



Youth Volunteer Service in Latin America and the Caribbean

A Regional Assessment

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Center for Social Development
George Warren Brown School of Social Work
Washington University in St. Louis



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Executive Summary

Youth volunteer service is purportedly increasing worldwide (United Nations, 2005). Anecdotal evidence suggests that youth service in Latin America and the Caribbean is proliferating as well (YSA & GYAN, 2007). Across the field, the forms and nature of youth volunteer service in the region are not known. This research assesses the status of youth volunteer service, specifying programmatic aspects of the service role, who serves and is served, the programs' goals and activities, administrative structures, and organizational sponsors.

Research Background

Data for this research come from a cross-sectional survey of youth volunteer service programs in 12 countries across the Latin America and Caribbean region. This research focused on formal programs, thus, only capturing one end of the voluntary action spectrum (McBride & Sherraden, 2007). The authors readily acknowledge that mutual aid may be more prevalent than formal volunteer service programs. Instead our focus is on those structures that are more malleable through policy and programs for enhanced impact.

A survey was developed based on previous research and pilot-tested four times in English, Spanish, and Portuguese. Items addressed organizational context as well as details regarding the program. Using purposive sampling techniques, 374 organizations responded to the survey, providing details on 533 youth volunteer service programs. Survey responses were collected from September 2006 to June 2007. (Please refer to Chapter 2 for more details on the research design and methods.)

Cross-national research has many limitations, though there is value in examining a phenomenon within and across contexts. This is likely one of the first cross-national studies to assess the status of youth volunteer service in the Latin American and Caribbean region. It was an ambitious project, spanning several years and more than 15 research partners and 10 staff. Every effort was made to promote the rigor of the research design and method. Even with these best efforts, caution should be taken not to overstate the findings or to over-generalize.

The region is vast with many cultural, social, economic, and political differences; we do not claim that these data are definitive for the region as a whole. In fact, the data raise more questions than answers, but they do illustrate the landscape of youth volunteer service in the region and identify possible avenues to promote its institutionalization. The following outlines the key findings and possible implications for research, policy, and practice in the region. These conclusions are merely suggestive, and should be vetted by youth volunteer service practitioners in the region. We encourage you to read the entire report, and welcome your comments and suggestions.

The Context of Youth Volunteer Service

In this sample of 374 organizations, NGOs are the primary hosts of youth volunteer service (93%). Government agencies also play a role in implementing youth service programs although the total number across the 12 countries is much less (4%). Some businesses or corporations sponsor social responsibility programs that host volunteer opportunities for youth (3%). The role of NGOs in the

youth service movement is consistent with other research (McBride, Benítez, & Sherraden, 2003). As civil society leaders, the function of NGOs has been to organize volunteers in pursuit of public goals. In the LAC region, youth have a large role to play in this context.

Many of the NGOs self-identify as being educational organizations. Upon further examination of the data, this is primarily conceived as non-formal education, meaning that it is community-based and experiential. It is unclear whether this orientation finds its way into the design of the volunteer service programs, such that they actually take the form of service-learning with formal instruction and reflection.

The majority of youth service programs in the sample were founded in the last 10 years, with the median start year being 2001. When compared with research on service worldwide which found a median start year of 1989 (McBride, Benítez, & Sherraden, 2003), this suggests that the institutionalization of youth service in Latin America and the Caribbean may itself be in its youth.

While the majority of programs are locally-based (50%), a large proportion spans an entire country or multiple states or provinces within a country (40%). International programs, spanning two or more countries, were also prevalent in the sample (10%). Fifty percent of the programs were national or international in scope, suggesting that youth service is scaling up to reach larger numbers of youth with a goal of making greater impact.

To operate at this scale, one might expect larger operating structures in terms of salaried staff. Yet over 30% of the programs reported no paid staff. Instead, the programs' pool of human resources was supported by volunteers. Survey respondents estimated the total number of volunteers operating in the program at any given time. The average across the sample was 304 and the median was 32; of these total numbers, the average number of youth volunteers was 224 and the median was 25. Arguably, youth volunteers are the person power behind these volunteer service programs.

Service Goals and Activities: The Role of Youth

Service programs have been distinguished as social development interventions that produce a high rate of return, particularly because the programs can be designed to impact the volunteers as well as the communities and individuals with whom they work (Johnson et al., 2004; Sherraden, 2001). Overall, the programs represented in this sample exhibit these dual goals.

The youth volunteers were more likely to be working with other youth (91%) and children (61%) in low-income communities (53%), in order to improve their life chances. While a number of specific goals for beneficiaries were ranked high by the programs, the top goals focused on the social development of the beneficiaries (confidence, self-efficacy, and social skills, respectively). The promotion of human rights, citizenship, and cultural understanding and tolerance at the community level ranked high as well.

Program goals for the volunteers were similar. The goals that ranked the highest were the promotion of collective values and the increase of the volunteer's social development (social skills, confidence, and self-efficacy, respectively). Across all of the goals, the primary theme was the development of the young person as an active contributor to society.

These goals are in part achieved through the activities the youth perform. Several data suggest that the youth have substantial roles in the programs. A majority of programs (77%) have the youth volunteers participate in planning and organizing activities. Arguably, this is a leadership role and an empowerment strategy. Moreover, when asked to rate the degree to which youth were involved in program development and implementation, program staff rated high levels of youth involvement in the following tasks: information dissemination, evaluation, partnership development, documentation of process, and program design. Involvement in the program budget was the lowest ranked task.

When these data on goals and youth involvement are paired, there is an emphasis on the role of youth in the administration of the program. This type of task ownership and responsibility has been associated with higher levels of program effectiveness and goal achievement in service programs (Checkoway, 2003; Billig, 2000). This is not to say that the youth are not involved in direct service delivery as well. Primary activities include involvement in educational campaigns (69%), community organizing (57%), and tutoring, mentoring, or coaching (52%). These activities map well across the stated development goals for the programs.

Characteristics of the Youth Volunteers

The process of categorizing groups of people is inherently fraught with inaccuracies and generalizations. Nevertheless, this process is helpful in understanding who is involved in youth volunteer service programs. A number of categories were identified as potentially meaningful for outlining the demographics of youth volunteers in the region.

Proportionately, more females (59%) were represented than males (41%). The distribution of age embraces a wider range of youth from less than 15 to up to 29 years of age. Across this, 22 to 25 year olds were most prevalent in any given program, followed by 18 to 21 year olds, 26 to 29 year olds, and 15 to 17 year olds. Those less than 15 years old were rarely represented.

Even with relatively low levels of graduation rates from secondary and post-secondary educational institutions in the region (ECLAC, 2007), this sample of programs had a large percentage of educated youth (post-secondary education) as volunteers. A near majority of volunteers in any given program had either completed secondary or post-secondary degrees (48%), and the majority included current students (56%) and those who were students and also working (21%). When this data is laid across the age distribution, it suggests that post-secondary schools are a primary recruitment pool for volunteers. This can be compared to the average across the programs for targeting the employed (14%) or the unemployed (6%), which were not as represented.

Two contested concepts include economic status and indigenous identity. These characteristics were deemed important to gauge the inclusiveness of the programs. However, the method relied solely on the perceptions of the staff respondent. Caution should be exercised in interpretation. For any given program, the majority of volunteers were considered to be middle class, followed by lower-middle class. As a percentage of all volunteers, any given program involved few indigenous youth (7%), with some countries like Peru, Guatemala, and Panama more represented than others.

Institutional Dimensions

The institutional perspective on volunteer service suggests that program structures are developed to recruit and retain volunteers. These formal structures are implemented in a variety of ways, thus, leveraging different volunteers, providing different volunteer supports, and producing different outcomes—arguably for both the volunteer and the communities or individuals. Identifying where programs are along these institutional dimensions can suggest directions for policy and program development in the region.

Expectations. The volunteer service role can be defined by role expectations in terms of time commitment. In fact, this is one of the distinguishing characteristics of civic service over episodic or occasional volunteering: it tends to be intense over a given duration, and it does not continue in perpetuity. Across the sample of programs, the average program expected youth to volunteer up to 12 hours per week and averaging 22 weeks per year.

Access. Programs constrain who can volunteer in a program through eligibility requirements. Given that these are “youth” programs, it is not surprising that the majority had age (63%) as a top requirement. Others specified specialized skills (39%), level of formal education (35%), and organizational affiliation (26%). These data reinforce other findings that suggest youth are expected to play substantial roles in program development and implementation, which require certain skills or knowledge.

Incentives. Programs provide incentives to encourage participation or as recognition or awards for service performance. A majority offered special community recognition (56%), such as certificates or letters of participation, while other offered opportunities to participate in conferences (56%) as well as clothes, backpacks, or books (27%). Fewer offered academic course credit (10%) or monetary awards at the end of service (4%).

Facilitation. Programs can support the involvement of volunteers in varied ways. They may provide logistical support or even financial support. Consistent with effective volunteer management principles, a majority of programs indicated that they offer specific training (79%) and supervision (77%) to the youth volunteers. Some also provided reflection sessions (58%) and mentoring (45%). As for financial support, the programs have followed a trend in the field, which is to provide a transportation stipend or voucher (51%), so that transportation is not a barrier to participation. Others also reimbursed for expenses related to the volunteer role (29%). Some provided support for any needed clothing (29%), and a surprisingly large number provided a stipend or living allowance to the volunteers (21%), which is in part a reflection of the expected intensity and duration that may necessitate absence from the labor market.

Information. Marketing plays a crucial role in program visibility. A majority of the programs had websites, and about 46% reported having a formal slogan or tagline. Other strategies included shirts (81%) with logos or insignias, hats (33%), and stickers or patches (25%).

Program Challenges and Sustainability

The programs identified a number of challenges to program implementation and sustainability. Beyond budgetary concerns (77%), equipment (40%), infrastructure (39%), communications issues (24%), and larger social, economic, or political conditions (24%) were mediating factors. Interestingly, training (22%) and the formal structure of the program (21%) were also considered challenges. Sustainability relates to the successful longevity of the program. Again, beyond funding (79%), partnership development (55%), professional development and training (53%), and social marketing (33%) were deemed crucial. These factors can be addressed directly through capacity building efforts.

Discussion and Implications

Taken as a whole, these data suggest that youth in Latin America and the Caribbean engage in volunteer service that has developmental aims. The programs participating in this research reveal a focus on social development for the volunteers as well as the communities and individuals with whom they work. It remains to be known, however, if the programs are successful in achieving these goals. This cross-sectional, descriptive research can only sketch a picture of youth service at any given time; it can not tell us the impact of the service. The next phase of research should focus exclusively on impact research. We suggest possible directions below, recognizing that there may be other important lines of inquiry.

Before discussing the findings, a number of limitations must be iterated. This research focused on formal programs, thus, only capturing one end of the voluntary action spectrum. The sampling technique of this study occurred in steps, across multiple levels. It also relied on field researchers, who despite their best efforts, are influenced by their own experiences, networks, and focus areas. One distinct outcome of this is that educationally-based youth volunteer service programs may be over-represented and faith-based and government youth volunteer service programs under-represented in this sample (Johnson, Olate, & McBride, 2003). Finally, generalization to the entire region is only tenuously supported given the assumptions of the sampling techniques and their implementation.

Social development of the volunteer. With these specific cautions in mind, there are several indications that the work the youth engage in is substantial, directive, and structured. In many ways, the role the youth perform looks like a “job” or a labor market position. Across the 533 programs, the average program requires a sustained time commitment of 12 hours per week for 22 weeks per year from a skilled or educated youth, who is expected to perform meaningful and necessary tasks to develop and implement the service program. The tasks they engage in are as much about program design and administration as they are about direct service or help to another person. The youth are integral to the volunteer service program.

This in itself is a developmental approach. As a result, the youth may be empowered to develop their confidence and self-efficacy as well as their job skills. This may contribute directly to the development of youth leadership, which at scale could transform leadership across the region in the next 30 years.

Youth are engaging in social development, and are active contributors to the design and implementation of these programs as well as agents of service delivery. Not only are they “doing” development, the very role they fill is developmental. However, there is variation in focus on the youth

as the volunteer. In some cases, the youth themselves initiated and are implementing programs. In other cases, youth are contributors to a larger program mission, and in still others, youth are volunteering as a part of a focused youth development program.

Inclusion and instrumental purpose. The data also convey that the role is structured, such that beyond expectations and requirements, there are incentives and supports for role performance. This again mirrors a labor market position. It also speaks perhaps to a general trend among these data, which suggests that higher educated, though perhaps unemployed, youth are volunteering in these programs. This begs the question of inclusivity.

On the one hand, it seems as though programs are recruiting competent individuals to help manage the programs and deliver needed services, and on the other, the program structure aims to support them, to positively impact them. But one must wonder if, in this case, volunteer service is filling in for a labor market with a high unemployment rate. Moreover, what does this say for those youth who are not as educated or skilled, who have as much to gain or more from the experience (CNCS, 2007)? How can their participation be leverage and supported, and what are the most effective ways to do this? Future impact research should focus on policies and programs, like the Jamaica National Youth Service, to learn what institutional dimensions best promote inclusion.

It is not known what “role” this volunteer experience may play in volunteers’ lives. Is the volunteer service role viewed as between paid employment and volunteerism, as a “gap” in education or employment; as job training or skill development; or as an act of solidarity to collectively improve the region? An area for future research is to assess the youths’ views of volunteer service, the instrumental role it plays in their lives, and how it impacts their employability and long-term civic engagement.

It is also important to consider the perspective of the volunteer service organizations who host these experiences. Do they view themselves as providing a vital socialization function for youth, which education and employment do not provide? Are they accessing free or nearly free labor to manage their programs? Are they harnessing the next generation of leaders to meet vital community needs? It is likely that these views are directly related to the program structures that are developed and implemented.

In general, there seems to be some flexibility in who serves, though there are eligibility requirements that suggest a slightly more privileged volunteer base. Inclusivity should remain a goal, especially given the developmental approach the region takes to volunteer service administration and delivery; those with the least have the most to gain.

Contextual factors. Very few government agencies were found to host youth service in this sample. This is not surprising given how few youth service policies there are in the region (Metz, Stroud & Alessi, 2005). To be sure, youth service policies in other countries are sway to political pressures and party changes, which can affect sustainability. However, policy does leverage participation by a large number of youth, so that service occurs at scale. Policy also promotes inclusion. Of the government-sponsored programs in this sample, the majority are aimed at excluded and disadvantaged youth or otherwise offer incentives and facilitation such that these groups have access to serve.

As a related point, social, economic, and political conditions were identified by staff as challenges for program implementation. The issues that many programs aim to address are complex, systemic, and interrelated. Depending upon the activities implemented by the volunteers and the larger programmatic design, it is difficult to achieve measurable success in education, employment, or other economic conditions. These may be reasons why such goals were not as prominent among the program sample. However, as the targets for the Millennium Development Goals loom closer, it is imperative that concerted efforts are made to achieve them by all sectors, across many different programs and strategies. A key question remains as to what the most effective volunteer service strategies are to achieve these goals.

Building capacity. The program staff provided a number of insights into the challenges they face with program implementation and sustainability. The positive aspect of these insights is that the challenges are actually opportunities and the resources exist to address them. Funding is always a consideration, and while not insignificant, the remaining challenges demand creative solutions. The corporate sector has a large role to play in helping to secure equipment and developing infrastructure (e.g., information technology). With the increase in corporate social responsibility practices, corporations are possible benefactors. They may be able to donate used supplies from their offices, loan out staff as volunteers to provide expertise in the needed areas, and underwrite needed equipment. All of these strategies have the potential of social marketing, so that it is a win-win for the programs and the corporations. These strategies are already being implemented worldwide. Staff needs to be trained to access these opportunities.

Social work is a profession whose roots are in voluntary, collective action that is aimed at the prevention and amelioration of social and economic problems (McBride, 2005). This profession is continuing to grow throughout Latin America in particular. Schools of social work have a role to play in training this generation of leaders as well as the next. A number of professional associations, such as the International Association for Volunteer Effort (IAVE), also have capacity building of the sector as a primary mission. Through networking and the distribution of effective practices, managers can increase their skills.

Institutional development will require investments across sectors. All of the sustainability factors pertain to staff and volunteer skills, including partnership development, social marketing and communications, program evaluation, policy advocacy, and information technology. Volunteer management is a priority for many. The volunteer management field needs capacity building via formal education, continuing education, consulting, and networking. As the service programs grow beyond their infancy into mature programs, it is imperative that this strategy for organizing youth in collective action is state of the art.

Resumen Ejecutivo

El servicio voluntario juvenil ha tenido un aumento ostensible a nivel mundial (UN, 2005). Del mismo modo, existe evidencia de que el servicio voluntario juvenil en América Latina y el Caribe también está aumentando (GYSD, 2007). En este ámbito, las formas y naturaleza del servicio voluntario juvenil en la región son todavía desconocidas. Esta investigación analiza el estatus del servicio voluntario juvenil, especificando los aspectos programáticos del rol del voluntariado, quiénes son los voluntarios y en donde actúan, los objetivos de los programas y las actividades, las estructuras administrativas y los apoyos organizacionales.

Antecedentes de la Investigación

Los datos de esta investigación provienen de un estudio transversal de programas de servicio voluntario juvenil en 12 países de la región de América Latina y el Caribe. Esta investigación se concentra en programas formales, por tanto, captura solo un extremo del continuum de la acción voluntaria (McBride & Sherraden, 2007). Los autores reconocen que las manifestaciones informales del voluntariado pueden ser más frecuentes. Sin embargo, nuestro foco está en aquellas estructuras que son más permeables a la acción de políticas y programas para aumentar su impacto

El cuestionario fue desarrollado considerando investigaciones anteriores y fue probado cuatro veces en español, inglés y portugués. El cuestionario incluye aspectos del contexto organizacional y aspectos específicos del programa. Usando técnicas de muestreo intencional, 374 organizaciones respondieron el cuestionario entregando información específica de 533 programas de servicio voluntario juvenil. Las respuestas se obtuvieron de septiembre de 2006 a junio de 2007. (Por favor, revise el capítulo 2 para mayores detalles respecto al diseño de la investigación y metodología).

La investigación de comparación entre países tiene muchas limitaciones, sin embargo, es muy valiosa en examinar los fenómenos al interior y a través de diversos contextos. Esta investigación constituye probablemente uno de los primeros estudios comparativos entre países que analiza el estatus del servicio voluntario juvenil en América Latina y el Caribe. Fue un proyecto ambicioso, que se desarrolló por varios años e involucró a más de 15 investigadores asociados y 10 asistentes de investigación. Se desplegó un gran esfuerzo para promover el rigor en el diseño y los métodos de investigación. Sin embargo, los hallazgos de esta investigación se deben tomar con precaución y no deben ser sobredimensionados.

La región de América Latina y el Caribe es extensa, con muchas diferencias culturales, sociales, económicas, y políticas. No afirmamos que estos datos sean definitivos para la región en su conjunto. En efecto, los datos generan más preguntas que respuestas, sin embargo, permiten ilustrar un panorama del servicio voluntario juvenil en la región e identificar vías para promover su institucionalización. Las siguientes páginas resumen los resultados más importantes y las posibles implicancias para la investigación, las políticas y la práctica en la región. Estas conclusiones son sugerencias que deben ser revisadas por los actores del servicio voluntario juvenil en la región. Los invitamos a leer el informe completo y le damos la bienvenida a sus comentarios y sugerencias.

El Contexto del Servicio Voluntario Juvenil

En esta muestra de 374 organizaciones, las ONGs son los anfitriones primarios del servicio voluntario juvenil (93%). Los organismos estatales también desempeñan un papel específico en la implementación de programas juveniles nacionales de servicio voluntario, aunque el número total en los 12 países sea bastante menor (4%). Algunas empresas o corporaciones que patrocinan programas de responsabilidad social también ofrecen oportunidades de voluntariado para la juventud (3%). El papel de las ONGs en el movimiento del servicio voluntario juvenil es consistente con otras investigaciones (McBride, Benítez, & Sherraden, 2003). Como líderes de la sociedad civil, la función de las ONGs ha sido organizar a voluntarios en la consecución de objetivos públicos. En la región de la América Latina y el Caribe, los jóvenes tienen un papel importante que jugar en este contexto.

Muchas de las ONGs se auto-identifican como organizaciones educativas. Basados en el análisis adicional de los datos, esto se entiende sobre todo como educación no-formal, lo cual significa que está basado en la comunidad y es experiencial. No está claro si esta orientación se manifiesta en el diseño de los programas de servicio voluntario, de manera que tomen realmente la forma de aprendizaje-servicio (instrucción y reflexión formal).

La mayoría de los programas de servicio voluntario juvenil fueron fundados en los últimos 10 años, siendo el año 2001 la media del inicio del programa para la muestra de 533 programas. La comparación de este dato con la investigación sobre servicio voluntario en todo el mundo, la cual encontró una media de inicio en el año 1989 (McBride, Benítez, & Sherraden, 2003), sugiere que la institucionalización del servicio voluntario juvenil en América Latina y el Caribe puede estar, en sí misma, en su juventud.

Mientras que la mayoría de programas se desarrollan a nivel local (50%), sorprende que una proporción importante de los programas desarrolle trabajos en todo el país o en múltiples estados o provincias dentro de un país (40%). Los programas internacionales, que trabajan en dos o más países, fueron también frecuentes en la muestra (10%). Considerado de esta manera, el 50% de los programas tiene un alcance nacional o internacional, lo cual sugiere que el servicio voluntario juvenil está accediendo a un número mayor de jóvenes con el objetivo crear mayores impactos.

Para funcionar a esta escala, uno podría esperar estructuras más grandes de funcionamiento en términos de personal con salario. Sin embargo, más del 30% de los programas señala que no cuenta con personal pagado. Los recursos humanos de los programas son voluntarios. Los encuestados estimaron el número total de voluntarios que operaban en el programa en un momento dado. El promedio de voluntarios en toda la muestra fue de 304 y la mediana de 32; de estas cifras totales, el número promedio de voluntarios jóvenes fue 224 y la mediana 25. Podría decirse que los jóvenes voluntarios son la energía de estos programas de servicio voluntario.

Los Objetivos y las Actividades del Servicio Voluntario: el Papel de la Juventud

Los programas de servicio voluntario se han distinguido como intervenciones de desarrollo social que tienen una alta tasa de retorno, especialmente porque los programas se pueden diseñar para tener impacto tanto en los voluntarios como en las comunidades e individuos con quienes éstos trabajan

(Johnson et al, 2004; Sherraden, 2001). En general, los programas representados en esta muestra poseen este doble foco.

Los jóvenes voluntarios, en general, trabajaban con otros jóvenes (91%) y con niños (61%) en comunidades pobres (53%), para mejorar sus posibilidades de vida. Al jerarquizar metas específicas por programas, las metas prioritarias se centraron en el desarrollo social de los beneficiarios (confianza, auto-eficacia, y habilidades sociales, respectivamente). La promoción de los derechos humanos y la ciudadanía y el entendimiento cultural y fomento de la tolerancia a nivel de las comunidades fue también altamente priorizado.

Las metas de los programas centradas en los voluntarios fueron similares. Las metas prioritarias fueron la promoción de valores colectivos y el aumento del desarrollo social del voluntario (habilidades sociales, confianza, y auto-eficacia, respectivamente). Considerando todas las metas, el tema primario fue el desarrollo de la persona como constructor de la sociedad.

Estas metas son en parte logradas con las actividades que los jóvenes realizan. Diversos datos sugieren que los jóvenes tienen un papel fundamental en los programas. En la mayoría de los programas (77%) los jóvenes voluntarios participan en la planificación y organización de las actividades. Podría decirse que esto es un papel de liderazgo y una estrategia de *empoderamiento*. Además, cuando solicitamos clasificar el grado en el cual los jóvenes estaban involucrados en el desarrollo e implementación del programa, el personal de los programas calificó con altos niveles de la involucramiento de los jóvenes en las siguientes tareas: difusión de información, evaluación, desarrollo de redes, documentación de procesos y diseño de programas. El involucramiento en el presupuesto del programa obtuvo el nivel más bajo de todas las tareas.

Cuando estos datos sobre metas de los programas e involucramiento de los jóvenes fue comparado, hay un énfasis en el papel de los jóvenes en la administración de los programas. Este tipo de apropiación de tareas y de responsabilidad se ha asociado a altos niveles de eficacia del programa y a logro de metas en los programas de servicio voluntario (Checkoway, 2003; Billig, 2000). Este no quiere decir que los jóvenes no estén también involucrados en la entrega de servicios directos. Las actividades primarias incluyen la participación en campañas educativas (69%), la organización de la comunidad (57%), y actuar como tutor, mentor o entrenador (el 52%). Estas actividades coinciden con las metas de desarrollo indicadas por los programas.

Características de los Jóvenes Voluntarios

El proceso de categorizar a grupos de personas esta intrínsecamente asociado a inexactitudes y generalizaciones. Sin embargo, este proceso es útil para la comprensión de quién está involucrado en los programas de servicio voluntario juvenil. Un número de categorías fueron identificadas como potencialmente significativas para destacar los datos demográficos de los jóvenes voluntarios en la región.

Proporcionalmente, hubo una mayor representación de mujeres (59%) que de hombres (41%). La distribución de edades abarca un amplio rango que incluye jóvenes de menos de 15 años hasta 29 años de edad. En este rango, el grupo de jóvenes de entre 22 a 25 años fue el más frecuente, seguido por el

grupo de 18 a 21 años, 26 a 29 años, y 15 a 17 años. El grupo de menos de 15 años estuvo raramente representado.

A pesar de los niveles relativamente bajos de graduación de la enseñanza secundaria y postsecundaria en la región (ECLAC, 2007), esta muestra de programas tuvo un porcentaje amplio de jóvenes voluntarios graduados de educación secundaria y con estudios en instituciones universitarias o post enseñanza media. Casi la mitad de los voluntarios en cualquier programa dado había completado la enseñanza secundaria o postsecundaria (48%), y la mayoría incluyó a estudiantes (56%) y a aquellos que son estudiantes y trabajadores (21%). Al contrastar estos datos con la distribución por edad, se hace evidente que las instituciones postsecundarias son las organizaciones primarias para el reclutamiento de voluntarios. Esto se puede comparar con el promedio de todos los programas que se focalizan en los empleados (14%) o desempleados (6%), los cuales no están adecuadamente representados.

Dos conceptos controversiales son el estatus socioeconómico y la identidad indígena. Estas características fueron consideradas importantes, para evaluar el criterio de inclusión de los programas. Sin embargo, la metodología está basada solamente en las percepciones de la persona que respondió el cuestionario. Por ello, estos datos deben ser interpretados con precaución. Para cualquier programa dado, la mayoría de los voluntarios son de clase media, seguidos por la clase media-baja. Como porcentaje de todos los voluntarios, en cualquier programa, los jóvenes voluntarios indígenas fueron muy pocos (7%), teniendo una mayor representación en Perú, Guatemala, y Panamá.

Dimensiones Institucionales

La perspectiva institucional en el servicio voluntario sugiere que las estructuras de los programas están desarrolladas para reclutar y para mantener a los voluntarios. Estas estructuras formales se manifiestan de distintas maneras, tales como *empoderando*, proporcionando distintos tipos de apoyo a los voluntarios, y produciendo diversos tipos de impacto – tanto en los voluntarios como en las comunidades. La identificación del grado de institucionalidad de los programas permite establecer sugerencias para el desarrollo de políticas y programas en la región.

Expectativas. El papel del servicio voluntario se puede definir por las expectativas del rol en términos del compromiso de tiempo. De hecho, esta es una de las características que distinguen al servicio cívico del voluntariado episódico u ocasional: tiende a ser intenso sobre un periodo de tiempo, y no continúa permanentemente. En la muestra, el programa promedio esperaba que los jóvenes fuesen voluntarios por un máximo de 12 horas por semana y por 22 semanas al año.

Acceso. Los programas restringen el acceso de quién puede ser voluntario en el programa de acuerdo a requisitos de elegibilidad. Dado que éstos son programas “jóvenes”, no es de extrañar que la mayoría exigiera la edad (63%) como el principal requisito. Otros programas requieren habilidades especializadas (39%), nivel de educación formal (35%), y la afiliación a la organización (26%). Estos datos refuerzan otros resultados que sugieren que se espera que los jóvenes desempeñen roles fundamentales en el desarrollo e implementación del programa, los cuales requieren ciertas habilidades o conocimientos.

Incentivos. Los programas ofrecen incentivos para estimular la participación y reconocimientos o premios por el desempeño del servicio. La mayoría de los programas ofrece reconocimientos especiales de la comunidad (56%), por ejemplo diplomas o cartas de participación, mientras otros programas ofrecen oportunidades para participar en conferencias (56%) así como también ropa, bolsos, o libros (27%). Pocos programas ofrecen créditos por cursos académicos (10%) o becas en dinero al finalizar el servicio voluntario (4%).

Facilitación. Los programas pueden apoyar la participación de los voluntarios de distintas maneras. Pueden proporcionar apoyo logístico o incluso ayuda financiera. Consistente con los principios de administración efectiva de voluntarios, la mayoría de los programas indicó que ofrecen capacitación específica (79%) y supervisión (77%) a los jóvenes voluntarios. Algunos programas también proveen sesiones de reflexión (58%) y tutoría (45%). En cuanto a ayuda financiera, los programas han seguido la tendencia de otros programas de voluntariado, que es proporcionar un estipendio o bono (51%) de modo tal que el transporte no sea una barrera para la participación. Otros programas también reembolsan los costos asociados al rol de voluntario (29%). Algunos programas proporcionan ayuda para ropa necesaria para el trabajo (29%), y un porcentaje asombrosamente alto proporciona un estipendio o gastos de manutención a los voluntarios (21%), lo cual es en parte una reflexión respecto a la intensidad y la duración prevista que puede hacer necesario ausentarse del mercado laboral.

Información. El marketing desempeña un papel crucial en visibilidad del programa. La mayoría de los programas tiene página de Internet, y cerca del 46% señala poseer un lema o slogan formal. Otras estrategias incluyen camisetas (81%) con insignias o lemas, gorras (33%), y adhesivos y etiquetas (25%).

Desafíos de los Programas y Sostenibilidad

Los programas identificaron diversos desafíos para la implementación y la sostenibilidad de los programas. Los factores más importantes fueron las preocupaciones presupuestarias (77%), equipamiento (40%), la infraestructura (39%), los problemas de comunicación (24%), y las condiciones sociales, económicas, o políticas amplias (24%). La capacitación (22%) y la estructura formal de los programas (21%) también fueron considerados desafíos. La sostenibilidad se relaciona con la continuidad de los programas a lo largo del tiempo. El financiamiento (79%), el desarrollo de redes (55%), el desarrollo profesional y entrenamiento (53%), y el marketing social (33%) fueron identificados como cruciales. Estos factores pueden trabajarse directamente a través del desarrollo de capacidades.

Reflexión e Implicancias

Tomados en su conjunto, estos datos sugieren que los jóvenes de América Latina y el Caribe participan en acciones del servicio voluntario que tienen objetivos de desarrollo. Los programas que participaron en esta investigación tienen como foco el desarrollo social tanto de los voluntarios como de las comunidades e individuos con quienes ellos trabajan. Todavía se desconoce, sin embargo, si los programas son exitosos en la realización de sus metas. Esta investigación transversal y descriptiva puede solamente delinear un panorama del servicio voluntario juvenil en un momento dado; no puede decirnos cuál es el impacto del servicio voluntario. La próxima fase de investigación debe centrarse

exclusivamente en la investigación del impacto. Más adelante sugerimos posibles direcciones, reconociendo que pueden existir otras líneas de investigación importantes.

Antes de discutir los resultados, diversas limitaciones deben ser planteadas. Esta investigación se centró en los programas formales, capturando, así, solamente un extremo del continuum de la acción voluntaria. La técnica de muestreo de este estudio fue de fases y a través de múltiples niveles. También confió en los investigadores de campo, quienes a pesar de sus mejores esfuerzos, son influenciados por sus propias experiencias, redes, y áreas de interés. Un posible resultado de los procedimientos metodológicos utilizados puede ser la sobrerrepresentación de programas de servicio voluntario educativos y una baja representación de programas asociados a la religión y a los gobiernos en la muestra (Johnson, Olate, & McBride, 2003). Finalmente, la generalización de los datos a toda la región es solo parcialmente posible debido a las premisas de las técnicas de muestreo y de su implementación.

Desarrollo social del voluntario. Una vez señaladas estas precauciones específicas, hay varias indicaciones de que el trabajo que los jóvenes realizan es substancial, directivo, y estructurado. En gran medida, el papel que los jóvenes realizan parece ser un “trabajo” o una posición en el mercado laboral. En los 533 programas, el programa promedio requiere: de un compromiso continuo de tiempo de hasta 12 horas por la semana y de 22 semanas al año, de jóvenes educados y con habilidades específicas, y de quienes se espera realicen tareas significativas y necesarias para el desarrollo e implementación del programa de servicio voluntario. Las tareas que los jóvenes desempeñan están relacionadas con el diseño y administración del programa así como también de entrega de un servicio directo o ayuda a otra persona. Los jóvenes son parte integral de los programas de servicio voluntario.

Esto es, en sí mismo, una perspectiva de desarrollo. Consecuentemente, los jóvenes pueden ser *empoderados* para desarrollar su confianza y auto-eficacia así como también sus habilidades para el trabajo. Esto puede contribuir directamente al desarrollo del liderazgo de los jóvenes, lo cual planteado en perspectiva podría transformar el liderazgo en la región en los próximos 30 años.

Los jóvenes están participando en el desarrollo social y contribuyen activamente en el diseño e implementación de estos programas así como también en la entrega directa de servicios. Los jóvenes voluntarios no sólo están “impulsando” el desarrollo, el mismo papel que desempeñan constituye desarrollo. Sin embargo, existen variaciones en cuanto a que el foco de los programas sean los jóvenes voluntarios. En algunos casos, son los mismos jóvenes quienes inician e implementan los programas. En otros casos, los jóvenes contribuyen a una misión más amplia del programa, y existen otros casos en que los jóvenes participan como parte de un programa de desarrollo focalizado en la juventud.

Inclusión y propósito instrumental. Los datos también señalan que el papel de los voluntarios está estructurado, más allá de las expectativas y requisitos, debido a que existen incentivos y apoyos para el desempeño del rol. Esto nuevamente se asemeja a una posición en el mercado laboral. También es quizás una manifestación de una tendencia general en los datos, que sugiere que los jóvenes con un buen nivel de educación formal, aunque tal vez desempleados, son los voluntarios de estos programas. Esto plantea el tema de la inclusión.

Por una parte, parece que los programas están reclutando a individuos competentes para ayudar a administrar los programas y a entregar los servicios necesarios, y por otra, la estructura del programa apunta a apoyarlos, a impactarlos positivamente. Pero uno debe preguntarse si, en este caso, el servicio voluntario está sustituyendo al mercado laboral que posee una alta tasa de desempleo. Por otra parte, ¿qué se puede decir respecto a los jóvenes que no han accedido a mayores niveles de educación formal o no poseen habilidades específicas, pero que tienen tanto que ganar de la experiencia de ser voluntario (CNCS, 2007)? ¿Cómo puede ser *empoderada* y apoyada su participación, y cuáles son las vías más eficaces para lograr esto? La futura investigación de impacto debe centrarse en políticas y programas, como el servicio voluntario nacional de la juventud de Jamaica, para conocer cuáles son las mejores dimensiones institucionales que promueven la inclusión.

No se sabe cuál es el “papel” que la experiencia de ser voluntario puede tener en las vidas de los voluntarios. ¿Es el papel del servicio voluntario visto como entre el empleo y el voluntariado, como una “brecha” en la educación o el empleo; como capacitación laboral o desarrollo de habilidades; o como un acto de solidaridad para mejorar colectivamente la región? Un área para la investigación futura es determinar cuáles son las opiniones y perspectivas de los jóvenes respecto al servicio voluntario, el papel instrumental que desempeña en sus vidas, y cómo impacta en sus posibilidades de empleo y de involucramiento cívico de largo plazo.

Es también importante considerar la perspectiva de las organizaciones de servicio voluntario que ofrecen estas experiencias. ¿Estas organizaciones se ven a sí mismas como ofreciendo una función de socialización vital para la juventud, la cual no es entregada por la educación y el empleo? ¿Están recibiendo trabajo gratuito o casi gratuito para administrar sus programas? ¿Están capturando la próxima generación de líderes para satisfacer las necesidades vitales de la comunidad? Es probable que estas visiones estén directamente relacionadas con las estructuras de los programas que están siendo desarrolladas e implementadas.

En general, parece haber cierta flexibilidad en quiénes son los voluntarios, aunque existen los requisitos de elegibilidad que sugieren una base de voluntarios levemente más privilegiada. La inclusión debe seguir siendo una meta, especialmente dada la perspectiva de desarrollo que la región ha adoptado para la administración y entrega de servicios de voluntariado; aquellos jóvenes que tienen menos deberían acceder a más posibilidades de desarrollo.

Factores del contexto. Muy pocas agencias estatales que desarrollan servicios de voluntariado juvenil fueron encontradas en esta muestra. Esto no es una sorpresa debido a las pocas políticas de servicio voluntario juvenil en la región (Metz et al., 2005). Las políticas de servicio voluntario juvenil en diferentes países son influenciadas por presiones políticas y cambios del partido político en el poder, lo cual puede afectar la sostenibilidad. Sin embargo, las políticas nivelan la participación de una gran cantidad de jóvenes, de modo tal que el servicio voluntario se puede desarrollar en diferentes escalas. Las políticas también promueven la inclusión. De los programas apoyados por gobiernos en esta muestra, la mayoría están focalizados en los jóvenes excluidos o no privilegiados y ofrecen incentivos y apoyos para que estos grupos de jóvenes tengan acceso a servicios de voluntariado.

El personal de los programas de servicio voluntario identificaron las condiciones sociales, económicas y políticas como desafíos para la implementación de los programas. Los problemas que muchos de los

programas intentan abordar son complejos, sistémicos, e interrelacionados. Dependiendo de las actividades implementadas por los voluntarios y de los diseños programáticos amplios, es difícil alcanzar objetivos medibles en educación, empleo, u otras situaciones económicas. Esto puede ser la razón de porque tales objetivos no aparecen como centrales en la muestra de programas. Sin embargo, como los objetivos de las Metas de Desarrollo del Milenio están cercanos, es imprescindible que se realicen esfuerzos concertados para alcanzarlas en todos los sectores y en los diversos programas y estrategias. La pregunta clave sigue siendo cuáles son las estrategias de servicio voluntario más eficaces para alcanzar estas metas.

Construcción de capacidades. El personal de los programas proporcionó importantes ideas acerca de los desafíos que enfrentan en la implementación y sostenibilidad de los programas. El aspecto positivo de estas ideas es que los desafíos son realmente oportunidades y los recursos existen para abordarlos. El financiamiento constituye siempre un factor importante, Sin embargo, el resto de los desafíos no son menores, por tanto todos demandan soluciones creativas. El sector corporativo tiene un papel importante que jugar en el financiamiento de infraestructura y equipamiento (por ejemplo, en las tecnologías de información). Con el aumento de las prácticas de responsabilidad social corporativa, las empresas son participantes potenciales. Las empresas pueden donar materiales usados de sus oficinas, proveer personal técnico (voluntarios que proporcionen conocimientos específicos en áreas necesarias), y aportar el equipamiento necesario. Todas estas estrategias tienen el potencial del marketing social, de modo que pueden ser provechos tanto para los programas de voluntariado como para las empresas. Estas estrategias ya se están utilizando en todo el mundo. El personal de los programas necesita ser capacitado para tener acceso a estas oportunidades.

El trabajo social es una profesión cuyas raíces están en la acción voluntaria, en la acción colectiva que apunta a la prevención y al mejoramiento de los problemas sociales y económicos (McBride, 2005). Esta profesión continúa su crecimiento en América Latina. Las escuelas de trabajo social tienen un papel a jugar en la capacitación de la actual y futura generación de líderes. Diversas asociaciones profesionales, como la Asociación Internacional para los Esfuerzos de Voluntariado (IAVE), tienen como objetivo principal la construcción de capacidades para el sector. Con establecimiento de una red y la distribución de prácticas eficaces, los administradores de programas pueden aumentar sus habilidades.

El desarrollo institucional requerirá inversiones en estos sectores. Todos los factores de sostenibilidad están relacionados con el personal de los programas y las habilidades de los voluntarios, lo cual incluye el desarrollo de redes, el marketing social y las comunicaciones, la evaluación de programas, la promoción de políticas, y las tecnologías de información. El campo de la administración de los programas de voluntariado es una prioridad para muchos. Este campo necesita de la construcción de capacidades a través de la enseñanza formal, la educación continua, la asesoría y el establecimiento de redes. Debido a que los programas de servicio voluntario se están desarrollando y tienden a madurar, es imprescindible que esta estrategia para organizar a los jóvenes en la acción colectiva sea moderna y profesional.

Resumo Executivo

O serviço voluntário juvenil tem crescido ostensivamente no mundo (ONU, 2005). Do mesmo modo, existe evidência de que o serviço voluntário juvenil na América Latina e no Caribe também está aumentando (GYSD, 2007). As formas e a natureza do serviço voluntário juvenil na região são, todavia, desconhecidas. Esta pesquisa analisa o *status* do serviço voluntário juvenil, especificando os aspectos programáticos do papel do voluntariado, quem são os voluntários e onde eles atuam, os objetivos dos programas, e suas atividades, estruturas administrativas e apoios organizacionais.

Antecedentes da Pesquisa

Os dados deste estudo provêm de uma de uma pesquisa *cross sectional*, ou seja utilizando informações coletadas em um dado momento, sobre programas de serviço voluntário juvenil em doze países da região da América Latina e Caribe. Esta investigação se concentra em programas formais, portanto captura somente um extremo da ação voluntária (McBride & Sherraden, 2007). Os autores reconhecem que as manifestações informais do voluntariado podem ser mais frequentes. Entretanto, nosso foco está nas estruturas que são mais permeáveis às ações de políticas e programas para aumentar seu impacto.

A pesquisa foi desenvolvida considerando investigações anteriores e foi testada quatro vezes em inglês, espanhol, e português. A sondagem incluiu aspectos do contexto organizacional e aspectos específicos do programa. Usando técnicas de amostra intencional, 374 organizações responderam à sondagem, fornecendo informações específicas sobre 533 programas de serviço voluntário juvenil. As respostas à pesquisa foram coletadas entre setembro de 2006 e junho de 2007 (Para maiores detalhes sobre o perfil da pesquisa e sua metodologia, veja capítulo 2).

Pesquisas de comparação entre países apresentam muitas limitações, entretanto, são muito valiosas para avaliar os fenômenos a partir e por meio de diversos contextos. Esta pesquisa é provavelmente um dos primeiros estudos comparativos entre países que analisa o *status* do serviço voluntário juvenil na América Latina e no Caribe. Trata-se de um processo ambicioso, que se desenvolveu por vários anos e envolveu mais de 15 pesquisadores associados e 10 assistentes de pesquisa. Um grande esforço foi empreendido no sentido de promover o rigor do *design* e os métodos de investigação. Contudo, os resultados desta investigação devem ser considerados com precaução e não devem ser super dimensionados.

A região da América Latina e do Caribe é extensa, com muitas diferenças culturais, sociais, econômicas e políticas. Não afirmamos que esses dados sejam definitivos para a região como um todo. Na prática, os dados nos convidam a mais perguntas do que respostas. Entretanto, permitem ilustrar um panorama do serviço voluntário juvenil na região e identificar vias para promover sua institucionalização. As seguintes páginas resumem os resultados mais importantes e as possíveis implicações para a investigação, as políticas e a prática na região. Estas conclusões são meras indicações, que devem ser revisadas pelos autores do serviço voluntário juvenil na região. Aceite nosso convite para ler o relatório completo e oferecer seus comentários e sugestões.

O Contexto do Serviço Voluntário Juvenil

Nesta amostra de 374 organizações, as ONGs são as anfitriãs primárias do serviço voluntário juvenil (93%). Os órgãos do governo também desempenham um papel específico na implementação de programas nacionais de serviço voluntário juvenil, mesmo que o número total nos 12 países seja bastante menor (4%). Algumas empresas e corporações que possuem ou patrocinam programas de responsabilidade social também oferecem oportunidades para jovens voluntários (3%). O papel das ONGs no movimento para o serviço voluntário juvenil é consistente com outras pesquisas (McBride, Benitez, & Sherraden, 2003). Como líderes da sociedade civil, a função das ONGs tem sido organizar os voluntários em busca dos objetivos públicos. Na América Latina e no Caribe, a juventude tem um papel importante a exercer nesse contexto.

Muitas ONGs se identificam como organizações educativas. Baseando-se em análises adicionais dos dados, isso se entende sobretudo como educação não-formal, o que significa que as atividades são baseadas na comunidade e em caráter experimental. Não é de todo claro se esta orientação se manifesta no *design* dos programas de *service learning*, forma que visa o aprendizado do voluntário por meio de seu trabalho à comunidade, com instrução e reflexão formal

A maioria dos programas de serviço voluntário juvenil foi fundada durante os últimos dez anos. Em média, o ano de 2001 foi apontado como o de início do programa (em uma amostra de 533 programas). Se comparado com a pesquisa sobre serviço voluntário juvenil em todo o mundo, que apontou uma média de início no ano de 1989 (McBride, Benítez, & Sherraden, 2003), este dado sugere que a própria institucionalização do serviço voluntário juvenil na América Latina e no Caribe é também jovem.

Enquanto a maioria dos programas se desenvolve em nível local (50%), uma grande proporção dos programas desenvolva atividades em todo o país ou em múltiplos estados ou províncias dentro de um país (40%). Os programas internacionais, que atuam em dois ou mais países, também foram freqüentes na amostra (10%). Cerca de 50% dos programas têm alcance nacional ou internacional, o que sugere que o serviço voluntário juvenil tem chegado a um maior número de jovens com o objetivo de causar impactos mais significativos.

Para operar nesta escala, seria de se esperar estruturas maiores de funcionamento em termos de pessoal assalariado. Entretanto, mais de 30% dos programas não reportam funcionários. Os recursos humanos dos programas são voluntários. Note-se que respondentes estimaram o número de voluntários operando em um programa, usando como base um dado momento. A média de voluntários de toda a amostra foi de 304 e a mediana 32; do total desses números, a média de voluntários jovens foi 224 e a mediana, 25. Pode-se dizer que jovens voluntários são a energia desses programas de serviço voluntário.

Objetivos e Atividades do Serviço Voluntário: o Papel da Juventude

Os programas de serviço voluntário têm se distinguido como intervenções com alta taxa de retorno, particularmente porque os programas podem ser formulados para o impacto tanto sobre os voluntários como sobre as comunidades de indivíduos com os quais os voluntários trabalham (Johnson e outros, 2004; Sherraden, 2001). Geralmente, os programas representados nesta amostra possuem este foco duplo.

Os jovens, em geral, trabalham mais com outros jovens (91%) e crianças (61%) em comunidades de baixa renda (53%), para aumentar suas possibilidades na vida. Enquanto um número de objetivos específicos foi classificado pelos programas, as metas principais enfocaram o desenvolvimento social dos beneficiários (confiança, auto-estima, habilidades sociais, respectivamente). A promoção dos direitos humanos, da cidadania, do entendimento cultural e da tolerância também foi classificado como prioridade em nível comunitário.

Os objetivos do programa para os voluntários foram similares. Aqueles apontados como prioritários foram a promoção de valores coletivos e o desenvolvimento social dos voluntários (habilidades sociais, confiança e auto-eficácia, respectivamente). Considerando todos os objetivos, o tema principal foi o desenvolvimento da ativa contribuição do jovem para a sociedade.

Estes objetivos são, em parte, alcançados por meio das atividades realizadas pelos jovens voluntários. Diversos dados sugerem que os jovens possuem um papel fundamental nos programas. Na maioria deles (77%), os voluntários participam no planejamento e na organização de atividades. Pode-se dizer que esta é uma atribuição de liderança e uma estratégia de capacitação dos jovens. Além disso, quando solicitados para classificar o quanto os jovens se envolvem nos programas, funcionários dos programas qualificaram com altos níveis de envolvimento as seguintes áreas: disseminação de informação, avaliação, desenvolvimentos de redes e parcerias e *design* do programa. O envolvimento no orçamento do programa obteve o nível mais baixo de todas as tarefas.

Quando esses dados sobre objetivos e envolvimento dos jovens são confrontados, há ênfase no papel dos jovens na administração dos programas. Este tipo de apropriação de tarefas e responsabilidade tem se associado a altos níveis de eficácia de programas e ao cumprimento de objetivos de programas de voluntariado (Checkoway, 2003; Billig 2000). Isto não quer dizer que jovens voluntários não estejam envolvidos na execução do serviço diretamente. As atividades básicas incluem a participação em campanhas educativas (69%), na organização comunitária (57%), e em serviços como professores de reforço escolar, mentores ou treinadores (52%). Essas atividades coincidem com os objetivos de desenvolvimento indicados para os programas.

Características dos Jovens Voluntários

O processo de categorização de grupos de pessoas está sujeito, inerentemente, à inexatidão e a generalizações. Entretanto, esse processo é útil para compreender quem está envolvido em programas de voluntariado juvenil. Um número de categorias foi identificado como

potencialmente significativo para destacar os dados demográficos dos jovens voluntários na região.

Proporcionalmente, mais mulheres (59%) do que homens (41%) foram representadas. A distribuição de idades incluíram uma ampla gama que abrange jovens de menos de 15 anos até 29 anos de idade. Dentro dessa faixa etária, o grupo de jovens entre 22 e 25 anos foi o mais recorrente, seguido pelos grupos entre 18 e 21 anos, 26 a 29 anos e 15 a 17 anos. O grupo de jovens com menos de 15 anos foi raramente representado.

Apesar dos níveis relativamente baixos de graduação do ensino secundário e pós-secundário na região (ECLAC, 2007), esta amostra de programas apresentou uma grande porcentagem de jovens com educação formal (secundária e pós-secundária) como voluntários. Quase a metade dos voluntários em qualquer dado programa havia completado a educação secundária (48%), e a maioria incluiu estudantes (56%) e aqueles que são estudantes e trabalhadores (21%). Contrastados com a distribuição de idades, esses dados sugerem que as instituições pós-secundárias são as principais organizações para o recrutamento de voluntários. Isso pode ser comparado com a média de todos os programas cujo alvo são trabalhadores (14%) ou desempregados (6%), que não são bem representados.

Dois conceitos controversos incluem nível econômico e identidade indígena. Estas características são importantes para medir o nível de inclusão dos programas, mas, devido à metodologia, foram baseadas nas percepções dos respondentes do formulário de pesquisa. Por isso, esses dados devem ser interpretados com precaução. Para qualquer um dos programas, a maioria dos voluntários foi considerada proveniente da classe média, seguidos por aqueles da classe média baixa. Como porcentagem de todos os voluntários, em qualquer programa, os indígenas foram muito poucos (7%), com alguns países como Peru, Guatemala, e Panamá apresentando uma maior representação do que outros.

Dimensões Institucionais

A perspectiva institucional no serviço voluntário sugere que as estruturas dos programas sejam desenvolvidas para recrutar e reter voluntários. Essas estruturas formais são implementadas de formas variadas, tais como pelo incentivo de diferentes voluntários, pelo fornecimento de diferentes apoios para voluntários, e pela produção de resultados variados – tanto para os voluntários quanto para as comunidades e indivíduos. Identificar onde os programas se situam em relação a essas estruturas institucionais pode contribuir para que se estabeleçam sugestões políticas de desenvolvimento e programas na região.

Expectativas. O papel do serviço voluntário pode ser definido pelo papel de suas expectativas em termos de tempo envolvido. De fato, esta é a única característica que pode distinguir o serviço cívico do voluntariado ocasional ou episódico: tende a ser intenso por um período de tempo, e não continua permanentemente. Na mostra de programas, a média de horas esperada dos jovens foi de até 12 horas por semana, por um período de, em média, 22 semanas por ano.

Acesso. Os programas restringem o acesso para quem quer ser voluntário de acordo com requisitos de elegibilidade. Considerando-se que são programas “jovens”, não é de se estranhar que a maioria tenha observado a idade (63%) como o principal requisito. Outros programas solicitavam habilidades específicas (39%), certo nível de escolaridade (35%), e afiliação à organização (26%). Esses dados reforçam outras conclusões sugerindo que se espera que jovens desempenhem papéis substanciais no desenvolvimento dos programas e na sua implementação, os quais requerem certas habilidades ou conhecimento.

Incentivos. Os programas oferecem incentivos para estimular a participação, reconhecimento, ou prêmios pelo desempenho do serviço. A maioria dos programas oferece reconhecimento especial da comunidade (56%), assim como roupas, mochilas ou livros (27%). Poucos programas ofereceram créditos acadêmicos (10%) ou prêmios em dinheiro ou bolsas de estudo ao final do serviço voluntário (4%).

Facilitação. Os programas podem apoiar a participação de voluntários de várias maneiras. Podem proporcionar apoio logístico ou mesmo financeiro. Consistente com princípios de administração efetiva de voluntários, a maioria dos programas indicou que oferecia capacitação específica (79%) e supervisão (77%) aos jovens voluntários. Alguns programas também oferecem sessões de reflexão (58%) e a intervenção de um orientador ou mentor (45%). Em relação à ajuda financeira, os programas têm seguido uma tendência na área, que é proporcionar vale-transporte ou valor equivalente (51%), para que o transporte não seja um impedimento à participação. Outros programas também reembolsaram os custos associados ao papel do voluntário (29%). Alguns proporcionaram roupas, quando necessárias ao trabalho (29%), e um número surpreendentemente grande proporcionava um estipêndio ou apoio econômico básico para os voluntários (21%), o que representa, em parte, um reflexo da esperada intensidade e duração do serviço, que pode significar a ausência do mercado de trabalho.

Informação. O *marketing* tem um papel crucial na visibilidade do programa. A maioria dos programas possuía páginas na *Internet*, e cerca de 46% deles informaram ter um lema ou *slogan* institucional. Outras estratégias incluíram camisetas (81%) com logos ou símbolos, chapéus (33%), e adesivos e etiquetas (25%).

Desafios dos Programas e Sustentabilidade

Os programas identificaram uma série de desafios para sua implementação e sustentabilidade. Além de orçamento (77%), equipamento (40%), infraestrutura (39%), problemas de comunicação (24%), e condições sociais, econômicas, ou políticas (2%) foram fatores de mediação. Interessantemente, a capacitação e a estrutura formal do programa (21%) também foram consideradas como desafios. Sustentabilidade se relaciona com a longevidade do programa. Mais uma vez, além de financiamento (79%), desenvolvimento de parcerias (55%), desenvolvimento e capacitação profissional (53%), e *marketing* social (33%) foram considerados cruciais. Esses fatores podem ser trabalhados através do desenvolvimento de capacitações profissionais.

Discussão e Implicações

Considerados em conjunto, esses dados sugerem que os jovens da América Latina e do Caribe participam do serviço voluntário tem o desenvolvimento como objetivo. Os programas participantes desta pesquisa revelam um foco no desenvolvimento social dos voluntários assim como no das comunidades e indivíduos com quem trabalham. Entretanto, ainda se desconhece se os programas são bem sucedidos no cumprimento desses objetivos. Esta pesquisa cruzada e descritiva pode somente delinear um retrato do serviço voluntário juvenil em um dado momento; não pode assegurar qual é o impacto desse serviço. A próxima fase de pesquisa deve ser focada exclusivamente na investigação dos impactos. Sugerimos possíveis direções abaixo, reconhecendo, contudo, que outras importantes linhas de trabalho podem ser aplicáveis.

Antes de discutir os resultados, uma série de limitações deve ser enumerada. Essa pesquisa concentrou-se apenas em programas formais, portanto, só capturou um extremo do conjunto da ação voluntária. A técnica de amostragem para este estudo ocorreu em etapas, através de múltiplos níveis. Também se utilizou de pesquisadores de campo que, apesar de seus melhores esforços, são influenciados por suas próprias experiências, redes de informação, e áreas de interesse. Um resultado possível deste procedimento metodológico é a super representação de programas de voluntariado juvenil educativos e uma sub representação de programas de voluntariado juvenil religiosos e governamentais (Johnson, Olate & McBride, 2003). Finalmente, a generalização dos dados de uma região inteira só pode ser possível devido às premissas das técnicas de amostragem e de sua implementação.

Desenvolvimento social do voluntário. Com essas precauções específicas em mente, existem várias indicações de que o trabalho que os jovens voluntários realizam é substancial, diretivo, e estruturado. Em muitos sentidos, o papel que a juventude ocupa corresponde a um “emprego” ou a uma posição no mercado de trabalho. Entre 533 programas, exige-se, em média, o compromisso contínuo de 12 horas por semana por 22 semanas ao ano, de uma juventude formalmente educada e com habilidades específicas. Dessa juventude, espera-se a execução de tarefas necessárias e significativas para se desenvolver ou implementar o programa. As tarefas das quais esses jovens participam envolvem tanto o *design* e a administração do programa quanto o serviço direto ou a ajuda a outra pessoa. A juventude é parte integral dos programas de serviço voluntário.

Isto é, intrinsecamente, uma abordagem de desenvolvimento. Conseqüentemente, os jovens podem ser capacitados para desenvolver sua confiança e auto-eficácia, assim como suas habilidades para o trabalho. Isso pode contribuir diretamente para o desenvolvimento da liderança juvenil, que, elevada a uma perspectiva mais ampla, poderia transformar a liderança na região nos próximos 30 anos.

Os jovens participam do desenvolvimento social e contribuem ativamente para o *design* e implementação desses programas, assim como oferecimento dos serviços. Os jovens não estão somente “promovendo” desenvolvimento, mas o papel que exercem constitui, em si, um exemplo de desenvolvimento. Entretanto, há variação de foco sobre os jovens como voluntários. Em alguns casos, os jovens são os que iniciaram e implementaram os programas. Em outros

casos, os jovens são colaboradores de uma missão mais ampla do programa. Outros ainda participam como voluntários como parte de um programa de desenvolvimento da juventude.

Inclusão e propósito instrumental. Os dados também assinalam que o papel dos jovens voluntários é estruturado de maneira que, além das expectativas e exigências, possam contar com incentivos e apoios para o desempenho do papel. Essa dinâmica novamente se assemelha à de uma posição no mercado de trabalho. É, possivelmente, uma manifestação de uma tendência geral nesses dados, que sugere que jovens com um nível de educação mais alto, apesar de talvez desempregados, sejam os voluntários desses programas. Isso nos leva a pensar na questão da inclusão.

Por um lado, os programas estão recrutando indivíduos competentes para administrá-los e para levar a cabo os serviços necessários; e, por outro, a estrutura do programa objetiva apoiá-los, para afetá-los positivamente. Entretanto, deve-se perguntar neste caso se o serviço voluntário está preenchendo um mercado de trabalho com alto nível de desemprego. Além disso, o que esse dado diz sobre os jovens que não possuem bom nível de escolaridade ou habilidades específicas e que têm tanto a ganhar com a experiência quanto qualquer outro (CNCS, 2007)? Como a participação deles pode ser alavancada e apoiada, e quais são as maneiras mais eficientes de se fazer isso? Futura pesquisa sobre o impacto do trabalho voluntário jovem deve focar políticas e programas, como o Serviço Voluntário Nacional da Juventude da Jamaica, para que se apreenda que dimensões institucionais melhor promovem a inclusão.

Não se sabe que “papel” a experiência do voluntariado pode exercer na vida dos voluntários. O papel do serviço voluntário é visto como algo entre o emprego remunerado e o voluntariado, como um “intervalo” no processo de educação ou no emprego; como um treinamento para o trabalho ou o desenvolvimento de habilidades; ou como um ato de solidariedade para melhorar coletivamente a região? Uma área a ser explorada em futuras pesquisas deve buscar determinar qual é a visão dos jovens sobre o serviço voluntário, o papel instrumental que este exerce em suas vidas, e como afeta suas oportunidades de emprego e sua participação cívica a longo prazo.

Também é importante se considerar a perspectiva das organizações que oferecem essas experiências. Essas organizações se consideram como fornecedoras de uma função vital para socialização do jovem, a qual a educação e o emprego não podem oferecer? Estão se utilizando de mão de obra gratuita, ou semi-gratuita, para administrar seus programas? Estão arregimentando a próxima geração de líderes para satisfazer as necessidades vitais da comunidade? É provável que essas visões estejam diretamente relacionadas à estrutura dos programas que são desenvolvidos e implementados.

Em geral, parece haver alguma flexibilidade em quem serve, apesar dos requisitos de elegibilidade sugerirem uma base de voluntários levemente mais privilegiada. A inclusão deve seguir como objetivo, especialmente considerando-se a abordagem para o desenvolvimento usada pela região para a administração e efetivação do serviço voluntário; aqueles com menos têm mais a ganhar.

Fatores contextuais. Muito poucas agências governamentais que oferecem serviço juvenil foram encontradas nesta amostra. Isso não é surpreendente dada a pequena quantidade de políticas públicas existentes na região (Metz, Stroud & Alessi, 2005). Políticas públicas de serviço

voluntário juvenil em alguns países são influenciadas por pressões políticas e mudanças de partido político no poder, o que pode afetar a sustentabilidade. Entretanto, políticas públicas possibilitam a participação de um grande número de jovens, de modo que o serviço ocorra em diferentes níveis. Políticas públicas também promovem a inclusão. A maioria dos programas patrocinados pelo governo nesta amostra é destinada a jovens excluídos ou não privilegiados, ou oferecem incentivos e facilidades para que esses grupos tenham acesso a serviços de voluntariado.

Os funcionários dos programas de serviço voluntário juvenil identificaram as condições sociais, econômicas e políticas como desafios para a implementação dos programas. Os problemas que muitos programas tentam abordar são complexos, sistemáticos e inter-relacionados. Dependendo das atividades implementadas por voluntários e do *design* programático mais amplo, é difícil alcançar sucessos mensuráveis em educação, emprego, ou em outras condições econômicas. Essa pode ser uma das razões para objetivos como esses não figurarem com destaque na amostra de programas. Entretanto, como os Objetivos de Desenvolvimento do Milênio estão mais próximos, é imperativo que esforços conjuntos sejam feitos por todos os setores através de muitos programas e estratégias. Uma questão-chave permanece sendo quais são as estratégias de serviço voluntário juvenil mais eficientes para atingir esses objetivos.

Construindo capacidades. Os funcionários dos programas proporcionaram idéias importantes sobre os desafios que eles enfrentam com a implementação e sustentabilidade dos programas. Os aspectos positivos dessas idéias é que desafios são, na verdade, oportunidades, e que os recursos para abordá-los existem. Financiamento é sempre uma consideração e, embora significativa, os demais desafios demandam soluções criativas. O setor privado tem um grande papel a cumprir ajudando a assegurar equipamentos e desenvolvendo infra-estruturas (ex.: tecnologia de informação). Com o aumento de práticas de responsabilidade social, corporações tornaram-se potenciais benfeitores. As empresas podem doar materiais usados de seus escritórios, emprestar pessoal técnico como voluntário para as áreas em que deles se necessite, e fornecer o equipamento necessário. Todas essas estratégias têm o potencial do *marketing* social, resultando, portanto, em uma situação vantajosa tanto para os programas como para as empresas. Essas estratégias já estão sendo implementadas em todo o mundo. Os funcionários dos programas precisam ser capacitados para ter acesso a essas oportunidades.

O serviço social é uma profissão cujas raízes estão na ação voluntária e coletiva, que objetiva a prevenção e o melhoramento dos problemas sociais e econômicos (McBride, 2005). Essa profissão cresce continuamente na América Latina, em particular. Escolas de serviço social têm um papel a cumprir treinando esta e a futura geração de líderes. Diversas associações profissionais, como a Associação Internacional para os Esforços de Voluntariado (IAVE), têm como objetivo principal a construção de capacidades para o setor. Com o estabelecimento de uma rede de trabalho e de distribuição de práticas eficazes, os administradores de programas podem adquirir mais habilidades.

O desenvolvimento institucional requererá investimentos de outros setores. Todos os fatores de sustentabilidade se relacionam às habilidades da equipe profissional e dos voluntários, incluindo o desenvolvimento de parcerias, o marketing social e de comunicações, a avaliação do programa, a promoção de políticas públicas, e a tecnologia da informação. A administração dos programas

de voluntariado é uma prioridade para muitos. Este campo necessita da construção de capacitação via educação formal, educação continuada, consultoria, e redes de informação. A medida que os programas avançam rumo a um estágio de maior maturidade, é imperativo que esta estratégia para organizar jovens em atividades coletivas atinja seu mais alto nível de profissionalismo e desenvolvimento.

Chapter 1. Youth Volunteer Service in Latin America and the Caribbean

Today, volunteerism is a powerful force in Latin America and the Caribbean region. Thousands of youth participate every day in community service activities. These types of actions are vital to their personal development, the strengthening of their communities, and the reduction of poverty. Volunteerism is emerging as a viable strategy for socio-economic development in the region; therefore, it is important for the Bank to promote a regional culture of volunteer service.

Luis Alberto Moreno, President
Inter-American Development Bank

Young people are perhaps the world's greatest untapped resource. Nearly half the people in the world today are under 25 years old (U.S. Census Bureau International Data Base, 2006). In the past 10 years, increasing attention has been given to youth, both in terms of their social and economic needs and the role that they can play in the development of their communities (World Bank, 2006, 2003; United Nations, 1995).

In Latin America and the Caribbean (LAC), youth between the ages of 15 and 24 comprise roughly one-third of the population respectively (CEPAL, 2006). Among them, youth unemployment rates range from 11% to 40% with an average of 22% across countries in the region (CEPAL, 2006). In the recent World Development Report 2007, the World Bank highlights a need to develop innovative strategies for regional development, specifically targeted toward education and employability of youth (World Bank, 2006). This may be the case for low-income communities in particular. Young people living in underprivileged neighborhoods exhibit higher rates of non-participation in societal institutions (ECLAC, 2007).

One strategy that may address the development of human capital while also meeting human needs is youth volunteer service. Research shows that volunteerism has positive impacts, both on those who volunteer as well as on the larger community (Perry & Thomson, 2003; Aguirre International, 1999; Cohen, 1997; Griffiths, 1998; Jastrzrab, 1996; Starr, 1994; Sherraden et al, 1990). While not a panacea, this strategy has the potential to address the human capital dilemma through opportunities to learn and develop skills. Research has demonstrated that it can cultivate both citizenship and regional development (Patel et al., 2007; Sherraden, Sherraden & Eberly, 1990).

A confluence of variables suggests that youth engagement is a timely and realistic strategy. In addition to the significant youth population in the LAC region, the region has embraced democracy over the past 25 years. One indicator is the Electoral Democracy Index (EDI) rising from .28 in 1977 to .93 in 2002 (UNDP, 2004). Emerging democracies are associated with an increase in civil society; and these democracies, in turn, foster more opportunities for civic engagement (UNDP, 2004; Patel et al., 2007). The social needs of the region exceed the public sector's capacity to fulfill them (UNDP, 2004). Globalization is requiring greater and different levels of participation in the socio-economic and political realms. Opportunities appear to be increasing with larger numbers of youth, themselves, taking initiative to participate. A key question to be explored in this report is to what extent youth service opportunities are available.

In considering youth volunteer service as a tool for development, we focus on more programmatic forms of volunteerism (what we call “civic service”), whereby the volunteer has a formal role within an organizational framework. Volunteerism has a long and rich tradition (Tapia, 2002) with a myriad of forms. We chose to focus on the formalized programs, from which we can draw policy and program implications. Key dimensions of volunteer service institutions include: *access*, *information*, *incentives*, *facilitation*, and *expectations* (McBride & Sherraden 2007).

Access refers to the opportunity to participate, and factors that enable involvement such as program eligibility and recruitment techniques. *Information* involves making known what volunteer opportunities are available and how a volunteer can serve. *Incentives* include compensation, awards, recognition or other mechanisms that may motivate a person to volunteer. *Facilitation* includes various forms of support to volunteers including training, mentoring, supervision, reflection, and recreational activities. *Expectations* are social norms regarding concern for others and, specifically in the volunteer role, are the parameters set by the program of a volunteer’s responsibilities, performance, and length of commitment to program participation.

Purpose and Content of the Report

In 2002, CSD conducted a global assessment identifying 210 civic service programs worldwide (McBride, Benítez, & Sherraden, 2003). Few of these programs were found in Latin America and the Caribbean, which is likely an artifact of the strict definition of civic service and data collection methods. To address this gap in knowledge, CSD partnered with Inter-American Development Bank YOUTH Program to develop a phased approach to assessing the status and operation of youth volunteer service programs.

In Phase I, CSD assessed what is known about youth volunteer service in Latin America and the Caribbean, reviewing relevant research (Johnson et al., 2004). Case studies were also conducted on two programs identified in Phase I that transitioned from operating locally to operating on an international scale, which provided an in-depth examination of the processes of formalization, scalability, and sustainability (Olate, McBride, & Johnson, 2005). Phase II, the research of which is reported here, systematically assesses the nature of youth volunteer service in the region by building on CSD’s global assessment of civic service, the research completed in Phase I, and information obtained from IDB’s 2004 volunteer program directory.

This study has five aims:

- Document the status of youth volunteer service programs in Latin America and the Caribbean.
- Specify the forms and nature of these programs including programmatic aspects of the service role, who serves and is served, the programs’ goals and activities, administrative structures, and organizational sponsors.
- Assess how youth volunteer service may be used as a strategy for social and economic development.
- Make recommendations for policy and program development and future research.
- Increase the capacity for youth volunteer service research and development.

Cross-national research has many limitations, though there is value in examining a phenomenon within and across contexts. Youth volunteer service is a global phenomenon, and this study is the first attempt to assess its status within and across the Latin America and Caribbean region.

Chapter 2. Research Design and Methods

Data for this research come from a cross-sectional survey of youth volunteer service programs in 12 countries across Latin America and the Caribbean region. The survey includes two primary areas of focus: information about the sponsoring organization and a description of the organization's youth volunteer program(s).

The following sections describe the sampling procedures, instrumentation, and data collection. Included are limitations associated with cross-national studies and tri-lingual research.

Sampling Procedures

The population for this study is youth volunteer service programs in the 26 countries in the Latin American and Caribbean region, which are members of the Inter-American Development Bank (IDB). A census of the total region is not possible for practical, logistical, and resource reasons. Probability sampling permits inference to and generalization across the 26 countries in the region within established criteria.

The countries were stratified by total population within the subregions of the Caribbean, Central America and Mexico, and South America. The largest countries in each region (Dominican Republic, Mexico, and Brazil, respectively) were purposively sampled from these subregions which ensured that a majority of the population in the LAC region would be represented in the study. Using the technique, probability sampling proportionate to size, countries within each of the subregions were randomly selected, resulting in three from Central America, four from South America, and three from the Caribbean.

Following the selection of countries, the largest city in each country was targeted as the research site. This is because the majority of the population lives in cities (Fay & Laderchi, 2005) and because the majority of youth volunteer service programs are most likely located in, sponsored by, or operated from urban areas (Johnson et al., 2004). Given a range of qualifiers, this sampling technique could support generalization of findings to youth service programs in urban areas across the 26 countries of the IDB LAC region.

The sampling procedures resulted in the sample of countries and associated cities listed in Table 2.1. The population represented by this sample is 81% of the overall population of the Latin American and Caribbean region (ECLAC, 2007).

The unit of analysis for this research is the program. A program is defined as a formal, coordinated system of activities with distinct objectives. Programs can be thought of as "social interventions" in that they aim to change social conditions. Programs require resources to achieve objectives. In the case of youth volunteer service programs, youth are the primary resources and volunteer for varying periods of time. Criteria for inclusion of a program in the sample include:

- The program is sponsored by an organization. It may be one of many programs, or it may be the only program the organization implements.
- The program has a “name.”
- The program has a budget.
- The majority of volunteers are youth, though children, adults, and elders may also serve.
- There is a defined role for the youth volunteers.

Table 2.1. Research Sample: Subregions, Countries, and Cities

Region	City
Caribbean (N=4)	
Dominican Republic	Santo Domingo
Bahamas	Nassau
*Guyana	Georgetown
Jamaica	Kingston
Central America and Mexico (N=4)	
Mexico	Mexico City
Guatemala	Guatemala City
Nicaragua	Managua
Panama	Panama City
South America (N=5)	
Brazil	Sao Paulo
Argentina	Buenos Aires
Colombia	Bogota
Peru	Lima
Venezuela	Caracas

Note: Although geographically in South America, Guyana identifies socially and culturally with the Caribbean

The program sample was identified with the assistance of a local organization (“field researcher”) in each of the sample cities. Field researcher organizations were selected based on whether they had a youth focus, expertise in “youth service,” and a credible work history. Work history was verified by experiences working with the primary data collection organization, Fundación SES, located in Buenos Aires, Argentina.

The task of the field researcher was to identify and verify organizations operating youth service programs in the given cities that met the youth volunteer service program criteria above. In addition to independently identifying programs in their city, field researchers were also provided lists of previously-identified programs to assess for inclusion in the sample. Existing lists of youth volunteer service programs included (but were not limited to) programs identified during the development of Phase I (Johnson et al., 2004) and those in the “IDB Primer Directorio de Organizaciones Voluntarias de America Latina y el Caribe” (IDB, 2004). A total of 343 organizations across 10 countries were initially provided to the field researchers for their review of potential youth service programs (there were no lists of organizations provided to field researchers for the Bahamas, Guyana, or Jamaica).

The initial list of programs compiled by the field researchers totaled 712 organizations across 12 countries. Upon verification, field researchers reduced the sample to 516 organizations. They excluded organizations that did not have youth volunteer programs, were not operational (2005-

2007), were not located in the city specified, were no longer in existence, or refused to answer the survey (two cases).

From the verification process, the Bahamas was omitted from the sample. Even though the Bahamas Ministry of Education provided a list of youth development programs from which 40 were identified for possible inclusion, a local field researcher was not available to verify that they met the sample criteria.

Instrumentation and Data Collection

Survey. The survey instrument was developed in 2005, based on prior research, theory, and applied experience of the research team, including a review of volunteer and civic service survey instruments (McBride et al, 2003; IVR, 2004; Salamon & Anheier, 1996). The survey focuses on the institutional dimensions of the sponsoring organization, and the programs that the organization operates. Information on the sponsoring organization includes history, type, scope, and resources. Data collected about the program includes program design, goals, activities, and administration, and characteristics and role of the volunteers. See Appendix B for a copy of the survey instrument.

The survey was created in English and translated to Spanish and Portuguese. The Spanish version was administered in the Central and South American Spanish-speaking countries, the English version in two Caribbean countries, and the Portuguese version in Brazil. Pilot tests of the surveys were conducted between November 2005 and August 2006 (four times in Spanish, three times in English, and twice in Portuguese). Twenty-two youth volunteer organizations, located in cities or countries outside of the sample, participated in the pilot test. Validity is considered to be face validity as multiple experts also reviewed it; survey reliability is unknown.

Data collection. The survey was initially designed as an Internet-based survey. Subsequent information from the field researchers and pilot organizations indicated that few organizations had reliable Internet access, and that a document received via email would be a more favorable mechanism for data collection. The survey was modified to be a Microsoft® Word data entry form.

After the final contact list of organizations was collected, organizations were emailed invitation letters which included a copy of the survey. They were asked to complete the survey for as many youth volunteer service programs as they were operating. Requests for participation were emailed to the entire sample at the same time (September 2006). Reminders were sent every two weeks after the initial mailing.

After repeated email attempts and receipt of 215 surveys in January 2007, a team of nine bilingual CSD research assistants began contacting the organizations via telephone. Data collection was completed in June 2007, with some follow-up communication for clarification or to confirm missing data in July 2007. As noted in Table 2.2, the final sample includes 374 organizations, representing 533 programs, an organizational response rate of 72%.

Table 2.2. Organizational Participation by Country by Region

Country	Number of Organizations Surveyed	Number of Responding Organizations	Number of Completed Program Surveys	Response Rate by Organization (%)
The Caribbean	n=95	n=60	n=93	
Jamaica	51	28	50	54.9
Guyana	20	15	23	75.0
Dominican Republic	24	17	20	70.8
Central America & Mexico	n=111	n=91	n=136	
Mexico	56	46	80	82.1
Panama	28	23	31	82.1
Nicaragua	11	11	13	100.0
Guatemala	16	11	12	68.8
South America	n=310	n=223	n=304	
Peru	101	94	105	93.1
Brazil	101	65	104	64.4
Argentina	63	32	55	50.8
Colombia	24	21	26	87.5
Venezuela	21	11	14	52.4
Total	N=516	N=374	N=533	72.4

Data Analysis

This cross-sectional study relies primarily on descriptive analysis to present the data. Supporting data are included in tables throughout the text. Statistical notation is used for ease of reporting, though it may not be familiar to all readers. Please note that the mean or average is statistic presented using \bar{X} , and the median or middle-point of the distribution is presented as Mdn. The standard reference for total sample size (N) and subsamples (n) are also used.

Cross-tabulation is used to describe data by subregion. It is important not to over-generalize across the region or even by subregion. As appropriate, country-specific data are provided to show substantive differences within a subregion.

Program examples also are included in the report to give a qualitative dimension to the data. Each of the 533 programs offers a view of youth volunteer service programming. Those identified in this report are our best effort at variation by geographic area, program characteristics, and volunteer characteristics.

Limitations

As with all cross-national research, we acknowledge a caution to not over-generalize. Each region and each country has unique social and cultural histories and characteristics as well as varying levels of civil society development. To the extent possible, we contextualize information and highlight similarities and differences by region and by country.

A number of factors related to the study design may limit the generalizability of the findings. Rural areas are under-represented due to the sampling criteria. In addition, service-learning programs at the primary and secondary school level are excluded due to the scope and costs of such data collection. The elimination of the Bahamas from the sample also reduces generalizability across the region, as it violates the sampling technique by subregion.

As for the design and data collection, variability in field researcher expertise (such as level of effort, familiarity with youth service programs, and connection to social networks) may have affected the development of the initial sampling frame. Furthermore, the varied data collection techniques may have compromised reliability, as CSD research staff may have been able to clarify items in telephone interviews that were not clear to those who completed the survey electronically.

As a related point, terms did not easily translate across the three languages. In follow-up calls with organizations, discrepancies in understanding were often clarified. For example, “fundación,” which is a typical name for an organization in Spanish does not translate to “foundation” which is a private philanthropic organization in the U.S. We acknowledge that there may be some cases where responses were based on a varied interpretation of the question.

Chapter 3. Organizational Characteristics

This report presents information about organizations sponsoring youth volunteer service programs and the given programs. This chapter presents data at the organization level. While the unit of analysis is the program, organizational characteristics within which programs operate provide a basis for more fully understanding program operation.

Of the 374 organizations in the sample, most were founded in the past 20 years (\bar{X} =1984 and Mdn =1993). Organizations in the Caribbean region on average were established earlier (\bar{X} =1976 and Mdn=1986). On average across the sample, legal status was obtained over the last 20 to 30 years with a mean equal to 1986 and median equal to 1994.¹ Although perhaps recent in their existence, the majority of the organizations (79%) use current technology such as websites to convey information about their organizations.

Across the regions, those most involved in starting organizations were adults (37%) followed by youth (28%). An example of a well-known organization started in 1991 by youth is Opción Colombia, whose objective is to promote social and economic development at local, regional, national, and international levels through partnerships with educational institutions and non-governmental organizations (NGOs). Also started by youth is Ecoclubes, an organization in Argentina focused on environmental sustainability, which operates in 29 countries.

Table 3.1. Organization Type by Region

Region	Government Agency n(%)	Non- Governmental Organization n(%)	Business/ Corporation n(%)
The Caribbean (n=60)	5(8.3)	55(91.7)	0(0.0)
Central America & Mexico (n=91)	7(7.7)	82(90.1)	2(2.2)
South America (n=223)	3(1.3)	212(95.1)	8(3.6)
Total (n=374)	15(4.0)	349(93.3)	10(2.7)

As shown in Table 3.1, NGOs (93%) are the most prominent type of organization sponsoring youth service programs. In Table 3.2, education organizations are divided between formal (15%) and non-formal (44%). Examples of non-formal education include those that focus on educating individuals, families or communities through tutoring, distributing flyers, conducting workshops, or other non-school sponsored means.

¹ Outliers were identified and replaced by the mean for each country. Outliers were defined in this question as organizations founded before 1900. These organizations are Young Christian Women Association (1896) and YMCA (1882) in Guyana; Kingston Scout Association (1883) in Jamaica; Centro de Pluri Pensamiento/Universidad Santo Tomas (1580) and Museo Nacional (1823) in Colombia; Asociación Cristiana de Jóvenes (1844) and Cruz Roja Argentina (1863) in Argentina. They were not included in the calculation of the mean for the respective countries.

Table 3.2. Type of Educational Organization by Region

Region	Formal Education n(%)	Non-Formal Education n(%)	All Types of Education n(%)	Other n(%)
The Caribbean (n=39)	6(15.4)	16(41.0)	12(30.8)	5(12.8)
Central America & Mexico (n=46)	10(21.7)	20(43.5)	9(19.6)	7(15.2)
South America (n=139)	17(12.2)	62(44.6)	20(14.4)	40(28.8)
Total (n=224)	33(14.7)	98(43.8)	41(18.3)	52(23.2)

Note: "Formal education" includes responses for primary, secondary, and post-secondary formal education.

In the survey, respondents are asked to specify the primary focus of their organization. Across all regions, the functional areas most often specified are education (21%), children, youth, and family services (19%), and community development (16%) (see Table 3.3). However, the percentage among these three areas differs by region with the Caribbean most frequently reporting children, youth, and family services, and Central America and Mexico most frequently reporting community development.

Table 3.3. Organizational Area of Focus by Region

Area of Focus	Total (n=373) n(%)	Region		
		The Caribbean (n=60) n(%)	Central America & Mexico (n=91) n(%)	South America (n=222) n(%)
Education	80(21.4)	8(13.3)	17(18.7)	55(24.8)
Children, youth, and family services	71(19.0)	15(25.0)	13(14.3)	43(19.4)
Community development	58(15.5)	10(16.7)	19(20.9)	29(13.1)
Law, advocacy and politics	41(11.0)	5(8.3)	15(16.5)	21(9.5)
Culture, recreation & arts	30(8.0)	5(8.3)	4(4.4)	21(9.5)
Health	25(6.7)	2(3.3)	10(11.0)	13(5.9)
Voluntarism promotion	19(5.1)	3(5.0)	3(3.3)	13(5.9)
Environment and animal protection	15(4.0)	0(0.0)	3(3.3)	12(5.4)
Employment and training	13(3.5)	2(3.3)	2(2.2)	9(4.1)
Religion	10(2.7)	8(13.3)	1(1.1)	1(0.5)
Business, professional association and union	5(1.3)	2(3.3)	1(1.1)	2(0.9)
Emergency and disaster relief	4(1.1)	0(0.0)	1(1.1)	3(1.4)
Housing	2(0.5)	0(0.0)	2(2.2)	0(0.0)

A large percentage of sponsoring organizations operate in multiple states (24%) or within a single country (22%), while about a fifth operates across multiple countries (18%) (see Table 3.4). For those organizations operating in multiple countries, the average operates in 47 countries.²

² Outliers were defined as organizations operating in 100 or more countries. Upon further examination, in the majority of these cases, data reflected the number of chapters of organizations across countries rather than number of countries.

Table 3.4. Level of Organizational Operation by Region

Region	Multi-country n(%)	Single country n(%)	Multi-state n(%)	Single state n(%)	Municipality n(%)	Neighborhood or community n(%)
The Caribbean (n=60)	15(25.0)	18(30.0)	11(18.3)	2(3.3)	1(1.7)	13(21.7)
Central America & Mexico (n=91)	16(17.6)	27(29.7)	26(28.6)	12(13.2)	8(8.8)	2(2.2)
South America (n=223)	38(17.0)	38(17.0)	51(22.9)	31(13.9)	36(16.1)	29(13.0)
Total (n=374)	69(18.4)	83(22.2)	88(23.5)	45(12.5)	45(12.0)	44(11.8)

As noted in Table 3.5, almost 90% of the organizations in the sample receive some type of funding, with the majority of support coming from individuals (74%) or businesses (50%) but a large number also receive support from government (42%). Only in Colombia, Guyana, and Peru are there a few organizations (9) that do not receive any funding.

Across the sample, 51% of organizations receive international funding representing about 26% of any given organization's budget. However, percentage of funding varies widely across countries. The South American region is the only region with less than 50% of the organizations receiving international funding.

Table 3.5. Type of Organizational Funding Support by Region

Region	Individuals n(%)	Corporate n(%)	Government n(%)	Philanthropic Organization n(%)	NGO n(%)
The Caribbean (n=56)	43(76.8)	32(57.1)	25(44.6)	20(35.7)	17(30.4)
Central America & Mexico (n=86)	60(69.8)	43(50.0)	51(59.3)	26(30.2)	25(29.1)
South America (n=201)	158(75.6)	102(48.8)	72(34.4)	49(23.4)	44(21.1)
Total (n=351)	261(74.4)	177(50.4)	148(42.2)	95(27.1)	86(24.5)

Human resources vary widely among organizations in the region. A few with higher numbers of staff tend to skew the mean: across regions, the number of salaried staff per program has a mean equal to 138 and a median equal to seven paid staff. For example, Venezuela has a mean equal to 1029 salaried staff, twice the next highest country mean and ten times the total mean. However, the median for the country is seven, equivalent to the total sample median.

The numbers of volunteers far outpace the number of salaried staff at the organizational level. Across the regions, the mean is 362 and the median is 32 volunteers per organization. Nicaragua has a mean equal to 1238 volunteers, nearly twice the next highest country mean and almost four times the mean for the entire sample. The median for the country is 500, much higher than any other country which may be a result of a few expansive programs such as El Movimiento Communal de Nicaragua (el MCN), a former governmental body that became a non-governmental organization. El MCN supports approximately 15,000 volunteers and has organized country-wide literacy campaigns, trained public health workers, and mobilized women to work in various civil society campaigns.

Chapter 4. Program Operations

The previous chapter provided data at the organization level. In this chapter and for the remainder of the report, program data are reported. In some cases, the program *is* the organization and in other cases an organization sponsors one or more programs. As previously noted, 374 organizations sponsor at least one youth service program, totaling 533 programs. About a quarter of these organizations (23%) host multiple youth volunteer service programs.

The length of existence of youth service programs is relatively recent with an average duration of 10 years (see Table 4.1). The Caribbean reflects the longest running programs with an average start date of 1985.

Table 4.1. Duration of Program Existence by Region

Region	\bar{X}	Mdn	SD	Oldest	Youngest
The Caribbean (n=92)	1985	2000	27.7	1894	2006
Central America & Mexico (n=122)	1998	2001	9.7	1931	2006
South America (n=300)	1999	2002	13.2	1902	2006
Total (n=514)	1996	2001	16.9	1894	2006

As shown in Table 4.2, most programs receive some level of funding (81%) and some receive international funding (35%). South America has the highest percentage of non-funded programs and the lowest percentage of programs receiving either national or international funding. All of the programs in Nicaragua (11) receive international funding and, in fact, as a country, is one of the biggest recipients of international aid in the world (World Bank, 2007). The majority of programs across the area receive funding from individual donors (62%) but many also receive funds from business (47%) and government (35%) (see Table 4.3).

Table 4.2. Funding Support by Region

Region	No program funding n(%)	International funding n(%)	National funding n(%)
The Caribbean	8(8.8)	43(47.3)	74(81.3)
Central America & Mexico	16(13.7)	50(42.7)	89(76.1)
South America	75(24.9)	89(29.6)	204(67.8)
Total	99(19.4)	182(35.6)	367(72.1)

Table 4.3. Type of Funding by Region

Region	Individual n(%)	Business/ Corporation n(%)	Government n(%)	NGO n(%)	Philanthropic Organization n(%)
The Caribbean	50(66.7)	40(53.3)	33(44.0)	24(32.0)	24(32.0)
Central America & Mexico	64(58.2)	45(40.9)	54(49.1)	23(20.9)	24(21.8)
South America	136(63.0)	103(47.7)	53(24.5)	55(25.5)	22(10.2)
Total	250(62.3)	188(46.9)	140(34.9)	102(25.4)	70(17.5)

Note: Respondents were asked to specify source of national funding but the data suggest that many read the question as any funding (national or international).

Across the sample, the largest percentage of programs operates in multiple states or country-wide (40%), but a large percentage also operates more locally in the municipality or neighborhood (34%) (see Table 4.4). Almost 10 percent of the programs operate in multiple countries, in an average of 31 countries. Central America and Mexico has the highest percentage of programs operating in multiple countries (15%), as well as the largest number of different countries in which it operates (\bar{X} =35) (see Tables 4.4 and 4.5). Examples of programs that operate locally but are international in scope include those run by the YMCA, Scouts associations, and the Red Cross.

Table 4.4. Level of Program Operation by Region

Region	Multi- country n(%)	Single country n(%)	Multi- state n(%)	Single state n(%)	Municipality n(%)	Neighborhood or community n(%)
The Caribbean (n=93)	10(10.8)	32(34.4)	19(20.4)	4(4.3)	3(3.2)	25(26.9)
Central America & Mexico (n=135)	20(14.8)	28(20.7)	28(20.7)	33(24.4)	18(13.3)	8(5.9)
South America (n=304)	21(6.9)	41(13.5)	66(21.7)	51(16.8)	57(18.8)	68(22.4)
Total (n=532)	51(9.6)	101(19.0)	113(21.2)	88(16.5)	78(14.7)	101(19.0)

Table 4.5. Number of Countries in which a Multi-Country Program Operates by Region

Region	\bar{X}	Mdn	Maximum	Minimum
The Caribbean (n=10)	27.6	11.0	99	2
Central America & Mexico (n=20)	35.0	16.5	110	2
South America (n=20)	29.6	9.5	99	2
Total (n=50)	31.3	11.0	110	2

Human resources include paid staff and non-paid volunteers. Across the programs in this sample, 67% have at least one staff member, and 33% report no staffing as shown in Table 4.6. Of those who report having staff, half employ youth. The Central American and Mexico region has the highest average number of staff and volunteers per program. On average, the Dominican Republic and Mexico have the highest number of staff (average is 34 and 23, respectively) and youth staff (average is 21 and 13, respectively) while the mean for the entire sample is 12 total staff and 6 youth staff.

Across the sample, 74% of the total number of volunteers in each program is youth. Most of the programs with a large number of youth volunteers are in the Dominican Republic, Jamaica, Panama, and Nicaragua. Nicaragua accounts for the largest average of total volunteers (1085) and youth volunteers (798). As previously mentioned, some programs inflate the mean such as El MCN in Nicaragua which reports approximately 15,000 volunteers.

The 308 programs (58%) that collaborate with other organizations do so primarily with NGOs (58%), schools (55%), and community groups (50%). The majority of programs (53%) collaborate with multiple organizations, averaging three per program. Many programs in the sample describe collaborations with universities to attract student volunteers. Alternatively, Sal da Terra in Brazil has increased its pool of volunteers through collaboration with a department store whose employees contribute their time to Prazer em Ler (Pleasure to Read) reading program for children in poor communities. Other organizations, such as, International Association for Voluntary Effort (IAVE) Panama, particularly focus on collaboration to promote and increase volunteering across organizations. Their volunteers participate in conferences and assist in developing a network of volunteer organizations.

Table 4.6. Human Resources by Region

Region		Number of Salaried Personnel	Number of Salaried Youth	Number of Volunteers (not salaried)	Number of Volunteer Youth
The Caribbean	N	93	92	93	93
	\bar{X}	15.7	7.9	415.7	357.3
	Mdn	2.0	0.0	30.0	23.0
Central America & Mexico)	N	119	119	121	119
	\bar{X}	16.7	9.7	516.7	338.6
	Mdn	4.0	1.0	54.0	50.0
South America	N	301	296	303	300
	\bar{X}	9.5	3.8	184.8	136.8
	Mdn	1.0	0.0	30.0	25.0
Total	N	513	507	517	512
	\bar{X}	12.3	5.9	304.0	223.7
	Mdn	2.0	0.0	32.0	25.0

Chapter 5. Program Goals

In the survey for this study, program staff respondents were asked to indicate their program’s goals for the beneficiaries they serve and for the volunteers of the program. Respondents selected from a list of categories that were compiled from previous research (McBride, Benítez, & Sherraden, 2003; Sherraden, Sherraden, & Eberly, 1990). Respondents were first asked to identify beneficiaries of the program, then asked to indicate the degree to which the program specified particular goals for the beneficiaries of the program, selecting a range from “not at all” (1) to “completely” (7). Similarly, the degree to which the program had specific goals for the volunteers was assessed. In each case, findings are presented as the mean (or average) within a region and the total mean across regions.

Goals for Beneficiaries

Across the programs, youth (91%), children (61%), and low-income communities (53%) are the top groups that programs serve (see Table 5.1). However, programs in Central America and Mexico also focus highly on women (63%). Indigenous communities are the least likely to be served (18%), although programs in the Central America and Mexico region report the highest percentage (40%) for this target group. This is not surprising given that Bolivia, Ecuador, Guatemala, Mexico, and Peru have the largest population of indigenous peoples and represent 10% of the population across Latin America (Hall & Patrinos, 2006).

Table 5.1. Program Beneficiaries by Region

Program Beneficiaries	Total n(%)	The Caribbean n(%)	Central America & Mexico n(%)	South America n(%)
Youth	486(91.2)	85(91.4)	122(89.7)	279(91.8)
Children	327(61.4)	63(67.7)	82(60.3)	182(59.9)
Low-income communities	284(53.3)	47(50.5)	77(56.6)	160 (52.6)
Adults	275(51.6)	45(48.4)	75(55.1)	155(51.0)
Women	229(43.0)	34(36.6)	86(63.2)	109(35.9)
Families	224(42.0)	37(39.8)	75(55.1)	112(36.8)
Urban communities	218(40.9)	45(48.4)	68(50.0)	105(34.5)
Rural communities	177(33.2)	39(41.9)	65(47.8)	73(24.0)
Seniors	153(28.7)	28(30.1)	53(39.0)	72(23.7)
Special needs groups	148(27.8)	32(34.4)	55(40.4)	61(20.1)
Indigenous communities	97(18.2)	8(8.6)	54(39.7)	35(11.5)

Program staff was asked to rate the degree to which the program worked to achieve each goal, from 1 (not at all) to 7 (completely). For any given goal, the difference in the degree to which programs specified particular goals for the beneficiaries of the program is relatively small. As noted in Table 5.2, the beneficiary goals most often ranked as “completely” across the region are: increase beneficiaries’ confidence and self-efficacy (6.0); increase social skills (6.0); and promote human rights and citizenship (5.9). Some programs help individuals build self-confidence and self-efficacy by providing local resources for education and skill development. One example is Superatech AC in Venezuela which has created technology learning centers in

poor neighborhoods. Through its program, Formación Tecnológica, youth volunteers help increase self-efficacy, education, and employment skills through teaching computer skills.

Table 5.2. Average Degree of Focus on Given Program Goals for Beneficiaries by Region

Program Goals	Total	The Caribbean	Central America & Mexico	South America
	\bar{X}	\bar{X}	\bar{X}	\bar{X}
Increase confidence and self efficacy	6.0	6.0	6.0	6.0
Increase social skills	6.0	5.8	5.9	6.0
Promote human rights and citizenship	5.9	5.2	6.2	6.0
Promote cultural understanding and increase tolerance	5.7	5.4	5.8	5.8
Improve well-being and health	5.1	5.0	5.3	5.0
Improve gender inequalities	5.1	4.7	5.6	4.9
Increase community capacity	4.7	4.6	4.7	4.8
Increase employment skills	4.6	4.4	4.8	4.7
Increase environmental awareness	4.2	4.0	4.0	4.4
Increase retention in school	4.0	4.6	3.9	3.9
Improve household economy	3.5	3.4	3.5	3.5
Improve community safety	3.4	3.9	3.6	3.1
Increase employment rate	3.0	3.4	2.8	3.0
Create or improve facilities	2.9	3.1	3.2	2.8
Promote sustainable land use	2.7	2.3	2.7	2.7

Note: Respondents were asked to rate programmatic focus on goals for beneficiaries, selecting a range from “not at all” (1) to “completely” (7). Sample size varies by item.

Goals for Volunteers

Using the same scale from 1 to 7, the program staff was also asked to assess the degree to which they focus on goals for the youth volunteers. Table 5.3 shows those with the highest average relate to “promoting collective values” ($\bar{X}=6.4$) and “increasing social skills” ($\bar{X}=6.4$). Increasing employment skills ($\bar{X}=5.0$) and influencing career choices ($\bar{X}=5.2$) have the lowest average values, though these are still on the positive end of the scale.

Table 5.3. Average Degree of Focus on Given Program Goals for Volunteers by Region

	Total	The Caribbean	Central America & Mexico	South America
	\bar{X}	\bar{X}	\bar{X}	\bar{X}
Promote collective values	6.4	6.1	6.5	6.5
Increase volunteer's social skills	6.4	6.1	6.3	6.5
Increase volunteer's confidence and self efficacy	6.3	6.3	6.0	6.3
Increase volunteer's motivation to volunteer again	6.2	6.2	6.3	6.2
Promote individual values	6.1	6.1	6.3	6.1
Promote "hope"	6.1	6.2	5.9	6.2
Influence volunteer's prestige and reputation	5.5	5.6	5.7	5.4
Influence and expand volunteer's career choices	5.2	5.3	5.1	5.2
Increase volunteer's employment skills	5.0	5.3	4.8	4.9

Note: Respondents were asked to rate programmatic focus on goals for volunteers, selecting a range from "not at all" (1) to "completely" (7). Sample size varies by item.

Activities performed by volunteers to meet program goals may be divided into those directed at the organizational or community level or at the individual or interpersonal level (Netting, 2005). Applying the categories of community activities and interpersonal activities, program staff more often identified volunteer activities at the community level such as planning and organizing internal activities (77%), participating in educational campaigns (69%), or engaging in community organizing (57%) (see Table 5.4).

In the Caribbean region, volunteers focus more on educational activities such as tutoring, mentoring, and coaching (75%) and participating in educational campaigns (74%). In Central America and Mexico, programs report that one of the most prevalent volunteer activities is participating in music, performance, and artistic activity (57%). Many provide both individual and community services such as G+ in Guyana whose youth volunteers assist those with HIV/AIDS through advocacy, community education, and individual level assistance.

Table 5.4. Activities Performed by Volunteers by Region

Activities performed by volunteers	Total (n=533) n(%)	The Caribbean (n=93) n(%)	Central America and Mexico (n=136) n(%)	South America (n=304) n(%)
Community activities				
Participate in planning and organizing internal activities	412(77.3)	72(77.4)	98(72.1)	242(79.6)
Participate in educational campaigns	370(69.4)	69(74.2)	92(67.6)	209(68.8)
Engage in community organizing	303(56.8)	50(53.8)	72(52.9)	181(59.5)
Conduct volunteer recruitment and placement	262(49.2)	38(40.9)	57(41.9)	167(54.9)
Provide general office services	258(48.4)	48(51.6)	68(50.0)	142(46.7)
Participate in music, performance, and artistic activity	250(46.9)	58(62.4)	77(56.6)	115(37.8)
Fundraise or sell items to raise money	242(45.4)	47(50.5)	55(40.4)	140(46.1)
Represent the organization in networks and alliances	239(44.8)	42(45.2)	47(34.6)	150(49.3)
Conduct environmental cleanup or restoration	189(35.5)	37(39.8)	54(39.7)	98(32.2)
Assist with disaster relief and other emergency services	114(21.4)	32(34.4)	40(29.4)	42(13.8)
Assist as mediator or peacemaker in conflicts	93(17.4)	30(32.3)	15(11.0)	48(15.8)
Participate in planning and support of religious activities	92(17.3)	41(44.1)	16(11.8)	35(11.8)
Construct, repair or clean buildings and houses	91(17.1)	26(28.0)	30(22.1)	35(11.5)
Provide community public safety	81(15.2)	22(23.7)	17(12.5)	42(13.8)
Participate in political campaigns and voter registration	21(3.9)	4(4.3)	6(4.4)	11(3.6)
Interpersonal activities				
Act as tutor, mentor, or coach	277(52.0)	70(75.3)	58(42.6)	149(49.0)
Provide companionship, counseling, emotional support	232(43.5)	57(61.3)	51(37.5)	124(40.8)
Provide information technology services to others	216(40.5)	32(34.4)	59(43.4)	125(41.1)
Teach or tutor in developing literacy	165(31.0)	53(57.0)	47(34.6)	65(21.4)
Provide health and wellness services	161(30.2)	23(24.7)	56(41.2)	82(27.0)
Participate in activities related to HIV/AIDS	156(29.3)	54(58.1)	48(35.3)	54(17.8)
Assist in job skills development	152(28.5)	33(35.5)	42(30.9)	77(25.3)
Help people in hospitals, crisis centers	136(25.5)	34(36.6)	43(31.6)	59(19.4)

Volunteers participate in all areas of program development and implementation (see Table 5.5), but most in service delivery and least in the budget process. Across the sample, volunteers are most involved in service delivery ($\bar{X}=5.8$), dissemination of information ($\bar{X}=5.5$), and evaluation ($\bar{X}=5.5$).

Table 5.5. Degree of Volunteer Participation in Program Development and Implementation by Region

Activity	Total \bar{X} (n)	The Caribbean \bar{X} (n)	Central America & Mexico \bar{X} (n)	South America \bar{X} (n)
Service Delivery	5.8(518)	5.7(88)	5.7(133)	5.9(297)
Dissemination of information	5.5(513)	5.6(88)	5.0(130)	5.7(295)
Evaluation	5.5(511)	5.5(89)	5.0(123)	5.6(299)
Partnership development	4.8(513)	4.3(84)	4.5(134)	5.1(295)
Documentation of process	4.8(515)	5.0(89)	4.6(132)	4.8(294)
Program design	4.6(518)	4.5(89)	4.0(133)	4.9(296)
Budget	3.3(512)	3.5(87)	2.4(129)	3.6(296)

Note: Respondents were asked to indicate level of participation, selecting a range from “not at all” (1) to “completely” (7). Sample size varies by item.

Chapter 6. Youth Volunteer Characteristics

This chapter summarizes program data on the demographics of the youth volunteers. For each question, program staff was asked to identify the percentage of volunteers in each category for a given program.

Across the sample, most volunteers in a given program live in an urban area ($\bar{X}=86\%$) (see Table 6.1). Given that one of the sample criteria was for the sponsoring organization to be located in an urban setting, the residential status of the volunteers is not surprising. The Caribbean region on average was somewhat more varied between rural and urban. In fact, this reflects the overall population of the area with the Caribbean hosting a more rural population than the other regions (CEPAL, 2006).

Table 6.1. Volunteer Residential Status as an Average Percentage within Program by Region

Region		Rural	Urban
The Caribbean (n=88)	\bar{X}	26.2	73.8
	Mdn	15.0	85.0
Central America & Mexico (n=133)	\bar{X}	17.3	82.7
	Mdn	0.0	100.0
South America (n=297)	\bar{X}	9.4	90.6
	Mdn	0.0	100.0
Total (n=518)	\bar{X}	14.3	85.7
	Mdn	0.0	100.0

The gender ratio within any given program across the sample averages 59% female and 41% male. With respect to age, the largest percentage of volunteers in any given program is between 18 and 25 years (see Table 6.2).

Table 6.2. Volunteer Age as an Average Percentage within Program by Region

Region		< 15	15 to 17	18 to 21	22 to 25	26 to 29
The Caribbean (n=87)	\bar{X}	11.1	19.5	30.7	22.2	17.0
	Mdn	0.0	20.0	25.0	20.0	7.0
Central America & Mexico (n=130)	\bar{X}	3.0	12.2	28.5	35.4	21.0
	Mdn	0.0	0.0	29.0	30.0	10.0
South America (n=291)	\bar{X}	4.1	20.2	26.0	28.0	22.0
	Mdn	0.0	0.0	20.0	22.0	10.0
Total (n=508)	\bar{X}	5.0	18.0	27.4	29.0	20.7
	Mdn	0.0	0.0	20.0	25.0	10.0

Across the sample, noted in Tables 6.3 and 6.4, the average percentage of volunteers for a given program is students ($\bar{X}=76\%$) and most also have completed or are currently attending post-secondary education ($\bar{X}=59\%$). Countries with the highest average percentage of students as volunteers within a given program are Brazil ($\bar{X}=83\%$), Colombia ($\bar{X}=82\%$), Guatemala ($\bar{X}=82\%$), and Peru ($\bar{X}=80\%$). Venezuela has the highest percentage of volunteers who work ($\bar{X}=30\%$).

Table 6.3. Volunteer Educational Status as an Average Percentage within Program by Region

Region		No Education	Primary incomplete	Primary complete	Secondary incomplete	Secondary complete	University and post secondary incomplete	University and post secondary complete
The Caribbean (n=85)	\bar{X}	0.4	1.4	10.4	14.3	31.2	23.9	18.4
	Mdn	0.0	0.0	0.0	5.0	25.0	10.0	5.0
Central America & Mexico (n=128)	\bar{X}	0.7	1.7	3.1	7.9	14.8	33.6	38.3
	Mdn	0.0	0.0	0.0	0.0	0.0	22.5	20.0
South America (n=28)	\bar{X}	0.3	0.8	5.0	18.1	18.2	31.0	26.8
	Mdn	0.0	0.0	0.0	0.0	1.0	20.0	10.0
Total (n=500)	\bar{X}	0.4	1.1	5.4	14.8	19.5	30.4	28.3
	Mdn	0.0	0.0	0.0	0.0	3.0	20.0	10.0

Table 6.4. Volunteer Employment Status as an Average Percentage within Program by Region

Region		Student	Student & Employed	Employed	Unemployed	Working in the home / homemaker	Other status
The Caribbean (n=86)	\bar{X}	54.1	19.9	14.7	9.5	1.6	0.3
	Mdn	59.0	10.0	10.0	0.0	0.0	0.0
Central America & Mexico (n=133)	\bar{X}	49.9	22.1	14.7	9.2	2.2	1.9
	Mdn	52.0	10.0	0.0	0.0	0.0	0.0
South America (n=290)	\bar{X}	58.5	20.8	13.5	3.7	1.8	1.8
	Mdn	67.0	10.0	0.0	0.0	0.0	0.0
Total (n=509)	\bar{X}	55.5	21.0	14.0	6.1	1.9	1.6
	Mdn	60.0	10.0	0.0	0.0	0.0	0.0

While a contested concept, an attempt was made to gauge the economic level of youth volunteers, shown in Table 6.5. The majority ($\bar{X}=62\%$) is perceived by the program staff to be of lower middle or middle income; however, responses were subjective and should be viewed with caution.

Table 6.5. Volunteer Economic Status as an Average Percentage within Program by Region

Region		Lower class	Lower-middle	Middle class	Upper-middle	High class
The Caribbean (n=79)	\bar{X}	27.2	35.7	29.6	6.6	0.8
	Mdn	15.0	30.0	20.0	0.0	0.0
Central America & Mexico (n=132)	\bar{X}	13.7	27.3	33.3	23.3	2.5
	Mdn	0.0	20.0	28.5	5.0	0.0
South America (n=288)	\bar{X}	24.3	20.7	40.8	12.6	1.7
	Mdn	0.0	10.0	35.0	0.0	0.0
Total (n=499)	\bar{X}	21.9	24.8	37.0	14.5	1.8
	Mdn	0.0	15.0	30.0	0.0	0.0

Seventy-three percent of the programs state they do not have any indigenous youth participating in their programs. Of those that do, the average number of indigenous youth volunteers per program is 6.7 with the highest in Central America and Mexico ($\bar{X}=11$) (see Table 6.6). The greatest number of programs with indigenous youth is in Peru with 33 programs, representing 34% of the country's sample. The highest percentages of programs within country (relative to the total sample for the country), however, are in Guatemala (91%) and Panama (64%). For example, the Comision Presidencial de Derechos Humanos (COPREDEH) in Guatemala is a NGO working in partnership with the Guatemalan government promoting community development, human rights, and a culture of peace. In their youth program, *Promotores de la Paz*, 75% of the 300 youth volunteers are indigenous.

Table 6.6. Indigenous Volunteers as an Average Percentage within Program by Region

Region	\bar{X}	Mdn	Std. Deviation
The Caribbean (n=68)	3.4	0.0	10.3
Central America & Mexico (n=117)	11.1	0.0	24.0
South America (n=262)	5.6	0.0	15.8
Total (n=447)	6.7	0.0	17.9

Forty-one percent of the programs in the sample report hosting student internships. Countries with the highest percentage of programs that host student internships are Brazil (55%), Mexico (54%), Nicaragua (54%), Venezuela (54%), and Guatemala (50%).

One-third of the programs (32%) report participation of international volunteers; Central America and Mexico report the largest percentage (40%). The 2,493 international volunteers reported by program staff across the sample represents 52 countries, most of who are from North America and Europe (see Table 6.7). The greatest numbers of international volunteers are from the United States with 701, followed by Canada with 407, Spain with 407, and France with 231. The largest numbers of international volunteers native to countries within Latin America and the Caribbean are from Argentina (28), Guatemala (26), and Ecuador (26). Countries with the largest percentage of programs hosting international volunteers are Nicaragua (77%), Dominican Republic (50%), Colombia (46%), and Mexico (42%).

Table 6.7. Number of International Volunteers by Country of Origin by Region

Region	Origin Countries							United Kingdom	Other countries	Total
	United States	Canada	Spain	France	Germany	Belgium				
The Caribbean (n=29)	176	97	41	1	0	0	3	44	362	
Central America & Mexico (n=55)	151	113	59	49	64	45	12	260	753	
South America (n=87)	374	197	148	181	80	52	74	272	1378	
Total (n=171)	701	407	248	231	144	97	89	576	2493	

Chapter 7. Institutional Characteristics

An institutional perspective suggests that societal and programmatic structures promote or hinder the opportunity for individual action. Key dimensions in assessing the nature of volunteering and civic service institutions include: *expectations* (roles and rules regarding participation); *access* (eligibility requirements), *incentives* (extrinsic or intrinsic motivators) *facilitation* (financial and non-financial supports to participate), and *information* (knowledge about opportunities and identifying information), and (McBride & Sherraden, 2007). Ultimately, these dimensions suggest the degree to which programs are inclusive.

Institutional Characteristics: Expectations

Expectations relate to the volunteer role and its characteristics. The following focuses on the duration and intensity of the youth volunteer roles. An attempt was made to assess expectations as well as actual service performance.

In most cases, participation in youth service is voluntary. However, 18 programs (3.4%) across the sample indicate that they are mandatory. Mexico reports five mandatory programs, Jamaica four, and Brazil three.

Overall, almost half of the programs (46%) report that they require a specified length of time for youth volunteer participation. Only in the Central America and Mexico region (51.5%) do more than half of the programs report requiring a specified length of time. Countries with more than half of the programs requiring a specified length of time are Guatemala, Dominican Republic, Mexico, and Peru. Of those reporting a specific amount of time, the average minimum is 15 weeks and the average maximum is 30 weeks.

During a given week, the majority (68%) of programs expect volunteers to participate up to 10 hours while 20% expect volunteers to participate between 11 and 20 hours (see Table 7.1). Only 4.5% of programs expect volunteers to participate 31 hours or more per week which we define as “full time.” As shown in Table 7.2, on average, programs report that volunteers work almost 12 hours per week (\bar{X} =11.6). The highest average time commitment expectation is in Central America and Mexico (\bar{X} =15 hours). Combining data on expected duration and intensity, the average youth volunteer role in the region is 12 hours by 22 weeks.

Table 7.1. Expectation of Time Commitment by Region

Region	0 - 10 hours per week n(%)	11 - 20 hours per week n(%)	21 - 30 hours per week n(%)	31+ hours per week n(%)
The Caribbean (n=93)	73(78.5)	13(14.0)	1(1.1)	6(6.5)
Central America & Mexico (n=136)	72(52.9)	33(24.3)	23(16.9)	8(5.9)
South America (n=302)	219(72.5)	60(19.9)	13 (4.3)	10(3.3)
Total (n=531)	364(68.5)	106(20.0)	37(7.0)	24(4.5)

Table 7.2. Average Number of Volunteer Hours per Week by Region

Region	\bar{X}	Mdn	Std. Deviation	Minimum	Maximum
The Caribbean (n=83)	11.6	8.0	11.5	2	50
Central America & Mexico (n=115)	15.2	12.0	11.1	1	60
South America (n=267)	10.1	8.0	8.2	1	50
Total (n=465)	11.6	8.0	9.8	1	60

Institutional Characteristics: Access

Volunteer programs are generally open to anyone interested in volunteering, but some programs target particular population demographics or require particular skill sets to volunteer. Across the sample, eligibility requirements range from no criteria to nine types of criteria in a given program. In most programs, there are multiple criteria including age (63%), specialized skills (39%), and level of formal education (35%) (See Table 7.3).

Examples of specialized skills include programs such as the Jamaican Association for the Deaf, which requires volunteers to be able to “read and speak” sign language, and strongly encourages volunteers to have previous experience with Jamaican culture and society. Skilled youth volunteers at Fundación Mexicana de Reintegración Social in Mexico assist juvenile offenders with treatment and reintegration into society. A few programs select volunteers based on income level. One such program, Casa do Zezinho in Brazil, operates in low-income communities and gives preference to volunteers who are also low income.

Although most of the volunteers in the sample are students (76%), requiring volunteers to be students was not frequently indicated in the eligibility criteria. This suggests that, while volunteers are not excluded if they are not students, students do appear to be advantaged in some way to volunteer opportunities.

Table 7.3. Eligibility Characteristics Required for Volunteer Participation by Region

Eligibility characteristics	Total n(%)	The Caribbean n(%)	Central America & Mexico n(%)	South America n(%)
Age	337(63.2)	68(73.1)	81(59.6)	188(61.8)
Specialized skills	208(39.0)	29(31.2)	50(36.8)	129(42.4)
Level of formal education	185(34.7)	30(32.3)	39(28.7)	116(38.2)
Organizational affiliation	136(25.5)	19(20.4)	30(22.1)	87(28.6)
Geographic location	135(25.3)	25(26.9)	29(21.3)	81(26.6)
Student status	131(24.6)	16(17.2)	32(23.5)	83(27.3)
Language	67(12.6)	20(21.5)	22(16.2)	25(8.2)
Gender	46(8.6)	10(10.8)	15(11.0)	21(6.9)
Income level	19(3.6)	2(2.2)	2(1.5)	15(4.9)
Religion	14(2.6)	12(12.9)	0(0.0)	2(0.7)
Ethnic origin	13(2.4)	5(5.4)	4(2.9)	4(1.3)
Has own transportation	1(0.2)	0(0)	1(0.7)	0(0.0)

Institutional Characteristics: Incentives

Eighty-five percent of the programs provide some type of recognition for the volunteers’ activity, with the majority offering special community recognition (56%) and opportunities to participate at conferences (56%) (see Table 7.4). Some programs (11%) offer educational grants or scholarships. Academic course credit (18%) is more common in the Central American and Mexico region, and education grant or scholarship (16%) is more common in the Caribbean.

Across the sample, the least common form of recognition is a monetary award or grant at the end of service (4%) which is distinct from other financial assistance during the period of volunteer service. The countries with the highest percentage of programs that do not offer any type of recognition are Colombia (31%) and Mexico (28%).

Table 7.4. Material Recognition or Awards Given to Youth for Service Performance by Region

Material Recognition or Award	Total (n=533) n(%)	Region		
		The Caribbean (n=93) n(%)	Central America & Mexico (n=136) n(%)	South America (n=304) n(%)
None	79(14.8)	12(12.9)	24(17.6)	43(14.1)
Special community recognition	256(56.4)	37(45.7)	59(52.7)	160(61.3)
Opportunities to participate at conferences	252(55.5)	44(54.3)	51(45.5)	157(60.2)
Clothes, backpack or books	124(27.3)	22(27.2)	26(23.2)	76(29.1)
Educational grant or scholarship	52(11.5)	13(16.0)	10(8.9)	29(11.1)
Academic course credit	45(9.9)	8(9.9)	20(17.9)	17(6.5)
Monetary award or grant at the end of service	19(4.2)	8(9.9)	3(2.7)	8 (3.1)
Other	142(31.3)	36(44.4)	35(31.3)	71(27.2)

Institutional Characteristics: Facilitation

Programs facilitate the work of volunteers in various ways. In this study, we find that programs offer forms of support to assist volunteers with role performance such as transportation (sometimes in the form of money or vouchers), to the program site as well as opportunities to reflect on and benefit directly from the experience.

Programs also offer recreational activities as a way to build group cohesion or as an expression of gratitude for the volunteer effort. Almost half of the programs (49%) in the region provide or encourage recreational activities for the youth that are not directly related to their volunteer activities. For example, volunteers of Fundacion Desafios, in Nicaragua, are university students that participate in the school activities as representatives of Fundación Desafios to demonstrate the organization’s solidarity. The time is considered recreational because these are not Fundación Desafios-organized events and do not count as part of the volunteer activities.

Noted in Table 7.5, all but three percent of the programs across LAC, programs provide some level of formalized support to the volunteers and usually multiple forms of support. Support

includes specific training, reflection sessions, mentoring, supervision, alumni associations, and other. The most common forms of support are training (79%), supervision (77%), and reflection sessions (58%). Programs that do not indicate any support are predominantly in Mexico.

An example of very high level of support is the Jamaica National Youth Service (NYS) which targets youth ages 17 to 24 years not currently in school or employed. In the Corps program, members participate in a one month residential training then are assigned to 6 to 12 month full time service posts in the areas of: Education, Uniformed and Conservation Services, Social and Emergency Service and Micro-Entrepreneurship. During Orientation, volunteers receive aid in opening a savings account, a tax registration number, and registration for the National Insurance Scheme and National Housing Trust. During Service, volunteers earn Jamaican \$2,400 weekly, used to cover transportation and work related expenses. Post-service, volunteers receive a National Housing Trust Benefit and assistance towards tertiary (university) education matriculation. A second program of Jamaica NYS is JAMVAT which targets youth who have been accepted to university or other tertiary institutions but are unable to enroll due to financial constraints. JAMVAT youth volunteer 200 hours of community service in exchange for 30% government-paid tuition costs.

Table 7.5. Support for Volunteer Orientation and Role Performance by Region

Support	Total (n=533) n(%)	Region		
		The Caribbean (n=93) n(%)	Central America & Mexico (n=136) n(%)	South America (n=304) n(%)
No support	16(3.0)	2(2.2)	14(10.3)	0(0.0)
Specific training	420(78.8)	65(69.9)	92(67.6)	263(86.5)
Supervision	412(77.3)	79(84.9)	96(70.6)	237(78.0)
Reflection sessions with other volunteers	308(57.8)	57(61.3)	62(45.6)	189(62.2)
Mentoring/Role model	239(44.8)	52(55.9)	40(29.4)	147(48.4)
Follow-up alumni association	48(9.0)	16(17.2)	3(2.2)	29(9.5)
Other	162(30.4)	29(31.2)	44(32.4)	89(29.3)

As shown in Table 7.6, across all forms of financial support, the majority of programs (70%) provide at least one form of support to their volunteers. Guatemala reports the greatest number of programs providing financial assistance (91%). In Mexico, 41% of the programs do not provide any form of assistance. Programs most often report (51%) that they provide transportation or cover transportation expenses for their volunteers. Other forms of support listed by the programs include vaccinations, office space, educational materials, and other program resources to facilitate their work.

Table 7.6. Type of Volunteer Financial Support by Region

Financial Support	Total (n=376) n(%)	Region		
		The Caribbean (n=64) n(%)	Central America & Mexico (n=90) n(%)	South America (n=222) n(%)
Transportation stipend	193(51.3)	41(64.1)	38(42.2)	114(51.4)
Financial compensation for related expenses	114(30.3)	26(40.6)	23(25.6)	65(29.3)
Clothes	107(28.5)	11(17.2)	22(24.4)	74(33.3)
General living allowance or stipend	78(20.7)	17(26.6)	23(25.6)	38(17.1)
Housing or room and board	61(16.2)	13(20.3)	21(23.3)	27(12.2)
Healthcare or insurance	35(9.3)	7(10.9)	11(12.2)	17(7.7)
Childcare stipend	6(1.6)	2(3.1)	1(1.1)	3(1.4)
Other	143(38.0)	26(40.6)	40(44.4)	77(34.7)

Institutional Characteristics: Information

Important to recruiting volunteers is how volunteers learn about opportunities and any requirements for participation. Forty-six percent (46%) of the programs report that they have a formal slogan or tagline that specifically identifies the program. Having a slogan may be a useful tool to “market” the work of the program and can be used to elicit interest and recruitment of volunteers.

Table 7.7 indicates that over half of the programs in the sample (61%) provide volunteers with some type of identifying information for their involvement in the work of the program. The majority of programs provide at least one item. Common forms of identification provided are a shirt (81%), hat (33%) or a sticker or patch (25%).

Table 7.7. Number of Programs with Identifying Information by Region

Supplies	Total (n=533) n(%)	Region		
		The Caribbean (n=93) n(%)	Central America & Mexico (n=136) n(%)	South America (n=304) n(%)
None	208(39.0)	39(41.9)	52(38.2)	117(38.5)
Shirts	264(81.2)	49(90.7)	64(76.2)	151(80.7)
Other	110(33.8)	18(33.3)	31(36.9)	61(32.6)
Hats	108(33.2)	14(25.9)	32(38.1)	62(33.2)
Stickers or patches	82(25.2)	17(31.5)	22(26.2)	43(23.0)
Writing implement	56(17.2)	12(22.2)	7(8.3)	37(19.8)
Bags	54(16.6)	8(14.8)	17(20.2)	29(15.5)
Mugs	20(6.2)	4(7.4)	9(10.7)	7(3.7)

Chapter 8. Program Implementation: Limitations and Sustainability

Beyond the details of the program, the context of implementation may include challenges and issues of program sustainability. Program staff was asked to identify factors that may hinder program implementation and the three most important supports for increasing the likelihood of program sustainability.

Across all regions, the majority of responses (77%) report that the budget is a limiting factor, which is not surprising (see Table 8.1). Equipment (40%) and infrastructure (39%) are the next most frequently cited. Examples of infrastructure include building space and technology capacity.

More than a third of the programs (34%) in the Caribbean also indicate that training is a factor limiting program implementation. In Central America and Mexico, social, economic, or political conditions are reported as contributing to limitations in program implementation (31%).

Table 8.1. Perceived Challenges to Program Implementation by Region

Perceived Challenge	Total (n=520) n(%)	Region		
		The Caribbean (n=93) n(%)	Central America & Mexico (n=131) n(%)	South America (n=296) n(%)
Budget	399(76.7)	72(77.4)	100(76.3)	227(76.7)
Equipment	206(39.6)	47(50.5)	43(32.8)	116(39.2)
Infrastructure (e.g., building space, technology capacity)	202(38.8)	33(35.5)	51(38.9)	118(39.9)
Communications issues	127(24.4)	29(31.2)	37(28.2)	61(20.6)
Social, economic, or political conditions	124(23.8)	24(25.8)	41(31.3)	59(19.9)
Training	114(21.9)	32(34.4)	24(18.3)	58(19.6)
Formal structure of the program	108(20.8)	19(20.4)	31(23.7)	58(19.6)
Other	67(12.9)	18(19.4)	12(9.2)	37(12.5)
Evaluation	47(9.0)	13(14.0)	13(9.9)	21(7.1)

Table 8.2. Average Number of Total Program Implementation Challenges per Program by Region

Region	Perceived Challenges per Program	
The Caribbean (n=93)	\bar{X}	3.2
	Mdn	3.0
Central America & Mexico (n=136)	\bar{X}	2.8
	Mdn	3.0
South America (n=304)	\bar{X}	2.7
	Mdn	3.0
Total (n=533)	\bar{X}	2.8
	Mdn	3.0

One additional area of concern is volunteer management. This was reported in qualitative responses by program staff to this question as well as at the conclusion of the survey when asked for comments in general. Of the 67 responses in the “other” category, a large number are about volunteer recruitment, level of volunteer commitment, and volunteer availability. A few also note that their program design limits the number of volunteers that can participate.

Regarding factors that are perceived as increasing the likelihood of program sustainability, the most frequent responses are funding (79%), partnership development (55%), and professional development and training (52%). Least noted is information technology (15%). Some programs have found ways to collect funds for their work such as through registration fees or product sales. One example is Associação Comunitária Monte Azul in Brazil which runs a bakery, health clinic, nursery, primary school and library in the *favela* (poor neighborhood). Monte Azul is in the process of developing new ways of sustaining their programs. To promote the volunteer’s investment in the program, volunteers pay for a tour of the organization’s facilities before they decide to serve. The organization also sells products, such as fabric dolls, wood toys, and furniture, resulting from cooperatives organized by community members.

Table 8.3. Perceived Importance of Program Sustainability Factors by Region

Factors	Total (n=529) n(%)	Region		
		The Caribbean (n=93) n(%)	Central America & Mexico (n=133) n(%)	South America (n=303) n(%)
Program funding	420(78.8)	83(89.2)	106(77.9)	231(76.0)
Partnership development	294(55.2)	42(45.2)	49(36.0)	203(66.8)
Professional development and training	280(52.5)	54(58.1)	82(60.3)	144(47.4)
Social marketing	177(33.2)	24(25.8)	54(39.7)	99(32.6)
Communication	133(25.0)	24(25.8)	26(19.1)	83(27.3)
Research or program evaluation	110(20.6)	24(25.8)	29(21.3)	57(18.8)
Policy advocacy	98(18.4)	10(10.8)	39(28.7)	49(16.1)
Information technology	80(15.0)	18(19.4)	18(13.2)	44(14.5)

Chapter 9. Discussion

This is likely one of the first cross-national studies to assess the status of youth volunteer service in the Latin American and Caribbean region. It was an ambitious project, spanning several years and more than 15 research partners and 10 staff. Every effort was made to promote the rigor of the research design and method. Even with these best efforts, caution should be taken not to overstate the findings. In fact, the data raise more questions than answers, but they do illustrate the landscape of youth volunteer service in the region and identify possible avenues to promote its institutionalization. The following outlines the key findings and possible implications for research, policy, and practice in the region. These conclusions are merely suggestive, and should be vetted by youth volunteer service practitioners in the region. We welcome your comments and suggestions.

Taken as a whole, these data suggest that youth in Latin America and the Caribbean engage in volunteer service that has developmental aims. The programs participating in this research reveal a focus on social development for the volunteers as well as the communities and individuals with whom they work. It remains to be known, however, if the programs are successful in achieving these goals. This cross-sectional, descriptive research can only sketch a picture of youth service at any given time; it can not tell us the impact of the service. The next phase of research should focus exclusively on impact research. We suggest possible directions below, recognizing that there may be other important lines of inquiry.

Before discussing the findings, a number of limitations must be iterated. This research focused on formal programs, thus, only capturing one end of the voluntary action spectrum. The sampling technique of this study occurred in steps, across multiple levels. It also relied on field researchers, who despite their best efforts, are influenced by their own experiences, networks, and focus areas. One distinct outcome of this is that educationally-based youth volunteer service programs may be over-represented and faith-based and government youth volunteer service programs under-represented in this sample (Olate, Johnson, & McBride, 2007). Finally, generalization to the entire region is only tenuously supported given the assumptions of the sampling techniques and their implementation.

Social development of the volunteer. With these specific cautions in mind, there are several indications that the work the youth engage in is substantial, directive, and structured. In many ways, the role the youth perform looks like a “job” or a labor market position. Across the 533 programs, the average program requires a sustained time commitment of 12 hours per week for 22 weeks per year from a skilled or educated youth, who is expected to perform meaningful and necessary tasks to develop and implement the service program. The tasks they engage in are as much about program design and administration as they are about direct service or help to another person. The youth are integral to the volunteer service program.

This in itself is a developmental approach. As a result, the youth may be empowered to develop their confidence and self-efficacy as well as their job skills. This may contribute directly to the development of youth leadership, which at scale could transform leadership across the region in the next 30 years.

Youth are engaging in social development, and are active contributors to the design and implementation of these programs as well as agents of service delivery. Not only are they “doing” development, the very role they fill is developmental. However, there is variation in focus on the youth as the volunteer. In some cases, the youth themselves initiated and are implementing programs. In other cases, youth are contributors to a larger program mission, and still others youth are volunteering as a part of a focused youth development program.

Inclusion and instrumental purpose. The data also convey that the role is structured, such that beyond expectations and requirements, there are incentives and supports for role performance. This again mirrors a labor market position. It also speaks perhaps to a general trend among these data, which suggests that higher educated, though perhaps unemployed, youth are volunteering in these programs. This begs the question of inclusivity.

On the one hand, it seems as though programs are recruiting competent individuals to help manage the programs and deliver needed services, and on the other, the program structure aims to support them, to positively impact them. But one must wonder if, in this case, volunteer service is filling in for a labor market with a high unemployment rate. Moreover, what does this say for those youth who are not as educated or skilled, who have as much to gain or more from the experience (CNCS, 2007)? How can their participation be leverage and supported, and what are the most effective ways to do this? Future impact research should focus on policies and programs, like the Jamaica National Youth Service, to learn what institutional dimensions best promote inclusion.

It is not known what “role” this volunteer experience may play in volunteers’ lives. Is the volunteer service role viewed as between paid employment and volunteerism, as a “gap” in education or employment; as job training or skill development; or as an act of solidarity to collectively improve the region? An area for future research is to assess the youths’ views of volunteer service, the instrumental role it plays in their lives, and how it impacts their employability and long-term civic engagement.

It is also important to consider the perspective of the volunteer service organizations who host these experiences. Do they view themselves as providing a vital socialization function for youth, which education and employment do not provide? Are they accessing free or nearly free labor to manage their programs? Are they harnessing the next generation of leaders to meet vital community needs? It is likely that these views are directly related to the program structures that are developed and implemented.

In general, there seems to be some flexibility in who serves, though there are eligibility requirements that suggest a slightly more privileged volunteer base. Inclusivity should remain a goal, especially given the developmental approach the region takes to volunteer service administration and delivery; those with the least have the most to gain.

Contextual factors. Very few government agencies were found to host youth service in this sample. This is not surprising given how few youth service policies there are in the region (Metz et al., 2005). To be sure, youth service policies in other countries are sway to political pressures and party changes, which can affect sustainability. However, policy does leverage participation

by a large number of youth, so that service occurs at scale. Policy also promotes inclusion. Of the government-sponsored programs in this sample, the majority are aimed at excluded and disadvantaged youth or otherwise offer incentives and facilitation such that these groups have access to serve.

As a related point, social, economic, and political conditions were identified by staff as challenges for program implementation. The issues that many programs aim to address are complex, systemic, and interrelated. Depending upon the activities implemented by the volunteers and the larger programmatic design, it is difficult to achieve measurable success in education, employment, or other economic conditions. These may be reasons why such goals were not as prominent among the program sample. However, as the targets for the Millennium Development Goals loom closer, it is imperative that concerted efforts are made to achieve them by all sectors, across many different programs and strategies. A key question remains as to what the most effective volunteer service strategies are to achieve these goals.

Building capacity. The program staff provided a number of insights into the challenges they face with program implementation and sustainability. The positive aspect of these insights is that the challenges are actually opportunities and the resources exist to address them. Funding is always a consideration, and while not insignificant, the remaining challenges demand creative solutions. The corporate sector has a large role to play in helping to secure equipment and developing infrastructure (e.g., information technology). With the increase in corporate social responsibility practices, corporations are possible benefactors. They may be able to donate used supplies from their offices, loan out staff as volunteers to provide expertise in the needed areas, and underwrite needed equipment. All of these strategies have the potential of social marketing, so that it is a win-win for the programs and the corporations. These strategies are already being implemented worldwide. Staff needs to be trained to access these opportunities.

Social work is a profession whose roots are in voluntary, collective action that is aimed at the prevention and amelioration of social and economic problems (McBride, 2005). This profession is continuing to grow throughout Latin America in particular (Olate, 2007). Schools of social work have a role to play in training this generation of leaders as well as the next. A number of professional associations, such as the International Association for Volunteer Effort (IAVE), also have capacity building of the sector as a primary mission. Through networking and the distribution of effective practices, managers can increase their skills.

Institutional development will require investments across sectors. All of the sustainability factors pertain to staff and volunteer skills, including partnership development, social marketing and communications, program evaluation, policy advocacy, and information technology. Volunteer management is a priority for many. The volunteer management field needs capacity building via formal education, continuing education, consulting, and networking. As the service programs grow beyond their infancy into mature programs, it is imperative that this strategy for organizing youth in collective action is state of the art.

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Appendix A: Survey Instrument

PROJECT BACKGROUND

Fundación SES of Argentina is partnering with the Center for Social Development (CSD) at Washington University in St. Louis and the Youth Development Outreach Program of the Inter-American Development Bank (IDB YOUTH) to implement this research project about youth service in Latin America and the Caribbean.

Little is known about youth service in Latin America and the Caribbean (LAC). As a supporter of youth volunteerism and civic service, we request information about your organization and youth service programs.

What is a youth service program?

We define a youth service program as a formal, coordinated system of activities with distinct objectives. Programs can be thought of as “social interventions” as they aim to change social conditions. Programs require “resources” to achieve objectives. In the case of youth volunteer and civic service programs, youth are the primary resources. **A youth service program has a name, a budget, and a defined role for the volunteers, the majority of whom are youth.**

By participating in this project, you will join the growing network of organizations interested in promoting youth service in the LAC region and the world. In addition, you will receive a copy of the final research report. The information about the study and the final report will be posted on the websites of Fundación SES, IDB YOUTH, and CSD and will be disseminated through each of their networks.

ORGANIZATIONAL DESCRIPTION

BASIC IDENTIFICATION

We begin by asking questions about the organization.

1. Please enter the *organization's code number*, which is printed on the invitation letter to participate in this survey.

2. Please enter the *date on which you are completing this survey* in dd/mm/year format.

HISTORY OF THE ORGANIZATION

Now we ask some questions about the history of the organization.

3. Please provide the *year* that the organization *was founded*. For example, organization has a name and becomes active and recognized by the community.

999. Unknown

4. Does the organization have *legal status*? Please select either YES or NO.

1. YES (Go to Question 4.1)

2. NO (Go to Question 5)

4.1 If YES, please provide the *year* that the organization *obtained legal status*

999. Unknown

5. What entity was most involved *in starting the organization*? Please check **THE ONE** that best represents who started the organization.

- 1. A youth leader
- 2. A group of youth
- 3. An adult leader
- 4. A group of adults
- 5. A religious community, church, or synagogue
- 6. A community group
- 7. An educational institution (school or university)
- 8. A nongovernmental organization (NGO)
- 9. A business
- 10. Government: national, state or province, municipal or other government agency
- 11. Other involved in starting the organization. Please specify:

- 999. Unknown

TYPE AND SCOPE OF THE ORGANIZATION

Now we ask about the type and scope of the organization.

6. Of the following types of organizations, please select the *one type that best describes* the organization.

6.1 The *organization* is a: (Please select only one).

- 1. Government agency (Go to Question 7.3)
- 2. Nonprofit organization / Non-Government Organization (NGO) (Go to Question 6.2)
- 3. Business or for-profit organization or (Go to Question 7.1)

6.2 If your answer is “Nonprofit organization/NGO,” is the organization *exempt from taxation* by the government? Please select either YES or NO.

- 1. YES
- 2. NO

7. Please select the type of organization from the lists below.

7.1 Is the organization a *religious organization*? Please select either YES or NO.

- 1. YES (Go to question 7.2)
- 2. NO (Go to question 7.3)

7.2 If YES, what is the *affiliation* of the *organization*? Please **SELECT ONLY ONE.**

- 1. Catholic
- 2. Protestant/Evangelical
- 3. Jewish
- 4. Muslim/Islamic
- 5. Buddhist
- 6. Animist
- 7. Ecumenical
- 8. Other religion. Please specify:

7.3 Is the organization an *educational organization*? Please select either YES or NO.

- 1. YES (Go to question 7.4)
- 2. NO (Go to question 8)

7.4 If YES, what type of *educational organization* is it? Please **SELECT ONLY ONE.**

- 1. Primary School
- 2. Secondary School
- 3. Both Primary and Secondary School
- 4. Post secondary non-university (e.g.: vocational, technical, or art school)
- 5. College or University
- 6. All levels of formal education
- 7. Non-formal education
- 8. All types of education (formal and informal)
- 9. Other educational organization. Please specify:

8. *Level of operation of the organization*

8.1 What is *the highest level* in which the *organization operates*? Please **SELECT ONLY ONE.**

- 1. Multi-country (Go to question 8.2)
- 2. Single-country (if the organization is working in more than 50% of the states or provinces of the country) (Go to question 9)
- 3. Multi-state or multi-province (if the organization is working in more than one state or province but less than 50% of the states or provinces of the country) (Go to question 9)
- 4. Single state or province (Go to question 9)
- 5. Municipality (Go to question 9)
- 6. Neighborhood or community (Go to question 9)

8.2. If YES to “Multi-country”, *in how many countries* does the organization operate?

- Number of countries

9. Across all of the possibilities, what **BEST** describes the *functional area* of the *organization*? Please select **ONLY ONE RESPONSE.**

- 1. Culture, recreation, and arts
- 2. Education
- 3. Health
- 4. Children, youth, and family services, including the elderly and handicapped
- 5. Environment and animal protection
- 6. Community development
- 7. Housing
- 8. Employment and training
- 9. Law, advocacy, and politics
- 10. Philanthropy
- 11. Voluntarism promotion
- 12. Emergency and disaster relief
- 13. Religion
- 14. Business, professional association, and union

ORGANIZATIONAL STAFF AND VOLUNTEERS

Below are some questions about the number of volunteers and people on salary in your organization. Please use **2005** as the *year of reference*.

10. What was the approximate **total number of people** who received a **salary** in the **organization in 2005**? (A salary is a form of periodic payment basis—weekly, biweekly or monthly—from the employer to the employee, which is specified in a written informal employment contract or a verbal agreement).

Total number of people who received a salary

11. What was the estimated **total number of all volunteers** (not salaried) of all ages in the **organization in 2005**?

Total number of volunteers

ORGANIZATIONAL FUNDING

Now we ask about the funding of the organization. Please use **2005** as the *year of reference*.

12. What **percentage** of the **organization’s 2005 annual budget** came from national and international sources? Please estimate the percentage.

Percent

National (If percentage greater than “0” go to question 12.1)

International (e.g.: international organizations and agencies, multilateral institutions, embassies.)

Total must equal 100%

12.1 What were the **organization’s national sources** for the **2005 annual budget**?

Please select **all that apply**.

- 1. Government funding (national, state or province, municipal, other government agency)
- 2. NGOs
- 3. Philanthropic organizations (non-government foundations)
- 4. Business (for profit)
- 5. Individual monetary contribution (fees, individual payments for service, membership dues, and fundraising events)

VOLUNTEER YOUTH SERVICE PROGRAMS

Now we ask about the names and numbers of youth service programs in the organization. A program has a name, a budget, and a defined role for the volunteers, the majority of whom are youth.

13. How many youth volunteer **programs** does the organization have?

Total number of youth volunteer programs

14. Please write the **name(s)** of the programs in the space below.

- 1.
- 2.
- 3.
- 4.

Now we ask questions about the youth service program or programs. Please complete the following questions for each organization's youth service program. Note that some questions asked about the program are similar to those asked about the organization. **The following questions refer only to information at the program level.**

PROGRAM: INFORMATION & DESCRIPTION

PROGRAM 1

Now we ask questions about a specific volunteer youth service program.

PROGRAM CONTACT INFORMATION

15. Program name:

15.1 Is the contact information for this program the same as the contact information for the organization?

1. YES (Go to question 16)

2. NO (Please provide the *contact information* for this program)

Contact person:

Given Name:

Family Name:

Address:

City:

Phone Number:

Cellular Number:

Fax Number:

Email:

Website:

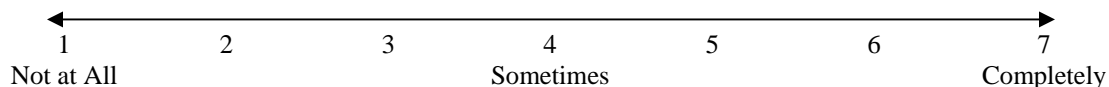
PROGRAM ACTIVITIES AND GOALS

Now we ask you about program activities and goals.

16. The following is a list of *beneficiaries* that the program may *target*. Please select *all that apply*.

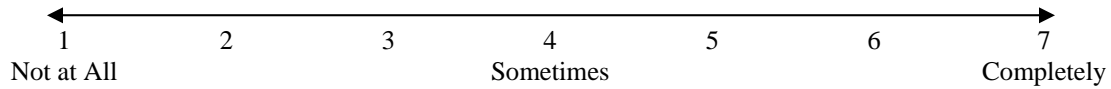
- 1. Children
- 2. Youth
- 3. Adults
- 4. Seniors
- 5. Women
- 6. Families
- 7. Special needs group
- 8. Indigenous communities
- 9. Rural communities
- 10. Urban communities
- 11. Poor communities

17. Using the scale below, please indicate *how much the program focuses* on the following *goals* from Not at All (1) to Completely (7). Use this scale for Questions 17.1 and 17.2



17.1 For the beneficiaries

	1	2	3	4	5	6	7
Increase confidence and self efficacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase employment skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve household economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve well-being and health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create or improve facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve community safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase community capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase retention in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase employment rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote sustainable land use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase environmental awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve gender inequalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote cultural understanding and increase tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote human rights and citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



For the youth volunteers

	1	2	3	4	5	6	7
Increase volunteer’s confidence and self efficacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase volunteer’s social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase volunteer’s employment skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase volunteer’s motivation to volunteer again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influence volunteer’s prestige and reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influence and expand volunteer ‘s career choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote collective values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote individual values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote “hope”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. What *activities* does the *volunteer perform*? Please check *all that apply*.

- 1. Provide general office services (administrative activities, running errands)
- 2. Fund-raise or sell items to raise money
- 3. Participate in planning and organizing internal activities (organization/program)
- 4. Participate in educational campaigns including handing out pamphlets, or conducting group meetings
- 5. Assist with disaster relief and other emergency services
- 6. Help people in hospitals, crisis centers, shelters, food banks, blood banks or in other basic human services
- 7. Participate in activities related to HIV/AIDS
- 8. Provide health and wellness services including immunizations and drug prevention
- 9. Provide community public safety
- 10. Construct, repair or clean buildings and houses
- 11. Conduct environmental cleanup or restoration
- 12. Provide information technology services to others
- 13. Provide companionship, counseling, or other emotional form of support
- 14. Act as tutor, mentor, or coach
- 15. Teach or tutor in developing literacy
- 16. Assist in job skills development including training and micro-business development
- 17. Participate in music, performance, or other artistic activity
- 18. Participate in planning and support of religious activities and events
- 19. Engage in community organizing
- 20. Participate in political campaigns and voter registration
- 21. Represent the organization in networks and alliances
- 22. Assist as mediator or peacemaker in conflicts
- 23. Conduct volunteer recruitment and placement

19. Does the **program include** recreational activities for the youth that are **not related to their volunteer activities**? For example, the program has sports activities in addition to community services volunteer activities. Please select either YES or NO.

1. YES (Go to question 19.1)
 2. NO (Go to question 20)

If YES, what **percent is dedicated to activities not related to volunteering in the community**?

- Percent dedicated to activities not related to community service

PROGRAM DESIGN: VOLUNTEER ROLE

Now we ask about the role of volunteers and the type of service that the program offers.

20. **Program eligibility.** The following is a list of **volunteer characteristics** that may or may not be required for participating in the program. Please indicate if program eligibility is based on any of the characteristics below. Please check **all that apply**.

1. Age
 2. Gender
 3. Ethnic origin
 4. Income level
 5. Has own transportation
 6. Level of formal education
 7. Specialized skills
 8. Student status
 9. Language
 10. Religion
 11. Geographic location
 12. Organizational affiliation

21. **Program participation.** The following questions are related to the participation of youth volunteers in the program.

21.1 Is **youth participation** in the program **voluntary**? Please select either YES or NO.

1. YES
 2. NO

21.2 Based on the design of the program, how many hours per week are **youth expected to volunteer**? Please **select the best answer**.

1. 0-10 hours per week
 2. 11-20 hours per week
 3. 21-30 hours per week
 4. More than 30 hours per week

21.3 **On average**, what was the number of hours **per week that youth volunteered** in 2005?

- Average hours per week
 999. Unknown

21.4 Does the program **require a specified length of time** for youth participation (e.g. three months)? Please select either YES or NO.

1. YES (Go to question 21.5)
 2. NO (Go to question 22)

21.5 If your answer is “YES”, please indicate the *minimum and maximum length required* for youth participation in 2005 and select the specific unit of time (for example, minimum: 2 months; maximum: 10 months).

Minimum:

(Number) Weeks or Months (Select One)

Maximum:

(Number) Weeks or Months (Select One)

999. Unknown

22. Please indicate any *support* that is provided to the *youth volunteers* during their service. Possible types of support are listed. Please check *all that apply*.

- 1. No support provided
- 2. Specific training
- 3. Reflection sessions with other volunteers
- 4. Mentoring/role model
- 5. Supervision
- 6. Follow-up alumni association
- 7. Other supports. Please list.

23. Please identify *any compensation* that is given to the youth volunteers while they are *providing service*. Please check *all that apply*.

- 1. No compensation provided
- 2. General living allowance/stipend
- 3. Day care stipend
- 4. Transportation stipend
- 5. Housing/room and board provided
- 6. Healthcare/insurance provided
- 7. Financial compensation for related expenses
- 8. Clothes
- 9. Other compensations. Please list.

24. Please indicate if any *material recognition or awards* are given to youth for *service performance*. Possible types of recognition or awards are listed. Please check *all that apply*.

- 1. No award or recognition
- 2. Academic course credits
- 3. Education grant/scholarship
- 4. Monetary award/grant at end of service
- 5. Special community recognition/award
- 6. Clothes (T-shirt, jeans), backpack/bag, book(s)
- 7. Opportunities to participate in conferences
- 8. Other material recognition or awards. Please list.

25. Using the scale below, from Not at All (1) to Completely (7), please indicate the youth volunteers' *level of participation* in the *development and implementation* of the program.

	←	→					
	1	2	3	4	5	6	7
	Not at All		Sometimes				Completely
Program design	1	2	3	4	5	6	7
Service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partnerships development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissemination of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHARACTERISTICS OF STAFF AND VOLUNTEERS IN THE PROGRAM

Now we ask about the number of staff and youth volunteers in the program. Please use **2005** as the *year of reference*.

26. What was the **total number of people** (all ages) who received a **salary** in the **program in 2005**? (A salary is a form of periodic payment basis—weekly, biweekly or monthly—from the employer to the employee, which is specified in a written or informal employment contract).

Total number of people who received a salary in the program

Unknown

26.1 Of the number above, how many were **youth** (15 to 29 years old) in the **program in 2005**?

Number of youth who received a salary

Unknown

27. What was the **total number of volunteers** (not salaried) of all ages in the **program in 2005**?

Total number of volunteers

Unknown

27.1 Of the number above, how many were **youth volunteers** in the **program in 2005**?

Total number of youth volunteers

Unknown

28. **Volunteer Characteristics.** The following lists different *volunteer characteristics*. Please estimate the *percentage of youth volunteers* in the program that fall into each category. Please use **2005** as the *year of reference*.

28.1 What was the program's *age distribution* across youth volunteers **in 2005**? Please estimate the *percentage* by age group.

	Percent
Less than 15 years of age	_____
Between 15 and 17 years of age	_____
Between 18 and 21 years of age	_____
Between 22 and 25 years of age	_____
Between 26 and less than 30 years of age	_____
Total must equal 100%	
<input type="checkbox"/> 999. Unknown	

28.2 What was the program's *proportion of male and female* youth volunteers **in 2005**? Please estimate the *percentage*.

	Percent
Female	_____
Male	_____
Total must equal 100%	
<input type="checkbox"/> 999. Unknown	

28.3 What was the *highest level of education* of program's youth volunteers in 2005? Please estimate *the percentage*.

	Percent
No education	
Primary incomplete	_____
Primary complete	_____
Secondary incomplete	_____
Secondary complete	_____
University and post secondary incomplete	_____
University and post secondary complete	_____
Total must equal 100%	
<input type="checkbox"/> 999. Unknown	

28.4 What was the *primary status* of the program's youth volunteers in 2005? Please estimate *the percentage*.

	Percent
Student	_____
Worker	_____
Student and worker	_____
Unemployed	_____
Working in the home / homemaker	_____
Other status. Please specify:	_____

Total must equal 100%	

999. Unknown

28.5 Across the following categories, what was the program's *economic status* of youth volunteers *in 2005*? Please estimate the *percentage*.

	Percent
Lower class	_____
Lower-middle class	_____
Middle class	_____
Upper-middle class	_____
High class	_____
Total must equal 100%	

999. Unknown

28.6 In what *area* did the program's youth volunteers *live in 2005*? Please estimate the *percentage*.

	Percent
Rural area	_____
Urban area	_____
Total must equal 100%	

999. Unknown

28.7 What was the program's *percentage of* African descendant youth volunteers *in 2005*? Please estimate the *percentage*. If none, please enter "0".

% of African descendant youth volunteers

999. Unknown

28.8 What was the program's *percentage of* indigenous (native communities) youth volunteers *in 2005*? Please estimate the *percentage*. If none, please enter "0".

% of Indigenous youth volunteers

999. Unknown

29. Did this program have *international youth volunteers in 2005*? Please select either YES or NO.

1. YES (Go to Question 29.1)
 2. NO (Go to Question 30)

29.1 If YES, what was the nationality of *international youth volunteers*? Please list nationality and number of volunteers.

Nationality	# of Volunteers
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

30. Did this program host *internship students* in 2005? Please select either YES or NO.

1. YES
 2. NO

PROGRAM IMAGE

Now we ask questions about the identity of the program.

31. Does this program have a *formal slogan or tagline*? Please select either YES or NO.

1. YES (Go to Question 31.1)
 2. NO (Go to Question 32)

31.1 If YES, what is the formal *slogan or tagline*?

32. Are volunteers given *identifying items* (t-shirts, hats, etc.) to indicate their involvement in this program? Please select either YES or NO.

1. YES (Go to Question 32.1)
 2. NO (Go to Question 33)

32.1 If YES, *what items*? Please check *all that apply*.

1. Shirts
 2. Hats
 3. Writing implement
 4. Stickers/patches
 5. Bags
 6. Mugs
 7. Other identifying items. Please list.

PROGRAM ADMINISTRATION

Now we ask questions about the history, funding, collaborations, limitations and sustainability of the program

33. Please provide the *year* that the program *started*. For example, the program has a name and becomes active and recognized by the community.

Year program started

999. Unknown

34. What *percentage* of the *program's 2005 annual budget* came from national and international sources? Please estimate the percentage.

Percent

National (If percentage greater than "0" go to question 34.1)

International (e.g.: international organizations and agencies, multilateral institutions, embassies.)

Total must equal 100%

998. No funding (Go to question 37)

999. Unknown

34.1 What were the *program's national sources* for the *2005 annual budget*?

Please select *all that apply*.

1. Government funding (national, state or province, municipal, other government agency)

2. NGOs

3. Philanthropic organizations (non-government foundations)

4. Business (for profit)

5. Individual monetary contribution (fees, individual payments for service, membership dues, and fundraising events)

35. In what *year* did the primary source of *funding* of this program *begin*?

Year funding began

998. No funding

999. Unknown

36. In what *year* will the primary source of *funding* of this program *end*?

Year funding will end

998. No funding

999. Unknown

37. In 2005, did the program *collaborate* with any of the following types of organization? Please check *all that apply*.

1. Community / group
 2. NGO
 3. Philanthropic organization
 4. Religions organization
 5. University or primary or secondary school
 6. Local government (municipal, regional, or province)
 7. National government
 8. Small business
 9. Large business
 10. International organization
 11. Other type of organization. Please list.

38. *Level of operation of the program*

- 38.1 What is *the highest level* in which the *program operates*? Please **SELECT ONLY ONE**

1. Multi-country (Go to question 38.2)
 2. Single-country (if the program is working in more than 50% of the states or provinces of the country) (Go to question 39)
 3. Multi-state or multi-province (if the program is working in more than one state or province but less than 50% of the states or provinces of the country) (Go to question 39)
 4. Single state or province (Go to question 39)
 5. Municipality (Go to question 39)
 6. Neighborhood or community (Go to question 39)

- 38.2 If YES to “Multi-country”, *in how many countries* does the program operate?

- Number of countries

39. In 2005, did the *program* experience *limitations in program implementation* due to any of the following? Please select *all that apply*.

1. Budget
 2. Communications issues
 3. Formal structure of the program
 4. Training
 5. Infrastructure (e.g.: building space, technology capacity)
 6. Equipment
 7. Social, economic, or political conditions
 8. Evaluation
 9. Other limitations in program implementation. Please list.

40. Please select the **three most important supports** that would be helpful to **increase the likelihood of program sustainability** (Sustainability is the degree to which an organization has adequate and appropriately diverse financial, human, and technical resources for the long-term). Please **SELECT ONLY THREE ITEMS**.

- 1. Professional development and training
- 2. Communication
- 3. Social marketing
- 4. Policy advocacy
- 5. Partnership development
- 6. Information technology
- 7. Funding to run the program
- 8. Research/Program evaluation

41. Do you have other **information** to add?

41.1 Please provide any other **information** that you would like to attach; for example, brochures, marketing material.

42. Survey information is confidential. However, a **list of the organizations participating** in the study may be included in the **acknowledgements section** of the final report. If your organization **would like to be included in this list**, please select YES in the box below.

- 1. YES
- 2. NO

Appendix B: Field Researchers

Country	Organization	Contact
Argentina	Ecoclubes	Mariana Alegre, Presidente Ricardo Bertolino, Coordinador Gabriela Pereyra, Referente del proyecto
Brazil	Fundação Abrinq	Ruben Naves, Director-Presidente Sandra Amaral de Oliveira Faria, Superintendente Amelia I. Bampi Paínes, Referente del proyecto
Colombia	Fundación Antonio Restrepo Barco	Marco Antonio Cruz Rincón, Representante Legal Mario Gómez Jiménez, Director Ejecutivo Ana María Convers Cubillos, Coordinadora de Proyectos (Referente del proyecto) Julian Andres Quintero, Asistente del proyecto
Dominican Republic	ALIANZA ONG	Aída Consuelo Hernández Bonelly, Presidenta Addys Then Marte, Directora Ejecutiva (referente del proyecto) Ruben Brito, Técnico de proyectos
Guatemala	Consultor independiente	Víctor José Moscoso Portillo, Referente del proyecto
Guyana	Volunteer Youth Corps	Goldie Scott, Chairperson Czerina Castello, Contact person
Jamaica	National Youth Service (NYS)	Reverend Adinhair Jones, Executive Director Howard Gardener, Contact person
Mexico	Fundación Rostros y Voces	Carlos Zarco Mera, Director Ejecutivo Rebecca Berner, Secretaria Técnica (referente del proyecto)
Nicaragua	Instituto Nicaragüense de Investigación y Educación Popular (INIEP)	Roberto Sáenz A., Director Ejecutivo Josefa Cisneros Madriz, Referente del proyecto
Panama	Fe y Alegría Panamá	Rodrigo Villalobos N., Director General Rafael Rigueros, Referente del proyecto
	Consultor independiente	Dacil Acevedo Riquelme, Referente del proyecto
Peru	Centro de Información y Educación para la Prevención del Abuso de Drogas (CEDRO)	Alejandro Vassilaqui, Director Ejecutivo Julio Moscoso, Referente del proyecto
Venezuela	Centro de Formación Popular Renaciendo Juntos (CEPOREJUN)	Gerardita Fraga, Coordinadora de Vinculación y Negociación Olga Simal Martin, Referente del proyecto

Appendix C: Participating Organizations*

Subregion	Country	Organization Name
Caribbean		
	Dominican Republic	AIESEC Asociación de Scouts Dominicanas, inc Asociación Tu, Mujer Inc. Casa Abierta Centro de Promoción y Acción por la Solidaridad Social 'Paso Colegio APEC Consorcio Mundo Joven Convite Centro de Arte Cuerpo de Paz FUNDACION PRO-MADRE, INC. (Fundacion pro asistencia integra Germinado Ideas Grupos de Jovenes Colectiva Mujer y Salud Instituto de Derechos Humanos Santo Domingo Movimiento Sociocultural para los Trabajadores Haitianos Obra Social Cultural Sopena (OSCUS) Secretaria de Estado de la Juventud Sirve Quisqueya Voluntarios de Naciones Unidas, República Dominicana
	Guyana	Artiste in Direct Support Bannas Sports Evergreen Nature Study Club Guyana Forum for Youth in Agriculture Guyana Responsible Parenthood Association Guybernet Volunteer Youth Corps Young Christian Women Association Youth Challenge Guyana Boy Scouts Lifeline Counseling Service YMCA Mercy Wings CHRP - Caribbean Helath and Reproduction Programme G Plus
	Jamaica	Campus Crusade for Christ Catholic Youth Movement Comets United Youth Club First Missionary Church Grace Missionary Church Holy Trinity Cathedrale Hope for Children

* At the end of the survey, organizations were asked if they would like to be acknowledged in the report of findings. Some organizations chose to remain anonymous.

Hope United Church
 Jamaica Association for the Deaf
 Jamaica Association on Mental Retardation
 Jamaica Council for Persons with Disabilities
 Jamaica Foundation for Children
 Jamaica Red Cross, Kingston and St. Andrew
 Jamaica Youth for Christ
 Kingston and St. Andrew Young Men's Christian Association
 Kingston Central Police Youth Club
 Kingston Girl Guides
 Kingston Girls Brigade
 Kingston Scout Association
 Mannings Hill United Church
 Mona Baptist Church
 National Centre for Youth Development
 National Youth Service
 St. Thomas Aquinas Catholic Church
 Sunshine Youth Club
 United Pentecostal Church

Central America & Mexico

Guatemala

APREDE
 CHILDHOPE - Fundación
 Comisión Presidencial de Derechos Humanos
 Coordinadora Nacional para la Reducción de Desastres (CONRED)
 Grupo Ceiba
 Scouts de Guatemala
 Visión Mundial GT
 Yes Guatemala, Red de Empleo Juvenil
 Universidad Rafael Landívar
 Centro para la acción legal en DDHH - CALDH

Mexico

Acción de los Cristianos para la Abolición de la Tortura A.C.
 Alianza Cívica Nacional A.C.
 Amextra A.C.
 Amnistía Internacional México
 Antiguo Colegio de San Ildefonso
 Arbol de la Vida Enfermos en Superación I.A.P.
 Centro de Atención Infantil Piña Palmera
 Centro de Capacitación y Apoyo Sexológico
 Centro transitorio de capacitación y educación recreativa El
 Centros de Integración Juvenil
 Con Ganas de Vivir AC
 DECIDIR-Coalición de Jóvenes por la ciudadanía Sexual
 EDNICA I.A.P.
 El Proyecto Hambre AC/The hunger Project Mexico
 Fondo para Niños de México AC
 Fundación Casa Alianza México IAP
 Fundación Casa de las Mercedes IAP
 Fundación Familiar Infantil IAP

	<p>Fundación Mexicana de Reintegración Social AC Fundación Mexicana para la Planeación Familiar Fundación Murrieta México Fundación San Felipe de Jesús IAP Fundación UNAM A.C. Fundación Unidos por un México Vivo AC Fundación Walmart de México A.C. Hábitat para la Humanidad México AC Hombre Naturaleza AC Instituto Nacional para la Educación de los Adultos Jóvenes Constructores de la Comunidad La Casa de la Sal A.C. La Manta de Mexico La Matatena, Asociación de Cine para Niñas y Niños AC Resultados México Salud Integral para la Mujer Servicio Jesuita de Jóvenes Voluntarios IAP Servicios a la Juventud AC Teatro Cabaret Reinas Chulas AC Un Granito de Arena AC Universidad Tecnológica de México Visión Mundial de México AC. Voluntarios Internacionales de México</p>
Nicaragua	<p>Asociación Opción Nicaragua Centro de Estudio y Promoción Social (CEPS) Consejo de Iglesias Evangélicas pro-alianzas Denominacional Fundación Desafíos Instituto de Promoción Humana (INPRHU) Movimiento Comunal de Nicaragua (MCN) Movimiento Infantil Luís Alfonso Velásquez Flores MILAF Secretaría de la Juventud de la Presidencia de la República Universidad Centroamericana (UCA) Universidad Nacional de Ingeniería Universidad Politécnica de Nicaragua (UPOLI)</p>
Panama	<p>Elektra Noreste S.A. JCI Panamá Prodes AIESEC Panama Verde YES Panama (Red Nacional de Empleo Juvenil). Fundación de Apoyo para Estudiantes de Limitados Ingresos Movimiento de la Juventud Kuna Fundación Boutet Asociación de Muchachas Guías Habitat para la Humanidad Patronato de la Nutrición Club de Leones de Panamá EXPLORA Centro de Artes y Ciencias Centro Juvenil Vicentino</p>

Programa Contigo Juventud, Despacho de la Primera Dama.
 Universidad Especializada de las Americas (UDELAS)
 Club Rotario La Chorrera
 Consejo Nacional de la Juventud
 IAVE Panama
 Fundación Amigos del Niño c Leucemia y Cáncer-FANLYC
 Ministerio de Desarrollo Social
 AFS Programas Interculturales Panamá

South America

Argentina

Acción sin Fronteras en Argentina - Idealistas
 AFS Programas Interculturales
 Amigas de Ñu Ñu
 Asociación Argentina de Protección Familiar - AAPF
 Asociación Civil Pro Amnistía
 Asociación Conciencia
 Asociación Cristiana de Jóvenes
 Asociación El Trapito
 Asociación Guías Argentinas -AGA-
 Asociación Hábitat Humano
 Asociación Minu
 BAC- Biblioteca Argentina para Ciegos
 Cruz Roja Argentina
 Divertidores
 Fundación C&A
 Fundación Progresar
 Fundación SES (Sustentabilidad, Educación, Solidaridad)
 Fundación Vida Silvestre Argentina
 Grupo Zurich
 Instituto de Educación No Formal de la Universidad Tecnológica
 Luchemos para una Infancia Feliz y con Esperanza
 Manpower Argentina
 Organización Argentina de Jóvenes para las Naciones Unidas
 Peace Children Internacional - Argentina
 Proyecto Evelyn
 Red Internacional de Ecoclubes
 Universidad de San Andrés
 Leoismo argentino
 *Subir al sur
 *Promotores Juveniles

Brazil

Abrasoffa
 ADERE Associação para Desenvolvimento, Educação e Recuperação
 AHIMSA - Associação Educacional para Múltipla Deficiência.
 ALDEIA DO FUTURO - Associação para a Melhoria da Condição da
 Aliança Brasil Universitário
 AMA - Associação de Amigos do Autista
 Arrastão Movimento de Promoção Humana
 Associação Aliança de Misericórdia
 Associação Barco Escola da Natureza
 Associação Comunitária Cultural Constelação

Associação Comunitária Monte Azul
 Associação Crista de Moços de São Paulo
 Associação Cultural Comunitária Pró-Morato
 Associação Cultural e Desportiva Bandeirantes
 Associação Cultural e Recreativa Bloco do Beco
 Associação das Mulheres Pela Educação
 Associação de Ajuda a Pessoa Carente Grão de Mostarda de Agr
 Associação de Anemia Falciforme do Estado de São Paulo
 Associação de Apoio ao Programa Capacitação Solidária
 Associação de Moradores do Jd. Santa Lucia I E Adjacências.
 Associação Educacional e Assistencial Casa do Zezinho
 Associação Empresa e Programa Educar
 Associação Evangélica Beneficente
 Associação Profissionalizante BMF
 Associação Seiva - Sócio Educacional Integrando Vida e Ação
 Associação Super Eco de Integração Ambiental e Desenvolvimen
 CAF - Casa de Assistência Filadélfia
 Casa de Caridade Mensageiros da Esperança
 Casa José Eduardo Cavichio
 CATALISA - Rede de Cooperação para Sustentabilidade
 Centro de Promoção Social Bororé
 Centro Educacional Sal da Terra
 Cidade Escola Aprendiz
 Conexão Serviço de Integração Social
 Coordenação Regional das Obras de Promoção Humana
 Ecos - Comunicação em Sexualidade
 Fraternidade Universal Projeto Curumim
 Fundação Abrinq
 Fundação Ação Criança
 Fundação Dixtal
 Fundação Esperança-FUNDESP
 Fundação Julita
 Grupo Ação de Assistência, Promoção e Integração Social Gaap
 Instituição Beneficente Ação Univida
 Instituição Beneficente Casa da Passagem
 Instituto Ayrton Senna - IAS
 Instituto Brasil Solidário
 Instituto Brasileiro de Desenvolvimento da Cidadania
 Instituto Brasileiro de Estudos e Apoio Comunitário (IBEAC)
 Instituto C&A de Desenvolvimento Social
 Instituto de Arte, Saúde e Educação Sabugueiro.
 Instituto Dom Bosco
 Instituto Recicle (Antigo Instituto Recicle Milhões de Vidas
 Instituto Sou da Paz
 Lar da Irmã Celeste
 Legião da Boa Vontade
 Mudança de Cena
 Obra Social da Paróquia São Mateus
 Outward Bound Brasil

	<p>Plugados Na Educação Programa Social de Flor Com Amor Projeto Cala-Boca J Morreu Sociedade Santos Mártires União Brasileira Israelita do Bem Estar Social Voz Ativa - Núcleo de Desenvolvimento Social</p>
Colombia	<p>Asociación Cristiana de Jóvenes Asociación Cristiana de Jóvenes Central de Juventudes -CEDEJ- Centro de PluriPensamiento Corporación Acción Ciudadana Colombia. AC-Colombia Corporación Ambiental Metamorfosis Dignidad y Conciencia Social Fundación Nueva Vida para Todos Fundación PUIQUI Fundación Restrepo Barco Fundación Universitaria del Área Andina Jóvenes Construyendo Alternativas Sociales Juventudes del Movimiento Político MIRA -Juventudes MIRA- Museo Nacional Opción Colombia Parques Nacionales de Colombia Somos Mas Sun And Moon Universidad Cooperativa de Colombia Universidad Javeriana</p>
Peru	<p>ADRA-PERU AIDIM Aldeas Infantiles SOS Alianza Social Universitaria Antitesis Social Armonía y Clase Asociación Bola Roja Asociación Centro de Estudio para el Desarrollo Humano - Per Asociación Civil Impacta - Salud y Educación Asociación Cristiana de Jóvenes Asociación Cultural Tempoperu Asociación de Conciliadores Independientes de Lima - ASOCOIN Asociación de Profesionales Solidarios Asociación de Scouts del Perú Asociación de Voluntarios Malteser Perú Asociación Gestión Salud Población Asociación Internacional de Mecanismos Alternativos de Resol Asociación Kiwanis Perú Asociación Nacional de Guías Scouts Asociación Niños del Río Asociación para el Desarrollo Rural Sostenible del Perú Asociación Participación y Promoción Social - PEPS Asociación Pro Derechos Humanos - APRODEH</p>

Asociación Social de Concertación
 Asociación Talleres Protegidos
 Asociación Trabajo Voluntario
 Brigada de Voluntarios Bolivarianos del Perú
 Caritas Perú
 Catholic University Santa Maria
 Centro Cristiano de Promoción y Servicios - CEPS
 Centro de Desarrollo Futuro Perú
 Centro de Estudios de Problemas Económicos y Sociales de la
 Centro de Estudios para el Desarrollo Científico y Ecológico
 Centro de Estudios y Asesoría Laboral para Personas con Disc
 Centro de Formación San Francisco de Asís
 Centro de Información y Educación para la Prevención del Abu
 Centro de Investigación y Gestión del Agua
 Centro Especializado de Desarrollo Investigación y Promoción
 CEPROMUN - Centro de Promoción de la Mujer del Pueblo
 Circulo de Estudios en Geografía y Medio Ambiente - CEGEOMA
 CLATUR
 CODECO
 Comité Ananias Villar
 Coordinadora Juvenil
 DEMUS
 Educarnos
 Encuentros - Casa de la Juventud
 Forjadores de Carcamo
 Frente Unitario de los Pueblos del Perú
 Fundación Coprodeli
 Gabriela Mistral Association
 Grupo de Alumnos Voluntarios de la Universidad Nacional La M
 Grupo de Investigadores para el Desarrollo en el Nuevo Siglo
 Grupo Gea
 Grupo Juvenil Alborada
 INIBEC
 Iniciativa Ciudadana Pueblo Primer Poder del Estado
 Instituto Bartolomé de las Casas
 Instituto Chaminade Marianista de la Congregación Marianista
 Instituto de Apoyo al Movimiento Autónomo de Mujeres Campesi
 Instituto de Investigación Ligeo
 Instituto Desarrollo Integración y Transferencia Tecnología
 Instituto Peruano de Paternidad Responsable
 Interandes, Andean Economies Development Management
 Juventud en Acción
 Manos Especiales
 Metalconsult S.A.
 Movimiento Ciudadano Para Que No Se Repita (PQNSR)
 Movimiento Juvenil Comunitario de Barrios Altos
 Olimpiadas Especiales Perú
 Operación Sonrisa Perú
 Organización de Lideres Aplicados al Servicio - Olas

PREDES - Jóvenes Voluntarios (Youth Volunteers)
PRODECAJU
Programa Preventivo los Ángeles del Carmen
PROJOV - Propuesta desde y para los Jóvenes
Promise Perú
Promoción de la Cultura de Paz
PROSODE Promoviendo Voluntarios Hacia La Justicia
Red Nacional de Apoyo Voluntario en Áreas Rurales -REDNAVAR
Socemch/ Ifmsa - Perú
Sociedad Peruana de Resiliencia
Solidaridad en Marcha
Sumbí
Unidad de Control de Emergencias del Hospital Arzobispo Loay
Universidad Católica Sedes Sapientiae
Universidad de Lima: Union de obras de asistencia social/pro
Universidad Nacional de Educación Enrique Guzmán y Valle -
Fundación ANAR (Ayuda al Niño y Adolescente en Riesgo)
Asociacion para la Atencion Integral de Niños de la Calle
Adolescentes y Jovenes Forjadores de su Futuro

Venezuela

AIESEC
Asociación Internacional de Esfuerzos Voluntarios - IAVE Ven
Asociación Muchachos de la Calle
CanTV Compañía Anónima de Telecomunicaciones de Venezuela
Federación de instituciones privadas de atención al niño, el
Opción Venezuela A.C.
Organización Nacional de Salvamento y Seguridad Marítima de
Organización Social Católica San Ignacio - OSCASI
Procter & Gamble
Prosalud
Superatec A.C.
