way they were acquired. This European legal framework called „Volupass” (volunteer passport) will establish a possible certificate, ways of certification, a constraint analysis and an analysis of the implementation possibilities in areas other than the participating countries.
- Producing, sharing and disseminating a collection of good practices (success stories, unpleasant situations that we can learn from) in training adults as volunteers involved in active citizenship.
- Supporting and promoting active citizenship and horizontal **subsidiarity**.

The project is divided into nine work packages (project coordination and management, quality management, needs analysis (wp 4), added value and the involvement of local actors, developing a trainers' network, training and certification, competence/skill training, disseminating and using the results), the writing of the needs analysis being coordinated by The Regional Centre for Teachers' Professional Development, Dolj, Romania.



The following study is conceived in the work package 4 and it is divided in the following parts:

Context

I. The study objectives

II. Methodology general view

III. Research methods and instruments

IV. Annexes

I. STUDY OBJECTIVE

The need analysis aims at identifying concretely the target group of direct beneficiaries, their needs, and co-operation procedures. It is conceived to identify and implement methods to survey needs of target groups in partners territories.

Specific objectives:

- analysis of the context of each region with respect to the subject of volunteering and active citizenship
- Identify training needs for volunteers to define the topics and locations of subsequent activities.
- increasing awareness regarding the value and the importance of volunteering as an expression of civic participation and of the harmonious development of the society.

The needs analysis will be carried out by a team made up of teacher/researchers, using the questionnaire method and the focus-group method.

II. THE METHODOLOGY OVERVIEW

This methodology is an outcome of WP4 - Identification and analysis territories and of target group needs, aimed at identifying concretely the target group of direct beneficiaries, their needs, and co-operation procedures. In a PDCA cycle, this methodology represents the first step of the P (Plan) phase, where, starting from needs analysis, subsequent actions are designed as to goals, methods, resources, tools, timing.

The work is divided into five chapters (I. Study objective, II. The methodology overview, III. Research methods and instruments, IV. Writing the reports regarding the needs analysis for each country, V. Annexes.), which help to understand the purpose and the steps of the needs analysis and the usage of the research method and instruments (quantitative - questionnaire and qualitative - focus group).

Each method and instrument is presented theoretically, then the steps in its application and finally the instruments themselves, split in three "chapters" depending on the target-groups envisaged : active volunteers, non volunteers and volunteering stakeholders.

The first method presented is the investigation through questionnaire method, a quantitative approach for gathering information, using the questionnaire as a tool for investigation. We will draw up three types of questionnaires on the topic of volunteering, suitable for the categories of people in the target group: active volunteer, non volunteer



and volunteering stakeholders. The questionnaire will be applied to a **minimum number of: 150 volunteers, 150 non volunteers and all volunteering** stakeholders from each partner country. This minimum number of volunteers and non volunteers, could be not statistically representative (i.e. : depending on the universe of each country partner) but this makes us able to describe the volunteering state in each partner country.

The subjects who participate in the questionnaire method will be different from the focus group participants.

Each questionnaire will be delivered electronically, on the sites of the partner institutions and on the project site. (The questionnaire can be filled in on paper if it not possible to be filled in electronically). The questionnaires will be available from February 2012 – to March 2012. Each country will deliver, collect and interpret the valid questionnaires, and the reports will represent the basis of the comparative report of the needs analysis which will be done by Casa Corpului Didactic Dolj till the end of May 2012.

The second method presented is the focus group method, a qualitative approach we can use in researching/assessing a situation or problems through the interpretations that people give to these problems, their feelings towards a certain event, phenomenon, their opinions on a programme, product, service, idea, etc. In this project, the focus group technique will be used independently of any quantitative research, focusing on the opinions, suggestions and reactions of the people selected for the group interview, split into three: active volunteer, non volunteer, stakeholders.

Each focus group is a panel discussion involving between 6 and 7 people, on a given topic, conducted by a moderator and an assistant moderator. The subjects who participate in the questionnaire method will be different from the focus group participants. The three focus groups (one with active volunteers, one with non-volunteers and one with volunteering stakeholders) will be organized in the five partner countries between February 2012. The moderator and the assistant moderator will seek to obtain an overview on the topic of discussion from the perspective of each participant. They will do an analysis and a centralization of the answers, which will represent the conclusions of each focus-group.

The next chapter of the methodology presents the structure of the analyse of the results and comparative reports made by the project partners, based on investigation methods and instruments applied. In April 2012, two experts/country will process and interpret the results of the questionnaires and of the focus groups, resulting in 5 national reports to identify the volunteer needs. The national reports will include: the objectives of the research; the methods and the instruments used; reference of each target group; quantitative report- the collection of responses for each questionnaire; qualitative report- the collection of responses for each focus group. Partner 3 (The Regional Centre for Teachers' Professional Development, Dolj – Romania) will collect all the national reports received from the coordinators from the partner countries, will analyse them and will write the comparative report of the project, which will be proposed for discussion in the consortium. The final form of the report will be posted on the project site till the end of May 2012.

The last chapter of the methodology presents the concrete instruments previously described: Annex 1 – QUESTIONNAIRE for non volunteers, Annex 2 – QUESTIONNAIRE for volunteers, Annex 3 –



QUESTIONNAIRE for volunteering stakeholders, Annex 4 – FOCUS GROUPS - Suggestions for topics of discussion, Annex 5 – NATIONAL REPORT.

III. RESEARCH METHODS AND INSTRUMENTS

1. The questionnaire method
2. The focus-group method

1. THE QUESTIONNAIRE METHOD

The investigation through questionnaire method is a quantitative approach for gathering information using the questionnaire as a tool for investigation.

The survey does not attempt at describing the individuals who are part of the sample but at obtaining a profile of the population surveyed.

The persons included in the sample are selected scientifically, so that each individual has the same chance of being selected. Thus, the results can be transferred from the individuals selected to the whole population concerned.

The survey uses the questionnaire as a tool for investigation, even in its simplest forms. Another characteristic is the fact that, through the way the people are selected, the survey meets with the requirements of representativeness, statistically speaking, of the sample in relation to a higher population.

In order to ensure satisfactory representativeness, the survey is usually conducted on higher samples than the number of the people in the focus-group, and the conclusions of the survey are based on the laws of probability and mathematical statistics (even when the sample does not fully observe the probabilistic requirements).

Data processing is carried out using standard statistical procedures, which are based on calculating the frequency of different choice answers to each question. Therefore, free answers to open questions (those without multiple choice answers) must be changed, after the survey, into closed questions and processed in the same way. The value of the information obtained from the survey is also given by the level of representativeness of the surveyed sample. Thus, the survey implies a statistical evaluation of the extent to which the results obtained (averages, ratios, the correlation coefficient, etc.) approximate those of the surveyed population.

The survey should follow, in one form or another, depending on the theme, goals and target group, the following stages, which basically resemble the stages of any quantitative research:

1. *Establishing and defining the theme;*
2. *Setting the objectives and work hypotheses;*
3. *Determining the target group;*
4. *Choosing the sample;*
5. *Drawing up the data gathering tool – the questionnaire;*





6. *Administering (delivering) the questionnaire – data gathering;*
7. *Data analysis;*
8. *Writing the report and the conclusions.*

1. Establishing and defining the theme

We will draw up three types of questionnaires on the topic of volunteering, suitable for the categories of people in the target group: active volunteer, non volunteer and volunteering stakeholders.

2. Establishing the objectives and work hypotheses

The needs analysis resulting from the questionnaires will have as objective to identify the needs of: the persons with or without experience in volunteering, the needs of active volunteers and stakeholders.

The comparative analysis of the results interpreted in all partner countries will be the base of a research report.

3. Determining the target group

The questionnaires will be applied to persons, *from all partner countries*, who would like or would not like to get involved in volunteering.

4. Choosing the sample

The questionnaire will be applied to a number of 250 persons from each partner country.

- I- Minimum 150 non volunteers
- II- Minimum 150 volunteers
- III- all the stakeholders

5. Drawing up the data gathering tool – the questionnaire

Teacher-researchers from The Regional Centre for Teachers' Professional Development, Dolj, Romania will design and develop 3 questionnaires which will contain 16 questions for nonvolunteers, 16 questions for volunteers and 10 questions for volunteering stakeholders - questions of different types.

The questionnaires will include different questions:

Factual questions to obtain information on objective, verifiable facts (age, sex, residence, studies, profession, ethnicity, marital status); the answers to these questions can be in terms of true/false items;

Opinion questions which record subjective information, such as attitudes, opinions, beliefs, values, feelings, interests; they are obtained directly, by communicating with the subjects;

Questions of motivation aimed at explaining the causes and conditions that determine certain actions. They resemble questions of opinion, but they are distinct since they can help us make predictions about behavior.



Knowledge questions used to test the level and quality of information that the subjects have in a certain field. They are used rarely and only if necessary, because they resemble an examination and can block communication.

6. Administering (delivering) the questionnaire – data gathering

Each questionnaire will be delivered electronically, on the sites of the partner institutions and on the project site. (The questionnaire can be filled in on paper if it not possible to be filled in electronically).

The questionnaires will be available from February to 15 th March 2012.

The reports will be uploaded on the restricted area of the website www.europeansforexample.eu (folder WP 4).

7. Data analysis

Each country will deliver, collect and interpret the valid questionnaires, and the reports will represent the basis of the comparative report of the needs analysis.

Each report will be divided into three parts connected to the three types of questionnaires and will include:

- a) Information on the target group (age, sex, nationality, profession, income);
- b) Data gathering (the period when the questionnaire was applied, number of valid questionnaire, number of respondents);
- c) Statistics collected for each item (graphics, diagrams);
- d) Interpretation of results collected for each item separately.



8. Writing the report and the conclusions

In February and March, the results of the questionnaires will be interpreted, thus achieving a two-step analysis of the training needs of the people interviewed in the five countries involved:

- applying, collecting and interpreting the questionnaires;
- writing and centralizing the needs analysis reports of the five countries.

In March the national analysis reports will be finished and they will contain:

- the objectives of the research;
- the methods and the instruments used;
- reference of each target group;
- quantitative report- the collection of responses for each questionnaire
- qualitative report- the collection of responses for each focus group
- recommendations regarding:
 - * the specific competences of the course to be organized;
 - * contents/topics of the course;



2. THE FOCUS GROUP METHOD

The focus-group is a technique we can use in researching/assessing a situation or problems through the interpretations that people give to these problems, their feelings towards a certain event, phenomenon, their opinions on a programme, product, service, idea, etc. Basically, it can be applied to all areas of social life when it seeks information directly from individuals. The focus group technique is a qualitative method but it does not exclude quantitative techniques.

In this project, the focus group technique will be used independently of any quantitative research, focusing on the opinions, suggestions and reactions of the people selected for the group interview, split into three: active volunteer, non volunteer, stakeholders.

Each focus group is a panel discussion involving between 6 and 7 people.

Organizing each focus group involves:

- a) establishing the topic for discussion;
- b) determining the group structure;
- c) setting the date and the place of the meeting;
- d) preparing the moderator and the assistant moderator;
- e) conducting the focus group.

a) Establishing the topic for discussion

Each focus group will be used to identify the training needs of the persons who will get involved in the volunteering training program. The topics of discussion are suggested in “Tips on conducting the focus group” for each category of participants.

b) Determining the group structure

The three focus groups (one with active volunteers, one with non-volunteers and one with stakeholders) will be organized in the five partner countries in February 2012. A maximum number of 7 people/group will take part in these activities coordinated by group moderators.

c) Setting the date and the place of the meeting

The focus group meeting dates are agreed upon with the subjects. The three focus groups can be organised simultaneously or on different dates. The call for meeting is launched 6 – 7 days in advance and every participant is reminded of the meeting a day before. Neutral venues must be used for the meeting to avoid situations in which the participants can make negative or positive associations with a certain place. The space must be isolated and aired, with few posters, pictures, etc. in order not to disturb or distract the participants. The organisers make sure that the chairs and tables are placed in a circle, so that everybody sees everybody, that there are certain products provided: coffee, mineral water to create a pleasant atmosphere. The instruments for registering the results must be checked.

The duration of a focus group is 2 hours.

d) Preparing the moderator and the assistant moderator

The moderator and the assistant moderator must formulate topics for discussion to capture the participants’ attention, to adapt their behavior according to the characteristics of the target group and to have a positive constructive and relaxed



attitude. The moderator and his/her assistant must come earlier to the room where the meeting takes place to make sure that everything is set for the meeting.

Rules that the moderator must observe:

- to master the objectives of the evaluation/research;
- to treat all participants equally and respectfully;
- to be patient with the people who have difficulty in expressing themselves;
- not to get involved by providing answers;
- not to give the impression of an authority;
- to budget effectively the time allotted for the topics of discussion;
- to show firmness in keeping to the topic of discussion;
- to be impartial regarding the opinions expressed by the participants;
- to have a sense of humour, not to express personal opinions;
- to be an active listener;
- to be friendly, warm and kind;
- to have a positive attitude and to encourage the participants;
- to move on from one question to another without repeating himself/herself;
- to be flexible, dynamic, etc.

e) Conducting the focus group

In the introduction, the regional project manager/coordinator will provide information on the project, the moderators, their role in this activity and the assistant moderator (if necessary), the aim of the organized focus groups, and will thank all the participants for attending the meeting.

The moderator will offer information about himself/herself and about his/her professional experience, will ask the participants to introduce themselves and will explain the rules of the meeting. He/She will also thank the participants for attending the meeting.



**Tips on conducting each focus group:**

- *Each focus group has one category of participants (volunteers or non-volunteers or volunteering stakeholders);*
- *The moderator takes over, organizing ice-breaking activities;*
- *He introduces the general theme of the focus group and the topics of discussion (no more than 4-5 topics);*
- *The participants are given a piece of paper with the specified topics ;*
- *The first topic of discussion is written down on the flipchart and the groups are asked to express their views in their group in 15- 20 minutes;*
- *The procedure is the same for each topic;*
- *One representative from each group presents and sustains with arguments the opinions of the whole group ;*
- *The participants must get comfortable with the pace of the discussion, they must be involved in listening to the others' opinions, and guided to the "essence" of the matter. When moving on to this phase, there is the risk that some participants might avoid detailed answers and they might be tempted to give short answers. It is the moderator's role to keep a relaxed atmosphere, but at the same focused on the topic of discussion. If he/she gets shallow superficial answers he can ask further questions so that the participants should present details, explanations, feelings, etc.*
- *The moderator should write down the conclusions on flipchart paper;*

The moderator and the assistant moderator will seek to obtain an overview on the topic of discussion from the perspective of each participant. They will do an analysis and a centralization of the answers, which will represent the conclusions of each focus-group.

IV. WRITING THE REPORTS REGARDING THE NEEDS ANALYSIS FOR EACH COUNTRY

Within 15th April 2012, two experts/country will process and interpret the results of the questionnaires and of the focus groups, resulting in 5 national reports to identify the volunteer needs.

1. NATIONAL REPORTS will include:

- the objectives of the research;
- the methods and the instruments used;
- reference of each target group;
- quantitative report- the collection of responses for each questionnaire
- qualitative report- the collection of responses for each focus group

2. COMPARATIVE NEEDS ANALYSIS



Partner 3 (THE REGIONAL CENTRE FOR TEACHERS' PROFESSIONAL DEVELOPMENT, DOLJ – ROMANIA) will collect all the reports received from the coordinators from the partner countries, will analyse them and will write the comparative report of the project, which will be proposed for discussion in the consortium. The final report will be posted on the project site till the end of May 2012.



Annex 1

QUESTIONNAIRE For non volunteers

This questionnaire helps us to create “a portrait” of the European Volunteer wishing to engage in voluntary activities.

Name and surname (optional).....

Job

Date

Q 1 Age.....

Q 2 Sex

- Masculine
- Feminine

Q 3 Marital Status

- single
- married
- divorced
- widow(er)

Q 4 Area of origin:

- rural
- urban

Q 5 The last level of studies completed:

- low secondary school
- high secondary school
- vocational school
- college
- post secondary
- masters
- doctorate



Q 6 What is your opinion of volunteer activities?

- very good
- good
- satisfactory
- unsatisfactory
- very unsatisfactory

Q 7 Do you consider that volunteering is a tradition in your country?

- yes, absolutely
- yes, partially
- not completely
- certainly not

Q 8 Who do you think benefits most from volunteering?

- voluntary association itself
- society
- NGOs
- volunteers
- people in need
- public bodies
- others. Who? _____

Q 9 What benefits can volunteering bring to you?

- save money
- experience
- knowledge
- satisfaction
- new friends
- personal development benefits
- others. What? _____

Q 10 Do you know how to be a volunteer?

- yes
- no



Q 11 Would you be interested in getting involved in an organization as a volunteer?

- yes, absolutely
- maybe
- certainly not

Q 12 In what field do you prefer to practice volunteering?

- art / culture
- health
- social
- education
- environment
- others. What? _____

Q 13 What type of activity you would like to carry out as a volunteer? (Two-choice answer)

- activities with children and young people
- activities with elderly people
- activities with children and adults with special needs
- work with poor families
- activities in environmental field
- activities in sport associations
- offices activities
- art and cultural activities
- activity with foreign citizen
- communication and sensitization on volunteering activities
- other (what?.....)

Q 14 On average, how many hours a week would you like to practice volunteering?

- 2 hours
- 2-4 hours
- 4-6 hours
- 6-8 hours over
- 10 hours if needed

Q 15 What are the first two competencies / skills that you would like to develop as a result of volunteering? (Two-choice answer)

- responsibility
- development of ethical work
- creativity
- professional expertise in the asset
- social skills
- others. What? _____



Q 16 What are the reasons that prevent you from getting involved as a volunteer in an organization? (two-choice answer)

- lack of time
- disinterest
- fear of the unknown
- do not know if I can manage
- convenience
- I am involved in other activities
- lack of information
- another reason. Which one?

Q 17 What kind of competences (in terms of knowledge, skills, attitudes) do you expect volunteers to put into action? Could you please rate at what extent you deem them useful (1=useless; 4=most useful)? Please feel also free to add more rows if necessary.

<i>Item</i>	<i>usefulness</i>			
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Knowledge of safety rules and procedures				
Knowledge of emergency rules and procedures				
Knowledge of first aid basics				
Knowledge of sector-specific regulations and laws				
Knowledge of one's territory (facilities, hospitals, info points, local transports, etc.)				
Ability to apply safety rules and procedures				
Ability to apply emergency rules and procedures				
Ability to apply first aid basics				
Ability to drive a car				
Digital competences				
Relational skills				
Intercultural skills				
Language skills				
Goal-oriented mind setting				
Assertiveness				
Stress resistance				
Sector-specific skills (please describe)				
.....				
Other				

Thank you for your time!

Annex 2

**QUESTIONNAIRE
For volunteers**



This questionnaire helps us to create “a portrait” of the European Volunteer involved in voluntary activities.

Name and surname (optional).....

Job

Date

Q 1 Age.....

Q 2 Sex

- Masculine
- Feminine

Q 3 Marital Status

- single
- married
- divorced
- widow(er)

Q 4 Area of origin:

- rural
- urban

Q 5 Last level of studies completed

- low secondary school
- high secondary school
- vocational school
- college
- post secondary
- masters
- doctorate

Q 6 How long have you been a volunteer?

- many years
- 1 year
- 1 month
- recently
- occasionally

Q 7 On average, how many hours a week do you practice volunteering?

- 2 hours
- 2-4 hours
- 4-6 hours
- 6-8 hours over
- 10 hours if needed

Q 8 Do you consider that volunteering is a tradition in your country?

- yes, absolutely



- yes, partially
- not completely
- certainly not

Q 9 What do you associate volunteer with? (Two-choice answer)

- assistance
- unpaid work
- need
- experience
- personal satisfaction
- richer CV
- time lost
- time invested
- others. What? _____

Q 10 Who do you think benefits from volunteering? (Two-choice answer)

- voluntary association itself
- society
- NGOs
- volunteers
- people in need / public bodies
- others. Who? _____

Q 11 What benefits can volunteering bring? (Two-choice answer)

- save money
- experience
- knowledge
- satisfaction
- new friends
- personal development benefits
- others. What? _____



Q 12 What reasons do you have to be a volunteer?

- acquired knowledge
- a richer CV
- reputation of the organization
- to help people
- experience
- personal satisfaction
- expression of personal values
- other motivations. What?

Q 13 What are your main two ways of information on organizations that need volunteers?

- television
- internet
- radio
- posters
- flyers
- friends
- other ways. Please specify _____

Q 14 In what field do you practice volunteering ? (Two-choice answer)

- art / culture
- health
- social
- education
- environment
- others. What? _____

Q 15 What types of activities have you carried out as a volunteer?

- activities with children and young people
- activities with elderly people
- activities with children and adults with special needs
- work with poor families
- activities in environmental field
- activities in sport associations
- offices activities
- art and cultural activities
- activity with foreign citizen
- communication and sensitization on volunteering activities
- other (what?.....)

Q 16 What are the first two competencies / skills that you developed as a result of volunteering?



- responsibility
- development of ethical work
- creativity
- professional expertise in the asset
- social skills
- others. What? _____

Q 17 What kind of competences (in terms of knowledge, skills, attitudes) do you deem useful to carry out volunteering activities you are/you would like to be involved in? Could you please rate at what extent you deem them useful (1=useless; 4=most useful), and at what extent you feel already confident with them (1=less, 4=most)? Please feel also free to add more rows if necessary.

Item	usefulness				confidence			
	1	2	3	4	1	2	3	4
Knowledge of safety rules and procedures								
Knowledge of emergency rules and procedures								
Knowledge of first aid basics								
Knowledge of sector-specific regulations and laws								
Knowledge of one's territory (facilities, hospitals, info points, local transports, etc.)								
Ability to apply safety rules and procedures								
Ability to apply emergency rules and procedures								
Ability to apply first aid basics								
Ability to drive a car								
Digital competences								
Relational skills								
Intercultural skills								
Language skills								
Goal-oriented mindsetting								
Assertiveness								
Stress resistance								
Sector-specific skills (please describe)								
.....								
Other								

Thank you for your time!



QUESTIONNAIRE For volunteering stakeholders

This questionnaire helps us to identify the support that local stakeholders can bring to volunteering activities.

Name and surname

(optional).....

Position in the

institution.....

Name of the institution

.....

Date

.....

.....

Q 1 What are the main two activities of your institution?

.....

.....

.....

Q 2 Area:

- rural
- urban

Q 3 What kind of volunteering work is done in your institution?

- activities with children and young people
- elderly people activities
- Activities with children and adults with special needs
- work with poor families
- environmental activities
- office activities we work
- occasional volunteering activities
- sport activities
- art and cultural activities
- activity with foreign citizen
- others

Q 4 Why are you interested in supporting the volunteering activities?

- Institution promoting
- Help people
- Improve the civic skills
- Increase of responsibility
- Development of ethical work



- Stimulating creativity
- Professional expertise in the asset
- social skills

Q 5 How long your institution is involved in volunteering?

- many years
- 1 year
- 1 month
- recently
- occasionally

Q 6 How does your institution find people in need? Who may need help or social intervention?

- Social services
- Media
- Neighbors
- Other

Q 7 How do you find volunteers?

- Public announcements in local media;
- Public call of proposal;
- Institutions websites;
- Flyers;
- Posters;
- Friends
- others

Q 8 What are the good or bad aspects of working with volunteers? (one for each aspect)

-
-

Q 9 Who do you think benefits from volunteering? (Multiple choice answer)

- community
- society
- NGOs
- volunteers
- people in need / public bodies
- others. Who? _____

Q 10 Are you interested in training volunteers?



- Yes;
- No.

Q 11 What kind of competences (in terms of knowledge, skills, attitudes) do you deem useful to carry out volunteering activities of your interest?
 Could you please rate at what extent you deem them useful (1=useless; 4=most useful)?
 Please feel also free to add more rows if necessary.

<i>Item</i>	<i>usefulness</i>			
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Knowledge of safety rules and procedures				
Knowledge of emergency rules and procedures				
Knowledge of first aid basics				
Knowledge of sector-specific regulations and laws				
Knowledge of one's territory (facilities, hospitals, info points, local transports, etc.)				
Ability to apply safety rules and procedures				
Ability to apply emergency rules and procedures				
Ability to apply first aid basics				
Ability to drive a car				
Digital competences				
Relational skills				
Intercultural skills				
Language skills				
Goal-oriented mindsetting				
Assertiveness				
Stress resistance				
Sector-specific skills (please describe)				
.....				
Other				

Thank you for your time!



Annex 4

FOCUS GROUPS - Suggestions for topics of discussion

For volunteers

- How long have you been practicing volunteering?*
- What kind of benefits do you have from the volunteering activities?*
- How do you get informed about the volunteering activities?*
- Who is your informational source of volunteering activities?*
- What kind of things do you need to develop your personal skills?*

For non volunteers

- Do you know what volunteering is?*
- Can you work for others without being rewarded?*
- When do you help someone? Detail the activity!*
- Do you have time to help people in need?*
- What kind of activities can you do?*
- Do you know your personal skills?*

For volunteering stakeholders

- What kind of volunteering work is there in your institution?*
- Which volunteering project are you involved in?*
- What is the context of implementing the volunteering project?*
- What are the good or bad aspects of working with volunteers?*
- Are you interested in training volunteers?*



Annex 5

NATIONAL REPORT

(Structure)

1. The objectives of the investigation;
2. The methods and instruments used;
3. The reference on each target group:
 - Characterization of the lot of subjects (age, sex, nationality, profession),
 - the level of competence in volunteering available to the respondents' area
 - motivation of people to participate in voluntary activities in the areas addressed by each questionnaire;
4. Quantitative report- The collection of responses for each questionnaire:
 - The period in which the questionnaire was applied, valid questionnaires number, number of respondents
 - statistics collected for each item (graphs, diagrams).
 - Interpretation of results will be collected on each item separately
 - Recommendations on:
 - * specific skills
 - * course to be developed, proposed to be made / developed;
 - * content / themes.
5. Qualitative report
 - The collection of responses for each focus group:
 - The period in which each focus group was organized, number of participants;
 - Questions;
 - Responses;
 - Interpretation of responses;
 - Recommendations.