



# Volunteer work measurement guide



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Guidance on implementing the ILO-recommended add-on module on volunteer work in national labour force surveys

ILO Department of Statistics

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## ► Abbreviations

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|            |   |
|------------|---|
| ICLS       | International Conference of Labour Statisticians  |
| ICSaW-18   | International Classification of Status at Work  |
| ISCO       | International Standard Classification of Occupations                                    |
| ISIC Rev.4 | International Standard Industrial Classification of All Economic Activities, Revision 4 |
| LFS        | labour force survey   |
| NGO        | non-governmental organization   |
| NSO        | national statistical office   |

## ► 1. Introduction

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In recent years, national statistical offices (NSOs) in all regions of the world have been paying greater attention to the measurement of volunteer work. Shortly after the establishment of new standards on work and labour market statistics by the 19th International Conference of Labour Statisticians (ICLS) in 2013, countries began to develop and implement specialized survey tools for that purpose. In many cases, the *Manual on the Measurement of Volunteer Work* published by the ILO in 2011 (hereafter “the ILO Manual”)<sup>1</sup> served as the inspiration for these tools.

However, the experience gained showed that the labour force survey module on volunteer work recommended by the ILO Manual and the related implementation guidance were both in need of improvement. Tools were required that could capture participation in volunteer work (especially direct and traditional forms of volunteering) across different contexts more effectively. The ILO and the United Nations Volunteers programme therefore initiated a joint project to update the existing guidance.

Through a combination of qualitative and quantitative tests conducted in partnership with the NSOs of Senegal and Ukraine, a new add-on module for labour force surveys was developed. The evidence collected during the testing demonstrated the new module’s ability to capture a very wide range of volunteering activities (as defined in the international statistical standards) undertaken by men and women of diverse backgrounds.

The present guide summarizes and makes available all the knowledge and experience accumulated during this development process. It provides survey designers with the latest ILO tools and recommendations to produce statistics on volunteer work in line with the current international standards.

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<sup>1</sup> The ILO Manual is available online in [English](#), [French](#) and [Spanish](#).

## ► 2. Relevance of statistics on volunteer work

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Volunteer work statistics offer valuable evidence on people's contribution to the development and well-being of individuals and communities. By complementing existing data on employment and unpaid housework, such statistics can facilitate a more complete understanding of the multiple ways in which people produce goods and services to satisfy their own and others' needs.

Existing national data indicate that the share of the working-age population engaging in volunteer work can be as high as the employment rate, and that the total number of hours volunteered is comparable to hours worked in some economic sectors. If not measured, this important development potential remains invisible and cannot be harnessed fully. There is also evidence that volunteers tend to dedicate their time and skills to supporting the most disadvantaged members of society. The analysis of volunteer work statistics can therefore help to improve policies by showing how they can be made more inclusive and efficient in targeting the most vulnerable population groups.

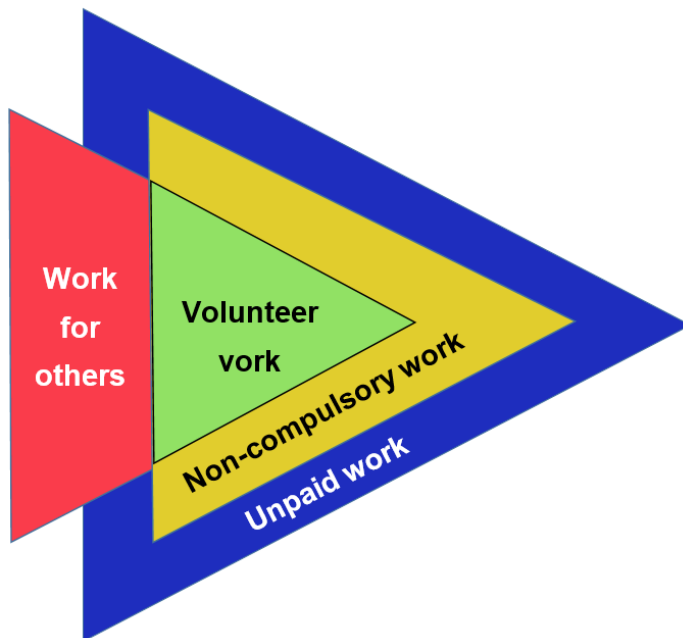
Unsurprisingly, the 2030 Agenda for Sustainable Development, adopted by the Member States of the United Nations in 2015, calls on governments to work closely with volunteer groups on implementing the Sustainable Development Goals. Recognizing the importance of evidence-based decisions in this process, the United Nations General Assembly, in its resolution 73/140 adopted on 17 December 2018, encouraged Member States to produce volunteer work statistics with a view to measuring people's voluntary contribution to the Sustainable Development Goals. At present, when all countries are still contending with the aftermath of the COVID-19 crisis, such efforts are probably more relevant than ever.

Since the beginning of the pandemic, governments have faced considerable challenges in providing all kinds of support to all who need it. Existing public resources are not always sufficient, and volunteers are often those who help to deal with the manifold impacts of the pandemic and the challenges of the recovery process. Numerous news reports from different parts of the world have described individual and collective actions undertaken by people who choose to work unpaid and support others in these difficult times.

There is plenty of evidence that volunteering can contribute to the achievement of important development objectives. However, in order for this potential to be fully unlocked, news reports are not in themselves sufficient: it is essential to have access to relevant and reliable statistics. This guide presents tools and recommendations that countries can use to produce such statistics and thereby integrate volunteering effectively into national policies.



### ▶ 3. Key concepts



For statistical purposes, volunteer work was defined by the 19th ICLS as “**any unpaid, non-compulsory activity to produce goods or provide services for others**”.<sup>2</sup>

First of all, it is important to note that the international definition of volunteer work covers only activities relating to the production of goods and the provision of services. It does not cover volunteering activities such as civic participation or engagement, which can take many different forms (for example, voting in elections, taking part in demonstrations, going on strike, boycotting a company, and so on). Organizing civic activities or facilitating others’ participation in them, however, counts as volunteer work if it is done without remuneration and voluntarily.

As defined by the 19th ICLS, **unpaid** implies “the absence of remuneration in cash or in kind for work done or hours worked”. This means that there is no expectation or agreement to receive something (money, goods or services) in exchange for the work performed.

Volunteers may receive some small form of support or stipend in kind (such as meals, transport or symbolic gifts) or in cash (for example, to cover out-of-pocket expenses or living expenses incurred in connection with the activity). The ICLS definition, however, limits the amount of cash support that volunteers may receive: it should be below one third of local market wages. If it is equal to or higher than this threshold, then the work cannot be considered to be unpaid.

Individuals may not receive anything from the beneficiary of their voluntary work, but they may be compensated by someone else. One specific example of this kind, excluded from the category of volunteer work by the relevant international statistical standard, is “corporate” or “company” volunteering. Under such arrangements, employers give their employees the option of engaging in unpaid work for others during paid hours (instead of performing their job-related tasks) or by offering them extra bonuses (such as additional paid leave).

Another example is the public schemes organized to involve specific population groups, usually young people, in low-skilled and low-paid activities related to the provision of public services. The participants in such schemes are often called “volunteers”, since they accept jobs that most people would turn down because of the low remuneration.

The **non-compulsory** nature of volunteer work is defined by the ICLS as the lack of any civil, legal or administrative obligations to perform it. More specifically, according to this criterion, the following activities cannot be considered volunteer work:

- community service and work by prisoners ordered by a court or similar authority, compulsory military or alternative civilian service
- unpaid work required as part of education or training programmes.

The fulfilment of social responsibilities of a communal, cultural or religious nature, however, is not considered an obligation. Such activities are therefore classified as volunteer work according to the relevant international statistical standard (if no remuneration is provided).

Some specific characteristics of the non-compulsory nature of volunteer work are not explicitly mentioned in the ICLS definition, as they are self-evident. For example:

<sup>2</sup> ILO, [Resolution concerning statistics of work, employment and labour underutilization](#). Resolution I. 19th International Conference of Labour Statisticians, October 2013, Geneva.

- Work performed by a person because he/she has been forced or threatened by someone else cannot be considered volunteer work, even in the absence of any civil, legal or administrative obligations to carry out such work.
- Even if there are legal obligations to work for others unpaid, such activities should be considered volunteer work if people engage in them willingly. This is often the case with the unpaid help provided by many people to others during crises triggered by natural phenomena or human activity. National laws may contain provisions obliging people to provide such assistance. However, most people tend to do so because they genuinely want to help and not for fear of being penalized.

These aspects were taken into account when designing the add-on survey module recommended by this guide. A special question to test the voluntariness of engagement in activities was incorporated into the module.

The beneficiaries of volunteer work can be:

- organizations of all kinds (market and non-market units), including self-help, mutual aid or community-based groups of which the volunteer is a member.
- people who are not members of the volunteer's household or family (such as neighbours, friends, acquaintances, strangers).

The ICLS definition does not explicitly mention the natural environment (flora and fauna), since it is assumed that humans are ultimately the final beneficiaries of any efforts to preserve or to improve it. Therefore, any unpaid voluntary activity performed by people to look after plants and animals that do not belong to them should be considered volunteer work as well. This guide pays special attention to capturing participation in such activities through a dedicated survey question.

### ► Box 1. Work related to donation-making: A special case of volunteering

Making a donation is a voluntary action if done without any obligation or pressure. Often, to make the donation, many people produce goods and provide services for others and without remuneration — that is, they do volunteer work. As shown by ILO research, when asked about donating, most survey respondents think of what they donate and forget about the unpaid work performed that makes the donation possible. If specific questions are not asked by the interviewer, the extent of volunteer work may therefore be significantly underestimated. Nevertheless, the transfer of goods or money from one person to another or to organizations cannot be classified as volunteer work by default.

**Non-financial donations**, for instance, are transfers of goods. The present guide explicitly recommends capturing (through dedicated survey questions) volunteer work that may be performed by donors at different stages of the process:

- purchase or collection (from others) of donated goods
- production, processing or preparation of donated goods
- delivery or distribution of donated goods to beneficiaries

Such work activities, performed by donors, result in free services provided to the recipients of donated goods.

In the case of **financial donations**, the action that could be classified as volunteer work is the effort made in delivering the money to the intended beneficiary.

When someone decides to make a financial donation, the money can reach the beneficiary in one of four ways:

- The donor delivers it personally (banknotes, coins, credit/debit cards or other object/device to access the money).
- The donor delegates this task to an intermediary (say, a bank, money transfer system, post office or another person).
- The beneficiary collects the money from the donor personally.
- The beneficiary delegates this task to someone else.

In the first situation, the donor provides a service to the beneficiary (replacing the service of a potential intermediary) and if the donor does not ask for anything in return, the service could be classified as volunteer work. In practice, however, such services are usually provided in a very short time frame (a couple of seconds or minutes) — for example, when taking cash out of one's pocket or wallet and putting it into someone's hand or dropping it into a charity box. For that reason, the present guide does not recommend that the delivery of donated money be explicitly classified as volunteer work.

In some cases, though, capturing the process of delivery of money may be relevant: for example, when the donor travels a long distance and spends a significant amount of time specifically to give the money (or the means to access it) to the beneficiary. People may do so in places where financial services are not available or are expensive, or when they do not trust the providers of these services. In such cases, if it is widely practised, the personal delivery of donated money should be classified as volunteer work and duly measured.

## ▶ 4. Data sources

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Historically, time-use surveys tended to be the primary source of statistics on volunteer work. Such surveys focus on measuring time spent in all human activities over a very short period (say, 24 hours). While this approach works well in capturing participation in very frequent activities, it is not appropriate for estimating indicators such as the number of volunteers and volunteer rates. Since most people volunteer much more rarely than weekly or even monthly, time-use surveys normally capture data for only a small subgroup of volunteers, namely those who volunteer very often (at least weekly). Such surveys are therefore not suitable for the comprehensive measurement of volunteer work and its characteristics.

In view of the above, the ILO in 2011 issued the *Manual on the Measurement of Volunteer Work*. The ILO Manual introduced the first international statistical definition of volunteer work and offered guidance on how to collect data through dedicated modules attached to national labour force surveys (LFSs), proposing a four-week reference period to that end. For the reasons outlined in box 2 below, an LFS is considered to be the optimal survey type for collecting data on volunteer work. However, any other kind of survey with similar features could be used for this purpose as well.

### ▶ Box 2. Recommendation from the ILO *Manual on the Measurement of Volunteer Work* (2011)

An optimal strategy for capturing key characteristics of volunteer work is to add a carefully designed “volunteer supplement” to national labour force surveys on a periodic basis.

Labour force surveys offer a particularly useful platform for measuring volunteer work. This has to do with a number of reasons:

- They are among the most frequent and regular of all official data collection programmes.
- They are household-based, thus making it possible to identify all persons engaged in work, including volunteer work, that is not performed at or through easily identified, registered organizations.
- They are better able to identify volunteer work carried out through registered organizations than are the organizations themselves, which often do not keep comprehensive registers of their unpaid workers.
- They usually cover the whole population in a country.
- They generally draw on large samples.
- They gather important demographic data on respondents.
- They are managed by highly professional staff equipped to measure work and its characteristics.
- They make it possible to observe volunteer work in the same classification framework as paid work, resulting in a complete picture of the labour market.
- They facilitate the accurate evaluation of volunteer work.
- They cover other aspects of work (paid employment, hours of work, unemployment, underemployment and employment-related income), which means that covering volunteer work too is a natural extension and it makes it easier for respondents to recall episodes of volunteer work.
- They already have procedures in place to handle bias and error and thus ensure reliability.
- They offer a highly cost-effective way to capture at least some core information about the contours of volunteer work in a country.

In recent years, the number of modules attached to LFSs in order to collect official data on volunteer work has increased significantly. Both countries with extensive measurement experience in this area and countries without such experience are implementing the ILO’s recommendation to that effect.

In addition to household surveys, volunteer work can be measured in population and housing censuses. However, the value of such censuses for capturing participation in volunteer work is limited given the wide range of topics that they must cover. Hence, volunteer work should be measured in a census only if it is the sole source of data at the national level, or if necessary to support the design and implementation of a household survey covering that topic.

To support countries wishing to collect data on participation in volunteer work as part of their censuses, the ILO has developed a model question. It is an adapted version of the initial question from the LFS add-on module recommended by this guide (see Appendix I below). The model question, together with guidance on its implementation, is available from the “Population census resources” section of the ILOSTAT website.<sup>3</sup>

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<sup>3</sup> See <https://ilostat.ilo.org/resources/population-census-resources/>.

## ► 5. Recommended topics for data collection

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Volunteer work can be described using a wide range of characteristics. To enable the development of basic volunteer work indicators and subsequent analysis of the scale and scope of volunteering, the ILO recommends collecting data on the:

- tasks performed to help/assist others
- number of hours worked
- type of the beneficiaries of volunteers' work
- main reason for engagement in volunteer work
- organizers of volunteer work
- main activity of the organization through which volunteer work was done (if relevant)
- support or incentives received by volunteers (if relevant).

First, these data are required to accurately identify volunteer work and volunteers in line with the latest international statistical standards. Secondly, when such data are correlated with the data collected in the host survey (normally a national LFS), this can be used to generate valuable evidence that feeds into the design of economic and social policies.

Data on other related topics can also be collected in addition to the above — for example, to understand better how volunteering contributes to development at the community level, how people's voluntary actions contribute to recovery efforts during and after crises, or how volunteering influences the lives of those who volunteer.

One possible approach is to collect data on financial donations and civic engagement along with data on volunteer work. Such an approach makes it possible to obtain a more complete statistical picture of the voluntary activities (whether they take the form of work or not) undertaken in a country.

This guide offers advice on how to collect data on the main recommended volunteer work topics using the LFS add-on module recommended by the ILO. Additional questions to collect data on other topics can be incorporated into the module. However, it is important to ensure that this does not restrict the module's ability to collect the data envisaged under its original design.

## ► 6. Labour force survey add-on module on volunteer work

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This guide updates and complements the guidance on the measurement of volunteer work offered in the ILO Manual from 2011. More precisely, a new LFS add-on module is recommended and more detailed guidance is provided on adapting the module to the national context and putting it into practice.

The add-on module recommended here was developed to enable the production of key volunteer work statistics in accordance with the latest international standards. It is the fruit of a testing process involving both qualitative and quantitative research conducted by the ILO and the United Nations Volunteers programme in Senegal and Ukraine. The module combines existing good practices and new approaches that have been found to capture effectively people's participation in organization-based and direct volunteer work in diverse cultural, social and economic contexts.

Several features make this new module more suitable for conducting comprehensive measurements of volunteer work than the module from the ILO Manual:

- The expressions “voluntary work” and “unpaid help” are used in the new module when asking questions, as opposed to the ILO Manual's recommendation to avoid them and use the neutral expression “unpaid non-compulsory work” instead. This change makes the questions more readily understandable and reduces reporting errors.
- Participation in volunteer work is assessed in relation to four types of possible beneficiaries (individuals, organizations, community and nature). This increases the likelihood of capturing specific voluntary activities that are often overlooked by respondents (such as protecting nature and/or animals, providing direct help to friends or neighbours).
- Respondents who do not report any unpaid help provided to the four types of beneficiaries mentioned above are asked questions aimed at identifying any unpaid work performed in connection with non-financial donations. As a result, a significant number of volunteers and a greater volume of volunteer work can be brought to light.
- Details on two different voluntary activities performed in the reference period are collected. This allows a more accurate estimation of the time worked and also the classification of volunteer work by type (direct or organization-based), tasks performed and main economic activity of the organization (where applicable).

### 6.1. Design of the module

The add-on module itself has a modular design. The first submodule contains questions designed to identify respondents who are working unpaid for others and the activities performed by them; the second contains questions aimed at collecting data on the key characteristics of volunteering activities (two at most).

Both submodules contain two types of questions: core and optional. The core questions are shown in regular black text. As testing has shown, they are essential to identify volunteers and volunteer work (as defined by the international standards). Excluding one or several such questions from the add-on module may well give rise to problems with data reliability and accuracy. For example, omitting questions on volunteering in relation to non-financial donations could lead to significant underestimation of the number of volunteers and of the hours worked. Excluding the question on the main reason for providing unpaid help, on the other hand, may lead to overestimation. The ILO therefore recommends retaining all the core questions.

Special attention should be accorded to the core question on the amount of cash support received while volunteering. It is essential to ask this question so as to be able to identify cases where respondents receive cash compensation that is equal to or above one third of local market wages. However, as shown by extensive testing and national experience, this question is very sensitive. Most respondents feel uncomfortable when asked about money received in connection with help that they provided without expecting anything in return. Many of them could therefore refuse to answer or give “don't know” answers, potentially leading to significant data quality issues.

For this reason, and to prevent further data loss during interviews, the above-mentioned question was placed at the end of the module. Additionally, the ILO recommends treating refuses and “don't know” responses to this question as values below one third of local market wages. In situations where tests or pilot surveys indicate that the share of refuses and “don't know” answers could be very high, it may be sensible to omit this question from the module.

Optional module questions are highlighted in blue. There are five such questions. One of them was introduced to offer survey designers the choice to reduce respondent burden. The other four may be used to collect additional data to support a more detailed analysis of the main volunteer work indicators.

Other questions designed to collect data on additional topics related to volunteer work can be included as well. It is recommended to test such questions before embarking on field operations. Moreover, their placement in the module should not interfere with the original flow of the core questions.

The LFS add-on module is outlined in **Appendix I**. Detailed explanatory notes and national adaptation guidance for each module question are provided in **Appendix II**.



## ► 7. Attaching the add-on module to a labour force survey or other type of survey

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The add-on module was designed to be attached to a host survey. This means that all respondents who answer the host-survey questions (all of them or a subset) should answer the module questions as well. For successful implementation of the module, adjustments to the host-survey processes have to be made — from questionnaire design to data processing.

Before using the module for the first time, data producers should engage with key stakeholders and data users early on. Discussions about the survey and the tools and definitions to be applied will make it easier to adapt the module to the national context. If volunteer work was previously measured using other survey tools, then the main potential problems related to data comparability should be identified and explained to data users as well.

The most important issues that need to be addressed during implementation of the module are highlighted in the following sections.

### 7.1. Target population

The target population for measuring volunteer work should be the same as the one selected for measuring labour force statistics — that is, all people of working age (15 years and above for international comparability), regardless of their labour force status or any other characteristic. This will allow data users to compare reliably levels of participation and the time spent on different forms of work.

It is not recommended to set minimum age values that are below the age at which children become legally or in practice able to act independently. For example, some countries collect LFS data from respondents aged 10 years and older. While such data may be relevant to study the phenomenon of child labour, it is less relevant for the analysis of volunteer work. One of the key criteria in defining volunteer work — choosing freely to do the work — may be violated from the very outset in the case of children aged between 10 and 14 years. Indeed, data on the unpaid work performed by children of those ages for non-family members can be of great value for various kinds of analyses, but such data should not be used to develop indicators of volunteer work.

Setting a maximum age limit is not recommended either. Doing so could prevent many older people from participating in the survey. Involving elderly people in volunteer work is one way of preventing them from suffering social exclusion. Without reliable data on this aspect, relevant measures may not be developed or implemented effectively.

### 7.2. Sampling considerations

Available national statistics on volunteer work suggest that, in general, LFSs have sufficiently large sample sizes to produce estimates of volunteer work with an acceptable degree of precision. In many cases, the volunteer work rate is significantly higher than the unemployment rate; it is rarely lower. This observation tends to be valid at both the national and the subnational level. Nevertheless, any decision on the sample size should be made after careful examination of existing LFS practice and the objectives that the survey output is meant to fulfil.

Most volunteer work takes place directly and irregularly. This makes it less visible to others, even to people living in the same households as those who volunteer. For that reason, the subsample of respondents from whom data are collected through proxy interviews is less reliable for estimating volunteer work indicators. To avoid self-selection bias and ensure the quality of the sample data, all respondents selected for the LFS should therefore be asked to answer module questions personally (that is, avoiding proxy responses).

If achieving a high rate of completed direct interviews (for example, at least 85—90 per cent) with selected LFS respondents is the usual practice, then it should be followed for the module as well. If not, then aspiring to such a rate for the module may be challenging and is likely to lead to higher data collection costs. This approach should therefore be followed only if the necessary resources are available and the likelihood of achieving a sufficiently high rate of completed direct interviews

in the sample is estimated to be very high. When these conditions cannot be met, an alternative sampling approach should be adopted in order to ensure data quality.

One option is to subsample working-age respondents and conduct only direct interviews with them. This approach allows one to use resources more efficiently and increases the chances of producing reliable estimates. Subsampling should be done at the last sampling stage (for example, within households) so that respondents for the module are selected randomly from the working-age persons who answer questions from the LFS individual questionnaire.

It is not recommended to subsample households or primary sampling units, as this could lead to a significant increase in sampling errors and generate operational challenges. However, if the number of households in the LFS sample is high (as when the sample is cumulated over several months), then subsampling households could be a viable solution — for example, when the monthly LFS sample is composed of random, independent subsamples of households participating in different survey rounds, and one or a couple of subsamples are selected to collect module data. In such cases, all working-age respondents from the households selected for a given survey round could be asked to respond to the module questions. This sampling strategy should be applied when there is a particular need to collect data from all household members (for example, for intra-household analysis).

The subsampling procedure should be simple and clear in order to facilitate its implementation in the field, prevent selection errors, and enable the calculation of appropriate weights for the data collected using the volunteer work module.

### 7.3. Respondent type

As explained above, volunteer work data from proxy interviews are less reliable. Therefore, to ensure data quality, it is recommended to collect data only through interviews with direct respondents. The module data should be collected during the same visit or telephone call used to collect the LFS data. If this is not possible, repeated attempts to conduct direct interviews with selected respondents should be undertaken within seven days of completing the LFS interview. This process should not affect the LFS data collection.

### 7.4. Recommended placement in an LFS questionnaire

Module questions should be asked after the LFS core questions (that is, after the questions on employment, job search, previous employment and own-use production work). In those cases where LFS data were collected during a previous visit or telephone call to the selected household, the respondent should be offered a summary of his or her answers to key LFS questions before being asked the module questions (during a follow-up visit or call). In this way, interviewers can help respondents to understand better the scope of the module questions — in particular by highlighting the main differences between volunteer work and other forms of work.

### 7.5. Recommended period for data collection

Participation in volunteer work, the tasks performed and the time worked by volunteers can vary across the year, depending on specific natural phenomena and patterns of human activity (see table 1 on the next page). To produce indicators that can capture these fluctuations, the collection of data for the module should be spread across the year. Where this is not feasible, the months to be covered have to be chosen carefully. Additionally, time series of volunteer work statistics are more robust and reliable when using data collected across the year to calculate average estimates.

As the module is attached to the LFS questionnaire, the options with regard to data collection periods are conditioned by the existing design of the survey:

- LFSs that collect data every month offer the widest range of options. Important seasonal variations can be captured; quarterly and yearly average indicators can be produced, depending on the total LFS sample size.

- LFSs that collect data less frequently offer very limited options for observing seasonal variations. In such cases, only variations between the months covered can be measured (when at least two measurements during 12 months are made).

In practice, the choice ultimately made between the available options depends on the survey's objectives and the availability of resources. For example, LFSs collecting data monthly or quarterly may be used to measure volunteer work only in one or a few selected months. In such cases, it is recommended to schedule the data collection for the months coming immediately after expected periods of increased social, cultural or religious activity, or after expected natural phenomena that happen every year (such as droughts, floods, hurricanes and blizzards) and affect a significant proportion of the population.

Measurements could also be made after unexpected crises triggered by human or natural activity, as long as LFS operations are not disrupted and the data can be collected during or immediately after the crisis. In such cases, using the module makes it possible to estimate the number of volunteers and the key characteristics of the voluntary assistance rendered in the previous 4 weeks / 30 days. These indicators, however, will not provide enough information to explain how exactly people responded to the crisis through volunteer work. In order to achieve this, questions specifically designed to link voluntary activity to the crisis events will have to be added to the module and alternative reference periods may need to be used.

On the whole, LFSs that collect module data every month in the course of a year are the most suitable for capturing volunteer work carried out in connection with unexpected crises (if data collection is not interrupted), as all months (before, during and after the event) are covered and additional questions can be added quickly, at lower costs. The size of the LFS monthly sample, however, may be too small to allow one to detect reliably changes in the values of indicators when comparing with previous months. Therefore, to produce robust estimates of the impact of a crisis on volunteering, the sample size may need to be increased for a certain period.

In all other cases (where module data are not collected monthly), survey tools and processes will need to be adapted so as to capture the volunteer response to crises retrospectively.

► **Table 1. Typical seasonal or event-specific influences on volunteering**

|   |   |
|---|---|
| Seasonal influences on volunteer work       | <ul style="list-style-type: none"> <li>• Major religious holidays</li> <li>• Education/business cycle</li> <li>• Weather and agricultural patterns</li> </ul>   |
| Event-specific influences on volunteer work | <ul style="list-style-type: none"> <li>• Disasters triggered by tsunamis, earthquakes, etc.</li> <li>• Unusual extreme weather (blizzards, typhoons, floods, etc.)</li> <li>• Elections, major strikes/protests, big cultural / sports events</li> <li>• Wars, terrorist attacks, increase in criminal activity</li> <li>• Public health emergencies</li> </ul> |

## 7.6. Recommendations for LFS staff training

The usual LFS staff training practices should be applied. Additionally, special attention should be paid to the following specific aspects:

- As part of the training, LFS staff must be familiarized with the concepts and definition of volunteer work set by the 19th ICLS. It must be made clear to them that any unpaid work performed willingly for others may be classified as volunteer work.
- Staff may initially find it counter-intuitive to treat as volunteer work various types of unpaid assistance provided by people directly to others (for example, to friends, neighbours or strangers) or to nature. The same is true of community-organized unpaid work. To help staff to overcome this difficulty, diverse examples of direct volunteer work, traditional community-based work and so on should be presented and discussed during the training.
- Interviewers will have to be trained to apply the subsampling procedure, if any. Supervisors will have to be trained to monitor its implementation and to support interviewers in difficult cases.

## ► 8. Deriving volunteer work variables

Once collected, processed and validated, module data can be used to derive the variables required to estimate the main volunteer work indicators. This guide offers detailed instructions on how to calculate values for such variables, if valid answers were registered for all core questions.

The algorithms provided in this guide for deriving variables refer only to the final questions in the sequence to determine the variables' values. In other words, not all of the module questions answered by respondents are included in the mapping and the flow charts. As only respondents who answer questions from Submodule CVA can potentially be classified as volunteers, only questions from that submodule are considered when deriving variables. First, unpaid activities reported by respondents are classified as volunteer work and a corresponding variable is generated. Subsequently, people who performed volunteer work (volunteers) are identified on the basis of that variable's values.








Activities identified as volunteer work are classified either as organization-based or direct, depending on who the organizer was. The classification of volunteers into the categories defined by the International Classification of Status at Work (ICSaW-18) is undertaken on the basis of the type of volunteer work activities performed.

No specific guidance is provided on how to deal with missing values or "don't know" answers to the core questions, except for the following cases:

- Missing values under question VOL\_3 for respondents who do not answer this question (according to the skipping rules) are treated as an indication of the lack of any unpaid activity performed for others during the reference period.
- "Can't remember" answers (code 999) to the question on the number of hours worked in the last 4 weeks / 30 days are treated as values of "at least one hour worked".
- "Can't remember" or "refuse" answers (code 9999) to the question on the amount of cash support received are treated as values below one third of local market wages.

In addition, no specific guidance is provided on what indicator should be used to calculate the threshold value that corresponds to one third of local market wages. Countries will have to make a decision based on the national context and the available data. The value set as the threshold will have to be widely accepted as the limit below which amounts received as cash support are not regarded as payment for work.

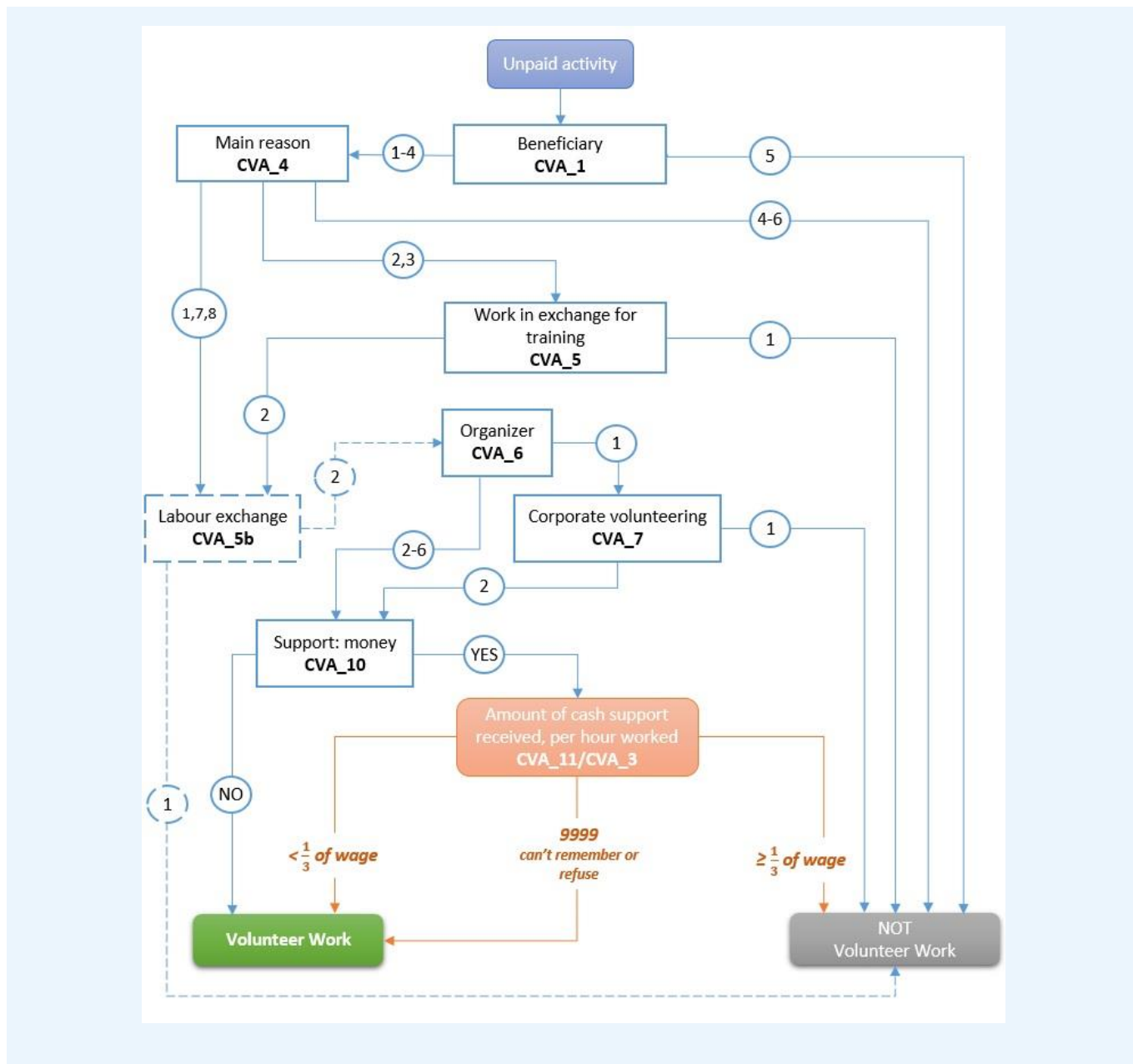
The diagram below shows the symbols used in the flow charts and their intended meaning. Users should refer to this key when interpreting the flow charts included in this chapter.

|   |  |
|---|--|
|  | Initial condition(s)                       |
|  | Variable / model question                  |
|  | Value of the variable                      |
|  | Decision point for previous classification |
|  | Target derived variable                    |
|  | Previously derived variable                |
|  | Other ending status / classification       |

## 8.1. Volunteer work activities

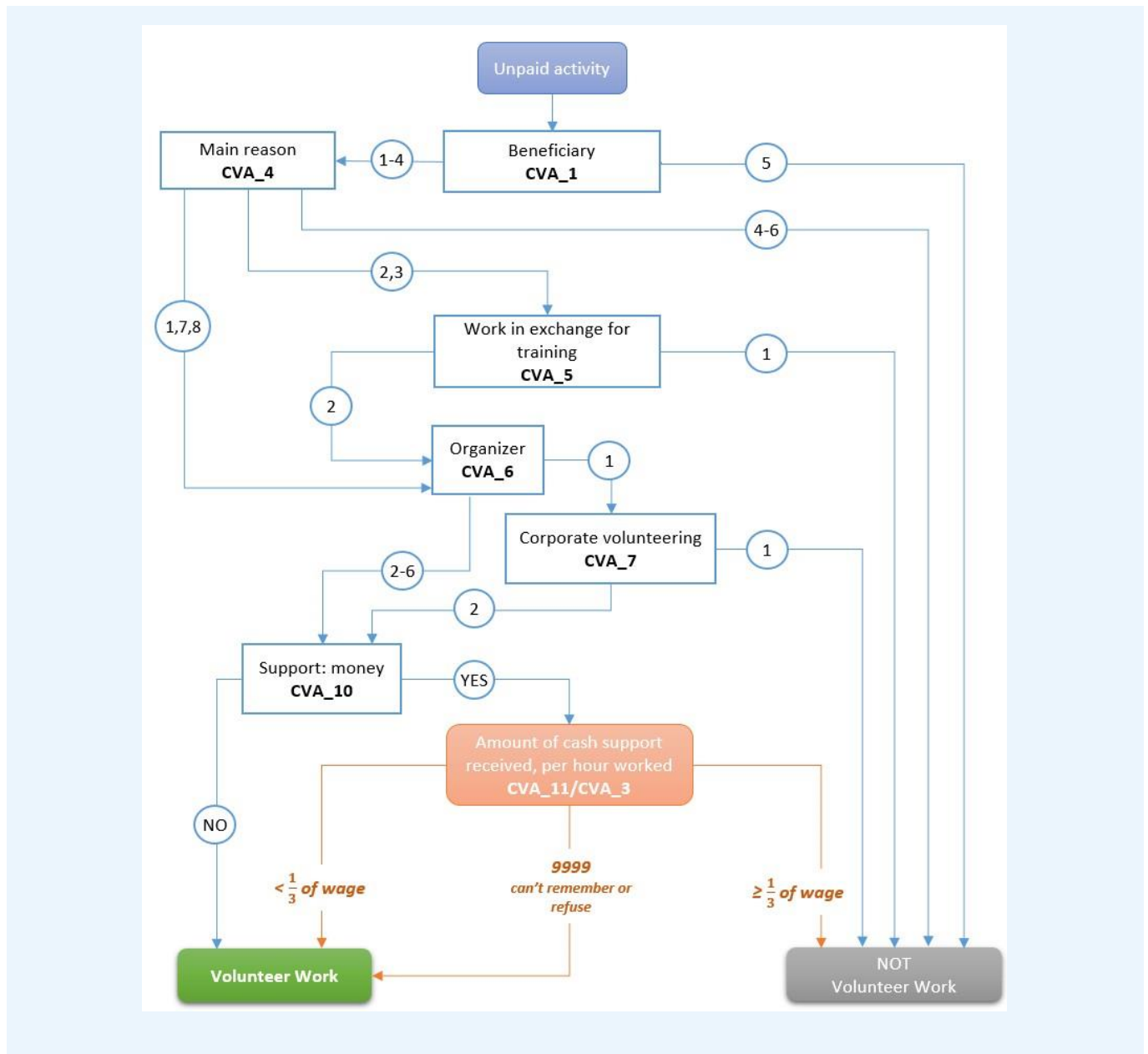
Using answers to the module questions, each work activity reported by respondents is classified as volunteer or non-volunteer work according to the algorithm presented in flow chart 1.

### ► Flow chart 1. Classification of unpaid work activities



This algorithm applies the definition of volunteer work established by the 19th ICLS. Besides answers to the core questions, it also takes into account the answer to the optional question CVA\_5b, where the latter is included in the module. If not, then the adjusted version of the algorithm shown in flow chart 2 must be used instead.

► Flow chart 2. Classification of unpaid work activities if the optional question CVA\_5b is not included

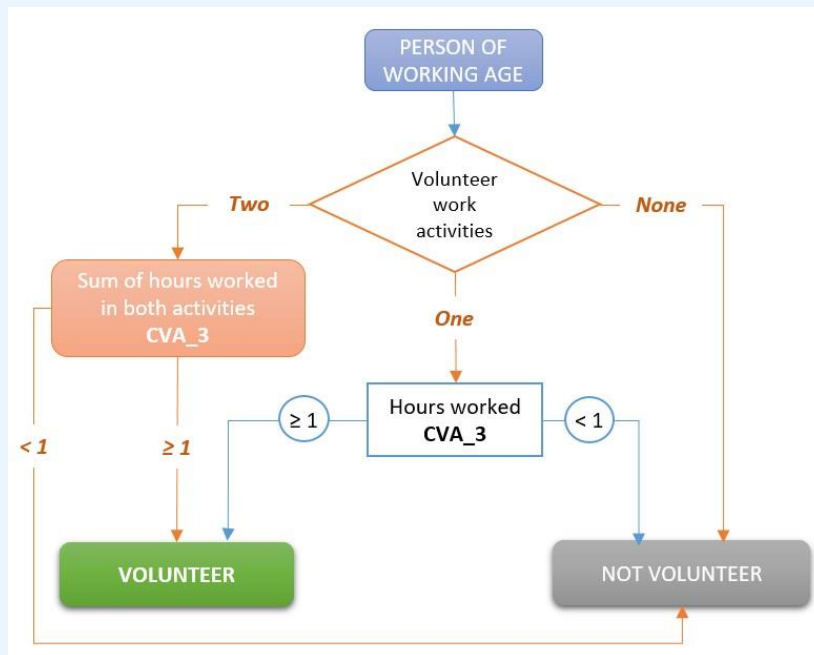


Consequently, two binary variables (for the first and second activities) indicating whether activities are classified as volunteer work or not (for example, 1 = volunteer work, 2 = not volunteer work) should be generated. The next algorithm uses these variables to classify respondents as either volunteers or non-volunteers.

## 8.2. Volunteers

According to the ICLS definition, only people who carry out volunteer work for at least one hour during a short reference period are considered volunteers. There may be cases where people perform activities classified as volunteer work, but of a very short duration (say, 20, 30 or 40 minutes) during four weeks or one month. Therefore, the total time spent in voluntary activities should be taken into account, as in the following algorithm (flow chart 3).

► **Flow chart 3. Classification of respondents as volunteers and non-volunteers**

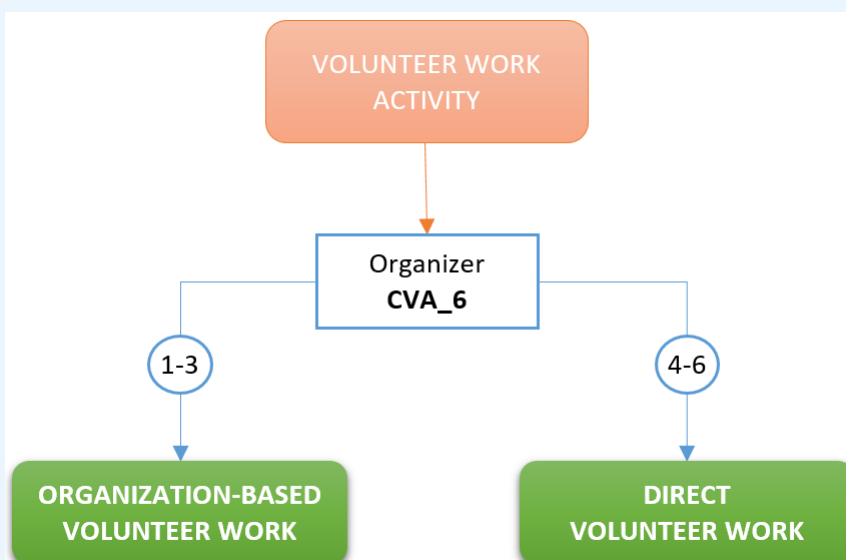


By applying this algorithm, a binary variable should be generated to indicate whether respondents are classified as volunteers or not (for example, 1 = volunteer, 2 = not volunteer).

### 8.3. Type of volunteer work

The 19th ICLS defined two distinct types of volunteer work: organization-based and direct. This classification is mutually exclusive — that is, a specific activity can belong to only one type. To classify the volunteering activities identified through the module according to these two types, the information on who organized the activity is used. The following algorithm (flow chart 4) should be applied to classify each of the volunteering activities identified.

► **Flow chart 4. Classification of volunteer work activities by type**



Two variables (for the first and second activity) containing values to indicate the type of each volunteer activity should be generated (for example, 1 = organization-based, 2 = direct).

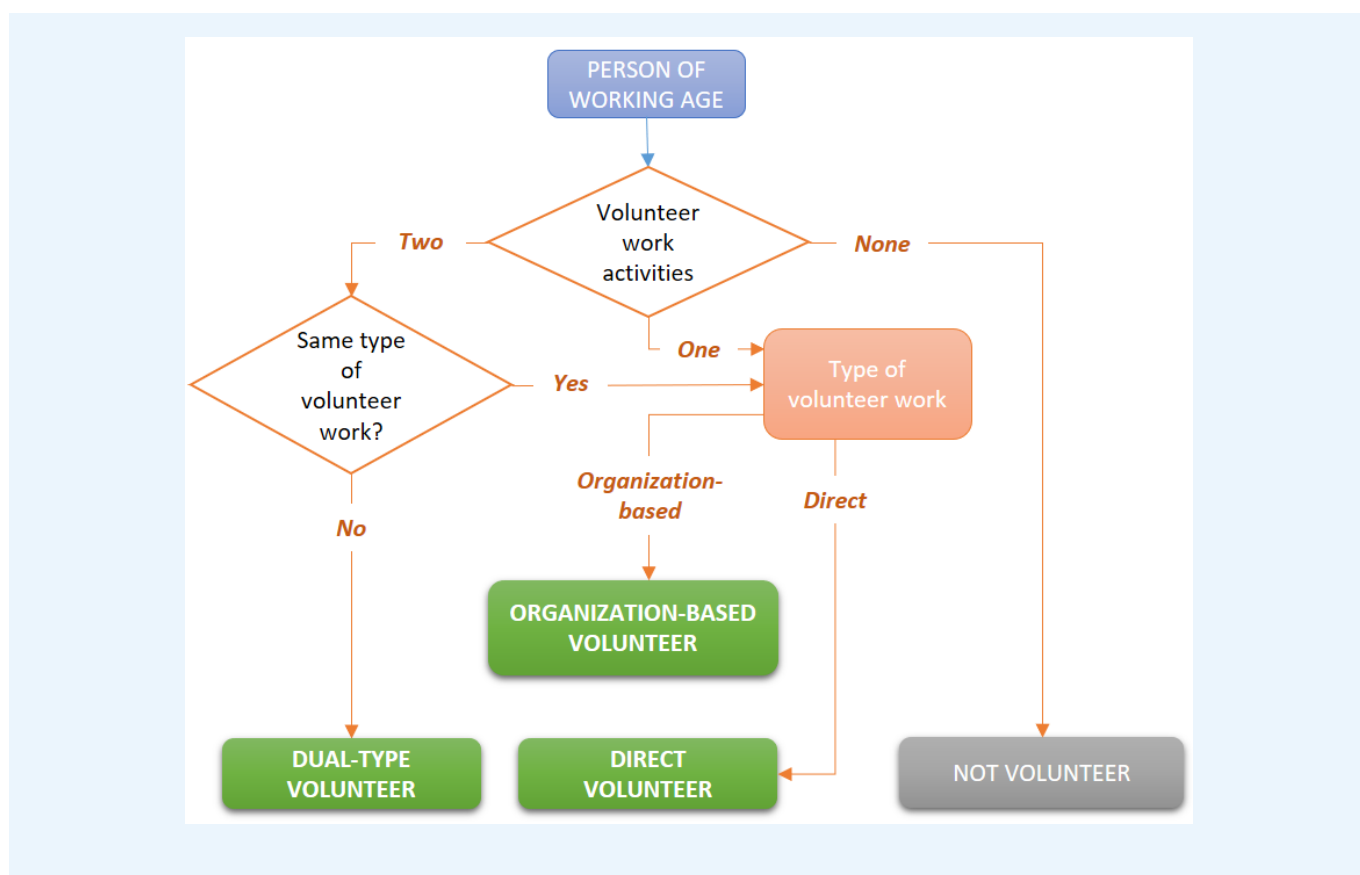
## 8.4. Classification of volunteers

The International Classification of Status at Work (ICSaW-18) defines two types of volunteers, depending on the type of work performed: organization-based or direct. This classification, however, is not mutually exclusive, meaning that during the reference period a person can participate in both types of volunteer work. Thus, the sum of the two components will not match the total. Using such a classification to handle data may not be very efficient.

This inconvenience can be resolved by adding a third group to include volunteers who performed both types of volunteer work. The three components — that is, only organization-based, only direct and dual-type volunteers — will be distinct and their sum will be equal to the total.

The next algorithm (flow chart 5) shows how to classify volunteers into these groups, depending on the number and type of volunteer activities.

► **Flow chart 5. Classification of volunteers by type of work performed**



One variable, containing values to indicate the type of each volunteer should be generated (for example, 1 = only organization-based, 2 = only direct, and 3 = dual-type).

## 8.5. Classification of tasks performed

The data collected through the module on the specific help provided by volunteers are extremely valuable for analysis. These data reveal both the services that volunteers are able to provide and the services that many people have difficulty in accessing (either because they cannot afford them or because they are unable to perform the work themselves). Such



information may be very useful for policy design. Additionally, it makes it possible to estimate the monetary value of the volunteer work.

If that purpose is to be achieved, however, textual data on the tasks performed by volunteers must be easy to process. The data should be coded to facilitate straightforward and fast tabulation. Like the ILO Manual,<sup>4</sup> this guide recommends using the International Standard Classification of Occupations (ISCO-08), or its national or regional equivalent, to code volunteering tasks, in a similar way to the use of this classification to code the tasks performed by those employed in paid jobs.

As shown by the findings from actual surveys, volunteers commonly perform the same work activities without expectation of pay that employees or independent workers perform in exchange for pay or profit. Thus, it is possible to code volunteers' tasks using standard ISCO-08 methods.

Compared with other classifications, the use of ISCO-08 to code volunteering activities offers several distinct advantages:

- ISCO-08 is widely used to code occupations in labour statistics, especially when collecting data through LFSs. Interviewers know how detailed the tasks' description should be to enable reliable coding; and coders are familiar with the classification rules.
- Statistics on volunteer tasks coded using ISCO-08 can be easily linked to employment statistics, thereby enabling a more complex and detailed analysis of people's participation in different forms of work.
- As wage statistics are often disaggregated by occupations classified according to ISCO-08, assigning ISCO-08 codes to volunteer activities facilitates the estimation of their market value using the "replacement cost" approach.<sup>5</sup>

Some examples of volunteer activities corresponding to the ISCO-08 major groups are offered in table 2 below.

► **Table 2. Examples of volunteer occupations associated with ISCO-08 major groups**

| ISCO major group                              | Examples of volunteer work activities  |
|---|--|
| 1. Legislators, senior officials and managers | <ul style="list-style-type: none"> <li>● Lead or manage a non-profit organization, association, union or similar organization</li> <li>● Serve on a board of directors or management committee of an organization</li> <li>● Policy and research managers</li> </ul>   |
| 2. Professionals                              | <ul style="list-style-type: none"> <li>● Develop emergency preparedness plans for a community</li> <li>● Provide pro bono legal or dispute resolution services</li> <li>● Manage a programme or organization designed to collect and analyse data for public information</li> <li>● Provide professional social work and counselling services</li> </ul> |
| 3. Technicians and associate professionals    | <ul style="list-style-type: none"> <li>● Provide emergency medical care</li> <li>● Take the lead in planning, managing or organizing an event</li> <li>● Mentor</li> <li>● Coach, referee, judge or supervise a sports team</li> <li>● Teaching, training or tutoring</li> </ul>   |

<sup>4</sup> ILO, *Manual on the Measurement of Volunteer Work*, 2011, p. 27.

<sup>5</sup> See ILO, *Manual*, p. 36.

|  |   |
|--|---|
| 4. Clerks  | <ul style="list-style-type: none"> <li>• Interview other people for the purpose of recording information to be used for research</li> <li>• Provide clerical services, filing and copying</li> <li>• Help to provide technical assistance at a sporting or recreational event</li> </ul>                                    |
| 5. Service workers and shop and market sales workers | <ul style="list-style-type: none"> <li>• Prepare or serve meals for others</li> <li>• Help to organize a funeral</li> <li>• Contact people to advance a cause by going door to door</li> <li>• Help with childcare and short-term foster care</li> <li>• Provide personal care (e.g. bathing, cooking) to others</li> </ul> |
| 6. Skilled agricultural and fishery workers          | <ul style="list-style-type: none"> <li>• Make improvements to the public green areas of your community, by planting trees and other nursery stock</li> <li>• Help to transport, gather or organize a community harvest</li> </ul>   |
| 7. Craft and related trades workers                  | <ul style="list-style-type: none"> <li>• Construction, renovation and repairs of dwellings and other structures as help to others</li> <li>• Bicycle repair and maintenance</li> </ul>  |
| 8. Plant and machine operators and assemblers        | <ul style="list-style-type: none"> <li>• Drive others to appointments</li> <li>• Transport others' goods to different locations</li> <li>• Drill a well</li> </ul>  |
| 9. Elementary occupations                            | <ul style="list-style-type: none"> <li>• Collect trash and garbage, and sort recycling materials</li> <li>• Help to clean up after a sporting or recreational event for public entertainment</li> <li>• Walk someone else's dog</li> </ul>  |

**Source:** Adapted from ILO, *Manual on the Measurement of Volunteer Work*, 2011, p. 32, table 5.1.

This list is far from exhaustive. Specific activities requiring special attention may be recorded in surveys. Coders will have to identify the occupations that describe best the tasks performed by volunteers. See **Appendix III** for more examples.

## 8.6. Classification of organizations

To facilitate the analysis of data on organization-based volunteer work, the main economic activity of the organizers of volunteering activities has to be coded as well. The ILO recommends using for this purpose the International Standard Industrial Classification of All Economic Activities, Revision 4 (ISIC Rev.4) or its national or regional equivalent. The use of ISIC Rev.4 to code activities offers the same advantages as those offered by the use of ISCO-08 to code occupations (as described above). Additionally, applying ISIC Rev.4 can facilitate the compilation of a "satellite account" on non-profit and related institutions and volunteer work in accordance with the System of National Accounts.<sup>6</sup>

When classifying organizations that mobilize volunteer work in accordance with ISIC Rev.4, the same rules used to classify economic units in the LFS should be applied. There is one particular case, however, where the LFS coders may have difficulties in identifying the relevant ISIC Rev.4 code: namely, the volunteer work organized by communities. It is a question of choosing between codes 9810 and 9820, which in ISIC Rev.4 are reserved for households' activities to produce, respectively, goods and services for their own use.

<sup>6</sup> See United Nations, *Satellite Account on Non-Profit and Related Institutions and Volunteer Work*, Studies in Methods (Series F) No. 91, Rev. 1 (New York, 2018).

To assign one of these two codes to a specific volunteer activity organized by a community, the LFS coders will have to identify whether the respondent contributed to the provision of services or to the production of goods. This should become clear from the description of tasks performed and coded using ISCO-08.

## ▶ 9. Key indicators and tabulations

---

Using the variables derived as shown in the previous chapter, different volunteer work indicators can be developed. The ILO recommends producing and publishing at least the number of volunteers, the volunteer rate and the number of hours worked. As a minimum, these indicators should be disaggregated by the following characteristics:

- Age
- Sex
- Place of residence
- Educational level
- Labour force status
- Type of volunteer work (organization-based or direct)
- Tasks performed in volunteer activities
- Economic activity of the organization (for organization-based volunteer work)

Other module or LFS variables can be used to disaggregate volunteer work indicators as well, depending on the scope of the analysis. Moreover, additional disaggregation characteristics of interest could be added to the module (if not available in the LFS) following the recommendations from Chapter 6 of this guide.

The LFS add-on module presented in this guide can be used to collect data for producing this minimal set of indicators and tabulating their values. Examples of table templates are offered in **Appendix IV**.

There are three essential indicators recommended for publication:

- **Number of volunteers** is the base indicator and refers to the estimated number of persons who performed volunteer work for at least one hour during the reference period. It should be expressed in the measurement unit used to report the number of employed in the LFS (for example, thousands or millions of people).
- **Volunteer rate** refers to the percentage of volunteers in the total working-age population or in a specific subgroup of the latter. It is used to estimate the prevalence of volunteering in the population similarly to how the employment rate is used to estimate the prevalence of paid work. This is a key indicator widely used in national and international analyses.
- **Number of hours worked** by volunteers represents the time spent on providing unpaid help. It can be calculated as total and average values. The average number of hours worked by a volunteer may be calculated for either one of two short periods: four weeks or one week. The latter average is calculated by dividing the former by four to enable comparison between time worked in volunteering and employment (usually calculated for one week or seven days).

The module collects data on the characteristics of two volunteer work activities. Because of this, in tables where such characteristics are used for disaggregation, the sum of components will not be equal to the table total. For example, in table A1 (Appendix IV) the number of volunteers is disaggregated by the type of volunteer work. As one person could engage in both types during the reference period, a number of volunteers will appear under both categories in the table. Thus, the sum of the numbers of volunteers in both categories will be higher than the total number of volunteers. The same is true when adding up the total number of hours worked in the reference period.

## ► Appendix I: Labour force survey add-on module on volunteer work

Conventions used in the ILO LFS add-on module:

- Regular text: Indicates text to be read by the interviewer
- *Italics*: Indicates interviewer instructions or aids, not to be read out loud
- CAPS: INDICATES RESPONSE CATEGORIES AND FILTERS NOT TO BE READ OUT LOUD
- (Parenthesis): Indicates that a choice or a substitution must be made
- [Blue text]: Indicates questions that may be included/excluded as per national circumstances
- [Red text within square brackets]: Indicates text that must be adapted as per national circumstances
- **Bold text**: Indicates question numbers, section headings, skips, and other structural items

| IDENTIFICATION OF VOLUNTEER WORKERS (VOL)   |  |                          |                             |
|---|--|--------------------------|-----------------------------|
| FOR RESPONDENTS OF WORKING AGE (>=N)  |  |                          |                             |
| INTERVIEWER READ:   |  |                          |                             |
| The next questions are about work that people may do without expecting to receive payment or something else in return.  |  |                          |                             |
| <b>VOL_1</b>  | In the last [4 weeks / 30 days] that is from [DATE] up to [DATE/yesterday] did you [volunteer/do voluntary work] or spend any time helping ...                   |                          |                             |
|   | <i>READ AND MARK ALL THAT APPLY</i>  |                          |                             |
|   | Friends, neighbours, strangers?<br><i>help given to members of own family excluded</i>   | a                        | <input type="checkbox"/>    |
|   | Organizations, associations, clubs, institutions [(such as NGOs, religious organizations, sports clubs, schools, online groups, etc.)]?<br>(The/Your) community? | b                        | <input type="checkbox"/>    |
|   | Nature, wild/street animals [(such as dogs, cats, birds, fish, etc.)]?<br>DID NOT PROVIDE UNPAID HELP  | c                        | <input type="checkbox"/>    |
|   |  | d                        | <input type="checkbox"/>    |
|   | e  | <input type="checkbox"/> |                             |
| IF VOL_1=a,b,c,d CONTINUE WITH VOL_3, ELSE IF VOL_1=e CONTINUE WITH VOL_2a  |  |                          |                             |
| INTERVIEWER READ:   |  |                          |                             |
| Besides providing unpaid help, people may do something to donate food or other products to people or to organizations, such as charities, NGOs or [religious institutions]. |  |                          |                             |
| <b>VOL_2a</b>   | In the last [4 weeks / 30 days] did you spend any time buying, collecting or distributing donated products or goods?   | YES                      | 01 <input type="checkbox"/> |
|   |  | NO                       | 02 <input type="checkbox"/> |
| <b>VOL_2b</b>   | Did you spend any time preparing products or goods to be donated?<br><i>e.g. cooking, cleaning, arranging, packaging, fixing, ironing or something else</i>      | YES                      | 01 <input type="checkbox"/> |
|   |  | NO                       | 02 <input type="checkbox"/> |
| IF VOL_2a=1 OR VOL_2b=1 CONTINUE WITH VOL_3, ELSE CONTINUE WITH [VOL_5 OR END THE INTERVIEW]  |  |                          |                             |
| <b>VOL_3</b>  | What kind of help did you provide? Please name all activities that you can remember.   |                          |                             |

|   |   |  |                                   |
|---|---|--|-----------------------------------|
|   | If the respondent hesitates, remind him or her of the YES answers offered in VOL_1, VOL_2a or VOL_2b. Name of activities must contain the description of tasks performed.                     |  |                                   |
| <b>VOL_3a</b>   | ACTIVITY 1  | _____  | MAIN TASKS                        |
|   |   | ISCO CODE: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |                                   |
| <b>VOL_3b</b>   | ACTIVITY 2  | _____  | MAIN TASKS                        |
|   |   | ISCO CODE: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |                                   |
| <b>VOL_3c</b>   | ACTIVITY 3  | _____  | MAIN TASKS                        |
|   |   | ISCO CODE: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |                                   |
| <b>VOL_4</b>  | In total, during the last [4 weeks / 30 days], did you spend more than one hour providing all the help you just named?  | YES <input type="checkbox"/>   | 01 <input type="checkbox"/> → CVA |
|   |   | NO <input type="checkbox"/>  | 02 <input type="checkbox"/> → END |
| <b>VOL_5</b>  | Now, please think about the last 12 months, that is from [DATE] last year up to [DATE] this year. Did you [volunteer/do voluntary work] or spend time providing unpaid help during this time? | YES <input type="checkbox"/>   | 01 <input type="checkbox"/> → END |
|   |   | NO <input type="checkbox"/>  | 02 <input type="checkbox"/> → END |
| <b>CHARACTERISTICS OF VOLUNTEERING ACTIVITIES (CVA)</b>   |   |  |                                   |
| FOR RESPONDENTS OF WORKING AGE (>=N) WHO REPORTED AT LEAST ONE ACTIVITY IN VOL_3 AND ANSWERED WITH YES TO VOL_4   |   |  |                                   |
| <ul style="list-style-type: none"> <li>• IF ONE ACTIVITY REPORTED IN VOL_3, THEN ASK THE NEXT QUESTIONS FOR THAT ACTIVITY</li> <li>• IF TWO ACTIVITIES REPORTED, THEN ASK THE NEXT QUESTIONS FOR EACH ACTIVITY</li> <li>• IF THREE ACTIVITIES REPORTED, THEN: <ul style="list-style-type: none"> <li>- ESTABLISH WHICH ARE THE TWO ACTIVITIES ON WHICH MOST OF THE TIME WAS SPENT IN THE LAST [4 WEEKS / 30 DAYS]</li> <li>- ASK THE NEXT QUESTIONS FOR EACH OF THE TWO ACTIVITIES</li> </ul> </li> </ul> |   |  |                                   |
| <b>INTERVIEWER READ:</b>  |   |  |                                   |
| Now, I would like to ask you some questions about the help you provided in [ACTIVITY].  |   |  |                                   |
| <b>CVA_1</b>  | Whom did you help in this activity?   | FRIEND, NEIGHBOUR, STRANGER <input type="checkbox"/>   |                                   |
|   |   | ORGANIZATION, ASSOCIATION, INSTITUTION, CLUB, BUSINESS <input type="checkbox"/>                |                                   |
|   |   | COMMUNITY <input type="checkbox"/>   |                                   |
|   |   | NATURE, STREET/WILD ANIMALS <input type="checkbox"/>   |                                   |
|   |   | FAMILY MEMBER OR RELATIVE <input type="checkbox"/>   | → 2nd ACTIVITY OR END             |
| <b>CVA_2</b>  | How many hours did you spend in this activity in the [reference week / last week / last 7 days]?  | _____  | HOURS                             |
|   |   | ENTER "0" (ZERO) IF NO WORK IN [REFERENCE WEEK / LAST WEEK/ LAST 7 DAYS]                       |                                   |
|   |   | _____  | MINUTES                           |
| <b>CVA_2b</b>   | How often did you do this activity in the last [4 weeks / 30 days]?   | Every day <input type="checkbox"/>   |                                   |
|   |   | Every week <input type="checkbox"/>  |                                   |
|   |   | (NOT EVERY DAY)  |                                   |
|   |   | Less often <input type="checkbox"/>  |                                   |
|   |   | (NOT EVERY WEEK)   |                                   |
| <b>CVA_3</b>  | And how many hours did you spend on [ACTIVITY] in total, in the last [4 weeks / 30 days]?   | _____  | HOURS                             |
|   |   | ENTER "999" IF CAN'T REMEMBER  |                                   |
| <b>CVA_4</b>  | What is the main reason why you helped in this activity?  | WANTED TO HELP (WAS ASKED/OFFERED TO HELP) <input type="checkbox"/>                            | → CVA_5b                          |
|   |   | WANTED TO LEARN A PROFESSION/TRADE <input type="checkbox"/>                                    |                                   |
|   |   | WANTED TO GAIN WORK EXPERIENCE <input type="checkbox"/>  |                                   |

|   |   |     |  |                             |
|---|---|-----|--|-----------------------------|
|   | REQUIRED TO COMPLETE [SCHOOL/UNIVERSITY/COLLEGE/COURSE]   | 04  | <input type="checkbox"/>   | → 2nd<br>ACTIVITY OR<br>END |
|   | LEGAL/CONTRACTUAL OBLIGATION  | 05  | <input type="checkbox"/>   | → 2nd<br>ACTIVITY OR<br>END |
|   | THREATENED INTO DOING IT  | 06  | <input type="checkbox"/>   | → 2nd<br>ACTIVITY OR<br>END |
|   | SOCIAL/PEER PRESSURE  | 07  | <input type="checkbox"/>   | → CVA_5b                    |
|   | OTHER (SPECIFY): _____  | 08  | <input type="checkbox"/>   | → CVA_5b                    |
| <b>CVA_5</b>  | Did you do it because someone promised to teach you a profession or to help you gain work experience in a profession?   | YES | 01 <input type="checkbox"/>  | → 2nd<br>ACTIVITY OR<br>END |
|   |   | NO  | 02 <input type="checkbox"/>  |                             |
| <b>CVA_5b</b>   | Did you help because you have an agreement to receive in return help with your job or business?   | YES | 01 <input type="checkbox"/>  | → 2nd<br>ACTIVITY OR<br>END |
|   |   | NO  | 02 <input type="checkbox"/>  |                             |
| <b>CVA_6</b>  | Who organized this activity?  |     |  |                             |
|   | RESPONDENT'S PLACE OF WORK  | 01  | <input type="checkbox"/>   |                             |
|   | ANY OTHER ORGANIZATION, ASSOCIATION, INSTITUTION, CLUB, BUSINESS  | 02  | <input type="checkbox"/>   | → CVA_8                     |
|   | COMMUNITY   | 03  | <input type="checkbox"/>   | → CVA_9                     |
|   | PERSON HELPED BY THE RESPONDENT   | 04  | <input type="checkbox"/>   | → CVA_9                     |
|   | RESPONDENT HIMSELF/HERSELF  | 05  | <input type="checkbox"/>   | → CVA_9                     |
|   | OTHER PERSON (SPECIFY): _____   | 06  | <input type="checkbox"/>   | → CVA_9                     |
| <b>CVA_7</b>  | Did your employer pay you for the time spent on this activity or give you a bonus [e.g. additional paid leave or paid time off]?  | YES | 01 <input type="checkbox"/>  | → 2nd<br>ACTIVITY OR<br>END |
|   |   | NO  | 02 <input type="checkbox"/>  |                             |
| <b>CVA_8a</b>   | What is the name of the organization and what does it do?   |     |  |                             |
| <b>CVA_8b</b>   |   |     |  |                             |
| <b>CVA_8c</b>   |   |     |  |                             |
|   |   |     | (NAME)   |                             |
|   |   |     | MAIN ACTIVITY  |                             |
|   |   |     | ISIC CODE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |                             |
| <b>CVA_9</b>  | Sometimes, people who help unpaid receive meals, small gifts or money to cover expenses such as transport, food and accommodation. Did you receive anything in this activity? | YES | 01 <input type="checkbox"/>  | → 2nd<br>ACTIVITY OR<br>END |
|   |   | NO  | 02 <input type="checkbox"/>  |                             |
| <b>CVA_10</b>   | What did you receive?   |     |  |                             |
|   | MARK ALL THAT APPLY   |     |  |                             |
|   | MONEY   | a   | <input type="checkbox"/>   |                             |
|   | MEAL/FOOD   | b   | <input type="checkbox"/>   |                             |
|   | ACCOMMODATION   | c   | <input type="checkbox"/>   |                             |
|   | TRANSPORT   | d   | <input type="checkbox"/>   |                             |
|   | OTHER (SPECIFY): _____  | e   | <input type="checkbox"/>   |                             |
| <i>IF CVA_10=a CONTINUE WITH CVA_11; ELSE, EITHER RETURN TO CVA_1 AND ASK QUESTIONS ABOUT THE 2nd ACTIVITY OR END THE INTERVIEW</i> |   |     |  |                             |
| <b>CVA_11</b>   | What amount of money did you receive?   |     |  |                             |
|   |   |     | AMOUNT   |                             |
|   |   |     | ENTER [9999] IF CAN'T REMEMBER OR REFUSES  |                             |

## ► Appendix II: Explanatory notes and national adaptation advice

### Submodule VOL: Identification of volunteer workers

This submodule serves as the start of the personal interview on respondents' volunteering experience. It is addressed to working-age household members who completed the individual LFS interviews and are selected to answer module questions. It contains questions to identify volunteers, by asking about participation in unpaid, voluntary activities to support others.

Explanations and questions use common words to help focus respondents' attention on the key concepts of the volunteer work definition. Identification of respondents who did unpaid work for others in the reference period (potential volunteers) is done in two steps:

- The initial question (**VOL\_1**) detects unpaid work done for four types of possible beneficiaries: individuals, organizations, community and nature;
- Two follow-up questions (**VOL\_2a** and **VOL\_2b**) recover unpaid work done in connection with non-financial donations.

| QUESTION ID                   | DESCRIPTION AND GUIDELINES  |
|-------------------------------|---|
| <b>SUBMODULE INTRODUCTION</b> | <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• To highlight the change in topic during the interview.</li> <li>• To focus respondents' attention on a key element of volunteer work: the lack of expectation to receive a remuneration in exchange for the work done.</li> </ul> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>• All respondents of working age selected for the module must hear or read (as per mode of data collection) the introduction before answering the module questions.</li> <li>• When translating the introduction into the national language(s), care should be taken to ensure that respondents understand that the module questions refer to work done without the intention to ask for or the expectation to receive remuneration (monetary or in-kind).</li> <li>• People may receive support (cash or in-kind) to enable their participation in unpaid activities. Such support does not represent remuneration for work done. It is offered to cover (partially or totally) the costs incurred by a person while participating in a specific activity. Examples include travel to and from the place where unpaid work is done; meals; accommodation, in case a person has to spend several days away from home.</li> <li>• Translation(s) of the introduction must exclude the possibility that respondents think of employment work for which payment was not received as expected (e.g. delayed or withheld).</li> </ul> |



|       |   |
|-------|---|
| VOL_1 | <p><b>Unpaid work for others</b></p> <p><b>Response options</b></p> <p>a. Friends, neighbours, strangers</p> <p>b. Organizations, associations, clubs, institutions [(such as NGOs, religious organizations, sports clubs, schools, online groups, etc.)]</p> <p>c. (The/Your) community</p> <p>d. Nature, wild/street animals [(such as dogs, cats, birds, fish, etc.)]</p> <p>e. DID NOT PROVIDE UNPAID HELP</p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Identification of persons who did unpaid work for others in the last [4 weeks / 30days]. Four different types of beneficiaries are mentioned to help respondents to understand the question better and facilitate recall.</li> <li>• These types of beneficiaries are exhaustive, but not mutually exclusive. Because of this, the question is used to detect unpaid work done for others and not to establish who the beneficiary was.</li> <li>• This question should not be used to classify respondents as volunteers or to classify their work as direct or organization-based volunteer work.</li> </ul> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>• All respondents of working age selected for the module answer the question.</li> <li>• Only one reference period, “4 weeks” or “30 days” must be used in the question, as per national practice. For example, if the LFS uses one week as the reference period (the previous one or a fixed one), then the “4 weeks” reference period should be used in this question. If the LFS uses the “last 7 days” reference period, then the “last 30 days” should be used in this question.</li> <li>• The start and end dates for the reference period need to be specified as per national practice. Example: the interview is conducted on 6 May 2020. The reference period of “4 weeks” should then be specified as: <i>In the last 4 weeks, that is from [Monday, 6 April] to [Sunday, 3 May] ...</i> . The “last 30 days” reference period should be specified as follows: <i>In the last 30 days, that is from [6 April] up to yesterday...</i></li> <li>• Interviewers should be trained to read the question, followed by the first answer option, and to wait for an answer from the respondent (YES/NO), before reading the next answer option.</li> <li>• Interviewers should be trained to provide examples for each type of beneficiary, as described below, if asked by the respondent.</li> <li>• Code <b>a.</b> refers to cases where unpaid help was provided to individuals who are not members of the respondent’s family or household. If for some reason the respondent will report helping family members (e.g. parents, spouse, own children, siblings) then the interviewer will have to explain that only help given to non-household and non-family members must be considered.</li> <li>• Code <b>b.</b> refers to cases where respondents voluntarily performed unpaid work for/through economic units of different types, registered or not, private or public, market-oriented or non-profit. This code includes also unpaid work done for virtual or online interest groups organized on dedicated websites, web forums, social networks, messaging apps or any other electronic platform (e.g. administrating the group, moderating messages/posts, organizing offline meetings). The text of this response option should be adapted to the national context</li> </ul> |
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|  | <p>by providing examples of organizations and interest groups for/through which people often do voluntary work.</p> <ul style="list-style-type: none"> <li>● Code <b>c.</b> refers to cases where unpaid help was given to the group of people living within the same geographical area (e.g. village, neighbourhood or town).</li> <li>● Code <b>d.</b> refers to cases where respondents voluntarily engaged in activities to: <ul style="list-style-type: none"> <li>○ clean/prevent pollution of public forests, fields, parks, beaches, lakes, etc.</li> <li>○ take care of/protect animals, wild birds in forests, fields, parks, on the streets.</li> <li>○ take care of/protect fish, mammals, reptiles and other life forms living in public lakes, rivers, seas and oceans. Reference to fish should be kept in this option only if it is relevant in the national context.</li> </ul> </li> <li>● Do not include unpaid help provided by respondents in family businesses or in paid jobs held by family members (this is employment).</li> <li>● Do not include help provided in the form of donations only (i.e. gifts, cash donations).</li> <li>● Code <b>e.</b> will be used to register cases where respondents answer NO to all previous options (a, b, c and d).</li> </ul> |
| <p><b>WORK RELATED TO NON-FINANCIAL DONATIONS</b></p> <p><b>INTRODUCTION</b></p> | <p><b>Purpose</b></p> <p>To facilitate understanding of the questions designed to recover cases of volunteer work carried out in connection with non-financial donations.</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>● All respondents of working age with option <b>e</b> checked in question <b>VOL_1</b> must hear or read (as per mode of data collection) the introduction before answering the next questions.</li> <li>● When translating the introduction into the national language(s), care should be taken to ensure that respondents understand that the next questions refer to any actions taken (doing something) to donate food or non-food products — that is working to donate goods to people or organizations without expecting a payment or something else in return (goods or services).</li> <li>● Translation(s) should avoid situations that could lead respondents to think about financial donations (i.e. cash or electronic money; or any other physical/electronic alternatives such as gift cards, vouchers, discount codes, etc.).</li> </ul>   |

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| <p><b>VOL_2a</b></p> | <p><b>Collecting and distributing donated goods</b></p> <p><b>Response options</b></p> <p>01 YES</p> <p>02 NO</p> <p><b>Purpose</b></p> <p>Identification of volunteer workers who spent any time collecting, buying or distributing goods or products to donate, as these are unpaid services provided to the beneficiaries of donations.</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>● All respondents of working age who do not report providing unpaid help answer the question.</li> <li>● When translating the question into the national language(s), care should be taken to ensure that respondents understand that the question refers to time spent by themselves to: <ul style="list-style-type: none"> <li>○ Personally collect the goods or products from other people or organizations that want to donate them;</li> <li>○ Personally buy the goods or products in order to donate them;</li> <li>○ Personally transport, deliver or distribute the goods or products to organizations or people (either final beneficiaries or intermediaries);</li> </ul> </li> <li>● Interviewers should be trained to provide examples of activities done to collect, buy or distribute goods typically donated in the national context, if asked by the respondent or if the respondent has difficulties answering the question.</li> </ul> |
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|--------|---|
| VOL_2b | <p><b>Preparing goods to be donated</b></p> <p><b>Response options</b></p> <p>01 YES</p> <p>02 NO</p> <p><b>Purpose</b></p> <p>Identification of volunteer workers who spent some time preparing or processing goods to donate, as these are unpaid services provided to the beneficiaries of donations.</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>● All respondents of working age who do not report providing unpaid help answer the question.</li> <li>● When translating the question into the national language(s), care should be taken to ensure that respondents understand that the question refers to spending time to prepare or process (e.g. make, repair, clean, iron, pack, disassemble/assemble, etc.) the goods before donating them.</li> <li>● Interviewers should be trained to provide examples of activities done to prepare or process goods typically donated in the national context, if asked by the respondent or if the respondent has difficulties answering the question. Examples should be relevant for the type of goods donated by the respondent.</li> <li>● Examples of activities to prepare or process the goods before donating them: <ul style="list-style-type: none"> <li>○ Picking fruits and vegetables, collecting plants, fishing, hunting;</li> <li>○ Sorting fruits and vegetables;</li> <li>○ Cooking meals, preparing beverages;</li> <li>○ Making clothes, footwear, accessories (e.g. hat, gloves, belt, scarf) using diverse materials and techniques;</li> <li>○ Sorting, repairing, adjusting, cleaning and ironing clothes;</li> <li>○ Making/repairing toys, blankets and other household items using diverse materials;</li> <li>○ Preparing hygiene products (e.g. soap, hand sanitizer) or plant medicines (e.g. herbal infusions);</li> <li>○ Putting products (food or non-food) into bags, boxes, bottles, containers for distribution;</li> </ul> </li> </ul> |
|--------|---|

VOL\_3  
(a, b, c)

### Specific unpaid activities

#### Response options (*multiple options allowed*)

Activity 1 \_\_\_\_\_ ISCO CODE:

*MAIN TASKS AND DUTIES*

Activity 2 \_\_\_\_\_ ISCO CODE:

*MAIN TASKS AND DUTIES*

Activity 3 \_\_\_\_\_ ISCO CODE:

*MAIN TASKS AND DUTIES*

#### Purpose

Identification of the specific activities performed by the respondent to provide unpaid help, or in relation to donations of goods or products.

#### National adaptation and implementation

- All respondents of working age who report providing unpaid help or doing unpaid work in connection with non-financial donations answer the question.
- When translating the question into the national language(s), care should be taken to ensure that respondents understand that the question refers to specific activities performed to help persons, organizations or nature.
- From the respondents' answers it should be clear what tasks were performed in a given activity and to whom the help was provided (e.g. helped a friend with learning how to use a text editor; did grocery shopping for elderly people in the neighbourhood; offered medical consultation in a homeless shelter; collected trash on the beach).
- An activity is defined by the specific set of tasks performed by a respondent for a specific type of beneficiary in the reference period. It is similar to one's occupation in a job. Example: a primary school teacher volunteers to teach children (2341: "Primary School Teachers", ISCO-08) from poor families without expecting to be paid. Additionally, that person could provide unpaid assistance to a neighbour with a disability, helping to clean the house and to do the cooking and shopping (9111: "Domestic Cleaners and Helpers", ISCO-08).
- A specific set of tasks performed for different types of beneficiaries should be recorded as different activities. For example, cleaning a neighbour's house, cleaning a house of worship and cleaning the room where the community council meets are different activities, even if the tasks are similar.
- Different sets of tasks performed for the same type of beneficiary should also be recorded as different activities. For example, cooking for neighbours and walking neighbours' dogs are different activities; distributing flyers on the street and offering free legal advice through an NGO are different activities; helping nature by cleaning a park and by treating wounded wild animals are different activities as well.
- A respondent may perform similar tasks for several beneficiaries of a specific type. In such cases, when the **beneficiaries are not organizations**, only one activity should be recorded. Examples:
  - The respondent fixed a neighbour's refrigerator and a friend's television set. One activity, "fixing others' home appliances", should be recorded;
  - A paediatrician during the weekends offers free medical consultations to poor families in the village where he/she lives, as part of the community's efforts to help those in need. One activity, "paediatric consultations to community", should be recorded;

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|                          | <ul style="list-style-type: none"> <li>○ The respondent spent time feeding street animals (dogs, cats) in different locations. One activity, “feeding street animals”, should be recorded.</li> <li>● When a specific set of tasks is performed <b>for different organizations</b>, different activities should be recorded. This enables the measurement of the number of volunteering activities undertaken by people, similar to the number of jobs held by employees. Examples of different activities: caring (unpaid) for sick people in two different hospitals; offering free legal advice through different NGOs; training children in different sports clubs.</li> <li>● Like an occupation in a job, a volunteer activity may be performed once or several times (e.g. daily, once a week) in the reference period. The activity, however, remains the same irrespective of how many times it was performed. Thus, a respondent who, for example, cooked for a neighbour with a disability four times in the last 4 weeks / 30 days should report the activity “cooking for neighbours” once, not four times.</li> <li>● It is important to collect enough details to enable coding of the activities using ISCO-08 (or its national adaptation), similarly to how occupations are coded in the LFS. For details on the use of ISCO-08 to classify volunteer activities, see section 8.5. of this guide.</li> <li>● The question was designed to record up to three different activities. Practice shows that people rarely report a higher number of distinct activities in a short reference period.</li> <li>● In cases where respondents report more than three activities, only those on which most of the time was spent should be recorded.</li> <li>● Interviewers should be trained to remind respondents of the volunteer work they reported in previous questions if they have difficulties answering this question.</li> </ul> |
| <b>VOL_4</b><br>optional | <p><b>Volunteering for one or more hours</b></p> <p><b>Response options</b></p> <p>01 YES</p> <p>02 NO</p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>● Identification of respondents who during the last [4 weeks / 30 days] did unpaid work for others, for at least one hour.</li> <li>● To reduce potential respondent burden by excluding those performing volunteer activities for less than one hour in the specified reference period.</li> </ul> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>● <b>If this question is included</b>, all respondents of working age reporting at least one activity answer it.</li> <li>● <b>If this question is NOT included</b>, all respondents of working age reporting at least one activity proceed directly to <b>Submodule CVA</b>.</li> <li>● When translating the question into the national language(s), care should be taken to ensure that respondents understand that the question refers to the total time spent during the last [4 weeks / 30 days], in all reported activities.</li> <li>● In this question, it is not essential to establish the exact number of hours, as this will be captured in <b>Submodule CVA</b>.</li> </ul>  |

|                          |  |
|--------------------------|--|
| <b>VOL_5</b><br>optional | <p><b>Volunteering during 12 months</b></p> <p><b>Response options</b></p> <p>01 YES</p> <p>02 NO</p> <p><b>Purpose</b></p> <p>Identification of respondents who during the last 12 months provided unpaid help to others.</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>● <b>If this question is included</b>, all respondents of working age who do not report providing unpaid help or doing work to donate products answer it.</li> <li>● Respondents reporting at least one activity are not asked this question, as by default the answer is YES (the last 4 weeks / 30 days overlap with the last 12 months).</li> <li>● The “last 12 months” reference period refers to 12 consecutive months before the month in which the interview is conducted.</li> <li>● The start and end dates for the reference period need to be specified. Example: the interview is conducted on 6 June 2020. The reference period of “12 months” should then be specified as follows: <i>Now, please think about the last 12 months, that is from [1 June] last year up to [31 May] this year....</i></li> <li>● Interviewers should be trained to remind the respondent that the question is about the type of activities mentioned in previous questions, if asked by the respondent or if the respondent has difficulties answering the question.</li> </ul> |
|--------------------------|--|

## Submodule CVA: Characteristics of volunteering activities

This submodule is used only for working-age respondents who reported doing unpaid work for others in **Submodule VOL**. It collects detailed data on the characteristics of the volunteering activities identified (two at most).

Data on the following characteristics of each activity are collected:

- Main beneficiary of the specific volunteer activity;
- Time spent (in the last 4 weeks / 30 days, LFS reference week);
- Frequency of engagement in the activity in the last 4 weeks / 30 days;
- Main reason for volunteering;
- Organizer of the activity;
- Name and main economic activity of the organization (if applicable);
- Type of support received (if applicable);
- Amount of monetary support received (if applicable).

Such data are necessary so as to exclude possible cases of activities that do not meet the criteria of volunteer work, to produce the key volunteer work indicators and to enable disaggregation by essential characteristics that are relevant to the design of policies.

| QUESTION ID                   | DESCRIPTION AND GUIDELINES  |
|-------------------------------|---|
| <b>SUBMODULE INTRODUCTION</b> | <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• To ensure that respondents focus their attention on the specific activity (reported in <b>Submodule VOL</b>), before answering the module questions.</li> <li>• All respondents of working age selected for <b>Submodule CVA</b> must hear or read (as per data collection mode) the introduction before answering the module questions.</li> <li>• The text <b>[ACTIVITY]</b> must be replaced with the description of the specific activity recorded in <b>VOL_3</b>.</li> </ul>   |
| <b>CVA_1</b>                  | <p><b>Beneficiary of unpaid work</b></p> <p><b>Response options</b></p> <p>01 FRIEND, NEIGHBOUR, STRANGER</p> <p>02 ORGANIZATION, ASSOCIATION, INSTITUTION, CLUB, BUSINESS</p> <p>03 COMMUNITY</p> <p>04 NATURE, STREET/WILD ANIMALS</p> <p>05 FAMILY MEMBER OR RELATIVE</p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• To identify the beneficiary of the volunteer work.</li> <li>• To exclude unpaid help provided to family members and relatives. Such help is not volunteer work.</li> </ul> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>• All respondents selected for <b>Submodule CVA</b> answer the question.</li> <li>• Interviewers should be trained to remind the respondent that the question is about the specific activity, if needed.</li> <li>• Respondents might mention more than one answer option. It could happen in cases where help was provided to persons under codes 01 and 05 (e.g. caring for a neighbour's children and those of one's own sister). In such cases, code 01 will be recorded and the next questions will refer to help provided to friends, neighbours or strangers.</li> <li>• For a description of codes 01—04, see the explanations to codes <b>a, b, c</b> and <b>d</b> in <b>VOL_1</b>.</li> <li>• Code 05 refers to respondents' spouses/partners, parents, siblings, children, grandchildren, grandparents, cousins, uncles, aunts, in-laws — that is, all blood and non-blood (e.g. through affinity, adoption) relatives regardless of where they live (whether in the same household with the respondent or in different households).</li> </ul> |



**CVA\_2**  
optional

### Hours worked in the LFS reference week

#### Response options

\_\_\_\_\_  
NUMBER OF HOURS

\_\_\_\_\_  
NUMBER OF MINUTES

ENTER "0" FOR HOURS IF DIDN'T DO WORK IN *THE [REFERENCE WEEK / LAST WEEK / THE LAST 7 DAYS]*

#### Purpose

- To collect the number of hours spent doing volunteer work for the same reference period for which the LFS collects data on hours spent in employment.
- To enable joint analysis of hours actually worked in employment, if any, and volunteer work for the same reference period.

#### National adaptation and implementation

- All respondents selected for **Submodule CVA** answer the question.
- Only one reference period — the "reference week", the "last week" or the "last 7 days" — must be used in the question as per national practice. It should match the reference period used in the LFS to measure time worked in employment.
- Interviewers should be trained to help the respondent recall the number of hours worked so as to avoid "DON'T KNOW" answers.
- In this question, the respondent may report working less than one hour, as it concerns a shorter reference period. In such cases, enter value 0 "zero" for hours and the reported value for minutes (between 1 and 59).
- A limit for the number of hours worked should be identified, to serve as a warning for possible errors.
- The number of hours dedicated to the specific activity in the *[reference week / last week / last 7 days]* will be available only for respondents who engaged in volunteer work in the *[reference week / last week / last 7 days]*.
- Short breaks are also included in the time worked.
- Travelling to and from the place where volunteer work was done is not included. Except for cases where travelling is part of the volunteer work (e.g. delivering goods, travelling from one place to another to offer assistance, etc.)
- Exclude time spent travelling between the home and the place where the work was done, for example at the start and end of the day, and also time spent on long breaks (e.g. meal breaks).

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|-----------------------------------|--|
| <p><b>CVA_2b</b><br/>optional</p> | <p><b>Frequency of engagement in activity</b></p> <p><b>Response options</b></p> <p>01 Every day</p> <p>02 Every week (<i>NOT EVERY DAY</i>)</p> <p>03 Less frequently (<i>NOT EVERY WEEK</i>)</p> <p><b>Purpose</b></p> <p>Establish the frequency of participation in the activity in the last [4 weeks / 30 days].</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>• All respondents selected for <b>Submodule CVA</b> answer the question.</li> <li>• Interviewers should be trained to read each answer option until a positive answer is offered.</li> <li>• Code 01 refers to cases where the respondent performed the activity every day, in the last [4 weeks / 30 days].</li> <li>• Code 02 refers to cases where the respondent performed the activity at least once every week in the last [4 weeks / 30 days].</li> <li>• Code 03 refers to cases where the respondent performed the activity less frequently, that is, not every week.</li> </ul>  |
| <p><b>CVA_3</b></p>               | <p><b>Hours worked in the last [4 weeks / 30 days]</b></p> <p><b>Response options</b></p> <p>_____</p> <p><i>NUMBER OF HOURS</i></p> <p><i>ENTER "999" IF CAN'T REMEMBER</i></p> <p><b>Purpose</b></p> <p>Collect the number of hours spent in activity in the last [4 weeks / 30 days].</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>• All respondents selected for <b>Submodule CVA</b> answer the question.</li> <li>• When translating the question into the national language(s), care should be taken to ensure that respondents understand that this question refers to the time dedicated to the specific activity in the last [4 weeks / 30 days].</li> <li>• Record hours in 0.5 hour intervals (i.e. 30 minutes). If the respondent gives a response in some other way (e.g. 3 hours 20 minutes), round up or down to the nearest 0.5 hours (i.e. 3.5 hours).</li> <li>• Interviewers should be trained to help the respondent to recall the number of hours worked so as to limit as much as possible “can’t remember” answers.</li> <li>• If the respondent still cannot recall the number of hours, the interviewer should at least establish whether it is lower than one. If it is lower than one, then the value 0.5 will be recorded. If it is equal to or higher than one, then the value 999 will be recorded. It is important to do so, as the answer to this question is used to classify respondents as volunteers (working for at least one hour in the reference period).</li> <li>• A limit for the number of hours worked should be identified, to serve as a warning for possible errors.</li> <li>• In general, measurement of time spent in volunteer work should follow the same approach as measurement of time spent in employment. See notes to question <b>CVA_2</b>.</li> </ul> |

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| <b>CVA_4</b> | <p><b>Main reason for providing unpaid help</b></p> <p><b>Response options</b><br/> 01 WANTED TO HELP (WAS ASKED/OFFERED TO HELP)<br/> 02 WANTED TO LEARN A PROFESSION/TRADE<br/> 03 WANTED TO GAIN WORK EXPERIENCE<br/> 04 REQUIRED TO COMPLETE [SCHOOL/UNIVERSITY/COLLEGE/COURSE]<br/> 05 LEGAL/CONTRACTUAL OBLIGATION<br/> 06 THREATENED INTO DOING IT<br/> 07 SOCIAL/PEER PRESSURE<br/> 08 OTHER (SPECIFY): _____</p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>● To collect data on reasons for volunteering.</li> <li>● To identify and exclude possible cases of unpaid trainee work, and involuntary/compulsory engagement in the activity.</li> </ul> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>● All respondents selected for <b>Submodule CVA</b> answer the question.</li> <li>● When translating the question into the national language(s), care should be taken to ensure that respondents understand that this question refers to the main reason for participating in the activity.</li> <li>● Code 01 refers to cases where the respondent decided willingly to help when asked by someone, was offered the opportunity or observed the need to help.</li> <li>● Examples: <ul style="list-style-type: none"> <li>○ a neighbour asked the respondent to help with the cooking for a wedding;</li> <li>○ an NGO advertised the activity to clean a park, inviting people to join; the respondent decided to help;</li> <li>○ while walking in the park, the respondent observed a wounded cat and took care of it.</li> </ul> </li> <li>● Code 02 refers to cases where the respondent's main reason for helping unpaid was the wish to learn a specific profession or trade, or specific skills required in a profession or trade.</li> <li>● Code 03 refers to cases where the respondent's main reason for helping unpaid was the wish to practise a specific profession or trade so as to maintain or improve his/her own skills and gain work experience.</li> <li>● Code 04 refers to cases where the respondent did unpaid work because the educational process requires it; and it is one of the conditions that must be fulfilled in order to successfully complete formal (school, university, college, etc.) or non-formal (training, workshop, course, etc.) education. The names of types of educational institutions/programmes relevant in the national context should be used.</li> <li>● Code 05 refers to cases where the respondent did unpaid work because of legal or contractual (written or verbal) obligations to do so.</li> <li>● For example, unpaid work: <ul style="list-style-type: none"> <li>○ imposed by law during emergency situations;</li> <li>○ demanded by recognized authorities by way of paying a penalty;</li> <li>○ done pursuant to an agreement to pay off a debt or the value of goods or services purchased.</li> </ul> </li> <li>● Code 06 refers to cases where the respondent did not want to participate in the activity, but did so under threat (of punishment).</li> <li>● In contrast to code 05, in code 06:</li> </ul> |
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|       |  |
|-------|--|
|       | <ul style="list-style-type: none"> <li>○ persons do not accept voluntarily to have obligations to work unpaid for others</li> <li>○ threat of penalty comes from individuals, not from recognized authorities;</li> <li>● Code 07 refers to cases where the respondent did not want to perform the activity, but did so because he/she was thinking that others might otherwise react negatively; and wanted to avoid any possible tensions or bad consequences. As opposed to codes 05 and 06, in code 07 there is no evidence that the respondent did the work under threat or to avoid an actual penalty.</li> <li>● Code 08 will be assigned to any other reason that cannot be classified under codes 01—07. In such cases, the interviewer will ask the respondent to specify the reason and note it in the relevant field.</li> </ul>   |
| CVA_5 | <p><b>Unpaid work in exchange for training</b></p> <p><b>Response options</b></p> <p>01 YES</p> <p>02 NO</p> <p><b>Purpose</b></p> <p>To identify cases where unpaid work was done in exchange for a promise to receive support in learning a specific profession or trade; or in exchange for the opportunity to gain work experience in a profession or trade. Such cases are considered to be unpaid trainee work.</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>● All respondents reporting as their main reasons for engaging in the specific activity the wish to learn a profession or trade, or to gain work experience, answer the question.</li> <li>● When translating the question into the national language(s), care should be taken to ensure that respondents understand that this question asks whether someone promised to teach them a profession or trade, or to help them to gain work experience in exchange for unpaid work.</li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <p><b>CVA_5b</b><br/>optional</p> | <p><b>Labour exchange</b></p> <p><b>Response options</b></p> <p>01 YES</p> <p>02 NO</p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• To identify cases where unpaid work was done as part of an explicit agreement to receive in return unpaid help with the respondent's own job or business.</li> <li>• Such cases do not fall under the definition of volunteer work, as engagement in the specific activity is motivated by the agreement to receive unpaid services in return.</li> </ul> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>• If this question <b>is included</b>, all respondents selected for <b>Submodule CVA</b> (except for those who answer YES to <b>CVA_5</b>) answer the question.</li> <li>• When translating the question into the national language(s), care should be taken to ensure that respondents understand that this question asks about the existence of an explicit agreement with someone to receive unpaid help with one's own job or business, in return for the unpaid help provided to that other person.</li> <li>• The explicit agreement may be verbal or written, but should establish that an expectation exists to exchange unpaid labour between the parties.</li> </ul> |
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CVA\_6

### Organizer of the activity

#### Response options

01 RESPONDENT'S PLACE OF WORK

02 ANY OTHER ORGANIZATION, ASSOCIATION, INSTITUTION, CLUB, BUSINESS

03 COMMUNITY

04 PERSON HELPED BY THE RESPONDENT

05 RESPONDENT HIMSELF/HERSELF

06 OTHER PERSON (SPECIFY): \_\_\_\_\_

#### Purpose

Identify the organizer of the activity.

#### National adaptation and implementation

- All respondents selected for **Submodule CVA** answer the question.
- When translating the question into the national language(s), care should be taken to ensure that respondents understand that this question refers to the organization or person that organized the activity.
- Usually, the organizer of an activity is the organization or person that announces/asks what and when should be done. The organizer often also provides the tools and materials needed to perform the activity.
- Code 01 refers to cases where the activity was organized by the organization (formal or informal) in which the respondent works for a wage or salary. This option is relevant mainly for respondents identified by the LFS as employees in the reference week. It is still possible that some respondents identified by the LFS as non-employees (self-employed, unemployed, out of the labour force) could give a YES answer, if they worked as employees in the 3 weeks preceding the LFS reference week (i.e. a previous job).
- Code 02 refers to cases where any other organization (not the respondent's employer) of any kind (i.e. registered or not, private or public, market-oriented or non-profit) organized the activity.
- Code 03 refers to cases where the community of which the respondent is a member organized the activity. Example: the residents of a village decided to help repair some house roofs damaged by a storm in the village. The respondent offered to transport construction materials from a nearby town to the village using his/her own van.
- Code 04 refers to cases where the activity was organized by the person who benefited from the respondent's unpaid help. Usually, this is the case when someone asks for help and others agree to provide it. The person who asks for help says what should be done and how, and often also provides the necessary tools/equipment. Example: a neighbour asked the respondent to take care of his/her dog for one week while he/she was away. The respondent agreed to help and followed the neighbour's instructions on how to take care of the dog.
- Code 05 refers to cases where the respondent himself/herself organized the activity. Usually, this is the case when the respondent is the one who comes with the offer to help. Example: the respondent heard a neighbour living alone complaining about having a strong pain in the chest and difficulties breathing. The respondent offered to take him/her to a clinic to see a doctor.
- Code 06 should be used in cases where the activity was organized by a third person (i.e. neither the beneficiary nor the respondent himself/herself). In such cases, the interviewer will ask the respondent to specify who that person was and will note it in the relevant field.

|       |   |
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| CVA_7 | <p><b>Corporate volunteering</b></p> <p><b>Response options</b></p> <p>01 YES</p> <p>02 NO</p> <p><b>Purpose</b></p> <p>Identify cases where time spent providing unpaid help for others is compensated by the respondent's employer. Such cases are known as "corporate" or "company" volunteering. They are excluded from the definition of volunteer work, as employees are remunerated for the time spent helping others (e.g. they keep their salaries, receive cash bonuses, get additional days of paid leave, etc.).</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>● All respondents reporting that the activity was organized by their employer answer the question.</li> <li>● When translating the question into the national language(s), care should be taken to ensure that respondents understand that this question asks about the existence of an agreement with the employer to keep receiving the salary/wage or to receive a bonus for participating in the activity.</li> <li>● Respondents, who answer YES to this question will not be asked about the name and main activity of their employer in the next question. This information will be available in the LFS questionnaire.</li> <li>● In two rare cases, however, this information may not be available and additional data may be needed to establish the name and main activity of the employer: <ul style="list-style-type: none"> <li>○ If the respondent had two jobs and was an employee in both, the interviewer will have to clarify which of the two employers organized the activity;</li> <li>○ If the respondent did not have an employee job in the LFS reference week, but had one in the preceding three weeks (i.e. previous job), the interviewer will have to ask about the name and economic activity of the unit in that job.</li> </ul> </li> </ul> |
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| <p><b>CVA_8</b><br/><b>(a, b, c)</b></p> | <p><b>Entity organizing the activity</b></p> <p><b>Response options</b></p> <p>a) _____<br/><i>NAME</i></p> <p>b) _____<br/><i>MAIN ACTIVITY</i></p> <p>c) <i>ISIC CODE:</i> <input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p><b>Purpose</b><br/>To identify the organization that organized the specific activity and capture its main economic activity.</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>• All respondents reporting that the activity was organized by an organization answer the question.</li> <li>• Interviewers should be trained to apply the same approach as the one used to collect data on the name and main economic activity of establishments in the LFS.</li> <li>• It is important to collect enough details to enable coding of the main activity of entities using ISIC (or its national adaptation), similarly to how economic activities are coded in the LFS.</li> <li>• Respondents reporting that the activity was organized by the community are not asked this question, since according to the System of National Accounts, such activities are assigned to the following two ISIC classes of household sector productive activities: 9810 (production of goods) and 9820 (provision of services).</li> <li>• For activities organized by communities, ISIC codes will be identified using the description of the unpaid activity (whether production of goods or services).</li> </ul> |
| <p><b>CVA_9</b></p>                      | <p><b>Support received</b></p> <p><b>Response options</b></p> <p>01 YES</p> <p>02 NO</p> <p><b>Purpose</b><br/>To identify the respondents who received some support (cash or in-kind) for their participation in the activity.</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>• All respondents selected for <b>Submodule CVA</b> answer the question.</li> <li>• When translating the question into the national language(s), care should be taken to ensure that respondents understand that this question refers to anything that respondents may have received: money, meals/food products, accommodation, transport, clothes, etc.</li> <li>• Respondents may have received something before starting the work (e.g. money to pay the taxi or to buy a bus, train or plane ticket), while doing the work (e.g. meals, clothes, accommodation) or after finishing the work (e.g. small gift, food, money for return ticket).</li> <li>• If the respondent received something, the answer should be YES, irrespective of the amount of money or the value of goods/services received.</li> </ul>   |



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| CVA_10 | <p><b>What was received</b></p> <p><b>Response options</b></p> <p><b>a</b> MONEY</p> <p><b>b</b> MEAL/FOOD</p> <p><b>c</b> ACCOMMODATION</p> <p><b>d</b> TRANSPORT</p> <p><b>e</b> OTHER (SPECIFY): _____</p> <p><b>Purpose</b><br/>Collect data on what respondents received as support for their participation in the activity.</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>• All respondents who report receiving support answer the question.</li> <li>• Code <b>a</b> refers to money received in any currency, in cash or on debit/credit cards that could be saved and used to buy any type of goods/services. It also refers to any other physical/electronic alternatives to money such as gift cards, vouchers, discount codes, virtual money (e.g. bitcoin), etc.</li> <li>• Code <b>b</b> refers to any meal/food products received by the respondents directly or indirectly through vouchers (physical or electronic) that could be exchanged only for food products; or as the result of a verbal instruction to go to a specific place and have a meal or pick up some food products.</li> <li>• Code <b>c</b> refers to any accommodation offered to the respondent in relation to his/her participation in the activity.</li> <li>• Code <b>d</b> refers to any transport services provided to the respondent or any tickets given in relation to his/her participation in the activity.</li> <li>• Code <b>e</b> will be used in cases where the respondent reports receiving something else (e.g. a book, souvenir, ticket to a concert, etc.). In such cases, the interviewer will have to ask the respondent what exactly he/she received and note it down.</li> </ul> |
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| <p><b>CVA_11</b></p> | <p><b>Amount of cash support received</b></p> <p><b>Response options</b></p> <hr/> <p><i>AMOUNT</i></p> <p><i>ENTER [9999] IF CAN'T REMEMBER OR REFUSES</i></p> <p><b>Purpose</b></p> <p>To identify cases where the amount of support received for unpaid help (calculated per hour worked) is equal to or higher than one third of the wages in the local labour market. Such work is excluded from volunteer work.</p> <p><b>National adaptation and implementation</b></p> <ul style="list-style-type: none"> <li>• All respondents who report receiving money as support answer the question.</li> <li>• When translating the question into the national language(s), care should be taken to ensure that respondents understand that this question refers only to the amount of money received. This question does not ask about the value of goods, food products or services received as support.</li> <li>• Code [9999] will be used in cases where the respondent cannot or does not want to report the amount. This code should be adapted as per national practice for collecting survey data on wages or other forms of income.</li> </ul> |
|----------------------|---|

## ► Appendix III: Examples of common volunteer work activities coded according to ISCO-08

| ISCO-08 code | Description   |
|--------------|---|
| 1114         | Serve on the board or governing committee of an organization  |
| 1114         | Set up a political party  |
| 2164         | Develop emergency preparedness plans for your community   |
| 2421         | Serve on a planning or management committee   |
| 2432         | Campaign for a cause  |
| 2432         | Disseminate information addressing public concerns  |
| 2432         | Fundraising professionals   |
| 2432         | Leading of conferences  |
| 2611         | Provide pro bono legal or dispute resolution services   |
| 2635         | Organize and coordinate the response to a disaster or crisis situation  |
| 2635         | Social work and counselling professionals   |
| 2652         | Perform music, sing, contribute or display your work of art at a cultural event   |
| 2655         | Act at a cultural event   |
| 3112         | Make improvements to the public areas of your community, such as roads, bridges, water supplies, electricity, public utilities  |
| 3258         | Disaster relief workers   |
| 3258         | Provide emergency medical care  |
| 3323         | Shopping for/purchasing of goods as help to others  |
| 3332         | Event planners, organizers, or managers   |
| 3343         | Help set up a programme or meeting to solve a problem affecting your community  |
| 3411         | Provide pro bono legal services at a paraprofessional level   |
| 3412         | Community organizers  |
| 3412         | Counsellors, dispute resolution facilitators, and providers of emotional support to others  |
| 3412         | Provide clerical support to others in paying taxes, paying bills, banking, or filling out forms   |
| 3412         | Mentoring   |
| 3412         | Organize others or set up a programme to solve a problem  |
| 3412         | Provide emergency or crisis counselling   |
| 3413         | Prepare pamphlets and other advertising to disseminate information  |
| 3413         | Usher or greet  |
| 3421         | Take part as an athlete, player, contestant, team member or participant in a sporting or recreation event for public entertainment whose main purpose was to serve a public cause |
| 3422         | Coach, referee, judge or supervise a sports team  |
| 4414         | Writing letters to public authorities to draw attention to a problem faced by the community   |

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| 4419 | Provide assistance to others in managing or planning an event  |
| 5120 | Cooking for collective celebrations or preparing meals as help to others   |
| 5131 | Serving meals as help to others  |
| 5152 | Household management as help to others   |
| 5152 | Provide shelter to victims of a natural disaster   |
| 5162 | Providing companionship  |
| 5163 | Help organize a funeral or provide undertaking services for a funeral  |
| 5164 | Personal care/assistance, pet care   |
| 5164 | Provide help with pet care to a friend, colleague or neighbour   |
| 5242 | Display your craft at a cultural event   |
| 5243 | Canvassing or contacting people to advance a cause by going door to door   |
| 5244 | Canvassing or contacting people to advance a cause by using the telephone  |
| 5311 | Babysitting and childcare as help to others  |
| 5311 | Short-term foster care   |
| 5312 | Assisting in educational programmes, and assisting in teaching or training others to acquire new skills  |
| 5321 | Healthcare assistants  |
| 5322 | Adult/personal care and assistance as help to others   |
| 5322 | Providing home health aid  |
| 5322 | Support and help elderly people or persons with disabilities in their home   |
| 5411 | Extinguish fires after a disaster  |
| 5414 | Maintain order in the community or at an event: for example, by patrolling public areas, keeping vigil to deter illegal activities, or defending members of the community from being victimized  |
| 5419 | Save victims of a natural disaster from immediate danger, by evacuating flood or fire victims, removing the bodies of people who were killed by a disaster, searching for people trapped in the disaster areas, searching for people lost in the wilderness, mountains or at sea |
| 5419 | Search and rescue workers  |
| 6113 | Make improvements to the public green areas of your community by planting trees and other nursery stock  |
| 6310 | Help to transport, gather or organize a community harvest  |
| 6330 | Help to transport, gather or organize community fishing, hunting, trapping or gathering  |
| 7111 | Construction, renovation and repairs of dwellings, historical sites, buildings and other structures as help to others  |
| 8322 | Help to transport resources for the community  |
| 8322 | Driving, providing car, taxi or van transport to people or transporting goods  |
| 9111 | Domestic help, cleaning, laundering, housekeeping services for others  |
| 9112 | Clean up after an event  |
| 9213 | Help to bring in or gather supplies that are vital for the community such as water and firewood  |

|      |  |
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| 9214 | Help others to make improvements to the public green areas of the community by providing garden and horticultural labour                     |
| 9312 | Help others to make improvements to the public areas of the community, such as roads, bridges, water supplies, electricity, public utilities |
| 9313 | Participate in the construction, renovation and repairs of dwellings and other structures as help to others                                  |
| 9313 | Prepare for a natural disaster by protecting buildings and other structures  |
| 9331 | Transport assistance to others using hand and pedal vehicles   |
| 9332 | Transport assistance to others using animal-drawn vehicles   |
| 9412 | Assist others to prepare and serve food  |
| 9520 | Fundraising by collecting money in the street (tin shakers)  |
| 9613 | Removing debris after a natural disaster   |
| 9621 | Delivering messages, packages, etc.  |

**Source:** Adapted from ILO, *Manual on the Measurement of Volunteer Work*, 2011, p. 67, Appendix II.A.

## ► Appendix IV: Suggested minimal set of tables for dissemination

► **Table A1. Number of volunteers, volunteer rate and average hours worked, by type of volunteer work and selected demographic, social and economic characteristics**

| Volunteer characteristics  | Total population aged 15 and over | Total volunteer work |                   |  | Organization-based volunteer work |                   |  | Direct volunteer work |                   |  |
|----------------------------|-----------------------------------|----------------------|-------------------|--|-----------------------------------|-------------------|--|-----------------------|-------------------|--|
|                            |                                   | Number of persons    | Volunteer rate, % | Average hours volunteered during 4 weeks | Number of persons                 | Volunteer rate, % | Average hours volunteered during 4 weeks | Number of persons     | Volunteer rate, % | Average hours volunteered during 4 weeks |
| <b>TOTAL</b>               |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| <b>Sex</b>                 |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| Male                       |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| Female                     |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| <b>Residence area</b>      |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| Urban                      |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| Rural                      |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| <b>Age</b>                 |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| 15—24                      |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| 25—44                      |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| 45—64                      |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| 65+                        |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| <b>Education</b>           |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| No formal education        |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| Primary education          |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| Secondary education        |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| Tertiary education         |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| <b>Labour force status</b> |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| Employed                   |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| Unemployed                 |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |
| Not in the labour force    |                                   |                      |                   |  |                                   |                   |  |                       |                   |  |

► **Table A2. Weekly average number of hours spent by employed persons in paid and volunteer work,<sup>7</sup> by selected demographic, social and economic characteristics**

| Volunteer characteristics   | Hours spent in employment | Hours spent in volunteer work |                                   |                       |
|-----------------------------|---------------------------|-------------------------------|-----------------------------------|-----------------------|
|                             |                           | Total                         | Organization-based volunteer work | Direct volunteer work |
| <b>TOTAL</b>                |                           |                               |                                   |                       |
| <b>Sex</b>                  |                           |                               |                                   |                       |
| Male                        |                           |                               |                                   |                       |
| Female                      |                           |                               |                                   |                       |
| <b>Residence area</b>       |                           |                               |                                   |                       |
| Urban                       |                           |                               |                                   |                       |
| Rural                       |                           |                               |                                   |                       |
| <b>Age</b>                  |                           |                               |                                   |                       |
| 15—24                       |                           |                               |                                   |                       |
| 25—44                       |                           |                               |                                   |                       |
| 45—64                       |                           |                               |                                   |                       |
| 65+                         |                           |                               |                                   |                       |
| <b>Education</b>            |                           |                               |                                   |                       |
| No formal education         |                           |                               |                                   |                       |
| Primary education           |                           |                               |                                   |                       |
| Secondary education         |                           |                               |                                   |                       |
| Tertiary education          |                           |                               |                                   |                       |
| <b>Status in employment</b> |                           |                               |                                   |                       |
| Employee                    |                           |                               |                                   |                       |
| Self-employed               |                           |                               |                                   |                       |

<sup>7</sup> For comparability purposes, the estimated average number of hours spent in volunteer work during four weeks is divided by four in order to estimate the average number of hours spent during one week.

► **Table A3. Number of volunteers and average hours worked, by type of volunteer work and volunteer occupations**

| Type of volunteer work and volunteer occupations (ISCO-08) | Total             |  | Male              |  | Female            |  |
|--|-------------------|--|-------------------|--|-------------------|--|
|  | Number of persons | Average hours volunteered during 4 weeks | Number of persons | Average hours volunteered during 4 weeks | Number of persons | Average hours volunteered during 4 weeks |
| <b>Total volunteer work</b>                                |                   |  |                   |  |                   |  |
| Managers   |                   |  |                   |  |                   |  |
| Professionals  |                   |  |                   |  |                   |  |
| Technicians and associate professionals                    |                   |  |                   |  |                   |  |
| Clerical support workers                                   |                   |  |                   |  |                   |  |
| Services and sales workers                                 |                   |  |                   |  |                   |  |
| Skilled agricultural, forestry and fishery workers         |                   |  |                   |  |                   |  |
| Craft and related trades workers                           |                   |  |                   |  |                   |  |
| Plant and machine operators and assemblers                 |                   |  |                   |  |                   |  |
| Elementary occupations                                     |                   |  |                   |  |                   |  |
| Armed forces occupations                                   |                   |  |                   |  |                   |  |
| <b>Organization-based volunteer work</b>                   |                   |  |                   |  |                   |  |
| Managers   |                   |  |                   |  |                   |  |
| Professionals  |                   |  |                   |  |                   |  |
| Technicians and associate professionals                    |                   |  |                   |  |                   |  |
| Clerical support workers                                   |                   |  |                   |  |                   |  |
| Services and sales workers                                 |                   |  |                   |  |                   |  |
| Skilled agricultural, forestry and fishery workers         |                   |  |                   |  |                   |  |
| Craft and related trades workers                           |                   |  |                   |  |                   |  |
| Plant and machine operators and assemblers                 |                   |  |                   |  |                   |  |



|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Elementary occupations                             |  |  |  |  |  |  |
| Armed forces occupations                           |  |  |  |  |  |  |
| <b>Direct volunteer work</b>                       |  |  |  |  |  |  |
| Managers   |  |  |  |  |  |  |
| Professionals                                      |  |  |  |  |  |  |
| Technicians and associate professionals            |  |  |  |  |  |  |
| Clerical support workers                           |  |  |  |  |  |  |
| Services and sales workers                         |  |  |  |  |  |  |
| Skilled agricultural, forestry and fishery workers |  |  |  |  |  |  |
| Craft and related trades workers                   |  |  |  |  |  |  |
| Plant and machine operators and assemblers         |  |  |  |  |  |  |
| Elementary occupations                             |  |  |  |  |  |  |
| Armed forces occupations                           |  |  |  |  |  |  |

► **Table A4. Number of volunteers and average hours worked in organization-based volunteer work, by sex and main activity of the organization**

| Main activity of the organization (ISIC)                               | Total             |  | Male              |  | Female            |  |
|--|-------------------|--|-------------------|--|-------------------|--|
|  | Number of persons | Average hours volunteered during 4 weeks | Number of persons | Average hours volunteered during 4 weeks | Number of persons | Average hours volunteered during 4 weeks |
| <b>TOTAL</b>   |                   |  |                   |  |                   |  |
| A. Agriculture, forestry and fishing                                   |                   |  |                   |  |                   |  |
| B. Mining and quarrying  |                   |  |                   |  |                   |  |
| C. Manufacturing   |                   |  |                   |  |                   |  |
| D. Electricity, gas, steam and air conditioning supply                 |                   |  |                   |  |                   |  |
| E. Water supply; sewerage, waste management and remediation activities |                   |  |                   |  |                   |  |
| F. Construction  |                   |  |                   |  |                   |  |
| G Wholesale and retail trade; repair of motor vehicles and motorcycles |                   |  |                   |  |                   |  |
| H. Transportation and storage  |                   |  |                   |  |                   |  |
| I. Accommodation and food service activities                           |                   |  |                   |  |                   |  |
| J. Information and communication                                       |                   |  |                   |  |                   |  |
| K. Financial and insurance activities                                  |                   |  |                   |  |                   |  |
| L. Real estate activities  |                   |  |                   |  |                   |  |
| M. Professional, scientific and technical activities                   |                   |  |                   |  |                   |  |
| N. Administrative and support service activities                       |                   |  |                   |  |                   |  |
| O. Public administration and defence; compulsory social security       |                   |  |                   |  |                   |  |
| P. Education   |                   |  |                   |  |                   |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Q. Human health and social work activities                 |  |  |  |  |  |  |
| R. Arts, entertainment and recreation                      |  |  |  |  |  |  |
| S. Other service activities                                |  |  |  |  |  |  |
| T. Activities of households                                |  |  |  |  |  |  |
| U. Activities of extraterritorial organizations and bodies |  |  |  |  |  |  |

► **Table A5. Number of volunteers and average hours worked, by sex, residence area and direct beneficiaries<sup>8</sup>**

| Residence area and beneficiaries of volunteer work | Total             |  | Male              |  | Female            |  |
|--|-------------------|--|-------------------|--|-------------------|--|
|  | Number of persons | Average hours volunteered during 4 weeks | Number of persons | Average hours volunteered during 4 weeks | Number of persons | Average hours volunteered during 4 weeks |
| <b>Total</b>                                       |                   |  |                   |  |                   |  |
| Individuals  |                   |  |                   |  |                   |  |
| Organizations                                      |                   |  |                   |  |                   |  |
| Community  |                   |  |                   |  |                   |  |
| Nature   |                   |  |                   |  |                   |  |
| <b>Urban area</b>                                  |                   |  |                   |  |                   |  |
| Individuals  |                   |  |                   |  |                   |  |
| Organizations                                      |                   |  |                   |  |                   |  |
| Community  |                   |  |                   |  |                   |  |
| Nature   |                   |  |                   |  |                   |  |
| <b>Rural area</b>                                  |                   |  |                   |  |                   |  |
| Individuals  |                   |  |                   |  |                   |  |
| Organizations                                      |                   |  |                   |  |                   |  |
| Community  |                   |  |                   |  |                   |  |
| Nature   |                   |  |                   |  |                   |  |

<sup>8</sup> Direct beneficiaries of the volunteers' work are established through question CVA\_1 of the module. It is important to note that in cases where volunteer work is performed for organizations or the community, the direct beneficiaries differ from the final ones. For example, the direct beneficiary may be an NGO specialized in helping refugees, so the final beneficiaries of the volunteers' work are the refugees (individuals). To use another example, help may be provided to the community to clean a park, but ultimately both the members of the community (individuals) and nature benefit from it.