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Authors: Haski-Leventhal, Debbie, Meijs, Lucas C.P.M., Hustinx, Lesley

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The third party model: Enhancing volunteering through governments, corporations and educational institutes

INTRODUCTION

The importance of volunteering to society, voluntary organisations and individuals has been acknowledged in the last decades (Salamon *et al.*, 1999; Salamon *et al.*, 2004; Wilson and Musick, 2000). Volunteering is usually perceived as a social and communal activity that enhances social capital; strengthens the community and helps in delivering services that otherwise would have been more expensive or underprovided (Putnam, 2000). Volunteers are an important resource in human service organisations, and they legitimate the organisation and signal its trustworthiness, so further resources can be recruited. Volunteers are an important link between the organisation and the community, as they can represent both. Not having to deal with administration and bureaucracy, volunteers, more than paid workers, can focus on direct services and free the professional staff to achieve other objectives and goals. Volunteering reduces social exclusion and alienation, and can empower clients to give, and not only receive (Ellis, 1996). Additionally, it was found that clients, especially from socially excluded groups such as in-distress youth, trust volunteers more than paid workers; prefer to receive services from volunteers and see them as altruists (Ronel *et al.*, 2008). Volunteering can have a positive impact on the individual volunteer as well: it can increase physical and psychological wellbeing, create a wider social network, reduce loneliness, help youth volunteers overcome adolescence-related problems, and more (see review by Wilson and Musick, 2000).

However, volunteering may also have some negative social aspects, and they ought to be taken into account and addressed. Volunteering may express social gaps, as volunteers are typically people with higher income, higher education and social resources providing support for those in need (see Wilson, 2000). In a neo-liberal economy, volunteerism may encourage

governments to privatize services and withdraw from their basic responsibilities to citizens, as NGOs and human services organisations provide services to populations in need through volunteers (for more see Salamon *et al.*, 2000). Finally, although volunteer agencies are putting effort in to recruiting volunteers from socially excluded populations (e.g., minorities) and people with disabilities, they are not always successful. As a consequence, volunteering may even lead to further social exclusion.

Notwithstanding the possible negative aspects of volunteering, the overall possible positive impact of volunteering is generally acknowledged. Particularly since the United Nations announced 2001 as the International Year of Volunteers, in many parts of the Western World national governments have increased attempts to encourage volunteering (Davis Smith, 2003). In addition to the governmental policies concerning volunteering, one can also observe a growing involvement from the business world (corporate volunteering) and from educational institutions (community service and service learning).

The interest of government, educational institutions, and corporate entities adds another layer of complexity to volunteering. Traditionally, the world of volunteering has consisted of three major actors: *the volunteers* who give their time freely to help others with no monetary remuneration (see more about definition of volunteers in Cnaan *et al.*, 1996; and on perceptions of who is a volunteer in Handy *et al.*, 2000); the *volunteer organisations* which provide the mechanism for formal volunteering; and the *clients* (or recipients /members) which are the target population of the services provided by the organisations and the volunteers. Some overlapping areas can exist between the three circles, as recipients take part in, or even establish such organisations, or in the case of a client volunteering for other clients, that is, people who volunteer for their own social group (see the example of youth volunteering for youth; Haski-Leventhal *et al.*, 2008c).

In the current article, we focus on the involvement of other actors, here called "*third parties*", to enhance volunteering. Although there is a growing awareness of the increasing involvement of governments, businesses and educational institutes achieving this goal, as yet, there have been no systematic attempts to analyse or conceptualize these third party

interventions as a new and substantial force that seems to transform and extend the world of volunteering. In this article, we therefore advance a new theoretical framework, “**the third party model**”, which observes the ways in which political leaderships, corporations and educational institutes (seek to) enhance volunteering. To do so, we present two important and relevant concepts. These are firstly, *volunteerability*, as presented by Meijs and colleagues (Meijs *et al.*, 2006a; Meijs *et al.*, 2006b) and secondly, *recruit-ability*, which was developed for this article. We present each of the three parties, and give examples of strategies to enhance volunteerability and recruit-ability in the Western World. We examine their main motivations and benefits to do so, and their impact on the different components of volunteerability and recruit-ability. The framework accounts for both positive and negative aspects of volunteering. We end by presenting ethical and practical dilemmas, suggesting other third parties that may get involved, and pointing to the importance of the model to research on social policy and to policy making, regarding the enhancement of volunteering.

VOLUNTEERABILITY AND RECRUIT-ABILITY

In order to attain greater numbers of volunteers, as well as addressing the possible negative impacts of volunteer involvement, two terms should be considered: *volunteerability* (Meijs *et al.*, 2006a; Meijs *et al.*, 2006b) and secondly, *recruit-ability*, which was developed for this article.

Volunteerability covers the willingness, capability and availability of individuals to volunteer. The concept is derived from *employability*, a term used to express an individual's employment status and ability to be employed. Volunteerability addresses the question – what makes a person more or less willing or able to volunteer? According to Meijs *et al.* (2006a; 2006b) volunteerability is about overcoming a whole array of barriers that prevent people from volunteering, and understanding that people volunteer more as their willingness, capability and availability increase.

1. **Willingness:** the will to volunteer is influenced by social norms, individual attitudes and values, psychological motives, and by perceiving volunteering as rewarding and as feasible (in net-cost terms; See Handy *et al.*, 2000). It can be enhanced by different incentives, mainly by improving volunteers' reputation in society, providing intrinsic benefits, and reducing free riders.
2. **Capability:** a person may be capable of volunteering if she or he has the skills and knowledge required for volunteering in a specific role or organisation. Everyone is capable of volunteering in some role or another, in some organisation or another. However, training and guidance can be a key element in improving capability to volunteer.
3. **Availability:** the greatest obstacle to volunteering is lack of time (Sundeen *et al.*, 2007). In modern life, juggling between "greedy institutions" (Coser, 1974) such as jobs, family, education, friends and leisure, leaves people with limited time to give. Therefore, increasing volunteerability may be done by combining volunteering with one of these activities. Additionally, people need to be emotionally available and able to commit themselves in order to volunteer.

The second factor in fostering better volunteerism and addressing possible negative impacts of volunteering is **recruit-ability**, which refers to the ability of volunteer organisations to recruit volunteers and maintain them. In order to have an effective process of enhancing volunteering, we need not only focus on the supply side of the volunteers, but also on the demand side: the volunteer organisation and their abilities to provide professional management of volunteers (more on demand and supply of volunteers and the balance between them, see Handy and Brudney, 2007). Organisations' recruit-ability also has three main components:

1. **Accessibility:** the degree to which the organisation is accessible to potential volunteers: can people know that the organisation needs volunteers and what kind? Can people reach the organisation - physically, technically and even geographically? Is the organisation open to diversity and accessible to people with disabilities? Is the organisation accessible for its own clients to volunteer? Accessibility may be improved by marketing; by opening branches; by improving physical access; and by creating virtual volunteering opportunities (Murray and Harrison, 2005); and so on. Organisations that work with volunteers are

sometimes hard to reach. Calling all nursing houses in the Rotterdam area showed that only 18 percent of the volunteer administrators could be reached in one telephone call (Meijjs, 2007). Likewise, research shows only 67 percent of volunteer centres responded to e-mail requests for information about a specific volunteer opportunity (Meijjs, 2008).

- 2. Resources:** to increase the number and diversity of volunteers in an organisation, some resources are needed. As always, financial resources are important, but human resources are, too. The organisation can improve its level of professional volunteer management by having the right volunteer work force, training its staff, and encouraging its volunteers to become the human resources that further develop volunteerism in the organisation.
- 3. Networks and cooperation:** by creating networks with other organisations, a nonprofit may increase its accessibility as well as its resources. Cooperation with other organisations (volunteer, business and governmental) can help increase the number of volunteers, by pooling resources and by sharing knowledge and expertise. Inter-sectoral collaboration, however, may be discouraged by (perceived) disadvantages of such partnerships in terms of a lack of organisational capacity to manage such partnerships, doubts about the quality of such relationships, concern about a potential loss of independence, and inter-sectoral competition with regard to specific kinds of resources, among which private donations and volunteers (Gazley & Brudney, 2007).

THE THIRD PARTY MODEL

Against the background of a generally accepted idea that volunteering must be encouraged, and the emergence of new forms of volunteering such as corporate volunteering or service learning, it becomes clear that not only the volunteer organisations and the individuals are responsible for such an encouragement, but third parties can also have an important role. Governments, corporations and educational institutions may all enhance the volunteerability of individuals and the recruit-ability of volunteer organisations. Each one of the three suggested third parties may and will have their own important interests in doing so. The volunteer organisations should also

be interested in partnering with such third parties: being more of an outsider may provide new perspectives, solutions, resources, and new populations from where to recruit volunteers.

Table 1 summarizes the three parties' involvement in enhancing volunteering, their different motivations to do so, their benefits, and their challenges. It also summarizes each party's impact on the different components of volunteerability and recruit-ability. In order to develop and explain our framework, we will show some examples of the many ways in which they do so in the Western World (in the US, Canada, Europe, Israel, and Australia), and suggest new ideas for encouraging volunteerism by the third parties. The examples given in the current article were collected based upon a systematic analysis of secondary resources, both academic sources as policy documents, and internet sites.

TABLE 1 ABOUT HERE

Governments and political leadership

Governments and local municipalities are involved in volunteering, both directly and indirectly. The 2001 International Year of Volunteers has been a driving force for creating policies that governments can employ to stimulate volunteering (see also Davis Smith, 2003; Davis Smith, 2007). Based on the experience of 2001, Van Hal, Steenbergen and Meijs (2004: 22) differentiated between volunteering policies that are a deliberate strategy adapted by a government (or other external body) to influence and stimulate volunteering and volunteerism and the 'traditional' volunteer policy which is used to define the relations between an organisation and its volunteers. It must be noted that a volunteering policy of a government aims at enhancing volunteering as such, not a specific kind of service that is provided by a certain non-profit organisation using volunteers.

There seem to be four major motivations for governments to be involved in enhancing volunteering (see Meijs, 2004). First, volunteering as a way to improve the quality of life (Thoits

and Hewitt, 2001) and (career) possibilities of individual volunteers (Wilson and Musick, 2000). Second, volunteering as a way to keep services affordable or to improve the quality of these services (Brudney, 1990). This would mean for example a reduction in costs for society, clients, and/or participators (members) and higher quality of public services (see e.g. Brudney and Duncombe, 1992). Third, volunteering as a way to develop or at least maintain social capital and social cohesion and to socially include disadvantaged groups (Gay, 1998). Lastly, volunteering is connected with democratic processes and to the participation of citizens in local governance (Berger *et al.*, 2005; Lowndes and Wilson, 2001; Taylor, 2006). Volunteering can also strengthen the local community and neighbourliness (Haski-Leventhal *et al.*, 2008a).

Governments can improve the citizens' **volunteerability** and promote volunteerism in general, and within socially excluded populations in particular. Governments and parliaments have the unique power to promote volunteering through legislation enhancing citizens' **willingness** to volunteer. According to Brudney (2004), the US federal government can create a climate that encourages volunteering by the different appeals from US presidents on citizens to volunteers (e.g. Bush's call to service in the 2002 State of the Union [Bush, 2002] or the ServiceNation [2008, September 11-12] summit with both U.S. Presidential candidates setting to increase volunteering), by passing laws such as The National and Community Service Trust Act (passed by the Clinton administration in 1993), or by signing an agreement between the government and the voluntary organisations, as was done by British PM Blair in 1998 with the Compact and his speech to the National Council for Voluntary Organisations in 1999 (Howlett and Locke, 1999). Plowden (2003, p 426) described the UK Compact, a general agreement and a set of codes that "should guide working relationships between government and the voluntary and community sector". The National and Community Service Trust Act led to the start of the Corporation of National and Community service (www.NationalService.gov) running several programs such as Senior Corps, AmeriCorps, AmeriCorps*VISTA, AmeriCorps NCCC and Learn and Serve America.

Willingness to volunteer can also be promoted by giving awards to volunteers and thus acknowledging their unique contribution to society (such as the President's volunteer service award

in the USA or the Queen's Award for Voluntary Service in the UK). By commemorating the international volunteer day (December 5th), political leadership may also show its appreciation to the volunteers. In some countries, such as in the state of South Australia, governments signal the importance of volunteering by assigning a minister of volunteering (www.ministers.sa.gov.au). Willingness to volunteer can also be improved by protecting the volunteer (Brudney, 2004). This, for example, can be created by instruments like the Volunteer Protection Act that gives legal or liability protection to volunteers (passed in 1997 by the U.S. national Congress; Department of Transportation, 1997). Governments can also address the possible negative aspects of volunteerism by beginning a discourse with volunteer organisations. Such a discourse is now taking place in Israel through 'round-tables' initiated by the Israeli government and NGOs, in February 2008.

Governments can also improve the professionalization of volunteers' managers, and thus improve people's **capability** to volunteer. Governments can provide a culture of knowledge about volunteering (Brudney, 2004) by supporting research on volunteerism, make knowledge more accessible, and develop centres, which train volunteer managers and even volunteers themselves. Although the US government may not be involved in research funding, the European Union and several European national governments are (see e.g. the 2008 Study on volunteering tender from the European Union [EACEA/2008/07]). Moreover, governments may ensure that people with disabilities or from excluded groups in society can also volunteer (some guidelines can be found in the UN recommendations on ways governments and the United Nations system could support volunteers, A/56/L.27; United Nations, 2001). By assigning committees to suggest ways to encourage volunteering in the country (such as the Russell Commission in the UK [2005], Commissie Vrijwilligersbeleid, the Netherlands [2001-2005], and the Enquete Kommission Zukunft des Bürgerschaftlichen Engagement, Germany [1999-2002]), governments may gain ideas and solutions that were previously overlooked. In a disaster relief situation, governments can enhance people's capability to help by providing training, resources and support. When the 2004 Tsunami occurred, the Australian government offered travel costs, accommodation and medical insurance to Australians who wanted to volunteer and help in the disaster areas.

Governmental power to increase people's **availability** to volunteer is not as direct as the other third party sectors (corporations and educational institutes), but it can be helpful. By giving tax deductions to people who volunteer, governments can allow people a little less work and a little more time to volunteer. Additionally, by giving priority to people who volunteer in a public job, governments assure that volunteering is part of people's career plans, and not just leisure time activity.

Governments can certainly enhance **recruit-ability** among volunteer organisations. First, they can improve the **accessibility** of volunteer organisations to potential volunteers, especially for socially excluded ones. They can develop volunteer centres where people may come and learn about volunteer opportunities. In some countries, volunteer centres are strong and known organisations whose job is to encourage volunteering and promote the professionalization of volunteer managers (van den Bos et al, 2005). Although it may be less common in the US context, other national governments have extensive programs to fund the creation of (local) volunteer centres and national peak bodies (van den Bos, 2006). Through the intermediating bodies of volunteer centres, local governments can provide in-kind support, technical assistance including training, assistance in 'matching' (volunteer job banks), and incentives for volunteer work, for citizens in general or for specific groups such as young people or minorities (Pennens, 2003). In Canada, for example, there are over 200 such volunteer centres, and in Israel there is one in every major municipality. Accessibility can also be promoted by airing national internet sites on volunteering and volunteer opportunities (such as www.vrijwilligerswerk.nl in The Netherlands). In some countries, e.g. The Netherlands, local governments invest in local community involvement brokers that have the task of creating links between the volunteer involving organisations and business (Meijs and van der Voort, 2004b). Finally, physical accessibility can also be improved, by laws which require volunteer organisations to be accessible to all, and by financing organisations to do so.

The power to divert financial **resources** to volunteer organisations and for the promotion of volunteering can also be helpful. Not only is the money needed, but also by funding voluntary action, governments signal its importance. The British government allocated

£100,000,000, for the implementation of the Russell Commission recommendations (England Volunteering Development Council, 2005). It also gave millions of pounds to programs in the UK such as 'Goldstar' and 'Volunteering for All', aiming to promote volunteering among socially excluded populations. Also, governmental institutes and organisations can encourage their own workers to volunteer for certain organisations, hereby providing human resources. This resembles the corporate volunteering perspective that will be described in the next paragraph.

We thus observe new and intensifying **networks** between governments and non-profit organisations aimed at enhancing volunteering. Based on the abovementioned measures and examples, these relations may be defined as 'complementarity' and 'cooperation' (Najam, 2000). Complementarity exists when governmental and non-governmental organisations share the same goal, but use different strategies. This applies in particular to governmental efforts to improve the volunteerability component. A cooperative relationship is characterised by a convergence of preferred ends as well as means. This may apply to an important extent to third party governments' efforts to improve the recruit-ability of organisations. The aforementioned volunteer programs for socially excluded groups that are set up by the UK government are a good example of new partnerships with non-profit and community organisations. Such partnerships differ from more common contracting relationships in the provision of public services, in which non-profit organisations work as a supplement to government (Gazley and Brudney, 2007; Young, 2000). It nevertheless may be noted that the more traditional involvement of non-profit organisations in the welfare mix also generates a substantial demand for volunteers. Governments can ask organisations to provide services for the government or on its behalf, and in this way assure the sustainability of the organisation.

Corporations

In the last two decades Corporate Social Responsibility (CSR) has become an important part of the policies of for-profit organisations. Although the perception of what exactly is socially responsible corporate behaviour is not always agreed upon (Campbell, 2007), there seems to be a global movement toward companies' consideration of their impact on society. One of the

instruments that companies are increasingly using is **corporate volunteering**. Meijjs and Voort (2004a) explained that corporate volunteering occurs when the company shows commitment to their employees volunteering. In corporate volunteering, the companies encourage their employees to give time and expertise as volunteers and volunteer activities can be undertaken within or outside the employee's official workload and time. Tuffrey (1998a: 3) defined corporate volunteering as "the voluntary activity of employees, encouraged and supported by their employers, in their local communities."

Corporate volunteering may offer benefits for the company, employees, and the community (Tschirhart, 2005). Among the numerous benefits of corporate volunteering documented in the literature, some argue that it can create a sense of community (Austin, 1997; Pancer *et al.*, 2002) and positively influence attitudes of employees towards the organisation and the employees themselves (Gilder *et al.*, 2005). Also possible are competency and skills development for employees, which benefits both them and their employers through the building of human capital (see Benjamin, 2001; Lee, 2001; Tschirhart, 2005; Tuffrey, 1998b). Other advantages for companies may be a better reputation and branding of the company name (Tschirhart, 2005).

Corporate volunteering can influence employees' **volunteerability** in several ways. Meijjs and associates (in press) linked the following effects to corporate volunteering: legitimisation, resource needs, expectations, socialisation, incentives, substitution, and resentment. Corporate volunteering may address the **willingness** to volunteer – by encouraging employees to do so; by making volunteering an organisational norm and expectancy; by creating peer encouragement or pressure; or, in a more extreme scenario, forcing employees to volunteer or making it part of their evaluation and promotion criteria. Haski-Leventhal and Cnaan (in press) discussed the power of the group, including peer employees, to encourage people to volunteer and retain them.

By including volunteering as part of the workload, and allowing employees to volunteer during work hours, corporations may improve peoples' **availability** to volunteer. Further, corporations may use their "fun days" at work for volunteering, and even combine family days with volunteering. That these measures could substantially enhance people's availability was

suggested by a recent British survey, where 50 percent of all respondents who were current employees, and whose organisation did have a corporate volunteer program, stated that it would greatly encourage them if they could have paid time off to take part in such programs (Low *et al.*, 2007).

Finally, corporations may address the **capability** of employees to volunteer, by supporting and training them, or by working closely with non-profit organisations and assuring that their employees will undergo sufficient training before they start volunteering, or during their volunteer work. In the above-mentioned British survey, for example, an important motivation to participate in employer-supported volunteering was if respondents would be able to improve skills through volunteering (Low *et al.*, 2007).

Corporate social responsibility may also improve volunteer organisations' **recruitment ability**. First, they improve the **accessibility** of the non-profits; since they allow a large number of people (employees and their social circles) to know about volunteering opportunities in these organisations. Furthermore, in some cases corporations develop new channels to recruit volunteers, such as airing internet sites. For example, some corporations support "volunteer match", an internet site that helps match people who want to volunteer with suitable organisations (to see their list: <http://www.volunteermatch.org/about/supporters/index.jsp>).

Secondly, corporations can improve volunteer organisations' level of **resources**. By asking their employees to volunteer for a certain organisation or cause, they may increase the human resources of that organisation. They may also financially support some organisations. Moreover, many corporations have important professional knowledge that can be shared with volunteer organisations and with volunteer managers. For example, a human resource manager can mentor a volunteer manager, and thus translate knowledge, improve skills and professionalize for the best interest of the volunteers and the clients.

Networking with companies is also an interesting perspective to enhance volunteering in general and for one single organisation. Austin (2000) presented three succeeding stages of partnering within cross-sectoral relationships: philanthropic, transactional and integrative. Seen from the perspective of delivering services, the integrative perspective is in many cases the most

promising because there is an in-depth connection between the non-profit organisation and the company. Seen from the perspective of enhancing volunteering, the philanthropic and transactional stages might offer more benefits, because they seem to leave more freedom for employees to choose their own cause.

Educational institutes

Student volunteering (whether in high-schools, colleges or universities) can benefit the community, the students and the academic institutes. Students are not only an important pool of volunteers in the present, but also the civil society of tomorrow (Haski-Leventhal et al., 2008b). In high schools and universities, students volunteer either as a result of their socialisation, out of their free will, or as part of their learning duties. It has been shown that having family, friends, or teachers who volunteered, being encouraged to volunteer, prior participation in school and church-based service, and personal initiative, leads youth to participate in extra-curricular volunteering (Hustinx *et al.*, 2005; Sundeen and Raskoff, 2000).

Volunteering during high-school years was found to have a positive impact on adolescents' success in school, and it helped reduce several behavioural problems, such as drug abuse, violence, and early pregnancy (Schondel *et al.*, 1995; Uggen and Janikula, 1999). Youth volunteering was found to be related to better grades in school, an ambition for higher education, higher self confidence, inner motivation to accomplish tasks as well as to have fewer behavioural problems and unwanted pregnancies (Johnson *et al.*, 1998; Moore and Allen, 1996).

In American high schools, 38 percent of students (10.6 million adolescents) participated in school-based services in 2005 (Independent Sector, 2005). In Israel, 32-40 percent of adolescents volunteered for their community in the years 2005-2006. Of those who volunteered, 40 percent did so through school community services. However, in a recent study it was found that compulsory "personal commitment" led to less volunteering a decade later, and those who were forced to volunteer in high school volunteered even less than those who had no such program (Haski-Leventhal, Handy and Cnaan, in press). Further, in a study of mandatory service

in universities, Stukas, Snyder, and Clary (1999) demonstrated that stronger perceptions of external control eliminated an otherwise positive relation between prior volunteer experience and future intentions to volunteer.

As for university students, Astin and Sax (1998) found that participation in voluntary work during undergraduate years enhances students' academic development, life skills development and sense of civic responsibility. In addition, volunteering can enhance students' job experience, help them choose the right vocation and improve students' resumes and opportunities as they leave university and seek jobs. Student volunteering is also in the interest of academic institutions. Haski-Leventhal and colleagues (2008b) explained that when students engage in a variety of voluntary activities, the social and cultural life on campus and in the community is enhanced, and the university gains prestige. This is the last phase in people's development in which society can recruit them and socialize them to become prosocial members (see also Parker-Gwin, 1996). In a recent study, Handy *et al.* (under review) found that university students attach significantly more importance to instrumental reasons for volunteering, in particular the use of volunteering for résumé building purposes, in countries where institutes of higher education and employers signal such utilitarian value of volunteering – hereby threatening to undermine the civic ethos of these young people.

Educational institutions can enhance their students' **volunteerability**. By developing programs in which students volunteer for the community, as well as by providing courses that enhance service learning, the institute may improve students' **willingness** to volunteer (Puckett *et al.*, 2007). A survey conducted by Berry and Chisholm (1999) found that universities in 23 nations provided service learning courses. If students realize that volunteering is an opportunity to examine career possibilities, gaining experience and accessibility to organisations, they will be more willing to do so. However, it should also be noted that such courses or service have better long-term impact on the condition that they are optional, not compulsory.

Acknowledging student volunteering, by giving appraisal, awards, and even important benefits (e.g. academic points), educational institutes can encourage high-school and university students to volunteer. Finally, by asking applicants about their volunteering experience,

educational institutes signal the underlying importance of voluntary activity, and thus promote it. Educational institutes can express their commitment to volunteering, by joining other high-schools and universities that are also committed to the issue (for example, Campus Compact, 2007).

Institutes of higher education can also enhance their students' **availability** to volunteer. Since most students are busy studying, maintaining or improving their grades, and promoting their future careers, educational institutes can make volunteering more achievable if they would allow students to combine the above tasks with volunteer work. Service learning courses are one option to do so; awarding academic points for volunteering is another. Some students are obligated to work while in college. By giving scholarships to students who volunteer (volunteer stipends), this obstacle could also be removed. It may be especially important to support students with economic difficulties, disabilities or other challenges, to volunteer. Educational institutes may also enhance students' **capability** to volunteer, if they help develop skills, for example through service learning courses, and by giving students information about volunteering opportunities.

Educational institutes can also play an important role in enhancing voluntary organisations and their **recruit-ability**. By **networking** with such organisations, they may share knowledge, promote research, and develop academic programs to teach management of volunteers. Thus, they develop knowledge and skills **resources**. As explained above, educational institutes can enhance **accessibility** of students to the organisations, if they let them know where they can volunteer, or open an internet site on volunteer opportunities (for example: Student Volunteering England: <http://www.studentvol.org.uk>).

DISCUSSION

In the Western World today, having more volunteers to give more services is a goal that many governments and volunteer organisations strive to achieve. In this article we showed how macro-level actors (the third parties) can enhance volunteering through the meso level (organisations'

recruit-ability) and the micro level (individual volunteerability), with awareness of inclusion of all social groups, particularly organisational clients.

Governments and political leaderships have the power and the resources, as well as the interest, to promote volunteering on a national level. Corporations and other organisations have massive human resources and professional knowledge they can share, in order to promote their own social responsibility, effectiveness and marketing agendas. Educational institutes have students to volunteer and academic knowledge to share. Working together with volunteer organisations, the third parties can boost volunteering, volunteers, and volunteer-involving organisations.

The concepts of volunteerability and recruit-ability refer to both sides of the volunteer market: supply (volunteer labour force) and demand (organisations and services; Handy and Brudney, 2007). Only by improving all aspects of volunteerability (willingness, availability and capability) as well as all aspects of recruit-ability (accessibility, resources and partnership), can volunteering be effectively enhanced. If a big corporation decides to encourage its employees' volunteerability, but does not address the volunteer organisation's recruit-ability, then there will be too much supply with no sufficient demand.

Ethical, moral and practical dilemmas

When discussing the involvement of government in volunteering, several issues arise. First, is it really volunteering if governments encourage people to get involved, and moreover – if they force people to do so? As explained above, free will is usually perceived as an essential component to the definition of volunteering (Cnaan and Amroffell, 1994; Cnaan et al., 1996; Handy et al., 2000). Second, can we really speak of civil society if it is not only the citizens who initiate and take responsibility over their lives? Finally, one may argue that by encouraging volunteering, the political leadership reduces its own duty to provide services, and that on the long term, such a withdrawal may end with cuts in the social welfare systems, which even the volunteer organisations will not be able to cope with.

A number of issues arise regarding CSR in general and corporate volunteering in particular. Is it really volunteering if people get paid to do it (for example, if they do it during their working hours), or if they have no or little free choice to volunteer? Second, ethical dilemmas may arise on the NGOs side: should they agree to work with any corporation that offers their help? For example, should an environmental organisation accept volunteers from a corporation that harms the environment? Third, how do nonprofits find the balance of partnering with big corporation and not losing their own agenda, culture, and way of doing things? Corporate volunteering may mean that a large number of people enter an organisation at one time. It is often the case that NGOs do not have enough tasks for all volunteers or feel threatened as their managerial skills are being challenged. Voluntary organisations may find they lose "their own voice" by partnering with such corporations.

Regarding the involvement of educational institutes, once more there is debate whether stipend volunteering or service learning may apply to the narrow definition of volunteering. However, there is also a practical dilemma to working with students, since most of them are only available to volunteer during the academic year, and when it is over they cease to volunteer. Often, their young age and little experience challenge voluntary organisations. Furthermore, adolescent volunteers tend to emphasize the role of the group, create sub-groups in the organisation, and even conflict with peers and staff (Haski-Leventhal *et al.*, 2008c).

Other third parties that can get involved

In this article we focused on three major parties that have the power, knowledge and resources to enhance volunteering. Obviously there are other actors that could have an important role in that task.

The mass media can play a vital role in encouraging people to volunteer. By reporting volunteer opportunities it can raise a person's capability to volunteer and moreover raise the organisations recruit-ability. If a person, sitting at home and viewing television, can learn of organisations, places and targets that are easier to reach, it may impact that individual's sense of

ability to volunteer. More importantly, the media can show the positive side of volunteering to the volunteer, demonstrate recognition and appreciation to what volunteers do, and help in turning volunteering into a positive social norm.

Another interesting angle to enhancing volunteerism is the role of philanthropy. Funds and foundations, private corporations, and private philanthropists, all financially support volunteer organisations. The importance of volunteering should be more emphasized, even become a criteria for receiving funds. In particular, volunteering by the clients of the organisation, socially excluded people or people with disabilities, should be emphasised. Thus, philanthropists may also have a role in enhancing volunteering and social inclusion. However, this should be done in a sensitive manner which does not harm the clients.

Contribution to existing knowledge

This paper has examined the many ways in which governments, corporations and educational institutions foster volunteerism, as well as identify other possible means to do so under a unified third party model. Although there may be some ethical and practical dilemmas in the involvement of third parties, their ability to enhance volunteering and its many positive aspects, and even do that while addressing its possible negative ones, is so essential, that more systematic attention should be drawn to the subject.

The article contributes to the body of knowledge on volunteering by presenting the two sides of the demand and supply equation: the volunteerability of the individual on the one hand, and recruit-ability of the volunteer organisation on the other. It challenges the existing literature on volunteerism, in particular by bringing a wider definition of volunteerism, and it presents a perspective different from the traditional literature on encouraging volunteering. The third party model is a new theoretical framework that adds new concepts and actors to the existing theory on volunteerism. On the practical aspect of management of volunteers, it may help managers to think "out of the box" and understand that by working together with other parties they may

enhance volunteering in their organisation and volunteering in general. The examples that were drawn here from the Western World, can demonstrate new ways in doing so.

More specifically, the article contributes to the body of knowledge on social policy by thoroughly describing a new direction in volunteering policy, in terms of a deliberate strategy to enhance participation in volunteering, not only by governments and political leaderships, but by other important actors as well. It is the first article that ties together in systematic and comprehensive way well-known concepts such as social capital, civil society and volunteerism, as well as new ones, such as volunteerability and recruit-ability to provide a new theoretical model on social policy regarding volunteerism. It provides a comprehensive and multidimensional inventory of why and how third parties intervene, as well as takes into consideration possible negative consequences that should be watched for while doing so.

On the practical aspect, it may give information and provides examples to social policy makers, in the Western World and in other parts of the world, on why and how to work together with volunteer organisations, corporation and educational institutes, to enhance a cause which is perceived as important, without always fully knowing why, and what to do to encourage volunteerism which is socially inclusive.

The third party model can be further studied and developed. Parallel models can be developed for other places in the world, where sometimes volunteering is less popular. We invite a further discussion on the model and further examples on encouraging volunteerism by third parties, not only from the Western World.

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Table 1: Third party model

	Government	Corporate	Education
Why (motives and benefits)	Services; withdrawal of welfare responsibility; civil society, individual positive effects, maintaining social capital and social cohesion	Marketing; employees satisfaction and involvement, sense of philanthropy	Future civil society; impact on universities; pressure from governments
Volunteerability			
willingness	Legislation, awards, ministry	Organizational norm and expectancy, evaluation and promotion criteria	Awards, academic points, admission criteria, peer pressure
capability	Support research and training centers	Training employees to volunteer	Developing skills, information about volunteering opportunities
availability	Tax deduction, selection criteria for new public jobs	Volunteering during work hours	service learning, academic points, career, scholarships
Recruit-ability			
accessibility	Volunteer centers, national internet sites, physical accessibility	Information to employees, internet sites	Information to students, internet sites
resources	financial resources, human resources (employees)	Financial and human resources (employees), professional knowledge	Human resources (students), knowledge
networking	Complementarities and cooperation, contracts for services	Professional knowledge and corporate volunteering	Share knowledge, promote research, develop academic programs
How	Monetary rewards, social marketing, mandatory service	Employee volunteering program (different kinds and levels), family volunteering, matching, pressure, restriction	Community service, service learning, student volunteering program, internet sites
challenges	Red tape, distance, level of commitment	Groups, taking over, level of restrictions, is it volunteering?	Short term volunteering; low level of commitment;