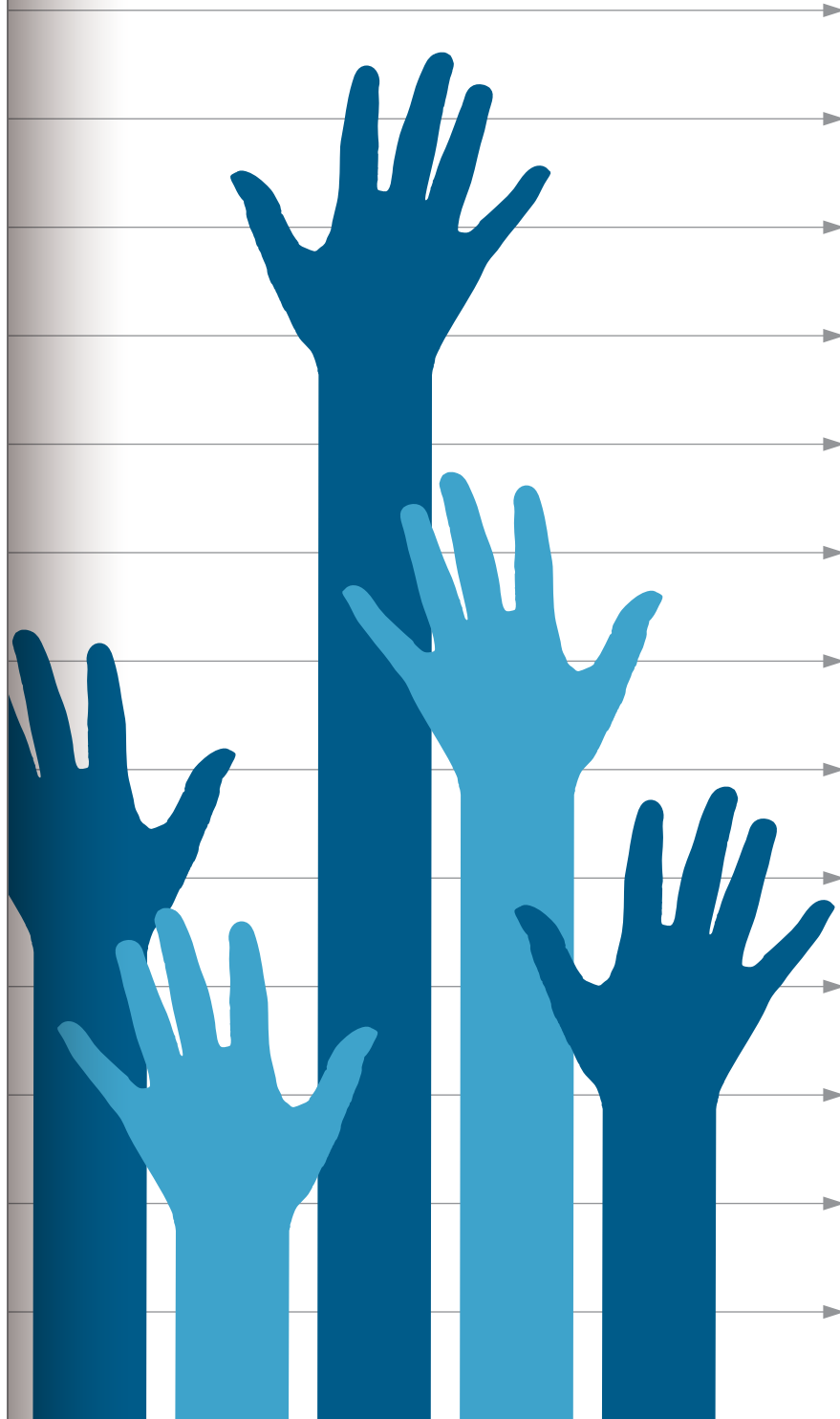


PROSOCIAL DIMENSION OF VOLUNTEERING IN BOSNIA AND HERZEGOVINA

YOUTH COMMUNICATION CENTRE
BANJA LUKA



mr:ž
volontiram!
mreža lokalnih volonterskih servisa u BiH

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Summary

The research of the prosocial dimension of volunteering in Bosnia and Herzegovina was conducted from April 2010 to March 2011. The research was implemented and coordinated by Youth Communication Center (OKC), and it was conducted within the „Volontiram!“ (I volunteer!) network of 9 local voluntary services. The research was executed in 6 municipalities in which the local voluntary services operate, and the process of monitoring and evaluation was performed by the Local voluntary service in Banja Luka (OKC Banja Luka).

The goal of the research was to investigate the impact of voluntary work on the development of social and emotional skills leading to better interpersonal communication and openness to other people and groups, as well as the impact of the volunteering on the development of volunteer's critical thinking which contributes to faster learning and problem solution. The acquired information was used to investigate the attitudes, knowledges and interests of volunteers and non-volunteers when it comes to volunteering activities.

The research included 1742 interviewees, of which 844 volunteers and 898 non-volunteers, 399 interviewees were interviewed in Banja Luka, 603 in Sarajevo, 240 in Dobož, 150 in Trebinje and 200 in Tuzla.

The largest percent (36,6%) of interviewed volunteers participated in volunteering activities that supported other people, followed by participation in promotional campaigns (25,2%), providing educational assistance (16,9%) and environmental activities (15,3%). The main motives/reasons for volunteering pointed out by both volunteers and non-volunteers were a wish to help other people, opportunities to meet new people and socialisation, feeling useful, contributing to the improvement of society etc. About 93,2% of volunteers and 84,4% of non-volunteers consider that volunteering is a good way to meet new people, while about 77,5% of volunteers and 69% of non-volunteers consider volunteering to be a good method for acquiring professional skills. 90,9% of volunteers and 76% of non-volunteers consider that volunteering can enrich the personality of those who engage in it.

The results obtained by instruments for measuring characteristics of personality (IPIP-50) show that the volunteers are, statistically speaking, more extrovert, more conscientious, more cooperative, more open to new experiences, and emotionally more stable than the non-volunteers. Also, more detailed analysis shows that a positive approach to people, i.e. understanding of others, a need to help another grow together with the length of volunteering experience.

Investigation of social skills, such as initiation of contact, providing emotional support, problem solving, mutual trust and assertiveness (inventory of interpersonal communication) show that volunteers achieve better results in relation to non-volunteers, that is, their social skills are more developed than the social skills of non-volunteers. Furthermore, volunteers with more experience have more developed social skills than volunteers with less volunteering experience, which points to the fact that voluntary work influences the

development of social skills.

The results shown by the inventory of metacognitive awareness indicate that the volunteers have, statistically speaking, significantly more knowledge of cognitive processes, as well as ability to manage mental processes. More precisely, their ability to regulate mental processes, i.e. awareness of the necessity to plan, manage information, supervise, evaluate and eliminate errors grows with the duration of volunteering experience.

When talking about social interaction and tendency to be prejudiced, a statistically significant difference was observed between volunteers and non-volunteers. Volunteers were shown to be less prejudiced and to interact more with certain ethnic groups and minorities than non-volunteers. The situation is the same for certain vulnerable groups (persons with mental or physical disabilities, persons suffering from incurable illnesses). This level of tolerance and readiness to interact also grow along with the length of volunteering experience, which also reveals the significant potential of volunteering to decrease prejudice and to develop behaviours leading to the reduction of social exclusion.

We would like to thank everybody who gave their contribution for this research to see the light of day: the interviewees for their participation and the patience they expressed, the interviewers for their efforts and endurance, the supervisors and the rest of the personnel for the patience and understanding throughout all the project stages.

Particular thanks to the the civil society organizations that helped us, as well as to the Voluntary Service Overseas (VSO) and the International Center Olof Palme who showed understanding for our idea and offered financial support.

1. INTRODUCTION

Key skills as defined by the European Union are 'a set of skills, knowledge and values which form a base for permanent education and creation of a successful and flexible work force that can adapt to the market requirements and in the long term enable a flexible adjustment and fuller employment of the population in European countries (Hozjan, 2009).

We have tried to explore the impact of volunteering on the development of certain personality features, particularly having in mind the development of skills necessary for active participation in social processes and competitiveness in the job market.

For this purpose, we have tested the differences in personality features of volunteers and non-volunteers, such as openness to new experiences, altruism, ability to establish relationships, sociability etc. At the same time, we also focused on the possible impact of the volunteering on the development of metacognitive abilities (awareness of mental processes, and their use). Metacognitive abilities are a foundation for good organising and use of information, and as such are a key predisposition for adequate acquirement of competencies, as well as the foundation for development of professional competencies. In order to complete the research of key personality characteristics, besides the emotional and cognitive aspect of each individual, we have also introduced an indicator of 'social distance' as a measure to determine (in)tolerance and cooperation with different ethnic groups in the region, as well as with vulnerable groups.

Volunteering is generally defined as a non-profit and unpaid activity through which individuals contribute to the well-being of their community or of society. Our research results confirm that participation in volunteering activities can contribute to the development of social skills, critical judgement and can increase the social sensitivity toward vulnerable society groups.

The research was designed and coordinated by Youth Communication Centre (OKC) between April 2010 to March 2011. The research included 1742 interviews with volunteers and non-volunteers, from 6 municipalities in Bosnia and Herzegovina: Banja Luka, Doboje, Sarajevo, Trebinje, Tuzla and Srebrenica. In order to have the highest possible control measures, the research was conducted within the "Volontiram!" Network that consists of 9 Local voluntary services. In this way, the Local voluntary services from the 6 municipalities in which the research was conducted were the focal points for the supervision, the recruitment of interviewers, sample selection and field work. OKC Banja Luka, incorporating the Local voluntary service Banja Luka was in charge of monitoring and evaluation.

In general, the European Union defines key competencies as: social and civil competencies, and learning how to learn. These serve as a starting point in order to work out important indicators which were tested for the sake of determination of the impact volunteering has on the development of those personality characteristics that are necessary for a constructive participation in social processes, development of harmonic interpersonal relations

that are characteristic for humanism, solidarity and tolerance, as well as the development of skills which can respond to the growing requirements of the environment. In relation to the forementioned thesis, we have tried to determine the differences between personality characteristics, social competencies and distance, as well as between the abilities to adopt adequate learning strategies (metacognition) of volunteers and non-volunteers. In order to fully demonstrate the initial point of the volunteering research, not systematically explored in our country so far, we will look into the key competencies and the former activities in the area of development of volunteering programmes so that we are able to completely clarify the subject and the goals of the research.

1.1. KEY COMPETENCIES FOR THE DEVELOPMENT OF LIFELONG LEARNING DEFINED BY THE EUROPEAN UNION

The concept of lifelong learning is defined by the European Union as crucial in order to achieve the following results: that the EU succeeds in having the most competitive economy in the world by 2010, an economy based on knowledge and able to develop both in an economic and in a social sense (therefore, improved possibilities for employment and social cohesion).

A reference framework for the identification of key competencies was created as a part of the concept of lifelong learning, and it should enable the individuals in Europe to be fully qualified to have a successful and creative role in their work position, as a part of a professional career, and at the same time make them competent to participate in social life. The Joint Report of the European Council and the European Committee on the programme of work „Education and training 2010“ which was adopted in 2004, emphasises the necessity to secure the development of competencies that an individual needs in accordance to the EU members' strategy of lifelong learning.

In accordance with the reference framework of life long learning, which refers to youth as well as adults, 8 key competencies are defined:

1. Communication in mother tongue;
2. Communication in foreign languages;
3. Math competencies and basic science and technology competencies;
4. IT competencies;
5. Learning how to learn;
6. Social and civil competencies;
7. Taking initiative and enterpreneuring;
8. Cultural awareness and expression.

SOCIAL AND CIVIL
COMPETENCIES

The defined key competencies represent a multifunctional package of knowledge, skills and values each person needs for their personal fulfillment and development, as well as for their social inclusion and employment. Using this approach, the competencies from a typical school context (competencies acquired by studying certain subjects) are extended onto a wider social and cultural context.

Taking into consideration that Bosnia and Herzegovina aspires to become a member of the European Union, the development of the forementioned competencies will become of major importance for its citizens as well, so they can be competitive on the work market and so that they can contribute to the development of a democratic society as active and socially aware individuals.

In order to remove any possible ambiguities in relation to the subject of the research it is important to emphasise that our key competencies that are social and civil competencies and learning how to learn were used as a starting point in order to determine suitable psychological concepts for which there are well developed measurement instruments within this scientific discipline.

In the European education and social policy, promotion of active citizenship is considered a means for the improvement of democracy and social cohesion. Active citizenship is defined as: „Participation in a civil society, community and/or in political life, characterised by mutual respect and non-violence in accordance to human rights and democracy“ (Hoskins, 2006).

In examining the connection between learning and active citizenship, an possible answer is that learning should enable the individuals to develop civil competencies- knowledge, skills, attitudes and values necessary to enable the individuals to become active citizens.

Social competency refers to personal, interpersonal and intercultural competencies and all other behavioral forms that enable individuals to participate in an active and a productive way in a social and work environment. It is correlated with personal and social well-being. The understanding of behavioral codes and rituals in different environments in which the individuals operate is of crucial importance.

Civil competencies are based on the knowledge of all ideas of democracy, justice, equality, citizenship and civil rights, including the application of the same by various institutions on local, regional, national, European and international levels. They include knowledge of contemporary activities, as well as of main events and trends in national, European and world history. Besides, awareness on goals, values and policies of social and political movements, needs to be developed. Knowledge of European integrations and EU structures, main goals and values, as well as awareness of the diversity of cultural identity in Europe is also important.

The skills for civil competencies refer to the ability to efficiently cooperate with others in

the public domain and demonstrating solidarity and interest to solve problems of local and bigger communities. This includes both critical and creative thinking and productive participation in the community, as well as making decisions on all levels, from local to national and European level, especially by voting.

Complete respect of human rights, including equality as a foundation of democracy, respecting and understanding differences between systems of values of different religious or ethnic groups is a foundation for having a positive attitude. This means having a sense of belonging to a location, country, EU, as well as Europe or anywhere in the world, and being ready to participate in a democratic decision making on all levels. These competencies also include a sense of responsibility, as well as understanding and respect of mutual values, such as respect of democratic principles, that are necessary in order to assure the cohesion of a community. Productive participation also implies citizen activity, social cohesion support and sustainable development, as well as willingness to respect values and privacy of others.

LEARNING HOW TO LEARN

This competence refers to learning, to the ability to continue and organise one's own learning, whether individually or in groups, in accordance to one's own needs, as well as to awareness on methods and possibilities.

We will state the definition of the „learning how to learn“ competence as it is defined in the proposal for recommendation by the European Parliament and the European Council on the key competencies for lifelong learning:

“When learning is directed toward a certain work or career goals individuals need to have knowledge of competencies, knowledges, skills and necessary qualifications. In all cases learning requires an individual to be familiar with and understand his/her priority learning strategies, advantages and disadvantages of his/her skills and qualifications, and to be able to search for education, possibilities for training and the support at disposal. Learning how to learn, first of all, requires acquirement of basic skills such as literacy, calculating and IT skills that are necessary for further learning.

Relying on these skills, an individual ought to be able access, acquire, process and assimilate new knowledges and skills. This requires an efficient management of learning, career and work, and most of all, the ability to persist with learning, to concentrate for a long period and to have a critical opinion on the sense and the goals of the learning. Individuals should be able to independently and with self-discipline dedicate time to learning, but also to work together in a group, and share the acquired knowledge. Individuals should know how to organise their learning, evaluate their work, and ask for advice, information and support when necessary. A positive approach includes motivation and self-confidence for continuation and success in life long learning. An problem solving approach supports the learning process itself and the individual's capability to overcome obstacles and cope with

change. A willingness to apply previous learning and life experience and curiosity to find possibilities to learn and apply the learning in different life contexts key elements of a positive attitude”.

1.2. IDEA AND SIGNIFICANCE OF VOLUNTEERING

Volunteering is generally defined as a non-profit and unpaid activity by which the individuals contribute to the well-being of their community or society.

This activity appears in many forms – from traditional mutual self-assistance, to community responses in times of crisis, to attempts to help prevent and stop conflicts and through to fighting poverty. Volunteering is a part of history of nearly all civilisations.

Volunteers nowadays play a significant role in the well-being and progress of developed countries, developing countries, as well as within national or other programmes for humanitarian aid, technical cooperation and promotion of human rights, peace and democracy. The pride and foundation of many non-governmental organisations, public institutions, amateur and professional organisations etc., are represented exactly by these people who volunteer for the well-being of the community and the society in which they live.

It should be pointed out that volunteering does not only contribute to the society solving its problems. One very important characteristic of volunteering is the personal development of the person engaged as a volunteer. Through volunteering, people can develop a feeling of self-respect and respect for others, as well as applying their skills and knowledges in different types of volunteering activities. Furthermore, they can also acquire new skills and knowledge that can increase their chances for employment or for a socially more fulfilled life. Volunteering has a long term effect – on the volunteers themselves, as well as on the development of the society altogether.

The strengthening of the NGO sector in Bosnia and Herzegovina has led to the growth of volunteering initiatives and programmes. From individual volunteering it has now developed into organised local volunteering programmes, as well as into the exchanges of the volunteers on a national and international level.

The contribution of volunteering in our country is evident in the social protection area, in the work with vulnerable and marginalised groups. Volunteers are also engaged in the areas of the environmental protection, youth education, sports, culture, art, etc. As a result of the work of the developing civil society and the promotion of volunteering, lately there has also been an increase in the number of volunteering programmes in the public sector. Although the contribution of volunteering programmes in Bosnia and Herzegovina is significant, unfortunately no research has been conducted which could provide exact data.

CONCEPT OF LOCAL VOLUNTARY SERVICES

The Law on volunteering of the Republic of Srpska level was adopted in July 2008, while on the BiH Federation and on the state level this area is not legally defined yet. The Law on volunteering in RS commits local authorities to define the mechanisms of recognition and reward of volunteering in local communities. Unfortunately, no established methodology for monitoring of implementation of this law exists so far, and the law is not respected in most of the municipalities. OKC, with the goal of promotion and implementation of the law in question, has initiated and created local volunteering policies for 7 municipalities in RS, together with the local authorities of the municipalities. The municipalities are Mrkonjić Grad, Laktaši, Trebinje, Doboј, Derвента, Srebrenica and Banja Luka. These policies define the guidelines for the development of volunteering, areas of priority, methodology of recognition and reward of volunteering in these local communities, as well as the responsibilities of social partners and ways on how to implement the policies.

OKC Banja Luka established the first Local voluntary service in Bosnia and Herzegovina in 2005, as a response to the growing number of volunteering programmes in the community, the absence of organised work with volunteers on local level, and insufficient recognition of the values and contribution of volunteering to the development of the local community.

Local voluntary services (LVS) represent a basic structure for encouragement of citizens to volunteer (in accordance to the main principles of organised work with volunteers) and they include the creation of volunteering programmes in accordance to the needs of the community in which they live.

In order to have an organised and systematic system of working with local volunteering programmes, OKC has, in partnership with NGOs, established 7 more LVS in Bosnia and Herzegovina: in Sarajevo, Doboј, Srebrenica, Tuzla, Trebinje, Bugojno and Mrkonjić Grad. During 2009 the development of ninth LVS in Brcko within Red Cross was supported by the LVS Tuzla, which is within the UG (Citizen Association) called "Asocijacija Margina".

All 9 LVS function jointly today within the framework of non formal Network of Local voluntary services "Volontiram!" focused on the development and promotion of volunteering. The Network "Volontiram!" is administratively led by OKC Banja Luka which has the non formal role of "National Volunteer Centre".

In the end of this introduction we would like to emphasise that, starting from a very wide concept of key competencies defined by the EU as a set of different skills and abilities necessary in order to develop socially active and flexible individuals, we have chosen the determination of the social skills and the characteristics of individuals in the context of volunteering, including the competence of learning how to learn, a competence that is tested during the development of metacognition as the ability to supervise and manage mental processes, in the above mentioned set of tested characteristics.

At the same time, the testing of the above mentioned social and metacognitive skills was

made possible by using existing standardised test instruments, that were validated and developed within the Psychology as a relevant scientific discipline which provides a scientifically justified foundation for determination and testing the personality characteristic. With this blend of social competencies, psychology instruments for testing and volunteering we wanted to assure a justified foundation for precise and valid conclusion on the correlation between the personality characteristics of volunteers and non-volunteers, as well as on the impact of volunteering on the development of social and metacognitive aspects of a personality.

Having in mind that so far in BiH there has not been a single comprehensive research on volunteering as it relates to the knowledge gained from volunteering, we have tried to provide a comprehensive and systematic insight into actual knowledge and approaches to volunteering, as well as to determine the impact volunteering has on the development of those personality characteristics that represent a foundation of citizen activity and are considered important for the development of democratic practice.

1.3. RESEARCH PROBLEM

The problem on which research is focused is to investigate the impact of volunteering on the development of social and emotional skills of volunteers. This relates to aspects of interpersonal communication and openness to other people and groups, as well as the impact of volunteering on the development of critical opinion which contributes to faster learning and problem resolution. Also, it is very important to investigate the attitudes, knowledges and interests of volunteers and non-volunteers regarding volunteering activities.

1.4. RESEARCH GOALS

The general goal of the research is to find out the impact that volunteering has on the development of social competencies (prosocial personality characteristics) and critical judgement. Furthermore, it seeks to determine the level of presence of social distance to endangered population groups among the volunteers and non-volunteers.

The research will provide information which will enable an understanding of the contribution of volunteering on the development of personality and society. Furthermore, it should provide a starting point for the creation of adequate and flexible volunteering programmes adapted to the affirmation of positive aspects of the personality of a volunteer.

SPECIFIC GOALS:

1. To determine the effect of volunteering on the development of social competencies of volunteers, compared to people with no volunteering experience (whom we are calling non-volunteers);

2. To determine differences in personality characteristics among volunteers and non-volunteers based on a five factors model (IPIP 50);
3. To determine of the social distance to vulnerable groups for volunteers as compared to non-volunteers;
4. To determine the impact that volunteering has on development of metacognitive skills, that is, on the development of flexible learning strategies and supervision of mental processes;
5. To determine knowledge, requirements and attitudes of youth related to volunteering, specifically in relation to certain forms of volunteering programmes based in their local community.

DEPENDENT VARIABLES
(DEPENDENT VARIABLES ARE
DEFINED AND EXPRESSED WITH
VALUES ON THE INSTRUMENTS
USED FOR MEASUREMENT
OF EACH INDIVIDUAL SKILL/
ATTRIBUTE):

5. Location of volunteering – defined by a stated location of volunteering service;
 6. Duration of volunteering engagement – stated in number for months/years of volunteering engagement (total number of volunteering in months);
 7. Education level;
 8. Social status of interviewee (financial income);
 9. Work status of interviewee (employed/unemployed/in school).
1. Attributes of the five-factor personality model
 - I. Extroversion – represents sociability, e.g. extrovert persons are talkative, self-confident, like to socialise, cheerful and optimistic;
 - II. Compliance – is a dimension of interpersonal relations, includes, trust, altruism, compassion and need to help others;
 - III. Conscientiousness and Reliability – represents the ability to be disciplined and responsible in the fulfilment of goals, expressed through planning, organisation and completion of commitments;
 - IV. Emotional stability – represents the ability to maintain emotional control and stability, also enables equanimity and ability to overcome stressful situations;
 - V. Openness – refers to esthetic sensitivity and intellectual curiosity, need for change and for independent thinking.

The above mentioned personality attributes make dimensions, with a positive and above mentioned gender of named attributes on one end, and negative gender of named attributes on the other end, expressed with values obtained with the mentioned dimensions (IPIP 50, Goldberg, 1999).
 2. Social competence – operationally defined using results from the Inventory of interpersonal competence (Burmester, 1988). It measures five social skills: initiation of social contact, assertiveness (i.e. free expression of opinions and attitudes), openness to other people (i.e. expression and confiding respective intimate thoughts in others), emotional support and advising of others, resolution of social conflicts in interaction with siblings. Higher results on this scale indicate better ability concerning the named social skill, and vice-versa.
 3. Social distance – operationally defined using a modified Bogard scale for social distance and represents the relation of (non)acceptance of different nationalities (Albanians, Serbs, Croats, Montenegrans, etc) in respective closer and wider surroundings, as well as of vulnerable social groups (persons with special needs, persons without parental care etc.). Social distance measures our social openness and tolerance to different groups of people in our closer and wider surrounding.
 4. Metacognitive abilities – defined using the Inventory of metacognitive awareness (MAI; Schraw and Dennison, 1994). Metacognition is the ability to supervise and think

about one's mental processes, it includes metacognitive knowledge and metacognitive regulation. Metacognitive knowledge represents knowledge and awareness of respective abilities and strategies that refer to learning, and it enables the selection of adequate learning strategies. Metacognitive regulation represents the ability to control and evaluate capabilities for learning, problem resolution etc. Altogether, metacognition enables planning of efficient learning strategies, use of adequate problem resolution strategies, and it is closely related to academic achievement, as well as to successful problem resolution.

5. Attitudes toward and knowledge of volunteers and non-volunteers about volunteering programmes are defined by a set of questions in the introduction part of the questionnaire, which was used to acquire information on knowledge about volunteering, and to profile the motives that are essential for the decision of interviewees to volunteer.

2.3. INSTRUMENTS

Five instruments were used in the research to measure the forementioned abilities and their dimensions. During the description of the instruments we will look back at the meaning of the results in relation to the presence of the attributes:

PERSONALITY QUESTIONNAIRE
IPIP 50 (INTERNATIONAL
PERSONALITY ITEM POOL
SCALE, GOLDBERG, 1992)

International Personality Item Pool scales with 50 items will be used in order to evaluate personality (Goldberg, 1992). The scale measures five personality factors – extroversion, compliance, conscientiousness, emotional stability and openness. Each of the above mentioned personality attributes is presented with 10 items in the form of short unambiguous statements written in first person singular. On the Likert type scale from 1 to 5 the participants need to determine in which measure a certain statement refers to them (1-completely false, 5-completely true). Higher values of the arithmetic mean on the forementioned subscales indicate the positive presence of the named attributes and vice-versa.

INTERPERSONAL COMPETENCE
QUESTIONNAIRE (BURMESTER
& CO., 1988)

Social competence questionnaire measure certain skills using several domains. Each contains 40 items out of which every statement describes certain social situations. The above mentioned scale consists of five domains that are expressed with eight statements: initiation of social contact, provision of emotional support, conflict resolution, intimate openness (revealing intimate information), negative self-confirmation/lack of assertiveness. On the Likert type scale from 1 to 5 the participants need to determine in which proportion a certain statement refers to them.

MODIFIED BOGARD SCALE FOR
SOCIAL DISTANCE

The modified Bogard scale for measurement of social distance was used in the research. The scale was modified in accordance to our region, as well as to particularities of socially sensitive volunteering programmes. By using the scores on the scale we will try to determine a degree of distance to marginalized groups (Roma people, persons with special needs,

persons without parents, HIV positive persons etc.). The less the value on the scale, the bigger the social distance is to the nationality/group, and vice-versa.

METACOGNITIVE AWARENESS
INVENTORY (SCHRAW AND
DENNISON, 1994)

This instrument includes measurement of a wide spectre of metacognitive abilities of adolescents and adults: knowledge of cognitive processes (includes: awareness on respective knowledge, thinking processes, as well as learning processes and adoption of knowledge) and regulation of cognitive processes (includes awareness on need for planning, information management, supervision, evaluation and elimination of errors during mental process). The scale consists of 52 items, and the answers are given on a five-degree (1- do not agree at all, 5- completely agree). Higher values indicate more developed metacognition and vice-versa.

KNOWLEDGE OF AND ATTITUDES
ON THE VOLUNTEERING

For this a questionnaire was created. The questionnaire was used to investigate knowledge and attitudes of volunteers and non-volunteers concerning volunteering, interest in different volunteering programmes, motivation for volunteering, suggestions for volunteering programmes etc. A set of social-demographic questions was included in the questionnaire. The data is displayed descriptively (frequencies, percentage etc.).

2.4. SAMPLE

TARGET POPULATION

The target population of the research is volunteers and non-volunteers from Bosnia and Herzegovina, from age 15 and above. [The population of volunteers included in the research are the persons who have volunteered within the local voluntary services and/or other NGOs for at least three months, or the persons who were active as volunteers at least three times within certain volunteering programmes.](#)

SAMPLE FRAMEWORK

The sample was constructed using a list of all volunteers active in Local voluntary services or other NGOs, as well as non-volunteers based in local communities in which the Local voluntary services exist. It was important to equalise two of the above mentioned groups in accordance to important social-demographic characteristics. Two dominant age categories were represented in the research (15-30, 30>).

SAMPLE DESIGN

It is a stratified sample divided in 6 stratum, that is, municipalities in which the Local voluntary services operate (Srebrenica, Banjaluka, Dobo, Trebinje, Sarajevo and Tuzla).

During the design of the sample we have partly distanced ourselves from the strict sample structure which is proportional to the number of population for each territorial area on the entity level. In order to provide a sufficient size of a sample for each of the named geographical areas, to have the required precision of the grade, a suitable allocation of sample was conducted for each of the forementioned entities, with the goal of data analysis on the level of municipalities. The planned structure of the research sample is displayed in the table below.

TABLE 2
95% CONFIDENCE INTERVAL FOR
EVALUATION OF PROPORTION 0.5

RS		NV	V	FBiH		NV	V
Banja Luka	400	200	200	Sarajevo	600	300	300
Srebrenica	150	75	75	Tuzla	200	100	100
Doboj	300	150	150	Total	800	400	400
Trebinje	150	75	75				
Total	1000	500	500				

Using the method of random choice we have investigated volunteers of certain age groups from the list of all volunteers registered in the bases of local volunteering services and some other civil society organisations. As mentioned before, the condition was that a volunteer had actively participated in volunteering programmes at least three times, and/or ? he/she was active in volunteering for three months, as well as that he/she is more than 14 years old (15 and above).

A suitable sampling was used to conduct the testing of non-volunteers, that is, the persons who have never participated in any form of volunteering, and that are more than 14 years old. The sample structure used for field work is displayed in the table below.

TABLE 3
SAMPLE STRUCTURE AFTER
CONDUCTED RESEARCH

RS		NV	V	FBiH		NV	V
Banja Luka	399	199	200	Sarajevo	603	301	302
Srebrenica	150	76	74	Tuzla	200	100	100
Doboj	240	147	93	Total	803	401	402
Trebinje	150	75	75				
Total	939	497	442				

In order to acquire a homogenous sample within the tested groups of volunteers and non-volunteers, the interviewees were equalised in accordance with two framework age categories (from 15 to 30 and older than 30). In the chapter for the results we have presented social-demographic characteristics for both groups of interviewees.

2.5. INVESTIGATING PROCEDURE/FIELD WORKERS

Field work was conducted by trained interviewers who were selected based on their previous engagements and good work on the level of Local voluntary services. Interviewers were mostly undergraduates from university departments such as psychology, social work etc.

Prior to the beginning of field work the supervisors and the interviewers went through training where they were familiarised with the work procedures, the research questionnaire and the way these would be applied. The education of supervisors and interviewers was conducted by members of the OKC research team, psychologists with several years of experience in volunteering programmes. The field work was conducted in the period from September to October 2010, in all selected research locations at the same time.

The overall process of field work was supervised by a network of supervisors, provided in order to have the field work conducted in the best possible manner. One responsible person who knows the situation on the field regarding availability of investigated population and volunteering activities was named on the level of each Local Voluntary service. The supervisors controlled the field work activities constantly and they provided support to the interviewers in order to have the most possible availability of the target population.

2.6. LOGICAL CONTROL/DATA PROCESSING

Quality control of the work was conducted during the field work, more precisely, random selection was used to conduct a logical control of questionnaires, i.e. consistency during answering, level of completion of the questionnaire etc. The questionnaires that were filled out inadequately did not enter the process of data input and processing. [Constant control of field work in the form of the supervision of the research process and the control of logic of filled out questionnaires made the conduction of the field work segment possible without difficulties.](#)

After logical control of questionnaires, data input in a specially made matrix was conducted during November. Data processing was conducted with the SPSS 17.0 programme for statistics (Statistical Package for Social Science). Descriptive statistical measures, as well as statistics of conclusion were applied during the analysis (t-test, variance analysis).

2.7. ETHICAL ASPECT OF THE RESEARCH

Having in mind that the investigating was fully based on volunteerism and anonymity, and that the identity of any interviewee was not disclosed during investigating, as well as during the presentation of data, a complete protection of personal and social integrity of all participants in research was guaranteed and respected.

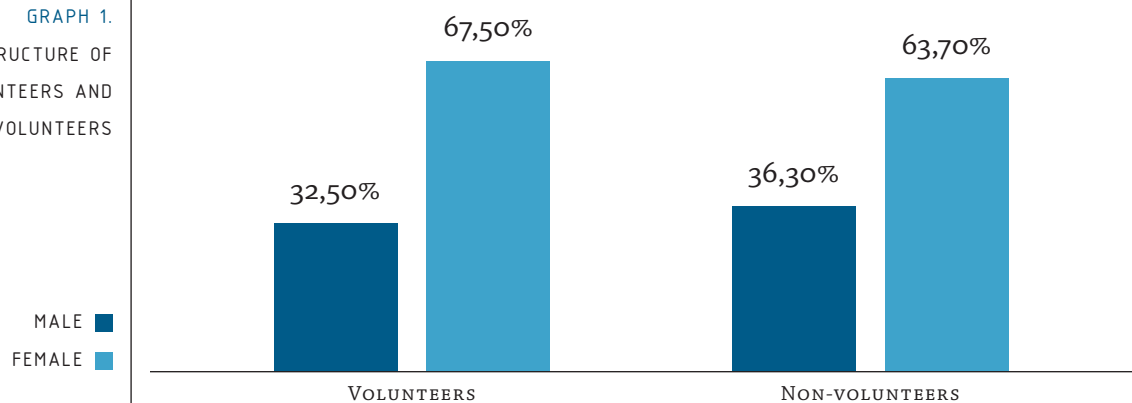
3. RESULTS

The research included 1742 interviewees, 844 volunteers and 898 non-volunteers. 399 interviewees were tested in Banja Luka, 603 in Sarajevo, 150 in Srebrenica, 240 in Dobož, 150 in Trebinje and 200 in Tuzla. A detailed structure of the interviewees, including volunteers and non-volunteers for each research location is displayed in the chapter Samples. Before we move to a detailed analysis of personality attributes of volunteers and non-volunteers, and of characteristics of knowledge and attitudes on volunteering, we will look retrospectively at some of the significant social-demographic characteristics of the interviewees.

3.1. SOCIAL-DEMOGRAPHIC CHARACTERISTICS OF INTERVIEWED VOLUNTEERS AND NON-VOLUNTEERS

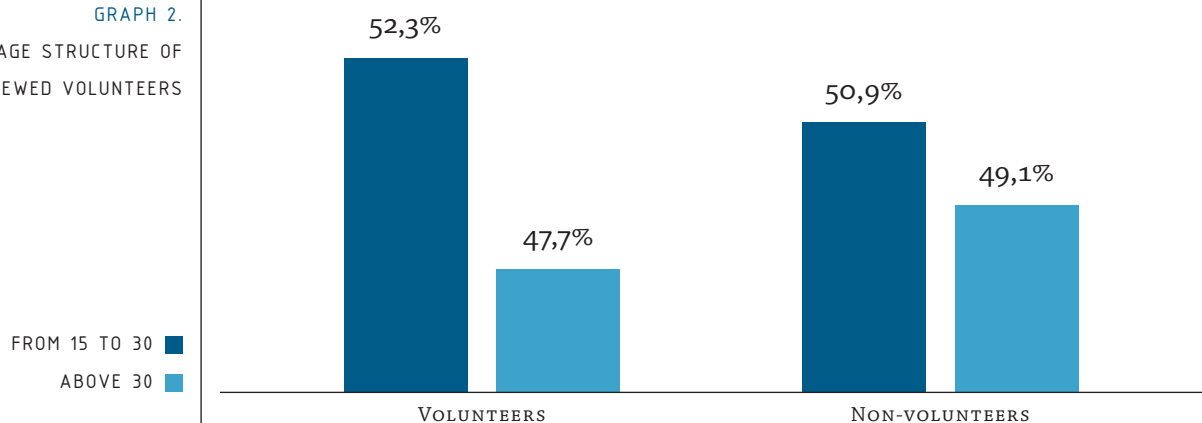
We interviewed a total of 594 males and 1131 females. A detailed gender structure of interviewed volunteers and non-volunteers is displayed in the graph below.

GRAPH 1.
GENDER STRUCTURE OF
INTERVIEWED VOLUNTEERS AND
NON-VOLUNTEERS



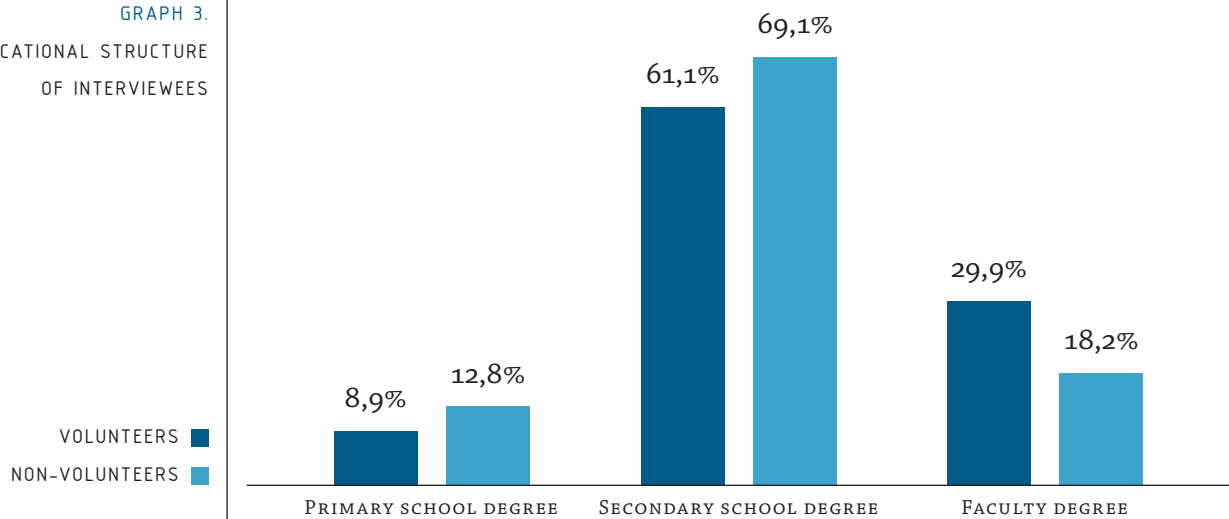
It is important to point out that an equal proportion of males and females is present within the groups of volunteers and non-volunteers. An equalised proportion of males and females, that is, a homogenous gender structure of volunteers and non-volunteers, assures the possibility for a reliable conclusion on the relation between the volunteering and personality characteristics.

GRAPH 2.
AGE STRUCTURE OF
INTERVIEWED VOLUNTEERS



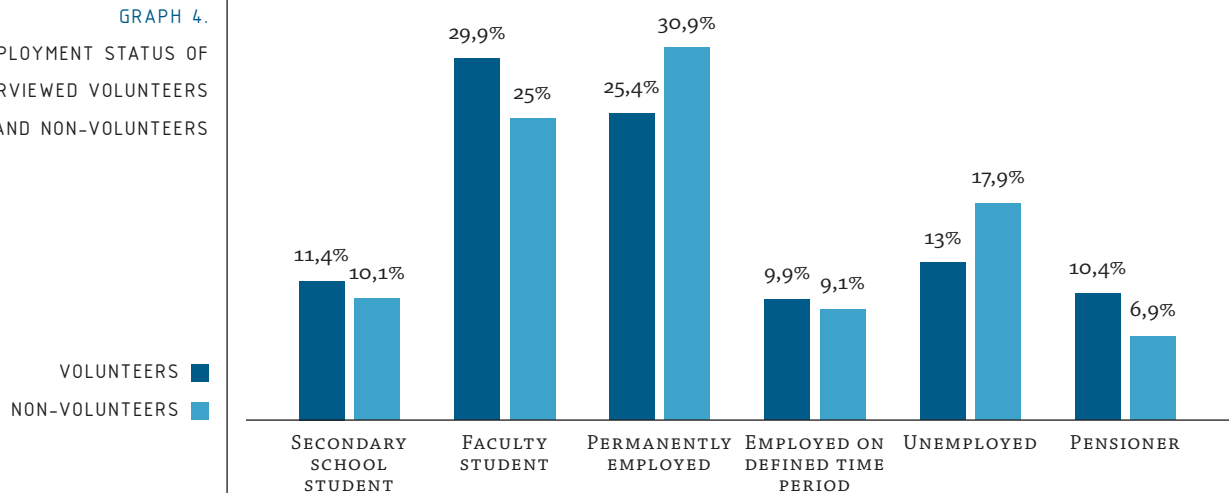
The age structure of interviewed volunteers and non-volunteers is balanced in accordance to two, framework age categories of interviewees. The balance of age categories enables homogenisation and control of ability variations based on experience and prior knowledge of interviewees.

GRAPH 3.
EDUCATIONAL STRUCTURE
OF INTERVIEWEES



Graph 3 displays the level of education of interviewees, with somewhat larger number of 29,9% of volunteers in the group of interviewees with degrees, in relation to interviewed non-volunteers (18,2%). Volunteers with secondary school degrees are somewhat less present (61,1%) in relation to non-volunteers (69,1%).

GRAPH 4.
EMPLOYMENT STATUS OF
INTERVIEWED VOLUNTEERS
AND NON-VOLUNTEERS

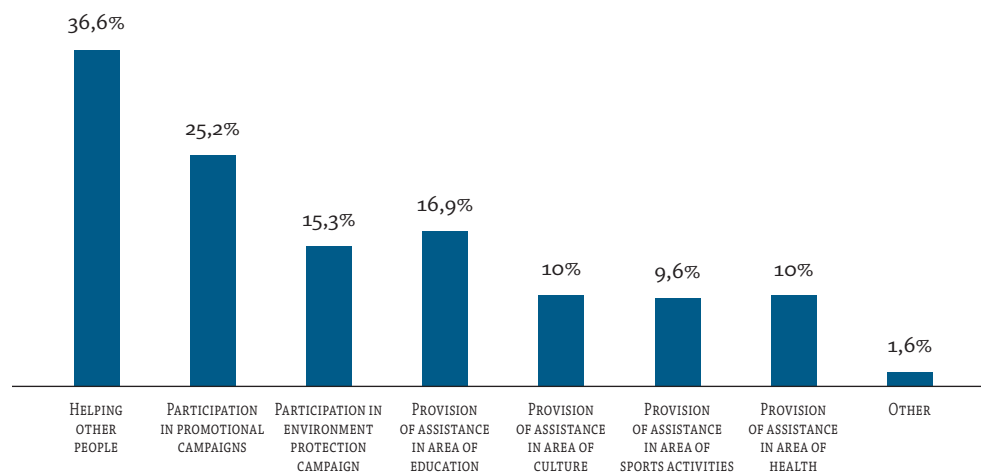


The largest percentage of interviewed volunteers is in the student category (29,9%), as well as in the category of persons who are employed for an indefinite period (25,4%) whereas the unemployed persons are in third place (13,5%).

3.2. CHARACTERISTICS OF VOLUNTEERING

As mentioned previously, the research included 844 volunteers and 898 non-volunteers proportionally divided in the municipalities in which the local volunteering services operate. In the following set of results we will focus on the knowledge of and attitudes on volunteering among the interviewed volunteers and non-volunteers in accordance to the location of the activities of local volunteering services, but also in relation to the overall sample.

GRAPH 5.
VOLUNTEERING AREAS
OF THE INTERVIEWEES



We can notice in the graph above that the largest percentage of interviewees, 36,6%, participated in activities of helping others, followed by participation in promotional campaigns (25,2%), provision of assistance in education (16,9%) and participation in environmental protection campaigns (16,9%). Providing assistance in areas of culture, health and sports activities as one area of volunteering is stated by about 10% of interviewees.

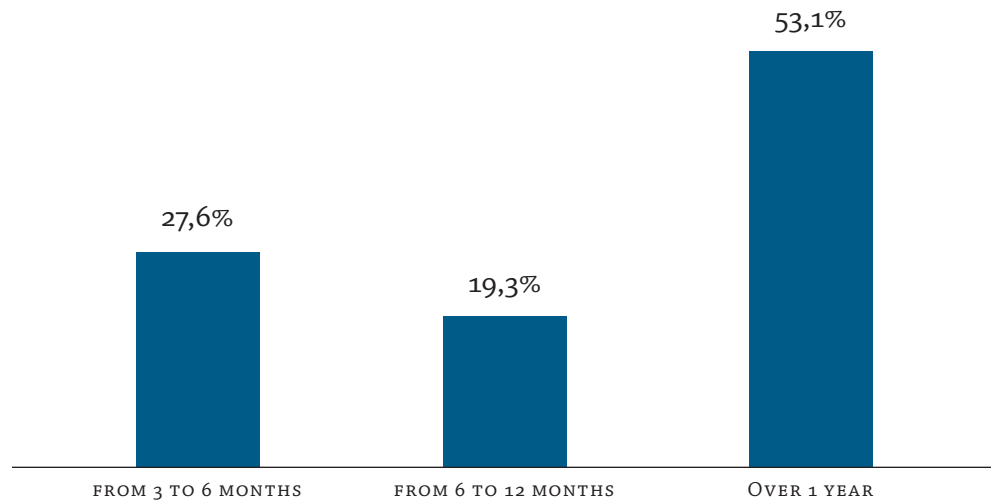
TABLE 4
VOLUNTEERING AREAS OF
INTERVIEWEES IN RELATION
TO INTERVIEW LOCATIONS

Volunteering areas	Banja Luka	Doboj	Sarajevo	Srebrenica	Trebinje	Tuzla
Helping other people	45,5	30,3	37,1	31,3	25,3	37,5
Participation in promotional campaigns	21	25,3	27,5	25,3	20,7	29,5
Participation in environment protection campaign	11,3	19,1	12,3	28,7	21,3	13
Provision of assistance in area of education	16,8	14,9	14,8	19,3	15,3	25
Provision of assistance in area of culture	13	8,7	6,5	21,3	9,3	8
Provision of assistance in area of sports activities	7,8	10	6,1	19,3	12,7	14
Provision of assistance in area of health	9,3	12,4	7,1	10	7,3	19
Other	1,8	0,4	2,8	0,7	0,7	0,5

If we compare areas of volunteering across the different locations we notice that helping other people, participation in promotional campaigns, then participation in environment protection campaigns, especially in Srebrenica, as well as provision of support in the area of education, are pointed out in all the named municipalities. Also, participation of volunteers in the area of culture is more emphasised in Srebrenica (21,3%) in comparison to other locations.

Interviewed volunteers mostly mentioned labour activities, voluntary giving of blood, work in Red Cross, as well as volunteering in order to have the conditions to take the expertise exam, as other areas of voluntary work.

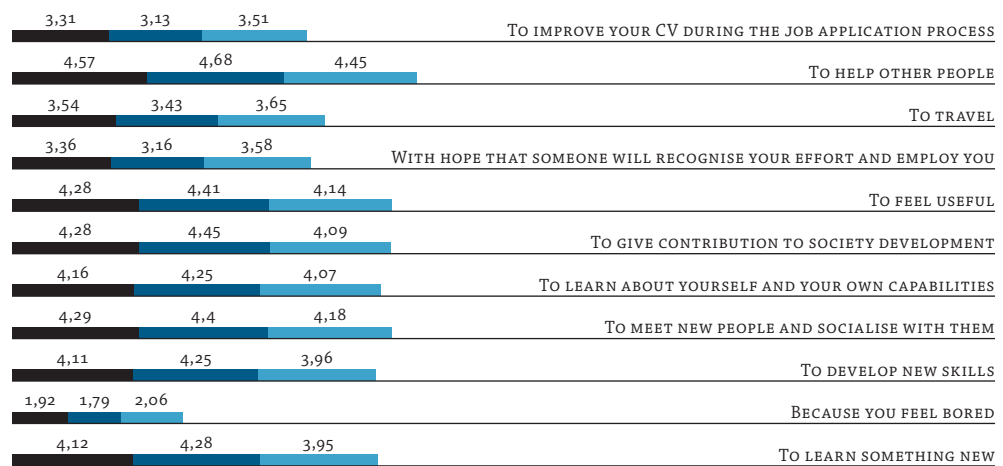
GRAPH 6.
DURATION OF VOLUNTEERING
EXPERIENCE OF INTERVIEWED
VOLUNTEERS



The largest percentage of interviewed volunteers in this research are in the group of volunteers who volunteered during a period of more than one year (53,1%), followed by 3 to 6 months (27,6%) and then 6 to 12 months (19,3%).

GRAPH 7.
REASONS FOR VOLUNTEERING
OF VOLUNTEERS AND POTENTIAL
REASONS FOR VOLUNTEERING
OF NON-VOLUNTEERS

AS TOTAL ■
AS VOLUNTEERS ■
AS NON-VOLUNTEERS ■

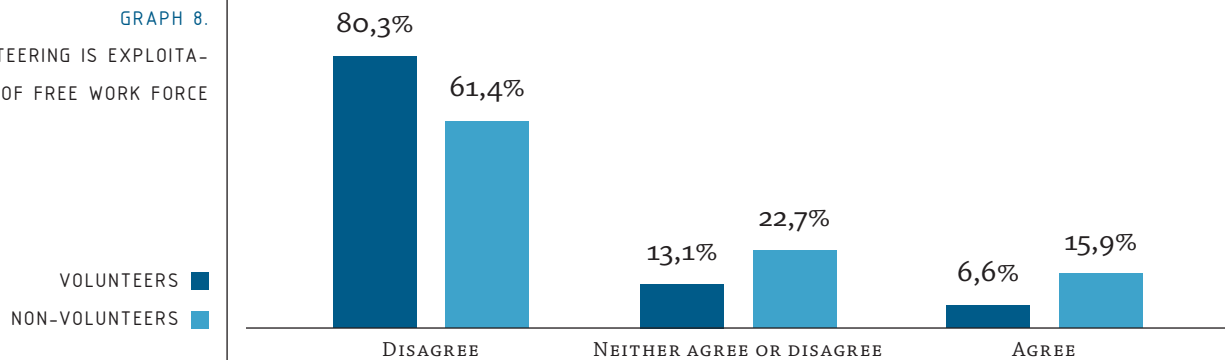


What is emphasised as main motives/reasons for volunteering for both volunteers and non-volunteers is: a tendency to help other people, meeting new people and socialisation, a sense of usefulness, contributing to the improvement of the society etc. Main motives for volunteering and non-volunteering are identical for both groups of interviewees, with the difference that the second motive for non-volunteers is the wish to meet new people and socialise, whereas for the volunteers it is the wish to contribute to the development of the society. The above mentioned reasons are evident based on the values of arithmetical means for each individual reason. Larger arithmetical mean (AS) points to a stronger influence of a certain reason when deciding to volunteer and vice-versa.

3.3. ATTITUDE TO VOLUNTEERING

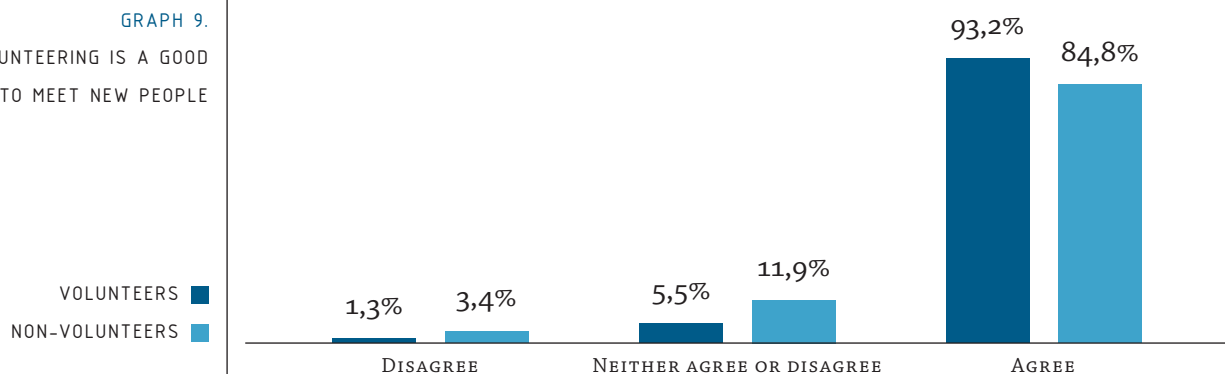
We compared attitudes of volunteers and non-volunteers in this area. In the graphs we have expressed in percentages the attitudes on agreement, and disagreement, of the interviewees with the statements that reflect attitudes and the perspective of volunteering.

GRAPH 8.
VOLUNTEERING IS EXPLOITATION OF FREE WORK FORCE



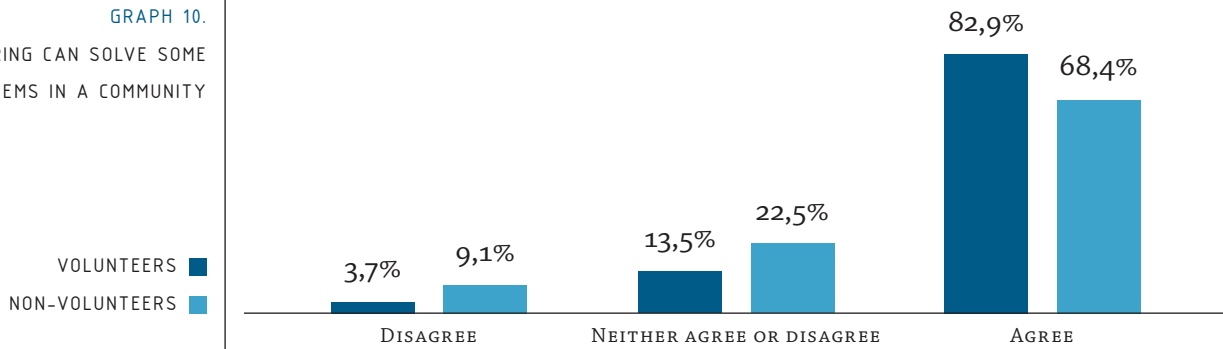
Based on the graph above we can conclude that the largest percentage of interviewees does not agree with the statement that volunteering is exploitation of free work force. Positive attitude to volunteering is expressed by somewhat bigger number of volunteers (80,3%) in comparison to non-volunteers (61,4%).

GRAPH 9.
VOLUNTEERING IS A GOOD WAY TO MEET NEW PEOPLE



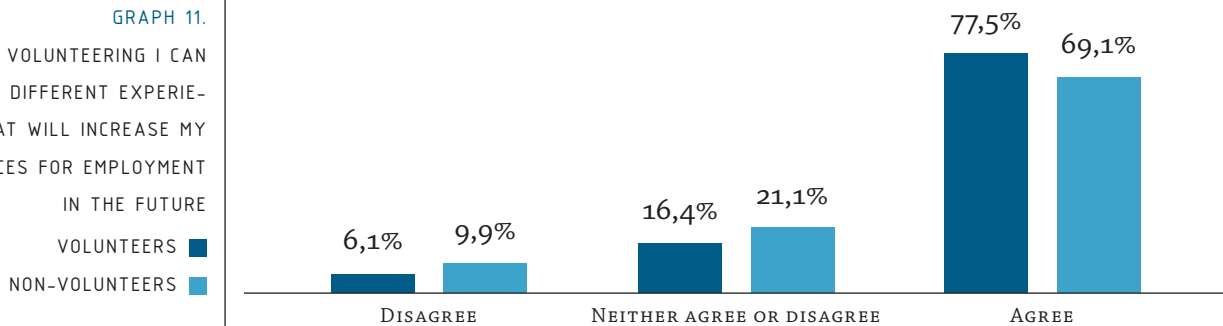
A large percentage of interviewed volunteers and non-volunteers consider that volunteering is a good way to meet new people and socialise. A great number of volunteers (93,2%) and non-volunteers (84,8%) share this opinion.

GRAPH 10.
VOLUNTEERING CAN SOLVE SOME PROBLEMS IN A COMMUNITY



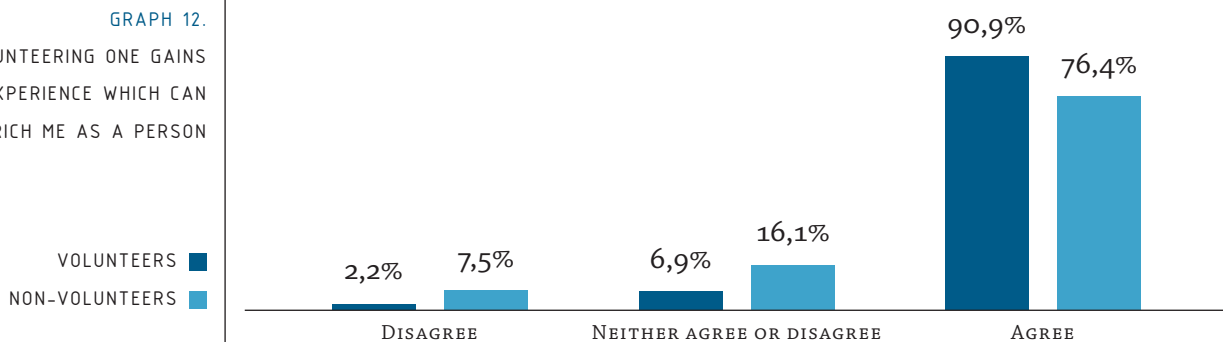
When volunteering as a way to solve problems in a community is concerned, non-volunteers are somewhat more doubtful than volunteers. Around 83% volunteers and 68,4% non-volunteers consider that volunteering can solve problems in a community. Around 22% of interviewed non-volunteers are undecided about this statement.

GRAPH 11.
BY VOLUNTEERING I CAN ACQUIRE DIFFERENT EXPERIENCES THAT WILL INCREASE MY CHANCES FOR EMPLOYMENT IN THE FUTURE



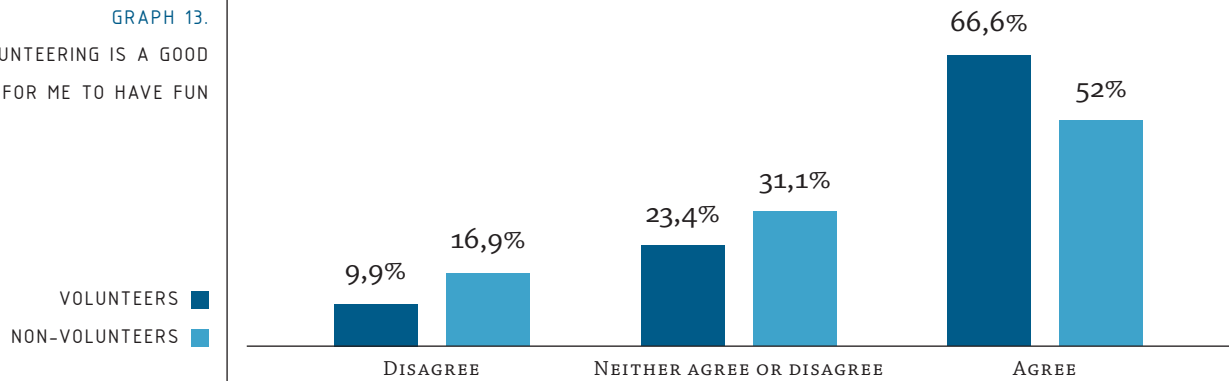
Positive attitude on volunteering as an appropriate way to acquire professional skills is shared by 77,5% volunteers and around 69% non-volunteers. Around 16% volunteers and 21% non-volunteers are doubtful regarding the effect of volunteering on the development of professional skills.

GRAPH 12.
BY VOLUNTEERING ONE GAINS NEW EXPERIENCE WHICH CAN ENRICH ME AS A PERSON



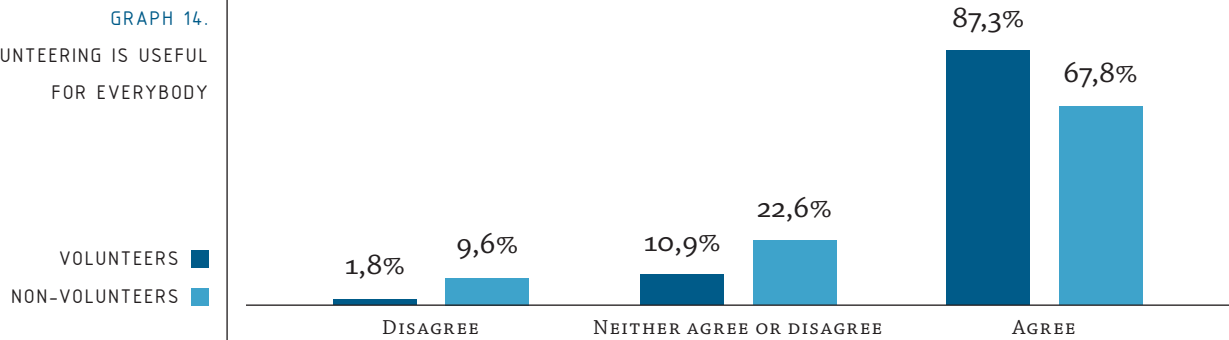
A higher percentage of volunteers (around 91%) states that by volunteering experience one can enrich his/her personality, in comparison to the non-volunteers (around 76%). Non-volunteers are more indecisive when it comes to agreeing with this statement (16,1%).

GRAPH 13.
VOLUNTEERING IS A GOOD WAY FOR ME TO HAVE FUN



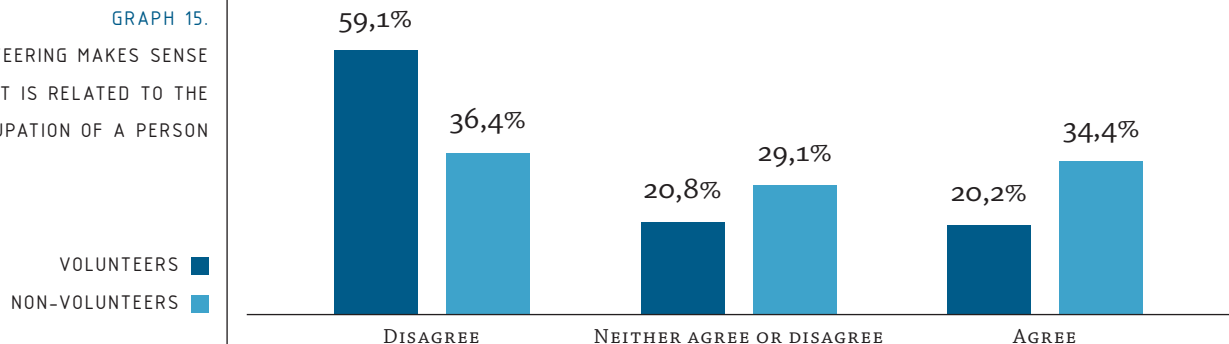
Around 67% volunteers consider that volunteering is a good way for a person to have fun, in comparison with 52% non-volunteers. Somewhat higher percentage of volunteers and non-volunteers, compared to the statements above, consider that volunteering is not a good way for a person to have fun.

GRAPH 14.
VOLUNTEERING IS USEFUL FOR EVERYBODY



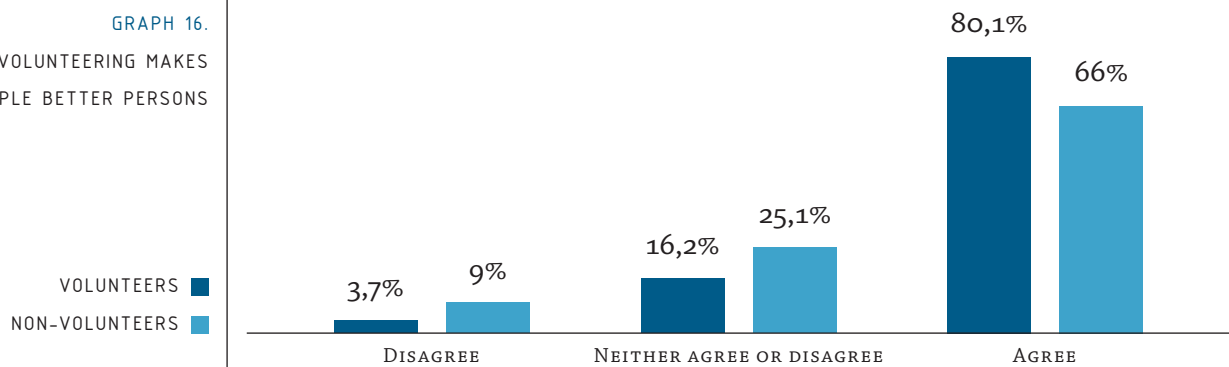
A more positive attitude for the above mentioned statement is shared by 87,3% volunteers and 67,8% non-volunteers. Non-volunteers are somewhat more indecisive (22,6%) concerning the statement whether volunteering is useful for everybody.

GRAPH 15.
VOLUNTEERING MAKES SENSE ONLY IF IT IS RELATED TO THE OCCUPATION OF A PERSON



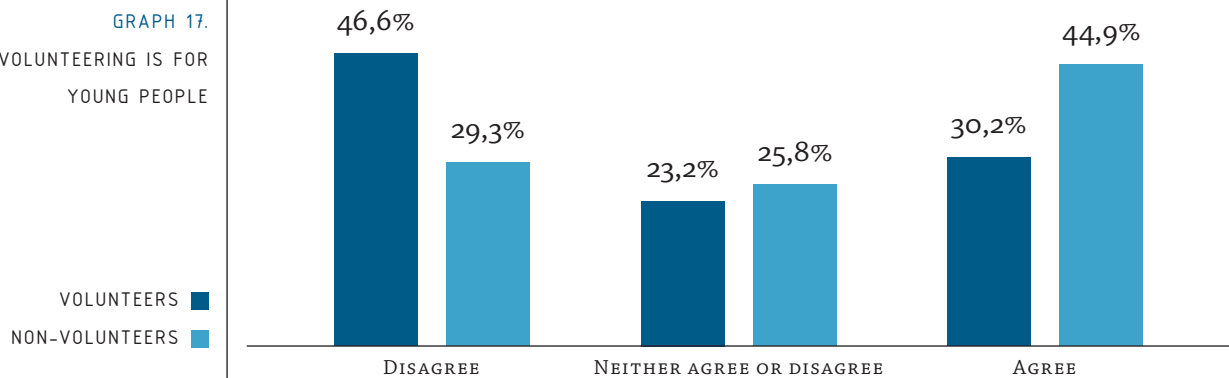
Somewhat higher percentage of non-volunteers agrees with the statement that volunteering makes sense only if it is related to the occupation of a person (34,4%), whereas around 59,1% volunteers do not agree with this statement.

GRAPH 16.
VOLUNTEERING MAKES
PEOPLE BETTER PERSONS



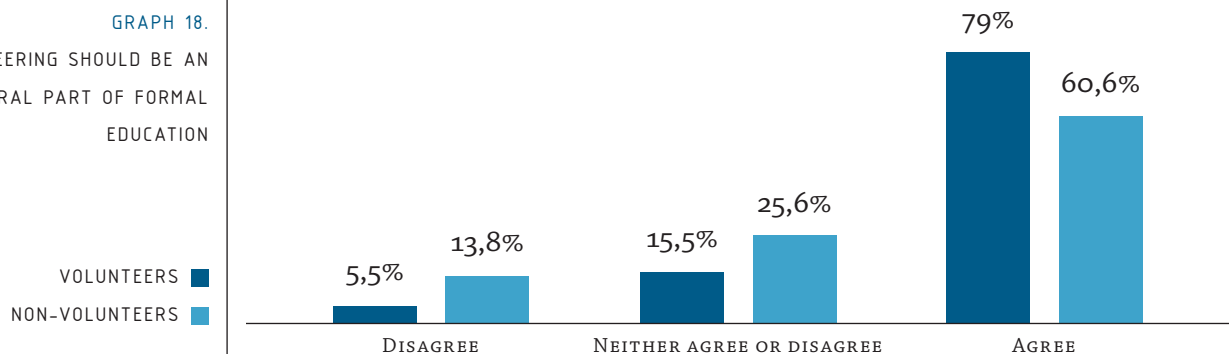
Higher percentage of volunteers (80,1%) consider that volunteering makes people better persons, while non-volunteers are somewhat more indecisive regarding this statement, that is, around 25% non-volunteers nor agrees neither disagrees with the above mentioned statement.

GRAPH 17.
VOLUNTEERING IS FOR
YOUNG PEOPLE



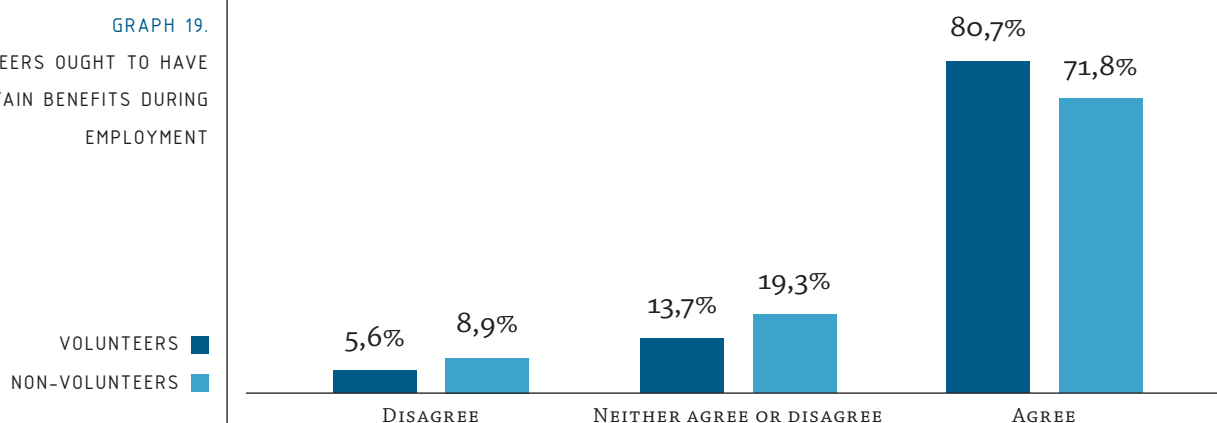
Somewhat higher percentage of volunteers (46,6%) disagrees with the statement that volunteering is for young people, in relation to 44,9% non-volunteers who consider that volunteering is meant more for young people.

GRAPH 18.
VOLUNTEERING SHOULD BE AN
INTEGRAL PART OF FORMAL
EDUCATION



High percentage of volunteers (79%), as well as non-volunteers (60,6%) consider that volunteering should be an integral part of formal education. Somewhat higher percentage of non-volunteers, around 25,6%, is indecisive regarding the above mentioned statement.

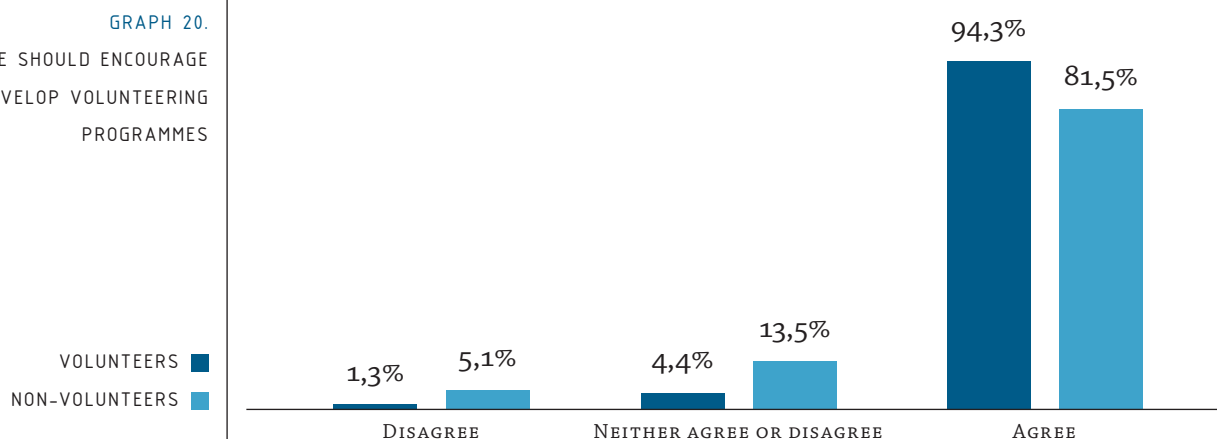
GRAPH 19.
VOLUNTEERS OUGHT TO HAVE
CERTAIN BENEFITS DURING
EMPLOYMENT



If we observe the graph above we can notice that, in general, both volunteers and non-volunteers have a positive attitude to the statement that refers to volunteers having benefits during the employment process.

Furthermore, in the graph below we can notice that a significant percentage of volunteers (94,3%) and non-volunteers (81,5%) consider that the state should encourage and develop volunteering programmes.

GRAPH 20.
STATE SHOULD ENCOURAGE
AND DEVELOP VOLUNTEERING
PROGRAMMES

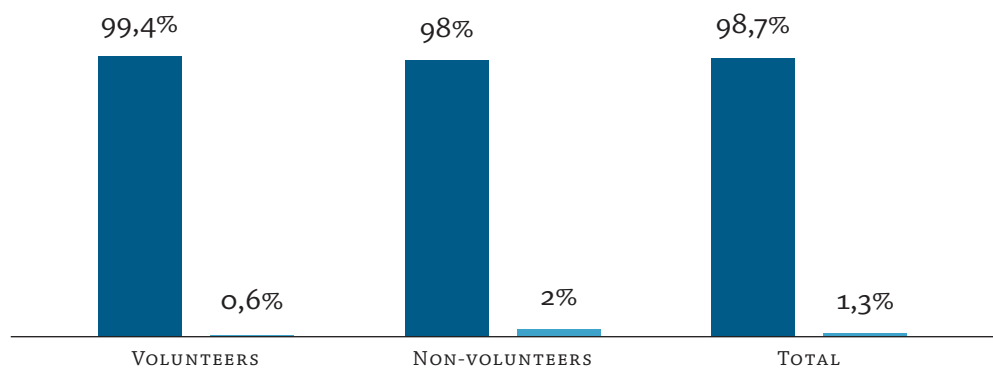


3.4. KNOWLEDGE OF VOLUNTEERING

In this chapter we will present the answers concerning familiarity with general characteristics and rules of volunteering. The set of questions consists of the statements that

were marked by the interviewees as true or false. In order to have better insight in the familiarity with general thesis of volunteering we have displayed the answers of the overall sample (total) both for sub-groups of volunteers and non-volunteers.

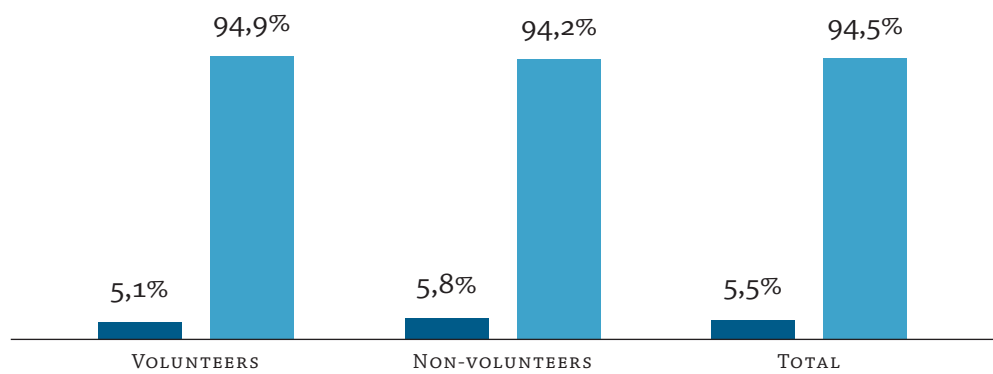
GRAPH 21.
VOLUNTEERING IS AN ACTIVITY WHICH IS PERFORMED VOLUNTARILLY



The highest percentage of interviewees (98,7%) consider the statement that volunteering is an activity performed voluntarily to be true. Equal number of volunteers and non-volunteers consider this statement true.

GRAPH 22.
VOLUNTEERING HELPS TO EARN MONEY

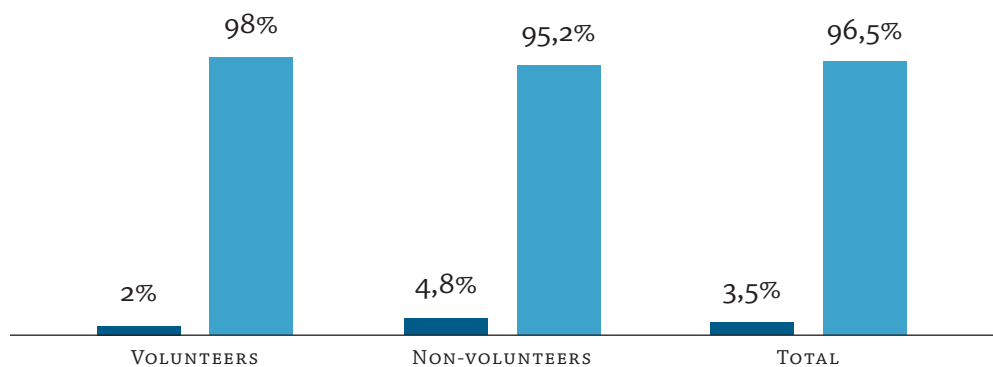
TRUE ■
FALSE ■



The highest percentage of interviewees (94,5%) consider the statement that volunteering helps to earn money to be false. Equal number of volunteers and non-volunteers consider this statement false.

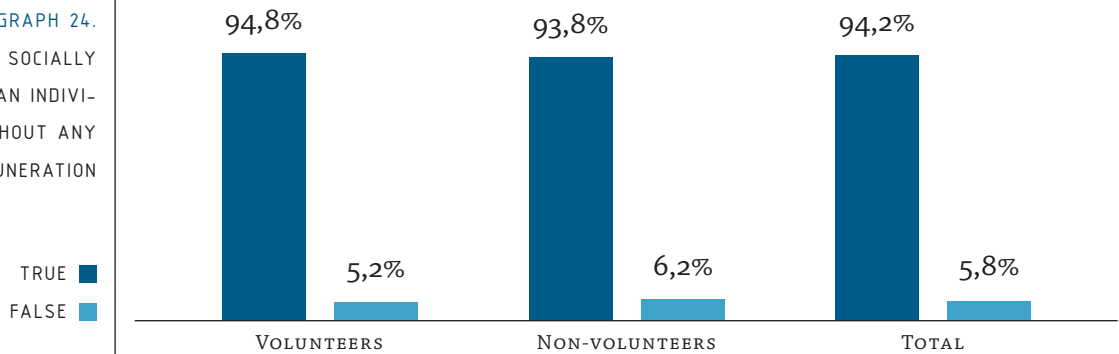
GRAPH 23.
VOLUNTEERING IS OBLIGATORY

TRUE ■
FALSE ■



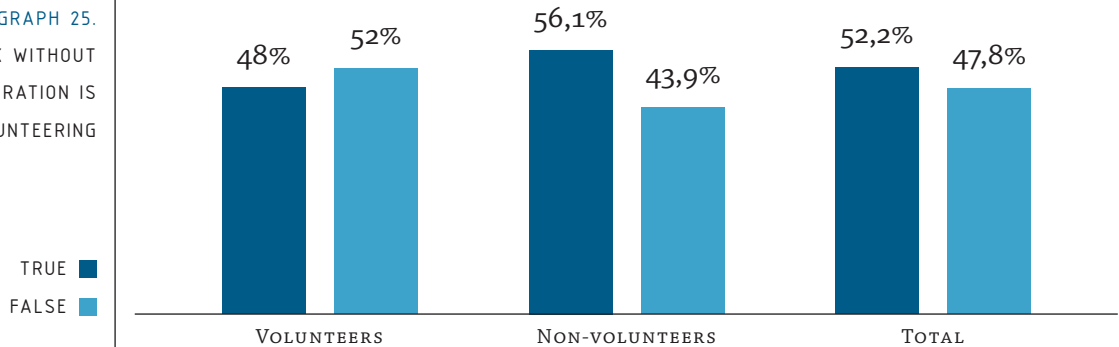
A high percentage of interviewees (around 96%) consider the statement that volunteering is obligatory to be false. The highest number of volunteers and non-volunteers consider this statement false.

GRAPH 24.
VOLUNTEERING IS SOCIALLY USEFUL WORK WHICH AN INDIVIDUAL PERFORMS WITHOUT ANY FINANCIAL REMUNERATION



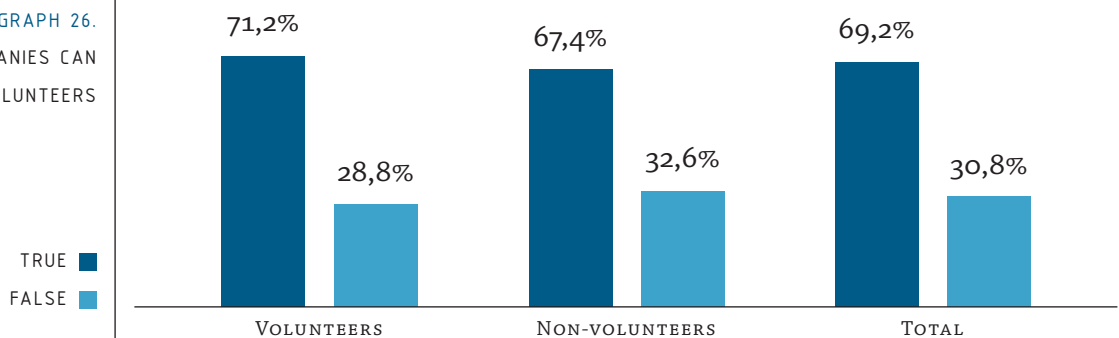
Based on the graph above we can notice that the highest percentage of interviewees (94,2%) consider the statement that volunteering is socially useful which an individual performs without any financial remuneration to be true. Very low percentage of interviewees (around 6%) considers this statement to be false.

GRAPH 25.
ALL WORK WITHOUT REMUNERATION IS VOLUNTEERING



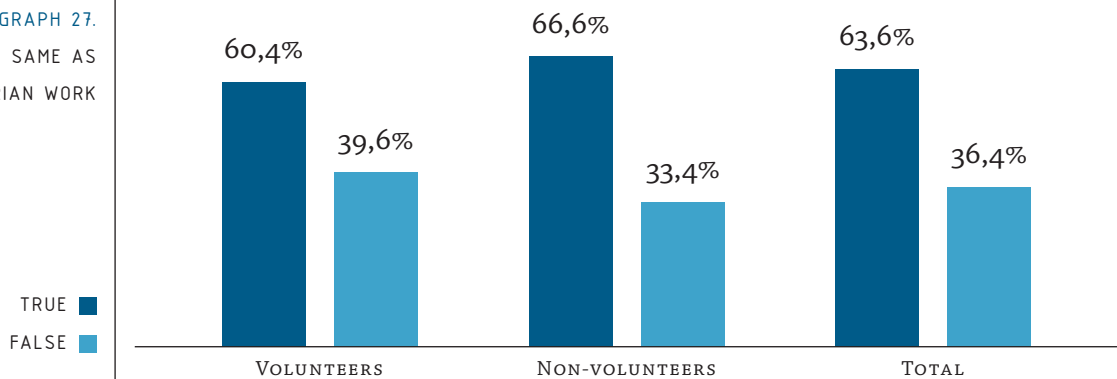
In the graph above we can notice that around 52% interviewees consider that all work without remuneration is volunteering, while around 48% examinees consider the statement above to be false. Somewhat higher percentage of interviewed non-volunteers (around 56%) in relation to volunteers (48%) considers the statement above to be true.

GRAPH 26.
PRIVATE COMPANIES CAN ENGAGE VOLUNTEERS



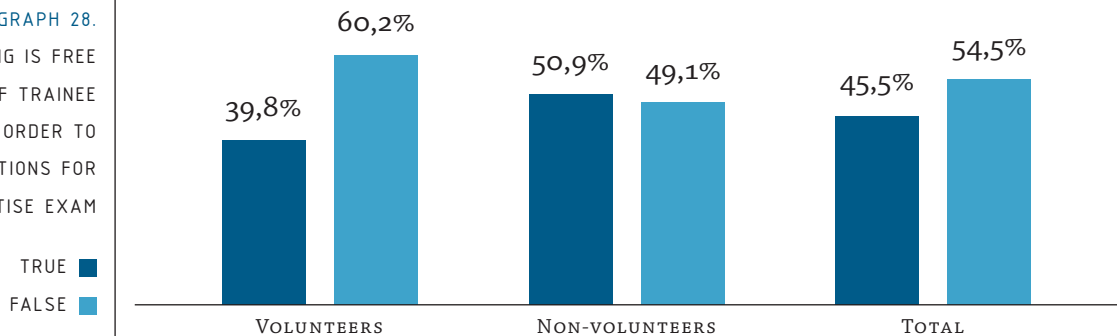
Around 69% of interviewees consider that private companies can engage volunteers, and if we compare groups of volunteers and non-volunteers we can notice that somewhat higher percentage of non-volunteers (32,6%) consider the statement above to be false, in comparison to volunteers group (around 29%).

GRAPH 27.
VOLUNTEERING IS SAME AS HUMANITARIAN WORK



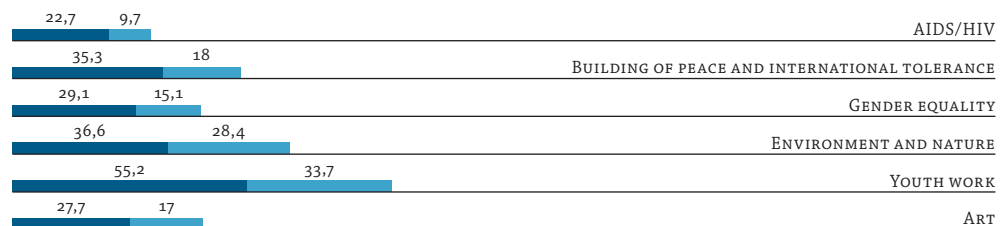
Around 64% examinees consider that volunteering is same as humanitarian work. If we compare groups of volunteers and non-volunteers we can notice that higher percentage of volunteers (39,6%) consider that volunteering is not the same as humanitarian work, in comparison to non-volunteers group (33,4%).

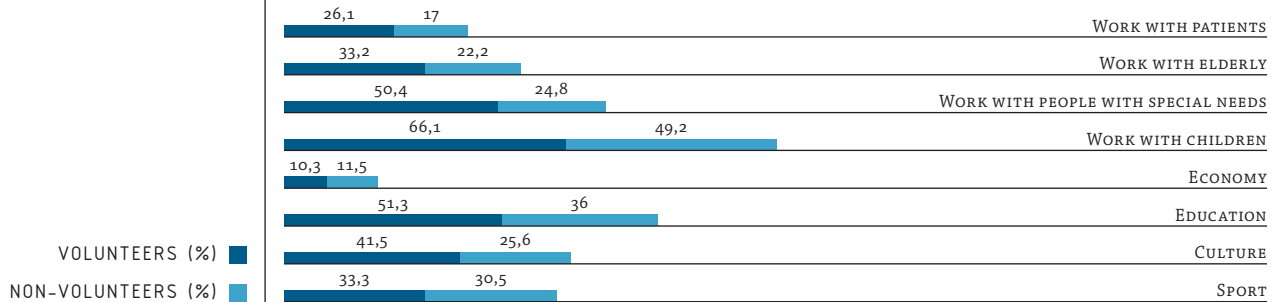
GRAPH 28.
VOLUNTEERING IS FREE COMPLETION OF TRAINEE INTERNSHIP IN ORDER TO FULFILL CONDITIONS FOR TAKING EXPERTISE EXAM



Around 54% interviewees consider the statement that volunteering is free completion of trainee internship in order to fulfill conditions for taking expertise exam to be false. The statement above is considered to be false by a higher percentage of volunteers (60,2%) in comparison to non-volunteers (49,1%).

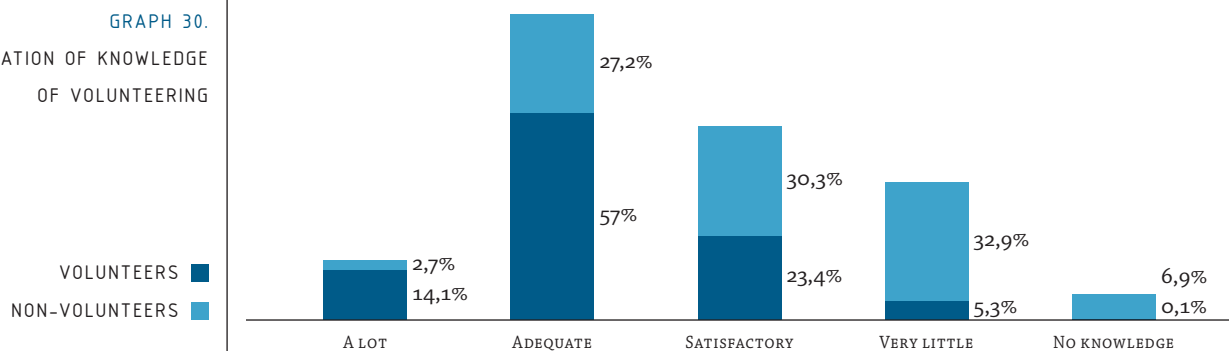
GRAPH 29.
AREAS IN WHICH VOLUNTEERS AND NON-VOLUNTEERS WOULD LIKE TO VOLUNTEER





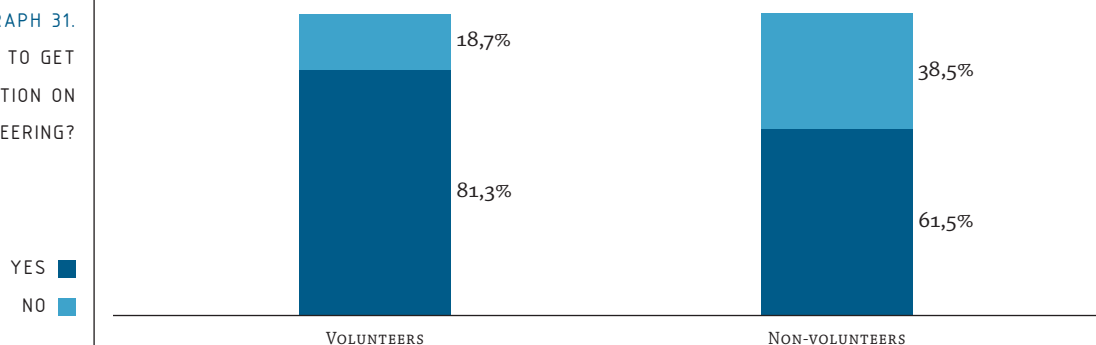
Based on the values given by estimates of areas in which they would like to volunteer, the highest percentage of interviewees would like to volunteer in the area of work with children (57,4%), then in the area of work with youth (44,2%) and in the education area (43,3%). If we compare the answers of volunteers and non-volunteers (graph above) we can notice that the highest percentage of interviewees would like to volunteer in the area of work with children (57,4) then in the area of work with youth (44,2%) and in the education area (43,3%). If we compare the answers of volunteers and non-volunteers, it is important to point out interest for volunteering in the area of sports is emphasised among non-volunteers, while the area of economy as a potentially area for volunteering is valued equally low by both groups of interviewees.

GRAPH 30. EVALUATION OF KNOWLEDGE OF VOLUNTEERING



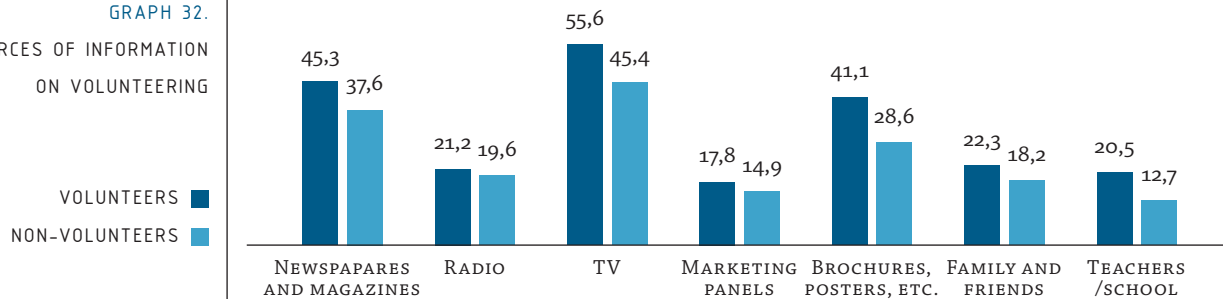
The highest percentage of volunteers (57%) consider that their knowledge on volunteering is adequate, while the highest percentage of non-volunteers (32,9%) evaluates that they know very little about volunteering.

GRAPH 31. WOULD YOU LIKE TO GET MORE INFORMATION ON VOLUNTEERING?



In both categories of interviewees, the highest percentage of interviewees states that they would like to get more information on volunteering. It is important to point out that more than half of non-volunteers (61,5%) are interested in volunteering and that they want to obtain more information regarding this area.

GRAPH 32. SOURCES OF INFORMATION ON VOLUNTEERING

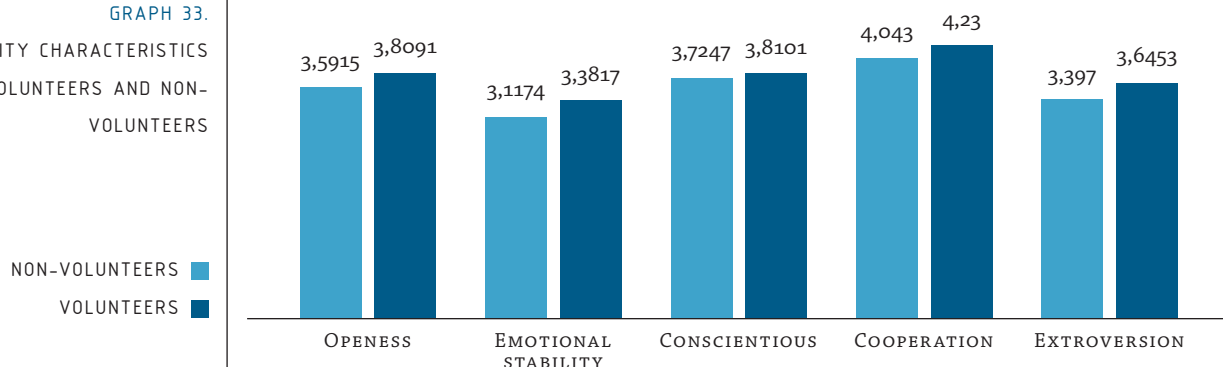


Where means of information are concerned, the highest percentage of interviewees consider that the most efficient way to get to information on volunteering is by television (50,3%), then by newspapers and magazines (41,3%), as well as by, brochures, posters and other printed material (34,6%). A great number of interviewees mention the internet, as well as contact with civil society organisations as alternative ways for obtaining information. Answers of volunteers and non-volunteers are displayed in the graph above.

3.5. PERSONALITY CHARACTERISTICS OF VOLUNTEERS AND NON-VOLUNTEERS

In order to determine the nature of relations and correlation between the personality attributes of volunteers and non-volunteers, we have used the instrument for measurement of personality attributes (IPIP50). This instrument combines and measures presence of five attributes included in social skills: extroversion, compliance, conscienceness, emotional stability and openness to new experience. In the following part of the chapter we will display the results that refer to determination of the personality characteristics of volunteers and non-volunteers in relation to five, above mentioned personality characteristics.

GRAPH 33. PERSONALITY CHARACTERISTICS OF VOLUNTEERS AND NON-VOLUNTEERS



Based on the values, that is, the achievements of the interviewees on the personality characteristics evaluation test (IPIP-50): extroversion, cooperation, conscientiousness, emotional stability and openness, we can notice (based on the arithmetic mean values) that volunteers achieved better results on these scales, that is, they evaluate themselves as more sociable, more cooperative i.e. altruistic, more conscientious, more emotionally stable and with more expressed imagination, that is, more open to new experience. The forementioned differences between volunteers and non-volunteers are statistically important on level 0.01.

The named attributes could be predispositional personality characteristics that represent a foundation for inclusion in volunteering programmes, but they can also be used in order to understand the forementioned dilemma, that is, to determine whether these personality characteristics are a foundation for volunteering, or do these attributes grow with volunteering. We compared volunteers with different duration of volunteering experience periods and try to determine how the forementioned personality attributes vary among certain groups.

TABLE 5
DURATION OF VOLUNTEERING
EXPERIENCE AND PERSONALITY
CHARACTERISTICS

Duration of volunteering experience		N	Mean	F	p
Cooperation	from 3 to 6 months	233	4,1338	5.486	.004
	from 6 to 12 months	162	4,2285		
	Over one year	447	4,2801		

When analysing differences in personality characteristics of volunteers in dependence of the duration of volunteering experience, we have determined a statistically significant difference in the presence of Cooperation attribute between volunteers with different duration of volunteering experience. The persons who achieve higher scores in the Cooperation dimension are devoted, soft-hearted, trustworthy, helpful and altruistic.

These results mean that the volunteers with more than one year of volunteering experience express statistically significantly higher level of quality of interpersonal interactions and have more developed altruism in comparison to the volunteers who volunteered from 3 to 6 months.

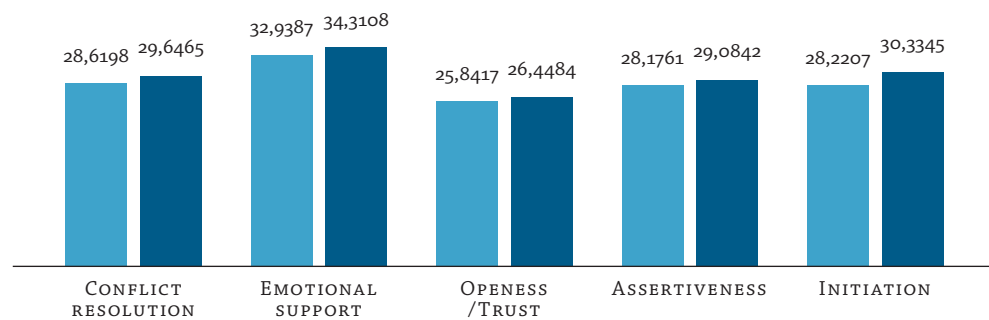
This leads us to the conclusion that the duration of volunteering experience has a positive effect on altruism, tendency to establish harmonious interpersonal relations and devotion to people.

3.6. SOCIAL SKILLS OF VOLUNTEERS AND NON-VOLUNTEERS

The Interpersonal Competence Questionnaire (Burmester and co., 1988) was applied in order to determine characteristic social skills of volunteers and non-volunteers. It measures

several specific social skills such as: initiation of social contact (Initiation), providing emotional support (Emotional support), conflict resolution (Conflict management), openness/trust to people (Trust), and assertiveness (Assertiveness as self-confirming behaviour). Higher values on the named scales indicate higher social skills, and lower values indicate lower social skills in the forementioned five domains.

GRAPH 34.
VALUES OF ARITHMETIC MEAN ON THE SCALES OF EVALUATED SOCIAL SKILLS OF VOLUNTEERS AND NON-VOLUNTEERS



The chart above displays achievements of volunteers and non-volunteers on the scales that measure social abilities such as initiation of social contact ($t=7,323$, $p=.000$), assertive behaviour (free expression of opinions and attitudes) ($t=3,414$, $p=.001$), openness to other people ($t=2,188$, $p=.029$) providing emotional support ($t=5,388$, $p=.000$) and ability to overcome conflicts in relation to important persons in social surroundings ($t=3,919$, $p=.000$). According to methodology based on mean values on the scales, as well as based on the value of t-test, we can conclude that volunteers achieve significantly higher values in the areas of these skills in comparison to the non-volunteers group. In other words, the volunteers are evaluated as more socially capable in comparison to the non-volunteers.

In order to more thoroughly explore the correlation between social skills and duration of volunteering experience we investigated the significance of differences between groups of volunteers based on the length of their volunteering (results in the table below).

TABLE 6
SOCIAL SKILLS OF VOLUNTEERS WITH DIFFERENT DURATION OF VOLUNTEERING PERIOD

		N	Mean	F	p
Assertiveness	from 3 to 6 months	233	28,5236	3,193	,042
	from 6 to 12 months	162	28,6728		
	Over one year	448	29,4978		
Emotional support	from 3 to 6 months	233	33,7082	3,385	,034
	from 6 to 12 months	162	34,2037		
	Over one year	448	34,6830		
Conflict resolution	from 3 to 6 months	233	28,9356	3,229	,040
	from 6 to 12 months	162	29,9630		
	Over one year	448	29,8571		

According to methodology based on mean values on the scales, as well as based on the value of t-test we can notice that there is a statistically significant difference in social skills (assertiveness, emotional support, conflict resolution) between the volunteers with different duration of volunteering period. In other words, volunteers with volunteering experience longer than one year are significantly more assertive ($F=3,193$, $p=.042$), more emotionally compassionate ($F=3,385$, $p=.034$) and more capable concerning conflict resolution ($F=3,229$, $p=.040$) in comparison to the volunteers that have less volunteering experience (from 3 to 6 months).

3.7. METACOGNITIVE ABILITIES

Based on the values reached on the Metacognitive Awareness Inventory (Schraw and Dennison, 1994) we tried to determine the characteristics of volunteers and non-volunteers regarding the characteristics of a wide spectra of metacognitive abilities such as: knowledge of cognitive processes – includes awareness on respective knowledge, thinking processes, as well as learning and knowledge acquisition processes; and regulation of cognitive processes – includes: awareness on need for planning, information management, supervision, evaluation and elimination of errors during thinking process.

TABLE 7
METACOGNITIVE ABILITIES
OF VOLUNTEERS AND NON
VOLUNTEERS

		N	Mean	t	p
Knowledge of cognitive processes	Volunteers	843	69,3855	4,645	.000
	Non-volunteers	898	67,3608		
Regulation of cognitive processes	Volunteers	843	141,4887	5,131	.000
	Non-volunteers	898	136,9298		

Based on the values of the t-test shown in the table above we can notice that the interviewed volunteers achieve better results on the scale that measures knowledge of cognition, and that this difference is statistically significant in comparison to the achievements of the group of non-volunteers ($t= 4,645$, $p=.000$). This indicates that the volunteers are more aware of their own knowledge, thinking processes and learning techniques.

Identical results are present on the scale that measures cognition management. More precisely, the achievement of volunteers on this scale is statistically significantly higher than those of the non-volunteers ($t=5,131$, $p=.000$), and this leads us to the conclusion that the volunteers are better at information management, supervision, evaluation and elimination of errors during a mental process.

TABLE 8
DURATION OF VOLUNTEERING
EXPERIENCE AND DEVELOPMENT
OF METACOGNITIVE SKILLS

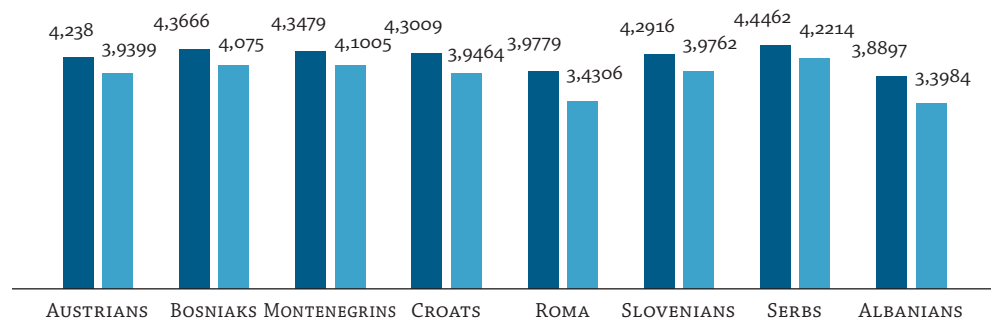
		N	Mean	F	p
Regulation of cognitive processes	from 3 to 6 months	233	138,1459	6.194	.002
	From 6 to 12 months	162	141,0432		
	Over one year	448	143,2522		

In order to explore the effect the volunteering has on the development of metacognitive skills we will compare the capability to develop metacognitive abilities with the duration of volunteering period. Based on the values from the F-test in the table above we can notice that the volunteers with more volunteering experience (one year and more) achieve statistically significantly higher results on the scale that measures regulation of cognitive processes, in comparison to the volunteers with 3 to 6 months of volunteering experience. The above stated leads us to the conclusion that the duration of volunteering experience (one year and more) leads to the development of the ability to supervise, evaluate respective mental processes, and to develop skills for better information management.

3.8. TENDENCY TO SOCIAL DISTANCE AND VOLUNTEERING

In the chart below we have presented the summary values of interviewed volunteers and non-volunteers on the social distance scale (modified Bogard's social distance scale) which measures flexibility and openness to other nationalities, minorities and socially vulnerable groups. The questions are composed in such manner as to calculate the arithmetic mean for each of the named categories, i.e. groups of people, concerning the matters of social distance. Higher arithmetic mean indicates lower social distance and vice-versa.

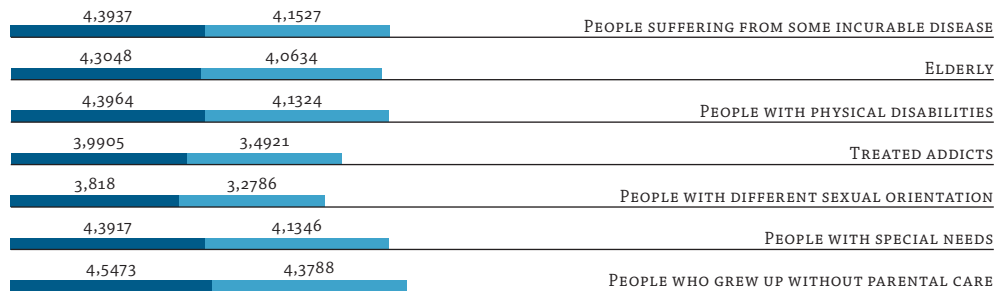
GRAPH 35.
SOCIAL DISTANCE OF
VOLUNTEERS AND NON-
VOLUNTEERS TO OTHER
ETHNIC GROUPS



Based on the above presented values of the t-test (determination of the significance of differences of arithmetic means between groups of volunteers and non-volunteers) we can notice that the value of the answers on the distance scales to the above mentioned nationalities, minorities and vulnerable groups is statistically significantly higher with the group of volunteers (p=.000), which means that they are more open and more prone to

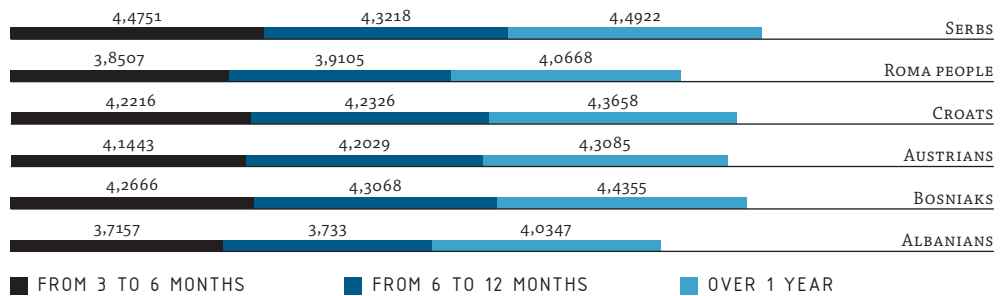
establishing contact, socialisation and establishing closer relations with the named nationalities (Albanians, Bosniaks, Montenegrans, Roma people etc.) in comparison to the group of non-volunteers.

GRAPH 36.
SOCIAL DISTANCE OF VOLUNTEERS AND NON-VOLUNTEERS TO VULNERABLE GROUPS



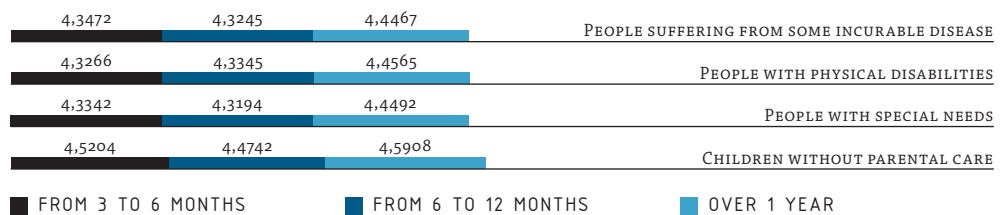
The situation is the same as with the relation to the vulnerable groups. The volunteers have statistically significantly smaller distance ($p=0.000$) in comparison to the non-volunteers, that is, the volunteers are more open and tolerant to the vulnerable groups and they can picture them as inhabitants of their country, area, as their work colleagues, family members etc.

GRAPH 37.
SOCIAL DISTANCE OF VOLUNTEERS WITH DIFFERENT DURATION OF VOLUNTEERING EXPERIENCE



By testing the difference in the degree of presence of social distance with groups of volunteers with different duration of volunteering experience we have determined that there is a statistically significant difference in the degree of social distance between the group of volunteers with minimum volunteering experience (from 3 to 6 months) and the volunteers whose volunteering experience lasts for more than one year. The most experienced persons from a volunteering point of view are the most tolerant to the above mentioned nationalities such as Serbs ($F=4.072, p=.017$), Bosniaks ($F= 4.581, p=.011$), Croats ($F=4.381, p=0.13$), Albanians ($F=10.149, p=.000$), Austrians ($F=4.779, p=.009$), Roma people ($F=5,181, p=.006$), in comparison to their colleagues with less volunteering experience (from 3 to 6 months).

GRAPH 38.
SOCIAL DISTANCE OF VOLUNTEERS WITH DIFFERENT DURATION OF VOLUNTEERING EXPERIENCE



By observing the level of social distance of volunteers with different duration of volunteering experience in relation to the interaction with vulnerable population groups (elders, sick, weak) we can notice in the chart above that there is a statistically significantly lower level of social distance to the forementioned population groups with persons with more volunteering experience (a year and more) in comparison to persons with less experience (from 3 to 6 months).

TABLE 9
F TEST VALUES

Vulnerable groups	F	p
Persons who grew up without parental care	3,667	,026
Persons with special needs	4,964	,007
Physically challenged persons	4,815	,008
Persons suffering from an incurable illness	3,239	,040

In the table above we have listed the F-test values with statistical significance for those vulnerable population groups to whom there comes to a decrease of social distance of the volunteers with more volunteering experience (one year and more).

4. THE MOST IMPORTANT RESULTS AND DISCUSSION

4.1. REVIEW OF THE MOST IMPORTANT RESULTS

As already pointed out, the goal of the research, besides investigating the knowledge and attitudes of people towards volunteering, was to determine if there is a difference between certain personality characteristics of volunteers and non-volunteers which reflect social competence and a competence to acquire abilities and skills necessary for better functioning in a work environment.

Our intention was to determine whether volunteering plays an important role in the development of these competencies in order to direct the attention of general public and of decision makers on the significance that volunteering can have for the development of society.

We will name the most important results of this research in the following text.

1) SOCIO-DEMOGRAPHIC SAMPLE CHARACTERISTICS

Where the socio-demographic characteristics of volunteers are concerned we can state that an average female volunteer (67,5% of interviewed volunteers were females) is a secondary school graduate (61,1%) employed for an indefinite period (25,4%) or a faculty student (29,9%). Regarding the education status of volunteers and non-volunteers, the majority of them have secondary school degrees, however, it is important to point out that there are many more volunteers with degrees than non-volunteers, which can lead us to the conclusion that more highly educated people are more willing to volunteer.

2) AREAS OF VOLUNTEER WORK

Most of the volunteers in Bosnia and Herzegovina are active in the area of providing assistance to other people (36,6%), and least active in sports and cultural events. It is important to emphasise that most of the interviewed volunteers had more than one year of volunteering experience (53,1%). What motivates a person to volunteer is the wish to help others and to contribute to the development of society. Apart from these two main motives, the need to feel useful by volunteering and the wish to meet new people and socialise are also present. Unlike volunteers, the wish to socialise and meet new people is the second motive in order named by the non-volunteers.

3) ATTITUDES TO VOLUNTEERING

Although one can hear often in everyday communication that volunteering is exploitation of work force, most of the interviewed, both volunteers and non-volunteers, disagree with this statement (80,3% volunteers and 61,4% non-volunteers). Also, most of the interviewees, both volunteers and non-volunteers, disagree with the statement that volunteering is a good way to meet new people and socialise. Though most of the non-volunteers agree with the statement that volunteering can solve problems of a community, a certain percentage of them is indecisive regarding these statement (22%).The situation is similar with the statement that volunteering is a good way to acquire professional skills: 77,5% volunteers and 69% non-volunteers agree with this statement, whereas 16% volunteers and 21% non-volunteers are indecisive.

It is considered by a significant majority of volunteers (90,9%) that volunteering experience

4) KNOWLEDGE OF
VOLUNTEERING

can enrich the personality, while a somewhat smaller percentage of non-volunteers (76%) share the same opinion. Therefore, it is important to emphasise that more volunteers see volunteering as an instrument to build society, than a useful way to gain experience valuable on the work market, whereas a higher percentage of non-volunteers considers that volunteering only makes sense if it is related to the occupation of a person.

It is also interesting that 46,6% volunteers disagree with the statement that volunteering is for youth, while 44,9% non-volunteers agree with the statement.

Most of the volunteers and non-volunteers agree with the statement that volunteering should be an integral part of education (volunteers 79%, non-volunteers 60,6%) and that volunteering experience ought to be taken into consideration when employing (volunteers 80,7%, non-volunteers 71,8%). Also, both volunteers and non-volunteers consider that the state should encourage development of volunteering programmes.

Our research shows that there is a certain misunderstanding of the idea of volunteering. Namely, most of the interviewees consider that any work without remuneration is volunteering, and that private companies can engage volunteers, which is in contradiction to the legal regulation of this area. Most of them also consider that volunteering is same as humanitarian work.

Furthermore, a significant percentage of interviewees (46%) consider volunteering to be the same as internship, with a slight difference between the volunteers and non-volunteers concerning the agreement/disagreement with this statement (50,9% non-volunteers and 60,2% volunteers disagree).

The highest percentage of interviewees would like to volunteer in the area of work with children (57,4%), then in work with youth (44,2%) and in the education area (43,3%).

If we compare the answers of volunteers and non-volunteers, it is important to point out that the interest in volunteering in the sports area is more expressed by non-volunteers.

Where familiarity with volunteering is concerned, most of the volunteers (57%) stated that they have adequate knowledge of volunteering, while 30,3% non-volunteers stated that their knowledge is mediocre, and 32,9% of them stated that they know little, which indicates the necessity of potential intervention if the number of volunteers is to be increased in the future. This is also supported by information that most of the non-volunteers (61,5%) expressed their interest for volunteering and they want to get more information on this area. As the most efficient way of providing information they named TV (50,3%), then newspapers (41,3%) and promotional materials (brochures, flyers). Alternative ways of familiarisation with volunteering like the internet and contact with civil society organisations also seemed important.

5) PERSONALITY CHARACTERISTICS OF VOLUNTEERS AND NON-VOLUNTEERS

The results reached using the IPIP-50 instrument for measuring personality, point to a significant difference between volunteers and non-volunteers regarding cooperation, an active approach, personal growth and participation in social processes. Volunteers are shown to be statistically speaking far more extrovert, conscientious, cooperative, open to new experiences and emotionally stable than the non-volunteers.

Furthermore, a detailed analysis indicates that a positive approach to people, i.e. understanding of others, a need to help others, grow along with the duration of volunteering period. Therefore, the length of volunteering period will have a positive effect on the humanity and understanding of others (cooperation).

Investigating social skills such as initiation of social contact, provision of emotional support, conflict resolution, trusting others and assertiveness, indicates that volunteers achieve better results, that is, have more developed social skills, in comparison to non-volunteers. Furthermore, the volunteers with more experience have more developed social skills such as assertiveness, provision of emotional support to important persons, ability to resolve social conflicts, than the volunteers with less experience, which leads to the fact that more volunteering experience develops the above mentioned social skills.

Our results from the Metacognitive Awareness Inventory, including awareness of knowledge, mental processes, learning and regulation of cognitive processes (awareness on need for planning, information management) show as statistically significant difference between volunteers and non-volunteers. These are rather important results if we consider the significance volunteering to gaining experience and development of competencies. These results indicate that the volunteers are more aware of their mental processes and learning techniques, and that they are more successful in information management and learning from experience, in relation to the non-volunteers. It has also been determined that longer volunteering experience, of more than one year, has a positive effect on the development of the ability to supervise, evaluate respective mental processes and to develop skills for better information management (regulation of cognitive processes).

A statistically significant difference has also been determined concerning the social distance and tendency to prejudices. That is, volunteers are less prejudiced and more likely to interact with certain ethnic and minority groups than non-volunteers. The situation is the same for certain vulnerable groups such as: persons with certain mental and physical challenges, persons suffering from an incurable illness, etc. Volunteers are more considerate neighbors, work colleagues, co-habitants than non-volunteers. The degree of tolerance and willingness to interact grow along with the duration of volunteering experience, which also reveals a significant potential that volunteering has to decrease prejudices and to develop those behavioural forms which will result in better inclusion of marginalised groups.

4.2. DISCUSSION AND CONCLUSIONS

Apart from the research conducted by the South-East Europe Youth Network (SEEYN) in the region¹ countries, which included Bosnia and Herzegovina, this was the first systematic research in the area of volunteering conducted in Bosnia and Herzegovina.

Having in mind the characteristics of the society in Bosnia and Herzegovina such as: lack of trust among population², national intolerance, prejudices and discrimination directed to different population groups, as well as high rate of unemployment – on one hand; and the desirable characteristics of a democratic society such as: humanism, solidarity, tolerance to differences, as well as possibilities of finding inovative solutions for the problems it confronts, we wanted to explore the possibilities that volunteering could be a means to form this desirable attributes in an individual, and in society as a whole.

For this reason we opted for a research to compare those personality characteristics of volunteers and non-volunteers, which represent the foundation of an active approach and participation in the environment (assertiveness, ability to resolve conflicts, responsibility), solidarity and humanism (understanding and acceptance of others, emotional stability, sensitivity, social distance) and practical problem solving (ability to supervise one's thoughts, information management and processing the same in order to eliminate errors). Besides the personality characteristics, we have also explored knowledge and attitudes concerning volunteering so that we can have a starting point for intervention regarding the familiarisation of the public, promotion of volunteering and creation of programmes that are in accordance to the needs of the community and its' individuals.

If we start with the knowledges and attitudes of volunteers we can state that most of the questions that were related to knowledge of volunteering were answered correctly both by the volunteers and the non-volunteers. A certain ambiguity exists when it comes to internships where 50,9% non-volunteers and 39,8% volunteers stated that internship are the sameas volunteering. This ambiguity may come from the fact that in The Law on Work („Official Gazette RS" no.55/07, Article 30)³ and („Official Gazette FBiH" no.43/99,Article 28)⁴ volunteering is defined as a way in which a person can be engaged as an intern without an employment contract (voluntary work), whereas The Law on Volunteering („Official Gazette RS" no.73/08, Article 5) states that volunteering is not considered an as part of work experience where not employment contract exists.

In the B&H Federation there is no law on Volunteering which means that citizens are not protected from exploitation as volunteers, nor are they assured of social recognition and regulation in this area. This situation indicates to the need for provision of a legal framework of volunteering in all B&H teritory and coordination of the Law on Work and the Law on volunteering in Republic of Srpska. Apart from these legal requirements it is

¹ http://volontiram.ba/index.php?option=com_content&view=article&id=105&Itemid=115

² Group of authors (2009), Report on humane development for B&H: "Our correlations – Social capital of Bosnia and Herzegovina", UNDP, Arch Design

³ http://www.narodnaskupstinars.net/lat/zakoni/zakon.php?id_zakona=218

⁴ <http://www.fuzip.gov.ba/doc/zakoni/zakon%20o%20radu%20federacija.pdf>

also necessary to inform the population of the general significance of volunteering “as a voluntary activity undertaken for the benefit of society or for the benefit of others without material or financial benefit.” In that context the understanding of interviewees is that even private companies may engage volunteers and that any work without financial compensation is volunteering, which is not in accordance to general principles of volunteering defined by the Law on Volunteering.

Despite the ambiguities related to essential meaning of the term volunteering, the majority of both volunteers and non-volunteers perceive volunteering as a means for resolving the problems of a community, enrichment of personality, possibility for acquirement of professional experience and meeting new people. Both volunteers and non-volunteers see volunteering more as a way to resolve problems in a community and to enrich their personality, than as a way to acquire professional skills. More non-volunteers consider that volunteering is primarily for the youth (44,9%) than those who are already volunteers.

Also, non-volunteers, in comparison to volunteers, in greater measure consider that volunteering makes sense if it is related to the occupation of a person, which can be an important indicator for a direction to be followed if we want to get a certain number of current non-volunteers to become volunteers.

One very important conclusion related to knowledge of volunteering that is important to point out is that a significant number of non-volunteers think that they know little of volunteering and that they want to learn more – which fills us with optimism regarding the possible increase in the number of volunteers in the future. However, this required more promotion of volunteering, its’ importance for development of a community and the potentials it has for the development of personality itself mainly by electronic media (TV and newspapers) and promotional materials – brochures and flyers.

Most of the volunteers included in the research worked in the area of providing assistance to other people. This indicates that the volunteers, who mostly decide to volunteer in order to help others, contribute significantly more to the resolution of problems of different population groups, that is, the groups that are probably with a high risk from social exclusion, contributing through various volunteering programmes to their higher standard of life and better realisation of their rights.

Also, one other significant data is that most of the interviewees stated that they would volunteer in order to help other people – primarily to the children and youth– which points to a significant potential volunteering has for solving the problems of a community which would lead to a bigger cohesion among the population – that is, social cohesion and inclusion. Furthermore, the creation of programmes for providing assistance to others and programmes for sport events that involves volunteers would motivate the non-volunteers to volunteer as well.

Regarding personality characteristics, the results indicate that the interviewed volunteers are, statistically speaking, significantly more extrovert, open to new experience, cooperative, responsible and emotionally stable. The test of social skills also indicates that the volunteers are more prone to initiate contact, provide emotional support, solve problems constructively, and that they have more confidence in people and are more prone to self-confirmation. These attributes are significant for participation in the life of a community, exploration and resolution of its problems, better interpersonal communication and understanding. Furthermore, the results clearly indicate that the length of volunteering period has an impact on the development of empathy, conflict resolution abilities and the development of assertiveness. This is a direct indicator of the impact of volunteering on these characteristics that are very important for development of an individual and a society.

These results are also confirmed by the results for social distance which measures flexibility and openness to other people, minorities and socially endangered population groups. The volunteers are more willing to interact, make closer relations and more profound connections with members of other nationalities, minorities and socially endangered population groups, and that their tolerance and tendency to initiate contacts and close relationships grows along with the duration of volunteering period.

Also, the results that indicate that the volunteers are more likely to supervise their own mental processes, make better use of the information they have, to evaluate their own opinion in order to improve it, also indicates the significance of volunteering for practical resolution of problems, and for informal acquirement of knowledges and skills. This is one important result that indicates that the volunteering programmes should be developed in order to improve skills and practical problem resolution abilities, hence, to enable people in accordance to the growing requirements of the work market.

Finally, all the above mentioned reasons undoubtedly indicate to the significance that volunteering currently has and can have on the progress of a more humane and more solidary society, as well as a society that is able to accept and tolerate differences. Having in mind the results of the report on the humane development for Bosnia and Herzegovina conducted in 2009. „Connections Among Us – the Social capital in Bosnia and Herzegovina“ that indicate low level of trust – only 10% of B&H citizens thinks that they can trust others, 18,4% population lives below the relative limit of general poverty, that 21% of population are in the category of utter and 47% in the risk of long-term social exclusion, which particularly affects minority groups of returnees, elders, children, youth, Gypsies and the disabled, it is easier to come to a conclusion, based on the above mentioned results, how significant the role of volunteering can be to decrease poverty, strengthen social bonds and therefore, decrease social exclusion, that is, develop more humane, solidary democratic society.

5. RECOMMENDATIONS

RECOMMENDATIONS FOR GOVERNMENTS AND RELEVANT MINISTRIES

1. To establish legal regulation for volunteering on all B&H territory as a key condition for encouragement of the development of volunteering, which is important for the development of the society in B&H
2. To harmonize the Law on Labor and the Law on Volunteering of the Republic of Srpska in order to solve terminology ambiguities that originated from legal definitions of this term;
3. To form and approve important documents such as policies and strategies on development of volunteering which would define the directions for the development of volunteering, ways on how to stimulate and evaluate it;
4. To plan and separate funds on all levels of B&H intended for the promotion of volunteering and the development of volunteering programmes as a measure for stimulation of social cohesion, solidarity, humanness and lifelong learning;
5. To include volunteering in the system of primary, secondary school and faculty education, taking into consideration its' potential for the development of a personality or a society altogether;
6. To create a list of criteria which socially recognise and stimulate volunteering in the form of awards, scholarships and other benefits for the citizens who contributed with their volunteering engagement, as well as for the legal subjects that contributed to the development of volunteering;
7. To promote volunteering with the organisation of events that will serve to represent the actual situation regarding volunteering on entity and state level, to exchange positive practice, to point out achieved results, to evaluate them, and to define the direction of the development of this area (conferences, round tables, etc.).

RECOMMENDATIONS FOR LOCAL AUTHORITIES

1. To create local volunteering policies that will define the directions for the development of volunteering programmes that are in accordance to the needs of a community and the models of stimulation of the development of volunteering programmes;
2. To stimulate the development of the volunteering infrastructure by supporting the establishment and continuous work of volunteering services as structures within which it will be possible to engage the citizens as volunteers and to create volunteering programmes in accordance to the requirements of the community;
3. To define the list of criteria for recognition and evaluation of exemplary volunteers and organisers of volunteering programmes, as well as of legal subjects that support volunteering locally;
4. To apply various methods in order to promote volunteering locally: organisation of conferences, highlighting examples of good practice, financing projects that contribute to the increase of volunteers and fulfilling the needs of the community.

RECOMMENDATIONS FOR CIVIL
SOCIETY ORGANISATIONS:

1. To follow the activities of the governments and relevant ministries regarding legal regulation of volunteering and its' implementation, and intervene in this effect in order to efficiently solve any issues in the volunteering area;
2. To develop programmes that are in accordance to the needs of the community: providing assistance to children and youth, sports activities and activities in the area of informal education in order to engage as more as possible citizens and to create services that will assure a higher level of social inclusion for the population groups who are in the risk of the same (children, youth, returnees, Gypsies and the disabled);
3. To include volunteers in their programmes and activities, especially in the activities that reffer to provision of support to the endangered population groups;
4. To organise volunteering activities in accordance to the main principles of volunteering;
5. To continuously promote volunteering activities and programmes, to work on raising the awareness of the population on the significance of volunteering, and to create volunteering programmes in order to include as many citizens as possible.

RECOMMENDATIONS
FOR THE MEDIA:

1. To continuously follow the activities of the governments and relevant ministries regarding legal regulation of volunteering and its' implementation.
2. To continuously promote volunteering, point out examples of good practice and to assure the space for the discussion on the relevant issues of this area.

RECOMMENDATIONS FOR INTER-
NATIONAL ORGANISATIONS/
INSTITUTIONS AND
DONORS IN B&H:

1. To fully include and support volunteering as an activity of general benefit for the development of the society and the contribution to resolution of specific issues, particularly regarding reconciliation process, increase of tolerance and building of active citizenship within the existing and future policies, startegies and programmes of support for the development of a democratic society in B&H
2. To establish specific support programmes for development of volunteering infrastructure and volunteering programmes on all levels, and to strengthen intersectoral cooperation in this area;
3. To support programmes and activities in order to exchange knowledges and experiences in the volunteering area between B&H and other countries in the world in form of conferences, seminars, trainings, study visits and projects of cross-border cooperation.

6. OKC AND VOLUNTEERING

Ever since it was founded, OKC has been actively focused on the promotion and the development of volunteering in Bosnia and Herzegovina as a mean for individual and social development, and on giving contribution to the processes of resolution of current problems, primarily of social character.

Our volunteering programmes are continuously planned and realised in accordance to the needs of a community and population, as well as the needs of final users of volunteering programmes. For this reason the work of OKC has been continuously modified and adjusted, which nowadays results in our organisation being the lead organisation in Bosnia and Herzegovina in the area of volunteering, and it has become well known and respected not only in the surrounding countries, but in Europe and wider as well.

How it all started? In our beginning, we developed several components of volunteering programmes such as humanitarian activities, summer volunteering camps, international long-term volunteers exchange and volunteering of high school students in public institutions.

Nowadays, the only component that is still active is the programme of volunteering of secondary school and faculty students in public institutions, and the realisation of the traditional humanitarian activity "One candy, one child", which you have surely heard of, was taken over by secondary school student councils, not only from Banja Luka, but from most of the other communities in Bosnia and Herzegovina as well.

The programme of volunteering of secondary school and faculty students in public institutions is a programme we are particularly proud of. Each year this programme enables over 600 secondary school students to organise volunteering activities of educational, sports, cultural and entertainment character for children and youth with special needs, as well as for elders who are situated in public institutions. In this way the secondary school and faculty students spend their free time in an amusing, and for the community, above all, a useful way. The realisation of the programme was first started in Banja Luka, and then it has been and still is being expanded to other municipalities.

In 2004 we organised the National Conference on Volunteering in which the representatives of all sectors participated. The recommendations and conclusions from this conference had the most significant effect on further engagement of OKC in this area.

In 2005 we established first local voluntary service in Bosnia and Herzegovina, and we continued with our work to develop these structures in other local communities. This resulted with the establishment of the Network of local voluntary services "Volontiram!" which currently consists of 9 local voluntary services across B&H with a tendency of an increase of their number in years to come.

With the goal of the promotion of volunteering, since 2007 we regularly maintain the Internet portal about volunteering, which has now become one of the most particular and

most visited portals about volunteering not only in B&H, but in the surrounding countries as well (www.volontiram.ba).

Whereas policies and laws are concerned, we participated in the creation of the Law on Volunteering of Republic of Srpska that was adopted in 2008, and in the beginning of 2009 we have initiated, in cooperation with United Nations Volunteers (UNV), the same process for the establishment of the Law on the B&H Federation level that will, as we strongly believe, be completed during 2011.

During 2010 we developed local volunteering policies whose goal is to support the implementation of the Law on Volunteering on local levels in cooperation with 7 RS municipalities (Banja Luka, Derвента, Doboј, Mrkonjić Grad, Srebrenica, Trebinje and Laktaši) and in the beginning of 2011 this policy was adopted in Mrkonjić Grad, while others will be adopted in the first half of 2011.

We are recognised outside of the borders of B&H, and by cooperation with partners we transfer our methodology, knowledge and experiences regarding the development of volunteering infrastructures to other countries such as Croatia, Serbia, Macedonia and Albania. One thing we are proud of the most is that during 2010 we also gave support to the development of volunteering centers in China within our long-standing cooperation with Voluntary Service Overseas (VSO).

The research before You is a step forward in the work of OKC regarding development and promotion of volunteering in B&H. Aware of the fact that research processes elaborate this area very little or insufficiently, we have decided to turn and direct our capacities and resources in this direction, and that within our work, as well as within the work of the "Volontiram!" Network, we establish this very important component that could provide significant contribution to future processes of promotion and development of volunteering, not only in our country but wider as well.

Finally, having in mind that 2011 is the European Year of Volunteering and UN International Year of Volunteers + 10, we are proceeding with our active engagement in this area which is attracting more and more attention and playing more and more significant role in the light of contemporary processes of development of the society from local to global level.

7. THE NETWORK OF LOCAL VOLUNTARY SERVICES IN B&H „VOLONTIRAM!“

As a response to growing need and requirements of the processes of promotion and development of volunteering in Bosnia and Herzegovina, OKC supported the development of volunteering infrastructure since 2005. This resulted with the development of 9 local voluntary services in Banja Luka, Sarajevo, Doboј, Bugojno, Mrkonjić Grad, Tuzla, Trebinje, Brčko and Srebrenica.

Wanting these infrastructures to work more seriously on the promotion and the development of volunteering in B&H, OKC initiated the establishment of a non formal network of local voluntary services called "Volontiram!".

During the process of formation of this network, the representatives of all local voluntary services defined the vision, the mission and the strategic objectives.

The vision of the „Volontiram!“ Network is: Humane and equal democratic society which actively includes its' citizens in society processes.

The mission of the „Volontiram!“ Network is: „Volontiram!“ is a non formal network of local voluntary services in Bosnia and Herzegovina, which contributes to the development of social capacities by activities of promotion and development of volunteering, as a condition for the improvement of the quality of life and for the development of the society altogether.

STRATEGIC OBJECTIVES OF THE "VOLONTIRAM!" NETWORK:

1. Established and applied legal framework of volunteering in B&H;
2. Volunteering recognised and accepted as a positive social value;
3. Established unitary system of volunteering management in B&H;
4. Strong "Volontiram!" network that consists of sustainable local voluntary services in B&H;
5. The "Volontiram!" Network recognised as the center for information, exchange of experiences and development of innovative methodologies in the area of volunteering on national and international level.

During 2011 the "Volontiram!" Network will be actively focused on the formation of its own internal capacities and the reinforcement of its role regarding development and promotion of volunteering in B&H in all possible aspects, as well as on the consolidation of cooperation with all relevant participants in our society. This research is the first jointly coordinated activity of the Network whose realisation proved that its members are mature enough to take the role of the leader in the area of volunteering.

For the following period we also plan to increase the number of local voluntary services, so we would like to use this opportunity to call all civil society organisations that are interested to become a local voluntary service in their local community and to contact us in order to get more information on the criteria and the processes for establishment of such infrastructures. More information can be found on our site www.volontiram.ba.

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volontiram!
mreža lokalnih volonterskih servisa u BiH

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