*To Educate Oneself to Educate: The Non for Profit Sector Recognizes and
Rethinks Oneself in the Light of Third Millennium Challenges*

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Abstract
Globalization, technological progress, economic crisis are factors that oblige individual practitioners and their organizations to face new professional challenges. To grow and expand, NGOs should be able to learn how to think in a strategic way; how to turn intuitions into out-and-out activities; how to generate different solutions to the same problem and select the most effective ones (Prugsamatz, 2010; Bryson, 1995). Organizational learning is an essential requirement to support and better endow non-profit organizations to successfully face these new challenges (Bahamani and others, 2012). Paoletti Foundation, within the project "School of Pedagogy for the Third Millennium" developed a training path at the benefit of NGOs workers. The results of some preliminary studies show an increase of competence and skills between pre and post test and a decrease in turnover.

Keywords: New professional challenges for NGOs practicioners, create and strengthen effectiveness

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Introduction

The Non Profit Organizations comply with those social needs that are not satisfied neither by profit operations nor by the State. Their aim is to give answers to the many different predictable and unpredictable challenges the society is facing: environmental conservation, poverty, social inequality (Eadie, 1997; Drucker and Drucker 2001; Bryson, 1995). In addition today there are also: the decline of the public faith (Herzlinger, 1999); cost risings (Bradley et al., 2003), the entrance of the for-profiting the non-profit area as a reinvention of the social service's providors (Ryan, 1999), the support and the expansion of success programs (Letts, Ryan, and Grossman, 1999), the conversion of the ideas into effective results (Drucker et al., 2001). Organizational learning becomes an essential requisite. Waddell, Cummings and Worley (2004) described the organizational learning as a continuous intervention of transformation for the development of the organization itself. Learning in the organizations is a phenomenon that can be studied according to different levels: the individual level, the team level and the organization level. In this work a particular emphasis has been put on the individual learning and on the benefits of the individual on the professional growth of the single person and of the organization. The results of the research made by Prugsamatz (2010) show that the learning target areas in the non profit organizations are: the organization's structure, its mission, its problem solving ability, the empowerment team and confidence. Seen the datas presented by Prugsamatz (2010), in this research a particular emphasis has been put on abilities and aspects as: problem solving, self-determination and professional self-efficacy beliefs. With the expression "problem solving" we are traditionally referring to a dimension of the general cognitive activity that, on various levels of difficulty, concerns all the tasks in which the individuals uses plans and strategies in order to reach a goal. This makes up a cognitive ability directed towards a goal that is underlined in situations in which an easy answer is not available (Von Cramon & Cramon, 1992; Luria, Karpov, and Yarbuss, 1966; Sohlberg et Mateer, 2001). As concerns self-determination, on the contrary, according to Deci and Ryan (1985;1991) it implies the recognition of the possibility to choose; in this perspective the autonomy need is emphasized (to believe that the person is the origin of his or her own actions), the competence need (to use information in order to adjust oneself according to the established goals), and the need to look for and develop safe and positive relations with other people in one's personal social context. As concerns the efficacy convictions, Bandura defines them as: "beliefs towards one's abilities of raising the motivational levels, of activating cognitive resources and of doing necessary actions to have the control on the requests of a task" (Bandura, 1990). When dealing with efficacy convictions, it is appropriate to underline that those convictions, on the contrary of the personality sections, are specific and "task dependent", as they refer to the judgements that people give concerning behaviors that they believe to be able to have when dealing with specific requests and tasks (Nota & Soresi., 2000). In regard of the fact that self-efficacy convictions are context-specific and can affect and control human behavior through many different mediation processes, it is appropriate to examine them and develop them in learning processes of organizational learning (Luthans, Youseef et Avolio, 2007, Luthans, Avey, Avorio, et al. 2010).

As concerns, on the other hand, the benefits that the formational paths can lead to in an organization, it has been considered the turnover tax. This points out, in a firm, the staff's spin, the flow of people coming in and going out from the workforce (Treccani,

Economy and Financial Dictionary, 2012). For our analysis we have used the whole turnover tax, which can be used to observe the factors that determine the changes into the firm's structure and to predict the consequences of the decisional strategies on the firm's staff composition (Bowey, 1974).

Foundation Patrizio Paoletti's Pedagogy for the Third Millennium

The *Pedagogy for the Third Millennium* is the method divulged by the Foundation Patrizio Paoletti[1]. The methodology Pedagogy for the third millennium is an interdisciplinary approach fostering dialogue amongst Neurosciences, Pedagogy and Didactics. The scientific research proved that the human mind keeps its ability to learn at all life ages and, if constantly stimulated and used, it does not change its ability of changing and learning; this is one of the principles of Pedagogy for the Third Millennium. In order to sustain and develop this ability it is necessary for the people to educate themselves, entering a specific and particular process of Lifelong Learning defined: educate to educate, a permanent attitude that promotes the auto-educative process. The method's aim is to expand the consciousness of the individuals on the individual and team work. Through the recognition of those verified and not verified beliefs, learnt by the individual in the environment where he or she belongs, the individual learns and experiences his or her way to understand the events and to direct his or her actions. People learn how to intercept those automatic reactions that become true obstacles for the relations and problem solving in general: negative feelings, prejudices, approximate evaluations. To know the modality of the activation of those automatisms allows people to give better evaluations, to face bad feelings, to make one's actions more appropriate. As a matter of fact, the self-observation allows to recognize that kind of necessary datas (Paoletti, 2007) that are able to educate to a better event's interpretation: more precise, wide and complete, able to guide to an authentic educative action and to a more effective and appropriate communication. The ability to observe oneself observing here and now allows people to live with the experience and not with the memory of the experience itself. It is this specific skill that allows an educative action with oneself and, therefore, with other people. In this way it will be possible to notice in real time what is going on, and of what are the most appropriate answers to the situation. The method offers specific exercises that put people in the possibility to train themselves in order to reach a pro-active behavior (Paoletti, 2011).

The educational plan of the organization (acronym P.E.O.), developed by Patrizio Paoletti according to the guide of the Method Pedagogy for the Third Millennium, is a program made for the no-profit organizations[2]. The program involves different types of interventions:

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[1] It collaborates since 2003 with Bar University, Israel, since 2012 with La Sapienza Università, Rome, and with the Institute of biology and molecular pathology (IBPM) of the CNR, since 2009 with Larios, Padua. The aim of the Institute is to build practical tools in order to help the individuals in using at their best their potential in a sustainable perspective, starting from the melting of research and application, neuroscience and pedagogy (Paoletti, 2011). www.fondazionepatriziopaoletti.org

[2] The main organization of this research is the Foundation Albero della Vita Onlus and Cooperation Albero della Vita Onlus. These two constitute the same national and international humanitarian organization for the childhood's rights: Albero della Vita Onlus (divided into two organizations). The latest has participated to the research presented during the two-year period 2011-2013. It is based mainly upon the reception, protection, cure and education of children and teenagers victims of negligence, abandon and, in some cases, abuse. It deals with the

1. **Auditing:** a qualitative and quantitative survey on needs and expressed potentials by the individual representation on the organization.
2. **Diversified and specialized formation** for working teams directed to operators and volunteers on the organization itself.
3. **Psychological and pedagogic supervision assimilated into the educational path:** specific expert advice on topics regarding wellness and personal satisfaction in the professional sphere.
4. **Relational Counseling** divided into series of personal meetings: expert advice directed to operators of the organization on topics regarding wellness and personal satisfaction in the professional sphere.
5. **Monitoring tools:** regarding the path in its completeness, that includes also the use of the ELearning platform.

The P.E.O. has been planned with the aim to offer to the organization an improvement of the organizational processes and to offer to human resources cognitive tools, experience tools which goal is to improve the problem solving skills, the team leading skill, the relational and educative skills.

The aim of this research: The aim of the project presented and implemented by Patrizio Paoletti Foundation in cooperation with the University of Padua[3] is to verify the effectiveness of a three-year-organizational training path grounded on the theoretical and methodological principles of *The Pedagogy for the Third Millennium* within a non profit organization.

Overview of the researches: In order to verify the effectiveness of the training path three studies have been conducted: The first study's aim is to investigate the benefits perceived by participants to the training, the aim of second study is to verify the strengthening of some abilities and competences as a result of training; The final study's aim is to analyze organizational turnover rates.

Study 1: Benefits of different training methodologies

Purpose of the study: To investigate the benefits perceived by participants on the different types of training (theoretical- empirical training; supervision and counseling)

Methodology:

Participants: At the end of the three-year training path, the participants to the training were asked, through some open questions, to express their opinions about the benefits of the P.E.O. 55 professionals (11 males and 44 females) took part to this examination

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safeguard of young and adults in bad situations, with specific structures where people are divided for age, and it promotes educational projects to human rights and intercultural education (www.alberodellavita.org). The massive amount of quantitative and qualitative datas has allowed a detailed evaluation of the program and made possible the present work.

[3] The researches have been supervised by Professor Salvatore Soresi, University of Padua.

activities. The sample was made of 35 educators/general workers and 20 coordinators/directors, covering these roles within their organizations, from 5.65 years (average) (DS = 3.58). ***Instruments***: In order to gather information about the benefits of the theoretical-practical training on the growth of the individual professional, all those who took part to the theoretical dimension of the training (N = 55) were asked to answer to this question: "what are you able to do today thanks to the training you received?". In order to collect information on the benefits of supervision on the growth of the individual professional, those who took part to supervision meetings (N = 55), were asked to answer to this question: "What are you able to do today in virtue of supervision?". In order to gather information on the benefits of the counseling on the growth of the individual professional, participant to counseling training were asked "What were the advantages of counseling services in your professional experience?" In the latest case, categorization analyses were conducted only on 40 out of 55 professionals, due to the fact that only 40 of them asked for training in counseling services.

Results

To investigate upon the benefits detected by the participants upon the different types of formation (Theoretical-practical formation, Supervision, Counseling), the answers given have been inserted into non-excluding categories (for this reason the sum of the percentage is over 100).

What follows are the percentages and the frequencies pointed out for every single intervention:

1. **Theoretical-practical formation:** the table 1.1 underlines that all of the participants reports to have identified some benefit from the theoretical-practical formation. Most of them claim that thanks to the formation a particular range of skills has improved, among which the theoretical-practical knowledge (Fq = 30; % = 54.5), their rate of consciousness and their knowledge on positioning and personal and team professional roles (Fq = 10; % = 18.2) and their own ability to use and/or create original working tools and techniques (Fq = 8; % = 14.5).
2. **Supervision:** the table 1.1 points out that all of the participants reports to have identified some benefit from the Supervision's meetings. Most of them claim that thanks to the supervision meetings they have improved: their skills of team work (Fq = 30; % = 54.5), their own ability to use and/or create original working tools and techniques (Fq = 28; % = 50.9), their rate of self-consciousness in terms of competences, feelings, emotions and so on (Fq = 9; % = 16.4).
3. **Counseling:** the table 1.1 points out that all of the participants reports to have identified some benefit from the Counseling meetings. Most of them claim that thanks to the supervision meetings they have improved: their skills in problem solving and orientation towards the goal (Fq = 39; % = 97.5); a professional and personal growth (Fq = 37; % = 92.5); the self-consciousness rate (Fq = 22; % = 55); skills in facing fears, anxiety and professional and personal problems (Fq = 11; % = 27.5).

Table 1.1 Analysis of the categories

Category	Formation (N = 55)		Supervision (N = 55)		Counseling (N = 40)	
	Frequency	%	Frequency	%	Frequency	%
Theoretical-practical knowledge	30	54,5	4	7,3	0	0
Consciousness and knowledge of positioning and professional roles	10	18,2	5	9,1	4	10
Better ability to work in a group	6	10,9	28	50,9	3	7,5
Better ability to organize time and/or resources/spaces	2	3,6	0	0	0	0
More knowledge linked to the Mission	2	3,6	0	0	0	0
Increasing in motivation	3	5,5	0	0	1	2,5
Increasing in resilience	2	3,6	0	0	0	0
Problem solving/orientation towards the goal	6	10,9	6	10,9	39	97,5
Professional and personal growth	5	9,1	1	1,8	37	92,5
Application and/or creation of working tools and techniques	8	14,5	9	16,4	1	2,5
Improvement in the interventions	5	9,1	7	12,7	1	2,5
Increasing of the self-consciousness	5	9,1	19	34,5	22	55
Facing fears, anxiety and conflicts	0	0	0	0	11	27,5
Projecting oneself to the future and/or being able to face changes	0	0	1	1,8	7	17,5
Nothing new	0	0	0	0	0	0
Other	2	3,6	1	1,8	0	0
Not answered	15	27,3	10	18,2	6	15

Study 2: effectiveness evaluation on competences and abilities of professional individuals

Purpose of the study: The purpose of the study is to verify the effectiveness of the training path P.E.O, in terms of acquired competencies and abilities. In the aftermath of the realization of the biennal training programme "High Training" (80 hours of formation per year), we expect an increase of problem-solving activities (of people enrolled in the programme), of self-determination levels and professional effectiveness by the end of the programme.

Methodology

Participants: In the first year 9 professionals were enrolled in the "High training programme", while 25 professionals were enrolled in the second year. Human resources enrolled in the second year of the training programme were followed and evaluated (by their trainers) in individual sessions aimed at creating an homogeneous group. Participants professional profiles were categorized on the basis of two different parameters: the roles they covered (Coordinators and Employees) and their sectors: education, project management, communication, administration.

Instruments:

*- **Problem Solving Inventory*** (Nota, Heppner, Soresi, & Heppner; 2009) intends to evaluate the skills to analyze and face challenging and unexpected situations. The self-report instrument is made up of 4 different components: a) self-effectiveness in problem-solving skills; b) The attitude to face challenging situations; c) self-control in challenging situations; d) self-evaluation of problem-solving abilities.

*- **Professional Self-efficacy*** (Soresi & Nota, in press.) intends to gather self-evaluations concerning one's beliefs of professional effectiveness. The self-report instrument is made of 4 different components: a) his/her own skills to communicate and establish a good alliance with customers; b) Team-playing skills; c) The ability to conduct observing and assessment activities; d) The ability to plan ones' professional interventions; e) Professional self-effectiveness, to judge oneself able to pursue his/her own professional goals and to judge oneself to have the needed skills to face challenging situations.

*- **Questionnaire on self-determination*** (Soresi & Nota; 2007): The self-report instrument is made up of four components: a) Self-determination towards future decisions; b) Self-determination about one's own spare time; c) Self-determination in ex pressing and exploiting one's own abilities and decisions; d) Self-determination in expressing his/her own ideas and feelings.

Results

With the aim of verifying the effects of training throughout 2 years of enrollment in the training programme, trainers encompassed in the programme schedule 4 evaluating sessions: a pre-post evaluation to be realized during the first year of programme (pre = 2010; post = 2011) and one evaluating session in the second year of the programme (pre = 2011; post = 2012).

What follows is the analysis modalities and the obtained results, after the second year of formation pre-post evaluations, as the number of the participants attending the first year of formation has been very little (9 subjects).

Synthesis of the outcomes of the second-year-training: In order to verify whether there are significant differences in problem solving skills, professional self efficacy and self determination in professional who completed the "High Training programme", we conducted an repeated analysis of variance (we measured variance before and after the training). The analyses conducted highlighted the presence of some statistically relevant differences with reference to professionals problem – solving skills [Lambda di Wilks: .711, $F_{(3,44)}$: 4,471 p: 0,004]. Those participants who benefited from the training programme are more inclined to face challenging situations rather than to avoid them, and they tend to judge themselves more able to solve problems. Furthermore, the analyses conducted highlight a statistically relevant difference between the two phases preceding and following the training programme, [Lambda di Wilks: .325, $F_{(5;18)}$: 7,474; p: 0,001]. This difference concerns professional skills to communicate with their customers and to establish a good alliance [$F_{(1, 23)}$: 32,646 p: 0,000]. The trained professional believes that he/she is able to be understood by people he/she takes care of and from his/her family members, and to be able to encourage family members or co-workers cooperation

more than he was deeming himself able before being enrolled in the training programme.

In addition, the analyses conducted highlight a statistically relevant difference between the two phases, preceding and following the training concerning the perceived self-determination levels in expressing and taking advantage from one's own abilities and decisions, [F (1,23): 6,516; p: 0,018]. The outcomes of the questionnaire show a statistically relevant increase of the professionals persuasion to make good choices and to be able to fully take advantage from one's own potentialities and capacities. The trained professional is more able to use his/her own resources and make decisions.

Table N.2 : *Second year of training*

	PRE		POST	
	M	DS	M	DS
Self –efficacy in trained professionals problem-solving skills	53,29	6,35	55,63	8,05
Inclination to face challenging situations	70,04	12,25	75,88	12,11
Self –control	18,04	5,48	20,25	4,30
Self- evaluation of trained professional problem solving skills	141,38	20,91	152,58	21,17
Ability to communicate with customers and to establish a good alliance with them	19,63	5,13	24,04	5,70
Ability to work in team by encouraging co-workers cooperation d	24,96	3,57	25,29	4,68
Ability to conduct observing and assessment activities	19,88	3,95	19,25	5,99
Ability to plan one's professional interventions/actions	14,58	4,42	14,50	4,13
Professional self- efficacy	47,79	7,37	49,00	7,84
Self-determination towards future actions	18,96	1,49	19,29	1,76
Self- determination about one's spare time	21,87	2,74	21,92	2,53
Self- determination in ex pressing and take advantage from one's own abilities and decisions	32,79	3,09	34,46	2,60
Self-determination in ex pressing one's ideas and feelings	25,62	4,77	26,42	4,27

Study n. 3: Turnover Analysis in relation to triennial educational plan

Purpose of the study: The purpose of the present study is to present a quantitative analysis of the incidence of the educational plan on human resources turnover of two Italian third sector's organizations endowed with the same and uniform structure. The purpose is to observe for three years one after the other, the relation existing between the level of training human resources have benefited from within their organizations and their turnover within the same organizations. The training structured by the P.E.O. has formed a group of resources through two types of training: Higher education and Average education.

Participants: the research has been conducted upon a total of 130 resources for the first year of formation, upon 93 for the second and 98 for the third year. The information about the annual firm's demography and the number and the involved participant's professional role are presented in the tables 1, 2 and 3.

Table 1 - overall annual demography

	2011	2012	2013
All the resources	130	93	89
Managers and coordinators	22	15	14
Instructors and employees	97	73	70
Operators	11	5	5

Table 2 - annual resources and formation

The Tree of Life	2011	2012	2013
Very formed	17	17	17
Formed	41	45	41
Not formed	89	48	48

Table 3 - formation and professional roles

The Tree of Life	2011		2012	2013
Managers and coordinators				
Very formed	9		9	9
Formed	13		13	12
Not formed	9		2	2
Instructors and employees				
Very formed	8		8	8
Formed	28		32	29
Not formed	69		41	41
Operators				
Very formed	-		-	-
Formed	-		-	-
Not formed	11		5	5

Methodologies

For our analysis we have chosen to use just the most generic tax of turnover, defined in literature "overall turnover tax" . That rate is obtained by adding to the number of the entering resources at the beginning of the period, the number of the resources exited in that period, dividing the total for the number of the average organic and multiplying it for 100. The average organic is calculated by adding the organic present at the beginning of the period with the organic present at the end of the period (Rif: system "H1 - turnover unique module for the calculation of the staff turnover with basic information about the staff" Human Resources & Software).

Entered + exited (in the period)
Overall turnover tax = average organic   X100

[*](Organic at the beginning of the period - organic at the end of the period)/2

The firm's population has been divided regarding roles into 3 macro-categories afferent the contractual position of the resources [4]:

- Managers and coordinators of the service[5]
- Instructors and Employees[6]
- General Operators[7]

A further categorization has concerned the human resources for received formation in 3 groups:

- The "formed" (15-240 hours in three years)
- The "very formed" (80-240 hours in three years)
- The "not formed" (formation for a maximum of 14 hours in three years)

Results

As follows there are the datas concerning the turnover taxes for each year.
As the table 4 shows it is easy to see how the turnover tax has decreased during the three formation years, in particular for the formative resources.

Table 4 - average year turnover and formation

The tree of life - rate of turnover	2011	2012	2013
All the resources	74,55%	52,50%	32,62%
Very formed resources	16,67%	0,00%	5,27%
Formed resources	21,64%	24,13%	5,16%
Not formed resources	110,01%	87,62%	62,86%

In the following table there are shown the tendencies of the tax in relation with the firm's subgroups (table 5)

Table 5 - exited and formation of the annual firm's categories

Tree of life		2011	2012	2013
Managers and coordinators	All the resources	7	2	0
	Very formed resources	0	0	0
	Formed resources	0	1	0
	Not formed resources	7	1	0
Instructors and employees	All the resources	43	17	7
	Very formed resources	0	0	1

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[4] the work contracts used are two: the national collective contract (CCNL) of the social and commerce cooperations. The acronyms are referred to the contractual levels

5 contractual position: CCNL Social cooperations levels S1, E1 and industry and commerce contract category: manager

6 contractual position: CCNL social cooperations levels d2, d1

7 contractual position: CCNL social cooperations levels a1

	Formed resources	2	3	2
	Not formed resources	41	14	5
Operators	Very formed resources	6	1	0

Conclusions

From the qualitative analysis presented in the first research, it emerges that for all the participants the theoretical-practical formation, supervision and counseling produced positive results (the frequencies of the category "it hasn't had benefits or changes" are zero for the three typologies of intervention). Moreover, from the analysis of the specific categories for every single kind of formation, it seems to emerge that the different formation methodologies allow to acquire competences and to improve in different but synergic areas. From the analysis conducted, shown in the second research, we can conclude that training programmes with a duration of at least 180 hours distributed throughout two years, are able to determine an improvement on problem solving skills, self-determination and belief in professional self-effectiveness in professionals who completed the training programme.

As concerns the turnover tax, as shown from the results presented in the third research, it comes out that the tax itself decreased during the three years of formation: at the beginning of the period it was 74,55% and at the end of the period it is 32,62% for all the resources, in particular for the resources formed at the beginning of the period it was 21,64% and at the end of the period 5,16%. Considering the firm's stages, the turnover tax for formed managers and coordinators is 6,72% while for those resources who are in the same firm's category but have not been formed is 62,23% and for the resources who received more formative hours is 0. For the formed instructors and employees it is 23,89%, while for those resources who are in the same firm's category but have not been formed it is 92,82% and for the resources who received more formative hours it is 15,00%.

The presented datas show how to invest resources in formation can lead to many different advantages in no-profit organizations both in terms of increasing those competences and necessary abilities in order to face nowadays challenges, both in terms of reduction of those rates that influence the turnover. Moreover the P.E.O. based on the theoretical-practical preconditions of the pedagogic method Pedagogy for the Third Millennium (Paoletti, 2013), seems to be able to influence in a positive manner those skills and competences pointed out by different authors as skills and necessary competences to face the peculiarities of nowadays social political and economical context (Luthans, Youseef et Avolio, 2007; Prugsamatz: 2010). As a matter of fact, we believe that the formative programs made for the organizations should aim to increase the awareness of the individual role and profession with the aim of connecting once again the individual to his or her deepest aspirations, by strengthening the ethical dimension of his conduct. This allows the individual to interpret difficult situations as opportunities to catch.

We underline some limits of the study represented both by the distribution and the amount of participants both by those factors linked to the turnover, for which it has been difficult to be able to keep, during the formative trainings, the same group of

participants. The goal of future researches is to replicate the presented researches on a more wide amount of participants that could take in consideration more firms of the no-profit sector and associate to those a control group.

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