Evolvet
EUROPEAN VOLUNTEER COORDINATORS VOCATION EDUCATION AND TRAINING

MANUAL FOR VOCATIONAL EDUCATION AND TRAINING OF VOLUNTEER COORDINATORS IN DEVELOPMENT PROJECTS

INDEX

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PROJECT AND TOOLKITS PROMOTERS:

CONGDCAR (Coordinator). Spain.
Web: www.congdcar.org
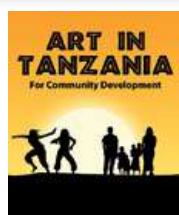
Art in Tanzania Ry. Finland.
Web: www.artintanzania.org

Associazione Internazionale Volontari. Italy.
Web: www.lvia.it

Fund for Intercultural Education. Poland.
Web: www.miedzykulturowa.org.pl

Pista Mágica – Associação. Portugal.
Web: www.pista-magica.com

Platforma dobrovolnickych centier a organizacii. Slovakia.
Web: www.dobrovolnickecentra.sk

Südwind. Austria.
Web: www.suedwind.at

WITH THE FUNDING AND SUPPORT OF:

INTRODUCTION

RATIONALE AND CONTEXT

The world of development projects and cooperation is considerably complex as it is its international context and the programmes and tools that are agreed to improve the lives of communities at political, economic, social and cultural level. As a consequence, in the last decades, countless international agreements, conventions and pacts have emerged. On this line a development agenda as a common responsibility of all humanity has just been approved, with 17 Sustainable Development Goals (SDG) to be reached by 2030. It is an integral Agenda, which addresses all sectors of traditional development cooperation (such as food, health or education) but also other new ones that have appeared on the last decades (such as climate change, forest and seas care, inequality, international migrations, tourism, access to new technologies, etc.).

Moreover, the last economic crisis has had a big impact on volunteering organisations across Europe and especially on those working on development projects as private donations and public funding on this field have significantly diminished in most European countries (making more difficult for these entities to offer appropriate quality services for their beneficiaries).

All of this promotes enormous challenges for development organisations that entail high qualified staff and human resources in order to be able to face the responsibility that these entities must assume. Besides this, the previous scenario described also demands a huge capacity of involvement of humanity (much bigger than at any other time in the history). World population needs to understand today's complex international relations, the impact of human beings on poverty and global inequality, the agreed road map within the framework of the United Nations for their resolution as well as the increasingly complex actions that give appropriate answers to globalization and its impact at global level.

At the same time, this globalization brought with it the awareness of the existence of global problems that must be solved between all the parties involved on them. This has led in recent decades to an unprecedented proliferation of Non-governmental development organizations (NGDOs) and of spaces that are formed in their great majority by an implicated citizenship that feels responsible of the destination of the humanity (citizens that collaborate at different levels and providing a wide variety of knowledge through all the activities that those development organisations implement).

Undoubtedly, volunteers have become their main fuel as without them, most of the actions of these entities could not be carried out, both in developing countries and in the awareness of the populations of developed countries. They are the backbone of the NGDOs' teams who share their time and skills with the sole purpose of making a contribution to society and helping those who need it the most. According to this, in order to continue developing volunteering actions despite the low financial resources available, NGDOs needed to coordinate their resources and making the most of the gifts received from their volunteers by

ensuring that they get the support and supervision they need to make the most of their participation. In conclusion, it is needed to be more cost-efficient by having better trained professionals that could produce more prepared volunteers on the field.

On the education scope, it must be mentioned that organisations working on development projects are nowadays acting as both, training providers and employers of professionals on this field. For this reason, it is important that they work together not only on detecting those competences or skills that they promote on their own vocational education and training programmes, but also those that they consider essential when hiring new staff for their teams. This demands the creation of new initiatives on this field that could provide extra support to volunteering organisations and also to those vocational education and training centres that aim to offer education on this subject.

However, in order to achieve qualitative solutions to the previous challenges it is important to exchange and use work-based practices to not only increase the impact of volunteering and its appropriate management, but also facilitate the transfer and adaptation of training procedures on this field from one country to another.

As a consequence the project EVOLVET is created as a joined initiative to put together experts and professionals on volunteers coordination who have been not only able to work together for the creation of this manual, but have also had the chance of participating on different transnational activities to visit in situ the reality of other organisations of the same sector and learn on the field about their methodologies.

Build what you want to see in the world.
Jack Dorsey.

ABOUT EVOLVET

EVOLVET (European VOLunteer coordinators Vocation Education and Training) was a European strategic partnership funded by the Erasmus+ programme of the European Commission, composed by seven organisations working with development projects for social inclusion and education from Austria, Finland, Italy, Poland, Portugal, Slovakia and Spain. The project, that took place from the 01/09/2015 to the 31/08/2017, aimed at giving a positive impulsion to the training of volunteer coordinators by providing a standardised tool-kit containing on-the-job training materials for skills and competences commonly demanded to volunteer coordinators across Europe, not only for the management of development projects but also on the concrete education and training of the volunteers taking part on them. Moreover, the project also run transnational training mobilities that made possible to volunteer coordinators from the different partner organisations to take part in common education initiatives about volunteer management embedded within the activities of the project. The creation of such standard pan-European training materials for professional volunteer coordinators is intended to contribute to improve the transparency and recognition of their qualifications and competences using already established systems based on measurable recognitions at transnational level, including those acquired through formal, non-formal and informal learning. Furthermore, the project was focused on identifying the skills required by professional

volunteer coordinators on development organisations, what allowed to compose an standard curriculum of competences for this professional category for being used afterwards for both, vocational education and training centres (to develop new learning pathways, methodologies and degrees) and organisations working with projects for local and international development (to detect which competences should be reinforced on their teams and detect those skills needed for future recruitments).

According to all of this, EVOLVET was not only an innovative project which main objective was to develop new materials and improve the situation of those professionals working as volunteer coordinators on the development field, but also a necessary initiative to facilitate the transitions of those learning on training centres about NGOs management and the real labour market that should wait them after their graduation. Besides all of this, the project also succeeded in creating new links between organisations of different countries and sectors working on the same field (local and international development of communities) and in reinforcing the transnational structures of communication to support projects on this field.

ABOUT THE CREATION OF THIS MANUAL

During all the implementation phase of EVOLVET, partner organisations involved on it designed, applied and evaluated different toolkits focused on the vocational education and training of volunteer coordinators on development projects. This was not only possible thanks to a transnational cooperative work of professionals, but also through a constant exchange of practices about their on-going programmes for volunteer coordinators on their organisations and different transnational training events. All the knowledge, materials, methodologies and outputs of these experiences have been collected on this manual that was published at the end of the project and will be maintained online on the *website of EVOLVET* to guide those interested on establishing regular training programmes for volunteer coordinators within their local activities or organisations.

The process for the appropriate creation of this manual was developed along the whole project calendar in order to offer its participants not only environments for the creation of new training materials on volunteer coordination, but also the scenarios to test them and the working spaces for their improvement. According to this, different phases were agreed and carried out in the seven project countries by all its partners and beneficiaries:

	2015				2016												2017							
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
A1	A1	A1																						
O1		O1	O1	O1																				
M1 (ES)				M1																				
O2					O2	O2	O2	O2																
M2 (FI)									M2															
C1 (AT)										C1														
O3											O3													
O4												O4	O4	O4										
O5														O5										
M3 (PL)															M3									
O6																O6	O6	O6						
M4 (PT)																				M4				
E																					E	E		
A2																							A2	A2

- **A1 -** Preparation of the project: design of the project structure, identification of the experts involved on the creation of the manual and confirmation of all the coming stages.

- **O1 -** Curricula list of skills for volunteer coordinators on development projects: before the three toolkits of this manual were developed, project partners worked on detecting which skills or competences a volunteer coordinator should have according to their experience, several researches within their organisations and their professional criteria. This list was not only used as a base for the creation of this manual, but also as a reference for the testing workshops implemented during the project. Moreover, the results of this stage has been also considered as an open resource to be used by formal education bodies to design their training degrees about volunteer managers and also by private organisations looking for new staff on this job category (helping them to define what they would need to demand during the selection of potential new workers). The conclusions of this work and list of skills obtained can be found *online on this link.*

- **M1 -** Coordination meeting (Spain): involving representatives of all the partner organisations, the aim of the activity was to present the curricula list of skills for volunteer coordinators on development projects created before and to agree the responsibilities of each partner on the creation of the toolkits of this manual *(see the resume and description of this activity on this link).*

- **O2 -** Toolkits creation and development: stage used to develop the first version of this manual by the experts of all the partners of the project. This was possible thanks to a balanced distribution of work among the staff involved on this task and a transnational cooperation using different online working tools and communication channels.

- **M2 -** Coordination meeting (Finland): involving representatives of all the partner organisations, the aim of the activity was to share among partners the first draft of this manual and to prepare the coming transnational training for those professional responsible of testing the project materials with their direct beneficiaries *(see the resume and description of this activity on this link).*

- **C1 -** Transnational training course for trainers of volunteer coordinators (Austria): involving representatives of all the partner organisations, the objective of this learning mobility was to teach those responsible of running the local testing of the manual on how to use its toolkits and transfer the expected knowledge to the participants who attended the sessions and workshops implemented in all the project countries (who were volunteer coordinators or potential volunteer coordinators). Furthermore, this activity in Austria was also used to show its attendees the evaluation system and forms that EVOLVET created to test the mentioned outputs and how to analyse the results of these evaluations for proposing improvements on the materials created *(see the resume and description of this activity on this link).*

- **O3 -** Visibility and recruitment of participants: during this stage all the partner organisations on their countries were in charge of selecting participants for the evaluation of this manual (current or potential volunteer coordinators working on development projects) and preparing the logistics and facilities for the testing sessions.

- **O4 -** Local testing of the toolkits for volunteer coordinators on each country: made on the seven project countries through workshops leaded by the representatives of each organisation that attended the

transnational training course in Austria (C1). The sessions, with an average duration of 30 hours per country, were attended by 313 testers who were trained using the content of the toolkits and their practical exercises to become coordinators of volunteers on development projects. They were also responsible of providing feedback about the materials used thanks to different group reflections and paper forms delivered at the end of each testing session.

- **O5 -** Evaluation of the local testing of the toolkits and analysis of results: all the feedback received during the local testing of the toolkits was collected by partner organisations on this stage and set together for the final improvement of this manual and its toolkits.

- **M3 -** Coordination meeting (Poland): involving representatives of all the partner organisations, the purpose of the activity was to share with the project staff the conclusions obtained during the testing of the designed toolkits and agree potential improvements on them before their final publication *(see the resume and description of this activity on this link)*.

- **O6 -** Development of the final outputs: improvement of the project materials by all the partners in order to get the final version of this manual for the vocational education and training of volunteer coordinators on development projects.

- **M4 -** Coordination meeting (Portugal): involving representatives of all the partner organisations, the aim of this event was to resume the project results, evaluate the achievement of the project objectives and agree the programme of the multiplier events to be done on each partner country afterwards *(see the resume and description of this activity on this link)*.

- **E -** Multiplier events: implemented in all the project countries to spread the project results and present this manual to its potential beneficiaries (members and staff of volunteering organisations working in development projects or on public administrations responsible of their policies). Attendees were able to learn about the project, the process of creation of its materials, the Erasmus+ programme and take part on different workshops about vocational education and training of volunteer coordinators based on the three toolkits created thanks to EVOLVET. They had also the chance of discussing with the project staff the transferability of the manual created and its potential use on their entities.

- **A2 –**Reporting: justification of the project, final evaluation and collection of all its results.

Besides these stages and processes, it must be highlighted that for the elaboration of this manual several learning objectives were pursued jointly with all of the project partners which involved a great deal of coordination and commitment. According to this, it was taken into account the aim of creating an inclusive material, which would enable any person to be trained but considering also sensitive issues from a very respectful way (E.g. cultural diversity, religions, sexual tendencies, functional diversity, etc. of all the people to whom the material is addressed). At this sense, it must be also said that this document reflects the work and conclusions of its authors and at no point must be considered as a unique approach for the vocational education and training of volunteer coordinators on development projects, but as a proposal of methodologies and learning pathways to be adapted afterwards to the reality and target group of the potential users of this material.

ABOUT THE USE OF THIS MANUAL

This manual is divided on three separate toolkits containing different information about issues related to the vocational education and training of volunteer coordinators and managers on development projects. Each toolkit is divided in:

a) Introduction to the toolkit: brief summary of the toolkit content.

b) Toolkit theory: explanation of the pedagogical approach, description of the toolkit topics and basic knowledge to be transferred to its potential users and their beneficiaries.

c) Toolkit practice: exercises mixing formal and non formal methodologies to transfer in a practical way all the theoretical content included on each toolkit's theory.

Besides this basic structure that can be seen on each toolkit, the reader will be also able to find other elements that will facilitate the use of this material and its understanding:

Exercise 1.1:
A mosque in Sleepyville
Pág 88
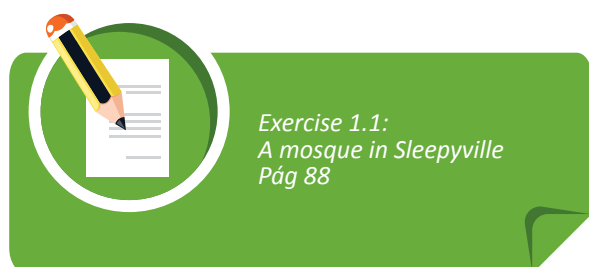
These green boxes contain the link to the specific exercise or practice related to a concrete parragraph or theoretical content of the toolkit.

Israel R. (2012). Global citizenship. A Path to Building Identity and Community in a Globalized World. Paperback.
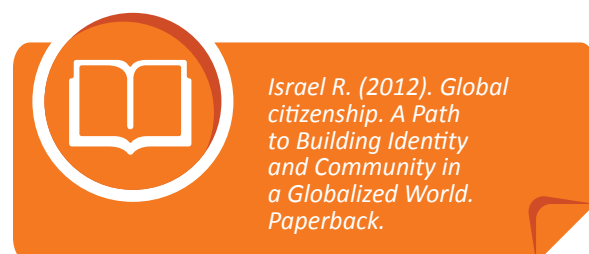
These orange boxes contain external links to references or documents that could be suitable to consult by the manual reader to understand its content better or increase the knowledge on it.

"Not being able to do everything is no excuse for not doing everything you can." Ashleigh Brilliant

These blue boxes contain tips, recommendations or quotations related to a concrete parragraph or theoretical content mentioned on each toolkit.

Out of these regular sections, the manual also contains a full bibliography at its end and a section related to the authorship, ownership and legal use of this output.

Toolkit 1

UNDERSTANDING VOLUNTEERING

INTRODUCTION

After World War II, a large number of initiatives and international organisations that promoted and developed volunteering appeared. One of them was UNESCO, which established an institution with the aim of facilitating the cooperation and coordination of voluntary organisations; CCIVS (Coordinating Committee for International Voluntary Service). The institution currently joins together approx. 140 organisations.

The creation of the European Union also had an impact on the development of the voluntary movement. In the late 80's and early 90's, the European Commission took some action regarding issues such as of non-formal and informal learning, mobility, solidarity, tolerance, active citizenship and mutual understanding among young Europeans. One of such activities was the European Voluntary Service, which was established as a pilot programme in 1996. In 2007, the "Youth in Action" programme included for the implementation of activities related to volunteering. In January 2014 Erasmus+ (Erasmus Plus) took over this programme which listed among its priorities the support for the European Voluntary Service. In 2017, this approach went further with the so called European Solidarity Corps a new initiative to promote volunteering among young people in their own countries or in other organisations abroad (on the private and public sector).

According to the Eurobarometer survey of 2007, three out of ten Europeans indicated that they are involved in volunteering. According to some estimates, the total number of volunteers in the EU ranges from 92-94 million adults (23 per cent of all Europeans over 15 years of age). In the last ten years there has been an overall increase in the number of active volunteers and voluntary organisations in the EU. Accordingly, in 2011 the European Commission launched the European Year of Volunteering, to honour the effort of nearly 100 million Europeans engaging in volunteering (An initiative also aiming at reducing the barriers to volunteering and improving its quality in Europe.

Due to the importance and universality of volunteerism, it seems to be vital to standardize the definitions of concepts associated with this topic. According to this, the first toolkit of this manual was attempted to define the basic concepts related to volunteering, from its definition, through the presentation of different categories of volunteers and their role in today's changing world.

"If our hopes of building a better and safer world are to become more than wishful thinking, we will need the engagement of volunteers more than ever." Kofi Annan

The idea of volunteering in the modern shape has its roots in each of the current and ancient cultures. It can be found in assumptions of Catholic doctrine, UBUNTU people philosophy or Arab countries religious duties. Regardless of the roots and approach to volunteering or its implementation forms, three elements should be indicated to ensure that the action taken can be called volunteering: free will, no remuneration, work and benefit for others.

Such a definition shows the importance of volunteering as a driving force in the development of local communities. Volunteering supports local democracies, increases social and economic cohesion of actions taken, strengthens and builds social relations. Thus it is the engine of development of societies and by means of local actions it also affects the image of the entire modern world.

This toolkit explores the idea that voluntary work can be taken by practically anyone. A change, whether local or at global level, can be made by each person: the volunteer. Apart from an attempt to define the term "volunteer", this section also isolates and characterizes different categorizations of volunteering: skilled (skilled online), unskilled, voluntourist, corporate, etc. including other additional types of classifications based on various factors such as time (full-time - part time, long term - short term, etc.) or age of volunteers (young -senior). The strengths and benefits of each of these types as well as difficulties and dangers associated with managing them have been also described.

The chapter highlights the responsibility associated with participation in volunteering. Each volunteer being involved in a mission or project must be able to look at every single thing from the perspective of others, taking the importance of cultural and social differences. Volunteers need to take into account that their local actions can have an impact on the lives of people in other communities or regions of the world and that any power of change comes a responsibility.

1. DEFINITION OF VOLUNTEERING

1.1. THE CONCEPT OF "VOLUNTEER"

The term 'volunteer' has been recently introduced in the lexicon of the social sciences and not without ambiguity and vagueness connected to its original connotation of common sense.

It is agreed almost unanimously that the term 'voluntary action' identifies a particular type of social action and it is often characterized by the gratuity, that is without financial reward some reimbursement for expenses, stipend-type payments or payments in kind such as provision of meals and transport. Indeed, these kinds of payments are often regarded as good practice as they make opportunities for volunteer action more accessible and inclusive. (Treccani, 1996)

The action that qualifies as a form of social altruism or philanthropy (but also, in a broader meaning, social solidarity) is a type of action that takes "a form of gift generously offered", although most of the times is produced and delivered on an organized basis. (Mauss, 1925)

However the gratuity alone does not appear a sufficient criterion to distinguish the voluntary action by other forms of action (such as leisure) that are not performed in order to obtain in return an economic reward. The voluntary action goal is in fact geared to produce benefits for the exclusive advantage of individuals clearly distinguished from those who perform the action and it is configured as a service or distribution of goods to others, for the common good. It should directly or indirectly benefit people outside the family or household, even though the volunteer normally benefits as well from the experience. In many cultures, a volunteer is often described as "someone who works for community wellbeing".

The notion of the common good may be contentious. For example, when people participate in peaceful activism for or against animal research or the building of a dam (both sides seek what they consider beneficial outcomes). These points of view are included in this manual definition and they need to be considered in common good concept. Activities involving, or inciting, violence that harm society and actions not corresponding to the values attributed to volunteering are not included in that definition too.

Evolvet

"Volunteering" can be therefore defined as every action that is characterized by the "three criteria of free will, non-pecuniary motivation, and benefit to others" (Hockenos, 2011), even if volunteerism can be declined in varied forms in very different social and cultural settings.

1.2. WHO IS A VOLUNTEER?

A volunteer is a citizen whose life (both public and private) is free and not under social or legal obligations, inspired by solidarity purposes. Therefore, once fulfilled their civic duties, volunteers make themselves selflessly available to the community by promoting a creative response to the emerging needs with priority attention to the poor, the marginalized and the powerless ones. They commit their energy, skills, time and any mean available, in sharing initiatives implemented preferably through group actions (E.g. open events in partnership with public and private institutions and social actors) conducted with adequate preparation and implemented with continuity of interventions at two different levels: immediate essential services and restoring social justice and freedom in a medium/long period. (LVIA, 2010)

This question appears simple, but scholarly literature and national legal frameworks reveal a multitude of definitions. In some areas of the developing world the term "volunteer" is a recent import from the North and it essentially refers to expressions of international volunteering. However, other forms of mutual support and self-help could be considered under the definition of volunteering (such as the one adopted by the United Nations General Assembly in 2001, discussed also on the next sections of this manual) and they deserve to be studied and recognized as such.

The decision to volunteer may be influenced by peer pressure, personal values or cultural or social obligations but the individual must be able to choose whether to act. There is no value judgment here on such forms of service.

1.3. VOLUNTEERING AND TRADITIONAL VALUES

Volunteering is an expression of the individual's involvement in their community. Participation, trust,

solidarity and reciprocity, grounded in a shared understanding and a sense of common obligations,

are mutually reinforcing values at the heart of governance and good citizenship. Volunteering is not a

nostalgic relic of the past. It is our first line of defence against social atomisation in a globalising world.

Today, maybe more than ever before, caring and sharing are a necessity, not a charitable act.

(United Nation, 2001)

Volunteering is one of the most basic of expressions of human behaviour and arises out of long- established ancient traditions of sharing and reciprocal exchanges. At its core there are relationships and their potential to enhance the well-being of individuals and communities.

Volunteering is not only the backbone of civil society organisations and social and political movements, but also of many health, education, housing and environmental programs and a range of other civil society, public and private sector programs worldwide. Moreover, it is an integral part of every society around the world, often expressed through the giving of one's time. (UNESCO, 2015, Agree to differ)

Volunteering comes from the desire to act on one's feelings about justice and fairness in the face of inequality and to foster social harmony based on a shared interest in the welfare of one's community. In most languages, there are words to express the concept of volunteering. Often inspired by indigenous traditions, they describe the principal ways by which people collectively apply their energy, talents, knowledge and other resources for mutual benefit.

For example, elements of the philosophy of Ubuntu, common throughout southern Africa, are found in many traditions around the world. Ubuntu is caring for one another's well-being in a spirit of mutual support. It is based on communal relationships, human values and respect for the natural environment and its resources. "Each individual's humanity is ideally expressed through his or her relationship with others. Ubuntu means that people are people through other people". (Zandberg, J. 2010).

UNESCO, 2015, Agree to differ. See document online here.

*Exercise 1.2:
Take a step forward*
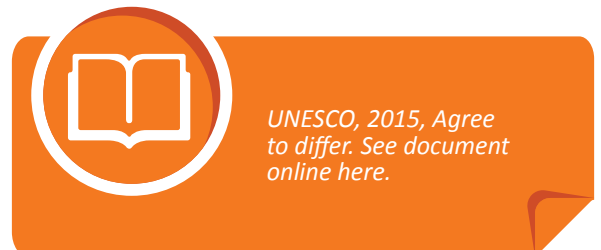
In many countries, volunteering is deeply rooted in traditional beliefs and community practices. Hereafter some significant examples of volunteer experiences from different societies are listed:

- CATHOLIC DOCTRINE - CHARITY
  The Catholic Church's social doctrine proposes the principles and values that can sustain a society worthy of the human person. Among these principles, solidarity includes all the others in a certain way. It represents "one of the fundamental principles of the Christian view of social and political organisation". Personal behaviour is fully human when it is born from love, manifests love and is ordered by love. This truth also applies in the social sphere; Christians must be deeply convinced witnesses of this and they must show with their lives the love, the only force that can lead to personal and social perfection. It allows society to make progress towards the common good. This love may be called "social charity" or "political charity" and must embrace the entire human race.

- ARAB WORLD - TATAWA'A
  In the Arab world, the tatawa'a means a volunteer act that is not required by religious obligation. In fact, volunteering has been often associated with the religious duty to help people in celebrations or in difficult times. It originates from the word (al-taw'ε (الطوع)   which means compliance, smoothness and flexibility.

- NORTH OF EUROPE - DUGNAD
  The ancient concept of dugnad is an expression of the Norwegian society. It is about the thinking that our communities are stronger and healthier places when we collectively share our skills and begin to work

together towards a greater good, with a sense of community to build relationships between neighbours and community members.

- SOUTHERN AFRICA - UBUNTU

The concept of Ubuntu defines the individual in relation to each others. Ubuntu comes from a Zulu word and has generally been described as a world-view of African societies, a philosophy of life, a metaphor that describes solidarity group where the core is the survival of communities with a scarcity of resources. Ubuntu does not mean that people should not enrich themselves, but lead to think with this approach: "are you going to do this action to allow the community around you to be able to improve?"

Exercise 1.3:
The sun - What is volunteering?

2. GLOBAL CITIZENSHIP

2.1. VOLUNTEERING AS SOCIAL CHANGE OF ACTION

Volunteering represents one of the best examples of civic participation and active citizenship because it gives people a strong sense of belonging to the community together with a feeling of being useful and responsible for the wellbeing of others. Besides this, it helps to expand our knowledge by developing new abilities and skills. For instance, most positively-affected aspects are:

- **Volunteering is crucial for active citizenship and democracy,** because it puts values such as solidarity and non discrimination into action, contributing to the harmonious development of different societies.

- **Volunteering is a vital element for social progress** and to increase social and economic cohesion through solidarity.

- **Volunteering conveys the positive message that everyone has a role to play**, that everyone can help building a better society for the current generations and future ones.

- **Volunteering is a great expression of human relationships**. People act on behalf of their communities, because of a desire to contribute and help. (UNV, 2014)

All these aspects became crucial in development projects. Volunteers should promote development process by working to empower individuals, households and communities through training and by supporting organized collectives that increase bargaining power. In this context, volunteer action should consider all the vital aspects of beneficiaries such as vulnerability, social exclusion, and give greater legitimacy and moral force to their demands according to different development theories - like the livelihood approach or Rights-based approach to development.

Chambers, R., & Conway, G. (1992). Sustainable rural livelihoods: practical concepts for the 21st century. IDS Discussion Paper 296. Sussex: IDS, University of Sussex.

Tsikata, D. (2004). The Rights-based Approach to Development: Potential for Change or More of the Same. IDS Bulletin 35

Exercise 2.1: My social profile

Exercise 2.2: (or 2.2 b): Let´s campaign with our social profile

2.2. RIGHTS AND RESPONSIBILITIES OF VOLUNTEERS AS GLOBAL CITIZENS

The concept of global citizenship is one of the ideas that the United Nations is actively promoting in recent years. In the current context of deep global interdependencies, the world community feels the need of having global citizens able to give a more significant contribution to the interlinked challenges of the 21st century and to find solutions based on innovative ways of thinking that transcend national boundaries and ideas.

Global citizens can be defined as those whose actions support the values and practices of the "glocal community" they are living, according to political, economic, humanitarian values often influenced by the common ethics and morals that underlie the world's great religious and philosophical traditions (Christianity, Judaism, Islam, Hinduism, Buddhism, and others).

This conception requires the provision of education, training and raising awareness of the new global citizens, starting at an early age and extending through secondary and postsecondary education, in order to lead them to fulfil the following responsibilities, well described by Israel R.:

• Responsibility to understand the perspectives of others on global issues that affect their lives;

• Responsibility to respect the principle of cultural diversity;

• Responsibility to understand the many ways in which their lives are inter-connected with people and countries in different parts of the world;

• Responsibility to work with one another and advocate for global solutions.

Israel R. (2012). Global citizenship. A Path to Building Identity And Community in a Globalized World. Paperback.

Exercise 2.3: Take a step upwards - How much depends on you?

2.3. WHY IT IS IMPORTANT TO HAVE VOLUNTEERS AT INTERNATIONAL LEVEL

The international community recognizes the role that international volunteering plays in the global development by promoting intercultural dialogue, reducing poverty, addressing environmental issues, integrating immigrants, providing job opportunities, contributing to the personal development, self-esteem and self-confidence, creating 'social capital', etc. Since all these aspects have a positive influence on economic, cultural and social growth, volunteering also contributes to the Lisbon Agenda and to EU politics.

Volunteering contribution to social inclusion links different generations, different communities and different cultural and religious backgrounds that can work together for the common good with an approach of mutual understanding.

In addition to the above-mentioned social aspects, connected to the promotion of values such as the active participation of citizens and the enhancement of solidarity and democracy, international volunteering also has economic relevance. In fact, volunteers are economically active (since, in many cases, they provide services, sell products and create surplus which related costs are covered by their entities, so that they are not used to create a profit for their members, but and added value for the organisation and a reinvestment of its sources).

Moreover, non-profit organisations expenditures represent an impressive percentage of Gross Domestic Product (GDP) meanwhile civil society organisations' recent grow (thanks to the development of new social concerns and to the tendency of governments to engage voluntary organisations in the delivery of services) creates new job opportunities. Non-profit organisations are related to the sector of employment also because they provide valuable training to volunteers (that later find employment on conventional job markets as a result of the expertise they have gained and of the social abilities they have developed) and due to their implication in the ongoing education and retaining of unemployed people (for example, they could help persons with fewer opportunities to find a place in the labour market).

2.3.1. International volunteering as a mind-opening experience

International volunteering is an organized involvement in development projects by volunteers working in other countries. It includes both short and long-term experiences through either governmental or non-governmental organisations. The idea of international volunteering pursuits the goal of rooting ideas, projects, missions and values to promote progress in different territories. As territory is considered the centre of the action, volunteers work in a defined one trying to animate it and raise awareness of the major themes regarding human rights, fighting poverty and practising solidarity.

In the last decade the world has assisted to an increased number of volunteers abroad and to the evolution of the ways they are engaged as fluid scenarios of post-modern society have a high structural and cultural differentiation. Nowadays there are wide range of viewpoints and moral trends that are not consistent with a one-way vision. Post-materialism arises in this multi-faceted and various society, where the individual feels that the great ideologies collapsed. According to these scenarios, the role of international cooperation and NGOs has fundamentally changed in developing countries. New players have claimed space and ownership,

from local authorities in decentralized cooperation to associations as the bearers of new demands: fair trade, sustainable tourism, peace and rights.

Moreover, there are some fundamentals characteristics defining the actions and the policies of international volunteers. For instance, it is very important to think and to be "glocal": volunteers are the 'arm' of the association in the territories and represent its operators, volunteers and members. This great principle can be translated into the search for contacts with institutions, media, cultural and other non-profit associations. It also translates into the ability to engage and aggregate, to take part with a proactive role in the events and initiatives promoting a change and a more equitable system in the North as well as in the South (which is consistent with the values and the mission of the association).

Another fundamental aspect is to be aware of being actors of change and promoters of a different culture: being actors of change means to promote the public know how and the awareness around the crucial issues of poverty reduction, international cooperation, development and integration. This is possible whether the actors of change are people who have familiarity with the territory.

For all these reasons, volunteering abroad is a mind-opening experience that allows meeting other cultures, languages and ways of life. **By experiencing everyday life in an area of need, the volunteer learns to appreciate his home culture, as well as the benefits of the new one.** These volunteer opportunities often offer additional professional benefits, as well.

Engaging in voluntary actions with an international organisation (association, institution, social movement, etc.) at international level can be translated into different commitments:

• Personal: an individually lifestyle focusing on adhesion and witnessing the values of the organisation.

• Political and social: participation as a form of active citizenship which also includes the application of the organisation's mission, which speaks of reporting the causes of injustice.

Exercise 2.4: Flower power.

• A commitment to a designed project: operating with professionalism, appropriateness in a perspective of "rights and responsibilities" and defining the relationship with other social actors (both in the South and North) in terms of establishing a real "partnership".

3. SAMPLE MODELS OF VOLUNTEERING CLASSIFICATION

3.1. DIFFERENT CATEGORIES OF VOLUNTEERING

There are probably almost as many definitions of what it means to be a volunteer as there are people performing the practice. Depending on who is asked, a new definition of what it means to be a volunteer and how to categorize volunteers can be found. It is important to understand volunteering according to a diversity of communication, recruitment and management processes on different volunteering practices.

This section introduces a categorization based on volunteering abroad in a development project, but there are other ways to do it, taking into account other issues related to the volunteering process such as the location, time, with whom, duration, what type of organisation, project or work, etc. The present categories are major ones, and organisations can (and must) organize volunteering categories according to their own policy options, projects, recruitment needs and management style.

3.1.1. Skilled volunteering

These types of volunteering placements were common in the beginning of volunteer travel history. Volunteering placements were typically from religious organisations offering educational or medical help in development countries. There are still many international organisations that focus mainly on this type of volunteering (E.g.: Red Cross or Doctors Without Borders (MSF)). Since those early volunteering days, skilled volunteering has developed more and more as also younger and older people have discovered volunteering.

Volunteers in skilled placements tend to have deeper motivation for volunteering and a realistic understanding of their impact in the community. **They have specific education and/or experience for volunteering tasks.** This type of volunteering is quite common in home countries as skilled volunteers are typically full time workers or retired. As travel related volunteering has gained popularity also among younger and older volunteers, some skilled volunteers are also looking for placements abroad, either short or long term. University students are also looking for internships (different from volunteering work) or work experience abroad on their study field and they can also be placed in skilled volunteer placements.

"Not being able to do everything is no excuse for not doing everything you can." Ashleigh Brilliant

A NGO abroad offering skilled volunteering placements face several challenges. One of the most commonly observed is that according to the definition of volunteering, volunteers shall not spend money on their activities (except voluntourist). This together with the idea of many skilled volunteers who consider their skills as equal valued to room and board (living expenses), reduce the possibility of receiving from them any economic support (even if it is open as it can never be imposed to volunteers). Supporting these costs may be impossible for the host organisation, especially if the main income is volunteer contributions. This incompatibility may be responsible for reducing skilled volunteering placements availability, although they could contribute to the community in large scale. Another typical challenge with skilled volunteering is the preconception or attitude towards their tasks implementation, as they often position themselves as one-sided knowledge providing and not as bilateral or cooperation issue.

Strengths of skilled volunteering:

• May empower the host organisation programmes and benefit the community (especially in long term volunteering).

• May support and perform needed complex tasks that host organisation have no resources for. Commonly, NGO have no funds available to use paid skilled work force.

- May potentiate a real difference and large impact in the development project (especially in long term volunteering).

Challenges of skilled volunteering:

- Short term skilled volunteering placement needs to be very well planned to reflect immediate benefits, as not well thought through participation will not have enduring and fully realized benefits on the community.

- An attitude of superiority ("my skills are better than yours and you should adapt") may cause failure on knowledge sharing and adapting ways of working with local culture and skills.

3.1.2. Skilled online volunteering

Part of the skilled volunteering is performed by people who want to use their skills at home to support an organisation abroad or in their home country. This online volunteering has become more popular as people offer help in various tasks in social media, web page development, supporting visibility campaigns, designing newsletters, promoting activities, fundraising and grant writing, etc. Also some universities have online volunteering options for their students as practical in the campus training exercises. The online volunteering presents two major issues to deal with: the first being how to evaluate the skills of the volunteer; and the second related with how to manage the work and share information about the targets and goals of the task.

Strengths of online volunteering:

- Easy access to needed skills as location is not an issue.

- Minimum cost for both the organisation and the volunteer due to no travelling involvement.

- Especially beneficial in fundraising and marketing tasks for the development project as volunteers can perform advocacy and activities where the target groups for these tasks are.

Challenges of online volunteering:

- If volunteers do not visit the development project, there is a risk that there is no clear understanding of what would benefit most the organisation and the community.

- When the host organisation doesn't have the capacity to manage and guide the online efforts, the volunteers lose motivation and may give up volunteering.

3.1.3. Unskilled volunteering

These volunteers could be categorized as "motivational volunteers" as they are usually available to "do whatever is needed". These persons are, despite of their academic skills and professional competences, focused more on volunteering efforts rather than tourist and social related aspects of the volunteering abroad experience. **Typically, they are deeply interested to contribute to the community (contribution that can become deeper depending on the duration of the placement).** Everybody

can be an "unskilled volunteer" as they don't necessarily have higher education and experience or they have chosen not to volunteer on their field of experience/competence, but rather prefer doing something totally different or new to them. These volunteers need to be trained for their tasks, as they need to make efforts meaningful (for them and for the NGO) and have a tutor or manager available to direct their work.

Among other examples of this category, there are cases on which unskilled volunteers may choose a volunteering placement because it is a cheaper way of being abroad or just because they aim to help a religious organisation. In these cases their primary motivation is saving money or religious values and secondary motivation is to volunteer. This type of volunteer is, typically, not yet fully in the workforce or wants to gain experience in a new field. This type of volunteering can also take place in home countries, but many want to gain experience abroad.

Strengths of unskilled volunteering:

• In well implemented projects, the participation of unskilled volunteers can make meaningful and beneficial effects for the community.

• In well managed programmes, these volunteers are value-added elements as they provide a much needed continuity, especially in labour intensive environmental projects.

• Participants will gain skills and get new perspectives and knowledge about the development project.

Challenges of unskilled volunteering:

• When placed on tasks that the volunteer has no skills on, and if not well trained and managed for them, there is a possibility that volunteer delivers negative impact. It is important to provide proper information, guidance, orientation and management throughout their placement.

• The potential of volunteers is not fully used for the development project, as their skills could be more beneficial in other tasks. When placing unskilled volunteers or skilled volunteers on unskilled-based tasks, a strong coordination is needed, regardless of age, gender, religion, etc., to assure fulfilment of the tasks and benefits to all (volunteers, project and community) as well as manage motivations. The volunteer coordinator has to have strong management skills to manage the volunteer's daily impact at the placement.

3.1.4. Voluntourists

When looking for volunteers to join a development project abroad, some organisations likely run into volunteer-tourists. Voluntourism is a rapidly growing phenomenon in the tourism industry attracting more than 1.6 million international volunteer-tourists annually. Voluntourism involves people often from developed regions such as Europe, USA, UK, Canada, Australia or New Zealand travelling to developing countries in Latin America, Asia and Africa to work in projects focused as teaching, medical or health support and construction.

Voluntourism is seen as a way to gain more authentic experience compared to mass tourism since voluntourists are able to become more emotionally and physically immersed in the local culture and

community. Voluntourism can be considered as a form of alternative tourism and it is closely related to cultural, scientific, educational, adventure and agritourism.

Even if voluntourism is developed since a long time, it started to gain popularity in the 1990's when the move from different NGOs to commercial companies (so called agencies) started. Tourism Research and Marketing (2008, 5) estimates the monetary value of the volunteer market in between £832m and £1.3bn (US$ 1.7bn–2.6bn) a year. (Tourism Research and Marketing, 2008)

Ultimately volunteer-tourism projects have a positive direct impact on social, economic and/or natural environments of the destination and they contribute towards the volunteer's personal development. However, voluntourism has been widely criticized for not only doing more harm than good for the local communities and environment but also for poorly organized projects and programmes that don't meet the voluntourists' expectations (Vase, 2015).

See website online of the UK based Tourism Concern here .

UK based Tourism Concern has been raising awareness against voluntourism especially in orphanages. According to their research, voluntourism has "raised the need" for local organisations to pretend to have orphan care centres but the reality is that the children are not orphans, but bought from their poor parents to the centres.

Voluntourists are people travelling with the aim to volunteer on their vacation so the activity always involves a journey outside their home geographical area. **These people might also have the intention to perform other tourist activities while away from home, being actual volunteering a secondary motive for vacation.** This kind of volunteers usually tend to stay for a short period of time and the purpose of participating in the project is often related to how this will affect their lives rather than the people, communities or causes that they are aiming to help. Voluntourists may have the will to do good, but because of the nature of their support (for a short period of time) is required more guidance in which activities truly support the community.

The most seen profile of voluntourists according to their participation on development projects on the last years is typically young women ages 20-25 years, from wealthy families having a gap-year from university or wanting a study-related experience. (Vase, 2015, Tourism Research and Marketing 2008, 5). Voluntourists could be said to be the shallowest type of volunteers, whose main motivations are self-centered and who tend to join projects through agencies that are attracting people with heavy marketing and big promises. (Vase, 2015, Callanan& Thomas (2005, in Holmes & Smith 2009, 35-36). This has made that voluntourism has gained plenty of positive and negative publicity according to its strengths and challenges that it produces.

Strengths of voluntourism:

• Better understanding on realities and needs of developing countries.

• Great personal learning experience when well implemented.

• Ethical tour trips due to local people involvement on tourism in destination country.

• Accommodation cost is low when volunteering instead of staying in commercial accommodation (Young

people may choose voluntourism to cut cost of their holiday).

• Possibility of cultural exchanges.

• Assisting communities in destination country when well implemented.

• Can become a source of economic incomes for the entities involved on it (what can contribute to the hosting entity local programmes).

• Motivation to long-term volunteering based on good experience on international volunteerism. Challenges of voluntourism:

• Unscrupulous providers and agents in sending volunteers.

• Fake organisations in destination countries receiving volunteers.

• Many of the programmes on destination countries are not adequate for short term and/or non skilled, non-educated or non-prepared volunteers. Schools and orphanages may be exploited.

• Poorly implemented programmes may wrongly have a negative impact and publicity to others that are serious on the field and that bring real benefits to development countries.

• Voluntourists' motivations can be very self-centered as they are looking for an experience for themselves rather than thinking about the volunteering as a service for the community.

3.1.5. Corporate volunteering

According to an advisory group of non-profit experts and a Technical Experts Group, assembled by the International Labour Organisation (UN/ILO), definition of "volunteer work" comprehends unpaid non-compulsory work "that is, time individuals give without pay to activities performed either through an organisation or directly for others outside their own household." (ILO, 2011, p. 13).

The same assembly provides some key features and considerations to better understand this definition, namely about corporate volunteering programmes (ILO, 2011, p. 11-17). :

"(a) It in volves work. (...)
(b) It is unpaid. (...) However, some forms of monetary or in-kind compensation may still be possible without violating this feature of the definition: (...)

(vii) Corporate volunteering programmes present a different situation since some businesses provide incentives for workers to participate in such programmes, such as offering paid time off. Where such incentives exist, the resulting activity violates the "unpaid" provision of the recommended definition and should therefore not be counted as volunteer work. Rather, this should be considered a corporate in-kind contribution. On the other hand, where the encouragement takes the form of organizing employee group volunteer activities without financial compensation being paid to the participants, the resulting activity does qualify as volunteer work;
(c) It is non-compulsory. (...)
(d) It embraces both "direct" volunteering (...) and "organisation-based" volunteering (...).
(e) It does not embrace work done without pay for members of the volunteer's own household. (...)

(f) It includes volunteering done without compulsion in all types of institutional settings: (...).

(g) It does not limit the scope of volunteer work to a particular beneficiary. (...)".

According to McCurley and Lynch (2011, p. 170-173), "corporate volunteering is becoming one of the great 'social' institutions, as many corporations and businesses recognize that like other social institutions, they have an obligation to contribute to the well-being of the community".

Corporate volunteering is explored by these authors as a big issue of the corporate world's social responsibility. As they refer, companies are now actively structuring and supporting volunteering from within, as they are no longer apart from the "social world". **Companies want to be present in the community by promoting volunteering through a wide range of self-structured programmes and projects that include their employees.**

These programmes and projects can go "from simply acting as a conduit for information local volunteer opportunities up to actively participating as a full partner in providing organized teams of employees who plan and perform volunteer work." (McCurley and Lynch, 2011, p. 170-173).

To the companies, volunteering programmes may represent a way to develop employee's personal competences and establish strong trust relations between employees and company. To the employees, volunteering may be a way of skills practicing or "simply be attempting to do something 'real' as an alternative to a boring job." (McCurley and Lynch, 2011, p. 170-173).

According to the same authors, there are three steps to create an ambient recruitment campaign, something very suitable to obtain a positive environment to corporate volunteering:

1. **Philosophy of involvement:** creating involvement is creating an official philosophy statement that explains how becoming involved is an important value of the group.

2. **Early indoctrination:** educating the group about the value is the way to get them involved and it is easiest done early in their membership with the group.

3. **Support involvement:** building a support system is an effective way to bring people to volunteer, assisting them on their involvement, ensuring that the volunteers enjoy and succeed at their volunteer assignments.

Samuel, Wolf and Schilling looked at corporate volunteering from non-profit organisations point of view. In an article published in the Non-profit Management and Leadership magazine (Nr. 24, 2013), these authors focus "on the perspective of managers of nonprofit organisations on volunteer partnership projects with for-profit companies." (Samuel, Wolf and Schilling, 2013).

Their key findings suggest that non-profit organisations "lack strategic behaviour and management tools for undertaking volunteer partnership projects with companies.", although "corporate volunteering is widely perceived as an opportunity and a promising method of raising donations for non-profit organisations." (Samuel, Wolf and Schilling, 2013). Organisations' managers or volunteer managers are not prepared and, in many cases, face the lack of a structure and resources to partner with companies and hosting corporate volunteering programmes.

Conclusions of the article point into a "key to successful future cooperation" between non-profit and profit sectors that relies on creating management competences inside non-profit organisations, as well as internal evaluation and strategy development processes to be able to develop relations based on similar principles and methodologies.

Strengths of corporate volunteering:

• Recognition of corporate obligation to contribute to the well-being of the community.

• Internal support from companies to employees who volunteer.

• Creating volunteering structured programmes and building support systems.

• People designated to connect employee volunteers and organisations.

• Creating competences beyond the professional context.

• Creating corporate and employees' engagement and culture of involvement.

Challenges of corporate volunteering:

• Companies using volunteering for the wrong (publicity) reasons.

• Management changes often bring volunteering programme changes.

• Professional engagement often overcomes volunteering efforts.

At the global level, the participation of the private sector in poverty reduction initiatives in developing countries is an unstoppable and promoted fact from the United Nations through its so called Global Compact. The globalization of the economy has impacted the company's overall performance in all its activities, including its Corporate Social Responsibility (CSR) and, as part of it, its Corporate Volunteering (VC). (Fundación CODESPA, 2012).

See website online of the Global Compact here.

Fundación CODESPA, 2012. Voluntariado Corporativo para el Desarrollo. See document online here.

Among the many initiatives that exist to boost economic and social growth in developing countries, one of them is Corporate Volunteering for Development. Unlike other types of corporate volunteers, VC for Development is more expensive and the number of employees involved is lower but its overall impact is greater. It is very useful not only to fight against poverty, but also to promote other dimensions of a company such as its human resources management or the development of innovative business strategies at a social level. To allow that corporate volunteering has a real impact on the resolution of social problems, it is necessary to take advantage of the experience and knowledge in their specific area of the workers involved. The challenge is to see how to direct the skills of the company and its workers to improve the different global problems.

3.1.6. Other dimensions of volunteering

Categories here presented are not necessarily exclusive as some volunteering positions can have several dimensions. When doing the categorization, organisations have to consider their own needs and what is the most important dimension for the positions. Here are some examples of other categories that are sometimes used by volunteering entities:

LONG TERM – SHORT TERM VOLUNTEERING	
Long-term volunteers	Short-term volunteers
• They often have a strong personal and psychological investment in their volunteer role and in the sense of personal worth and identity gained from their participation. • They will tend to shape their own job and determine the duration of their work, adapting their time and energies to whatever is necessary to make the cause succeed. • They tend to be "generalists", willing to do whatever work is required and necessary, but not necessarily in an exciting or rewarding in itself for the person. • They are motivated by "achievement" and "affiliation" and often recognition is best expressed as a greater opportunity for involvement or advancement in the cause or the organisation.	• They want a well-defined job of limited duration. They want to know at the beginning of their volunteering what exactly they are being asked to do and for how long they are committing to do it. • They can be considered "focused" because they are only with the organisation long enough to learn one job or are only willing to perform one kind of work. Usually the more limited the expected time commitment and the better delineated the scope of work, the easier it will be to recruit the short-term volunteer.

Source: Steve McCurley and Rick Lynch, 2011

GROUP – INDIVIDUAL VOLUNTEERING	
Group volunteers	Individual volunteers
• They can be created from a hobby club, family, work colleagues, friends, students etc. • They want to volunteer together instead of committing to volunteer individually. • They can be used in events and situations where a large amount of volunteers is needed due to the high support demanded in a defined period and concrete area.	• They commit to volunteering individually. • They are placed in a position that requires one single person. • They can be part of a bigger team but always be responsible of their own tasks. • They require a deeper self-sufficient commitment of the person.

CONTINUOUS – EPISODIC VOLUNTEERING	
Continuous volunteers	Episodic volunteers
• They are similar to long term volunteering, but without the need for a full time commitment.	• They are interested in smaller and more manageable commitments. • They may choose an episodic volunteer task to test an organisation before they become involved in significant tasks or projects. • They can be used for example in crisis and emergency situations where volunteers are needed on quick notice.

FULL TIME – PART TIME VOLUNTEERING	
Full time volunteers	Part time volunteers
• They assume tasks in a long term or continuous volunteering context. • They can exist (E.g. with the UN) and should work like a work contract in full time (7-8 hours/day).	• They can be a subdivision of long term or continuous volunteering as it is about time aspect and not necessarily to the commitment aspect. • They can be used in activities or tasks that require longer term commitment.

PRESENCE – DISTANCE VOLUNTEERING	
Presence volunteers	Distance volunteers
• They commit to volunteer individually and in person, working with target people or in the field in the back office. • They are placed in a position that requires direct intervention and direct contact in the project.	• They exist due to Internet effect on everyday life. It should be no wonder that it will increasingly impact volunteer involvement in two major ways: 1. more and more people will use the Internet as their way to find volunteer opportunities; 2. more and more volunteering will happen online, as opposed to in-person. • They are part of "virtual volunteering" providing a convenient answer for some problems that have plagued volunteer management for some time: individuals with limited time availability, individuals with heavy travel schedules, individuals in rural areas, individuals who are home- bound through age or disability or preference.

YOUTH – SENIOR VOLUNTEERING	
Youth volunteers	Senior volunteers
• They have increased dramatically in the past ten years as youth was once an uninvolved segment of the volunteer community. • It also involves teenagers as volunteers are already starting on the field on their early years of the elementary schools. • Their life and work experience is not very developed but they offer a high level of energy and uncorrupted values that make them a very powerful tool for the change. • They need a more intense guidance and mentorship. • According to official volunteering pro-grammes (E.x. European Voluntary Service), all the volunteers up to 30 years old can be considered under this category.	• They exist more and more, as it has been seen on the last years how older seniors are increasing their involvement. This could be related to the extension of the life expectancy in the North countries, improvement of health conditions and established average age for retirement in most of those areas that have caused that those retired could still consider themselves active and with energy enough to develop volunteer related tasks. • They offer a wide experience and variety of skills to volunteer projects but can tend to provide a unilateral point of view to them ("I am the one who really knows due to my life career"). The need to be clearly informed about their role and impact on the project.

WORK – LEISURE VOLUNTEERING	
Workplace volunteers	Leisure volunteers
• Workplace or professional volunteering that is considered related to the work or studies of the individual. It can be seen as part of the career development of the volunteer or as a way to shift to a new professional area.	• "Recreational volunteering" or "serious leisure" are considered in the scope of volunteering definition as in the coming decade there will be more people taking that definition very seriously. • Vacation volunteering implies leisure time activities while working for a cause. • It is also referred to as "ecotourism" and "voluntourism". • It also implies "Migratory volunteering" following the tendency of animals to move to other places to survive. It could involve programmes with seasonal volunteers who live in different locations and shift their volunteering as they shift their domicile.

Exercise 3.1: Categorization of volunteers

Exercise 3.2: Cardboards

Toolkit 1

EXERCISES

Evolvet

RELATED TO UNIT 1

Reference	1.1 BACK TO THE THEORY
Title	A mosque in Sleepyville
Overview	This activity is very useful to explore and experience disputes generated by intercultural conflicts or situations (in this case, the building of a new mosque in a traditionally Christian neighbourhood through the simulation of a town council meeting).
Goal	• Experience real conflicts that can arise in meeting the needs of multicultural and diverse communities. • Explore the right to freedom of religion and belief in different contexts. Also the freedom of opinion, information and from discrimination. • Develop and practice skills of debate and analysis. • Promote the acquisition of competences such as active listening, empathy and assertiveness.
Type of activity	Role game, simulation.
Time requirement	From 45 to 60 minutes.
Space requirement	In a room with some chairs.
Group size	At least 8 people.
Material needed	• Sheets of paper for name-tags. • Flip chart paper or a board for the facilitator to write on it. • A clock or device to manage the time used. • Small bell for the person on the role of "Mayor". • Rules of debate, problem description and roles cards handout *(click here to access to the online materials).*
Procedure	Before implementing the activity the facilitator must photocopy the role-cards included on the handout, the description of the problem and the rules of debate. It is also important to prepare name-tags for the different parties and groups that will be represented at the meeting so they can identify each other during the exercise.

Steps to be followed to implement the activity:

• Step 1:
The facilitator introduces the activity and describes to the group the topic of the debate (Construction of the mosque) and context on which they are supposed to be for the simulation. It is important here to list the different roles that participants will have using a flip chart so that everyone can see them. The roles can be randomly assigned or the facilitator can choose who will be who during the activity. If roles are pointed by the person leading the activity, it can be a good idea to challenge participants by giving them roles that are very different to their own personality in order to train their empathy.

• Step 2:
The facilitator spreads the roles among the participants and makes sure that before the "Council meeting" everybody can have a "pre-meeting time" to prepare their strategies, characters and arguments.

• Step 3:
Once all the teams know how to act, they are given with a couple of minutes to walk around the space if needed and speak with other participants to persuade them to soften their position about the mosque construction.

• Step 4:
Participants sit in a circle by groups according to their role and the "Mayor" opens the "Council meeting". Already in their role, participants will introduce themselves and the group they represent. After this, the debate starts under the coordination of the "Mayor" who should perform the role of moderator.

Debriefing and follow-up	At the end of the activity and already out of their roles, participants must share their feedback about the simulation and the comments or behaviors experienced on it. Depending on the social context participants work in, it could be interesting to invite institutional representatives in order to build a dialogue between citizens and politics and to develop a participatory decision process. This will be useful in order to learn to take in care different values of the communities.
Tips for the facilitation	In order to get a deeper view of the exercise and wider description, please visit the site of the Council of Europe and its Compass: Manual for human rights education with young people (2002).

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Reference	1.2 BACK TO THE THEORY
Title	Take a step forward
Overview	As George Orwell claimed on its book Animal Farm (1945), even if we are all equal, some are more equal than others. Using a role play this activity will allow participants to experience what it means to be in the shoes of someone else in their society and the challenges and obstacles faced by different social groups.
Goal	• Promote empathy with others who are different but live on a similar community or context. • Raise awareness about the inequality of opportunities in society. • Foster an understanding of possible personal consequences and prejudices related to varied social minorities, classes or cultural groups. • Explore and discuss issues such as social inequality as a source of discrimination and exclusion or the importance of social empathy and where its limits are.
Type of activity	Role game, group simulation, group discussion.
Time requirement	From 45 to 60 minutes.
Space requirement	A big and open space that could allow participants to make a line and walk forward during the questions that will be made to them.
Group size	From 10 to 30 people.
Material needed	• Role cards for participants (Annex 1.2.1). • List of situations and events (Annex 1.2.2). • Tape or CD player and soft relaxing music (optional).
Procedure	Even is this exercise include different annexes, it is recommended that before doing the activity the facilitator reads the cards for participants and review the list of situations and events in order to adapt them if needed to the group that will be involved on the activity. Once this is done, role cards must be printed and cut (one per participant).

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Steps to be followed to implement the activity:

• Step 1:

The facilitator must create a calm atmosphere (E.g. With some soft background music) and ask the participants for being in silence.

• Step 2:

Role cards are randomly handed out to participants (one per person). They must keep the information of the cards to themselves and not to show them to anyone else. It is important to provide them some minutes to sit down (preferably on the floor) and to read their roles quietly.

• Step 3:

The facilitator asks participants to start getting into role and helps them by reading out some questions (Pausing after each one to give people time to reflect and build up a picture of themselves and their lives). Samples of questions to be used here could be:

- What was your childhood like?

- What sort of house did you live in?

- What kind of games did you play?

- What sort of work did your parents do?

- What is your everyday life like now?

- Where do you socialize?

- What do you do in the morning, in the afternoon, in the evening?

- What sort of lifestyle do you have?

- Where do you live?

- How much money do you earn each month?

- What do you do in your leisure time?

- What you do in your holidays?

- What excites you and what are you afraid of?, etc.

• Step 4:

Reminding the people to remain absolutely silent, participants are set in a line up beside each other (like on a starting line of race). Once they are ready, the facilitator starts to read aloud the list of situations or events (one by one and making a pause after each question to allow people time to step forward and to look around to take note of their positions relative to each other.).

Every time those participants can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

• Step 5:
At the end of the exercise and once the questions are finished, the facilitator must invite everyone to take note of their final positions on the space and distance with other participants.

Debriefing and follow-up	In order to obtain an appropriate feedback the facilitator must start the debriefing by asking participants first what happened during the exercises. Some sample questions could be:

• How do you see the distribution of participants in the room? Is it fair?

• How did you feel when the others were going further than you?

• How did you feel when seeing that the others were behind you?

• Did you ask yourself why the others were not moving or you were just focused on going further?

• Did you feel that your role had any opportunity to promote socially? None? A lot? A few?

• Do you consider that all the basic human rights of all the participants were respected on the same way?

• How do you feel performing your role? Good? Bad?

• Which kind of feelings did you experience? Frustration? Motivation?

• Have you develop any empathy or shared feeling with your character?

After doing some of these questions, the facilitator can also ask participants if they are able to guess the roles of each person due to their position on the room. After several guesses, participants can be invited to introduce the other their role in the game and encouraged to share their feelings when walking forward or staying stuck on the same place. The facilitator can also tell participants to think about real examples or people on their communities with the same profile as the roles performed and reflect about how they behave in reality (Do they understand now better their realities?).

They can also share any life stories or anecdotes with the group. It can be a good moment to explore the concepts of stereotyping and prejudicing.

Finally, the facilitator must ensure that participants understand that the problems faced by their characters are basically related to a lack of access to their human rights rather than only be based on their formal rights.

	Here it can be also interesting to show participants the links existing and relation between social, economic, citizen and cultural rights.

As a follow up of the activity or continuation, the facilitator can also search for real testimonies of people with the performed profiles to share with the group or even invite to this (or coming) sessions to representatives of these minorities on their communities. |
| Tips for the facilitation | It must be reminded that the effectiveness of this activity rely on the issue that participants can really notice the distance between each other. According to this, the space on which the activity takes place is very important. It must be wide enough to set participants in a line and long enough to make them walk as far as needed. If an open or outdoor space is used, it could be useful to use a microphone or the support of a second facilitator in order to read the statements aloud and ensure that all the participants can listen them properly.

Even if some roles are here proposed, the facilitator can freely change them and adapt them to the reality of the participants in order to ensure that they are familiar with them. This will facilitate the performing of each character and the impact on the group. However, the facilitator must ensure that only some of them will answer "Yes" to most of the question in order to respect the game goal.

Some of these roles can be quite open or will demand that participants add extra details to the profile of their character in order to answer to the given questions. For example, we can use as a role "A prostitute of 45 years old and mother of one child", but it must be up to the participant to decide other facts of the life of this person (E.g. Is she coming from a poor or rich family? Does she have a family? Which is (if any) her academic background? Where is she living?, etc.). According to this, it could be also interesting to ask participants how did they create these extra characteristics: where they taken from people they really know? From a book? From a movie? Could they be real? etc.

In order to get a deeper view of the exercise and wider description, please visit the site of COMPASITO and its the Council of Europe Manual for human rights education with children (2002). The printed version of this source can be found here. |

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ANNEX 1.2.1

Role cards

You are an unemployed single mother.	You are an Arab Muslim girl living with your parents who are devoutly religious people.
You are the daughter of the local bank manager. You study economics at university.	You are the 19-year-old son of a farmer in a remote village in the mountains.
You are a soldier in the army, doing compulsory military service.	You are a disabled young man who can only move in a wheelchair.
You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are an HIV positive, middle-aged prostitute.
You are an unemployed schoolteacher in a country whose new official language you are not fluent in.	You are a 24-year-old refugee from Afghanistan.
You are an illegal immigrant from a poor area of Africa.	You are the president of a party-political youth organisation (whose "mother" party is now in power).
You are the son of a Chinese immigrant who runs a successful fast food business.	You are the daughter of the American ambassador to the country where you are now living.
You are the owner of a successful import- export company.	You are a retired worker from a factory that makes shoes.
You are the girlfriend of a young artist who is addicted to heroin.	You are a 22-year-old lesbian.
You are a fashion model of African origin.	You are a homeless young man, 27 years old.

ANNEX 1.2.2

Region

Read the following situations out loud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

• You have never encountered any serious financial difficulty.

• You have decent housing with a telephone line and television.

• You feel your language, religion and culture are respected in the society where you live.

• You feel that your opinion on social and political issues matters, and your views are listened to.

• Other people consult you about different issues.

• You are not afraid of being stopped by the police.

• You know where to turn for advice and help if you need it.

• You have never felt discriminated against because of your origin.

• You have adequate social and medical protection for your needs.

• You can go away on holiday once a year.

• You can invite friends for dinner at home.

• You have an interesting life and you are positive about your future.

• You feel you can study and follow the profession of your choice.

• You are not afraid of being harassed or attacked in the streets, or in the media.

• You can vote in national and local elections.

• You can celebrate the most important religious festivals with your relatives and close friends.

• You can participate in an international seminar abroad.

• You can go to the cinema or the theatre at least once a week.

• You are not afraid for the future of your children.

• You can buy new clothes at least once every three months.

• You can fall in love with the person of your choice.

• You feel that your competence is appreciated and respected in the society where you live.

• You can use and benefit from the Internet.

Source: Manual on Human Rights Education with Young People (Council of Europe, 2002).

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Reference	1.3 BACK TO THE THEORY
Title	The Sun - What is volunteering?
Overview	This activity helps to show that many opinions about volunteering exist and increases understanding about this concept and how is it seen by others.
Goal	• Understand the different definitions of volunteering. • Recognize participants opinions about what is volunteering and be able to link them with their realities, personal and professional background. • Agree a common definition of volunteering.
Type of activity	Warming up, group discussion.
Time requirement	30 minutes.
Space requirement	Room or open space (E.g. A corridor, large room or outdoors).
Group size	From 8 to 30 people.
Material needed	• Round paper pieces shaped and cut as a sun with the inscription inside of "Volunteering is...". One or more depending on the size of the group. • Paper strings (at least 3 for each participant). • Markers (One per participant).
Procedure	Before starting the exercise the facilitator will set on the floor the round circle acting as a sun and previously prepared. It should include inside the sentence "Volunteering is...". Steps to be followed to implement the activity: • Step 1: The facilitator asks participants to think about how they would finish the sentence 'Volunteering is...' (At least three alternatives or answers per participant). • Step 2: After some minutes, participants are invited to finish the sentence and write their opinion on their strings of paper (each opinion on one piece of paper).

	• Step 3:
	Once they are ready, the facilitator tells participants to complete the sentence by attaching their pieces around the Sun. Each new opinion will became a new ray
	from the Sun. According to this, opinions that are repeated or similar should be joined to previous ones and form a longer ray (the more people add the same opinion, the longer the ray is).
Debriefing and follow-up	The facilitator must start by asking participants to read out loud all. Discuss how many opinions appeared, how many were similar or repeated. Once all of them are commented, the group should try to agree a shared definition for volunteering.
	For this part of the activity the facilitator can also search for official definitions of volunteering in order to compare them at the end with the one built by participants
	(E.g. definitions from United Nations, The European Commission, a transnational NGO, etc.).

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RELATED TO UNIT 2

Reference	2.1 BACK TO THE THEORY
Title	My social profile
Overview	This exercise has been included on this material as a follow up of the one called "Make a step forward" (1.2). However it can be also used independently by asking participants to use their own profiles or personalities and allow them to introduce each other to the rest of the group. The original aim of the game is to get more into the character assigned previously, empathize using the social profile metaphor and interact with the others to raise the awareness to live in a complex society with different life styles, feelings and experiences.
Goal	• Go deeper into the roles and profiles used in previous activities. • Promote empathy towards different social minorities and groups. • Explore the reactions of others towards the assumed role, their prejudices and stereotyping.
Type of activity	Name activity, warming up, group dynamic, role playing.
Time requirement	From 15 to 30 minutes.
Space requirement	A big room to allow participants to walk around freely.
Group size	From 6 to 20 people.
Material needed	• Role cards used on the activity "Make a step forward" (Annex 1.2.1) or similar ones created by the facilitator (participants can also introduce themselves if the aim of the exercise is changed). • Paper (at least one A4 per participant). • Markers (at least one participant).
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator reminds participants that they are going to keep the roles played during the activity "Make a step forward" in order to implement the activity. All of them receive a piece of paper (A4) and a marker.

• Step 2:

Every participant, thinking in the role assigned, describes it using the metaphor of a social profile and draw on the white paper the following boxes:

1. A box for the "Profile picture"

2. A box for the "Cover picture"

3. The sentence "I am thinking in..."

4. 3 pictures (drawings) representing the most important moments of the person's life.

• Step3:

After each participant has designed a profile of the role given, the group began to walk freely in the room and to introduce their profiles to other participants by describing their content and pictures. Everyone must comment on photos and sentences of others using the markers and writing "I like" or using emoticons of sadness, happiness next to the photos and sentences.

Debriefing and follow-up	As a warming up or name activity the exercise does not demand a deep debriefing. However it could be useful to allow the facilitator to make more questions and go deeper into the profiles of the roles described. Participants can be also asked about their impressions when the others were introduced or the reactions of the people who listened their presentations.

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ANNEX 2.1

Cover picture

Profile picture	I am thinking in...

Picture 1	Picture 2	Picture 3

Reference	2.2 **BACK TO THE THEORY**
Title	Let´s campaign with our social profile.
Overview	This exercise has been included on this material as a follow up of the previous one "My social profile" (2.1). If the facilitator has not implemented the previous one, the exercise "Making links" (2.2 (b)) should be used instead. The idea is to explore the different reactions and relations of the actors involved in a community by running a visibility campaign.
Goal	• Promote empathy towards different social rules and understand better their relations. • Train the capacity of participants to run campaigns or promote the participation of other in their causes. • Reinforce the group relations through their interaction and cooperation.
Type of activity	Role play, brain storming, group discussion.
Time requirement	From 30 to 60 minutes.
Space requirement	A big room to allow participants to sit down in a circle. Participants can write and draw on the floor or using tables if they are available.
Group size	From 10 to 20 people.
Material needed	• Role cards used on the activity "Make a step forward" (Annex 1.2.1) or similar ones created by the facilitator. • Big papers or flipcharts. • Sheets to allow participants to make drafts and take notes. • Markers and pens.
Procedure	Before starting the exercise, participants are set on tables or small groups (4 to 6 people each). Each group should receive some pieces of paper, a flipchart and several colour markers or pens. Steps to be followed to implement the activity: • Step 1: The facilitator reminds participants to have in mind the roles played during the activity "Make a step forward" in order to implement this game. They will be also explained that all are members of a single community and share a common neighbourhood or area.

Then, they are explained the main target of the activity: to create a campaign in order to convince people that they support them to change a social injustice and solve it. To choose the cause that each group will fight against, they must agree and select one of the roles that their members played on the activity "Make a step forward". For example, if they choose the character of the 24-year-old refugee from Afghanistan, their campaign could be focused on creating favourable laws to allow citizens to host refugees on their homes. To make the exercise easier and increase its impact, it is advisable that the facilitator set the campaigns on the same environment, society or community that participants could be part of on the real life (this will help them to create a realistic campaign and measure its suitability).

• Step 2:

Once each group has chosen the goal of its campaign, using a flipchart they would need to give answer and show information about the next issues related to the campaign:

- Goals and objectives of the campaign: How will it improve the situation of the target group and of the community?

- Sources or support needed: What do we need? Where can we find it? How the community can contribute? Which could be the role of each stakeholder?

- Obstacles for the campaign: Which facts could obstacle it? Which social groups could slow it down? Which are its "enemies"?

- Working programme: Which activities will be done? When do we want to

  achieve our objectives? What does it need to be done? Which tools will be used? (E.g. Demonstrations, a movie, a fair, a research, etc.).

- Visibility: Create a logo, slogan, song, etc.

- Evaluation: How will you measure the impact of the campaign? On which locations or target groups?

• Step 3:

Once all the groups have had time to finish their campaigns, they are asked to present it to the others who should be also given the chance to make questions and comments about the campaign (still on their roles or just acting as local members of the community without a defined profile). After all the presentations, all the participants must vote which campaign should be supported to improve the situation of the community and its members (the facilitator must remind here that participants cannot vote their own campaign).

Debriefing and follow-up	The debriefing of this activity must be run by the facilitator in cooperation with the whole group with two main aims. On the one side, exploring the quality of the campaigns, their message, structure, frankness, good practices seen to create them, etc. On the other side, to clarify why the "winner campaign" was chosen and why the other don't. On this second point it is important to ask participants about the criteria that they set to vote: were they thinking about the whole community interest? About the interests of their characters? About the target group?, etc.
Tips for the facilitation	An alternative exercise on the same line as this one can be also found on the students handbook Steps to Campaigning Success (British Library, Museums Libraries Archives, consulted online in 2016) accessible here.

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Reference	2.2b BACK TO THE THEORY
Title	Making links.
Overview	This activity aims to explore the relation and ways of cooperation existing between the stakeholders of a democratic society by exploring the rights and responsibilities of the main parts involved on it: citizens, governments, non profit organisations and media.
Goal	• Develop an understanding of the link between rights and responsibilities. • Provide and improve discussion and co-operation skills. • Promote civic responsibility among participants. • Understand the processes to take and agree decisions and procedures in a democratic society.
Type of activity	Role play.
Time requirement	45 to 60 minutes.
Space requirement	A big room.
Group size	Maximum 32 people (divided in small groups of 4 to 8 people each).
Material needed	• Sheets of paper and pencils for each participant to take notes. • 4 large sheets of paper (A3) or flipchart paper (one for each group's "record sheet"). • 3 markers, (one red, one green and one blue) for each group. • 4 balls of wool (a different colour for each group if possible). • A roll of sticky tape (Scotch tape) for each group. • Scissors. • Rules of play handout sheet, one per group (Annex 2.2 b).
Procedure	Before starting the activity the facilitator must create small teams of participants by dividing them in four groups with the same number of people. Each group will represent the four pillars of democracy: government, third and non profit sector, media and citizens. Each group should receive a flipchart (or A3), papers to take notes (A4) and markers of several colours (red, green and blue).

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Steps to be followed to implement the activity:

• Step 1:

The facilitator introduces to participants the main aim of the activity: to design a map of the relations between the four actors (groups) that should exist on a perfect democratic society. Then, participants within their groups are asked to make a brain storming and discussion about the role and functions that their actor assigned should have on this ideal system. After that, they should choose and list by order of importance four principle functions of the mentioned actor.

• Step 2:

After some minutes to agree their functions, each group must create their "record sheets" using the flipcharts given to them. With a red marker, each group will write down the most important four functions agreed on the previous stage of the activity and the name of the stakeholder or actor they represent. Once this is done, each group must share its "record sheet" with the others and collect their feedback about it. Here groups will have the opportunity of changing or modifying their functions according to the other actors proposals and if they consider it necessary.

• Step 3:

After the step 2, participants go back into their groups and are invited to think about what they would require from the other actors on the ideal democratic society created to promote its development. They must use the green markers in order to write on their "record sheet" the two most important demands from each of the other teams. These demands will be presented afterwards to all the participants by each group, but very briefly as discussions or negotiations about them should take place during the step 5 and not now. It is important to remind participants that they would need that their demands are accepted by others, so they should be realistic and acceptable by the other groups.

• Step 4:

The facilitator spread among participants the rules to play (Annex 2.2 b) and read them aloud ensuring that they have been understood by all and solving potential doubts. After that, each group must set its "record sheet" on the floor of the room leaving a separation of around one meter between each of them and making a square (see handout). The groups must also stand on the corner of their record sheets. At this moment, each group receive six threads of wool, a tape and a blue marker.

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• Step 5:

Following the rules previously given, groups will start to implement the negotiation rounds among them as society actors. It is important that the facilitator reminds here that the general target of the exercise is to create a map or relations so the cooperation between groups is essential. To show that demands are accepted, threads of wool must be fixed between the "record sheets" of the groups involved by taping them to the floor.

• Step 6:

Once all the rounds have finished, the facilitator must give participants some minutes to go back to their starting positions, take a look to the map created and reflect about its meaning and the agreements achieved between the different actors existing on the game.

| Debriefing and follow-up | To debrief and after participants have had some time to study the final map obtained, the facilitator must drive a group discussion using questions about its implementation such as: |

• Was it hard to think of the functions that the government, non profit organisations, media and citizens perform in a democracy?

• Were there any disagreements within the groups about which claims should be accepted or rejected?

• Which of the claims made on other groups did they not accept as responsibilities? Why was this? Do you think that such cases would cause any problems in reality?

• Were there responsibilities that each group accepted but which they had not recognised before? How do they feel about this now?

• Did the activity show people anything new about democratic society that they did not know before? Were there any surprises?

• Which rights are at stake in this activity?

• Article 29 of the UDHR states: 'Everyone has duties to the community in which alone the free and full development of his personality is possible'.

• Which are the most important duties you have at present in your life?

• What are the roles of the different actors in ensuring that nobody's rights are violated?

• What are the different actors' roles in ensuring that everyone has access to human rights education?

	As a follow up of this activity, the facilitator can invite participants to mention other actors that should be involved on the ideal society created and discuss which role, functions, demands and cooperation could be set with the already existing groups on that map.
Tips for the facilitation	In order to make easier the visual interpretation of the map obtained, it is recommended that each group or actor receives a different colour of wool. That will make easier to identify agreements between parts at the end of the exercise.

Several guidelines could be also provided by the facilitator to participants during the implementation of the activity in case they could be stuck on their role or negotiations with other actors:

- Governments draft legislation, decide on general policy, and ensure that the country meets its budget.

- NGOs lobby for minority interests, take up issues which the government (or opposition) fails to address, and campaign for changes in legislation.

- The media reports on government policy, investigates issues, and provides analysis and commentary.

- The "functions" of citizens include everything that is important in a democratic society: ideas may range from standing for parliament, engaging in human rights activism, setting up organizations to protect particular groups, questioning and becoming involved in political life, and so on.

At step 5, the negotiations should not be presented as a "competition", nor should they occupy too much time. The facilitator must emphasize to the groups that they should see themselves as co-operating with each other: the purpose is to establish a society in which all actors work together for everyone's satisfaction. Therefore, the transactions should be relatively quick. According to this, the facilitator should tell groups to accept claims if they seem to be reasonable, and otherwise to reject them, with any controversial ones to be discussed at a later stage.

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ANNEX 2.2 B

Handouts

Rules of Play

1. The aim of the exercise is for each "actor" to get their demands accepted by each of the other "actors".
2. The negotiations are made between pairs of "actors" in three rounds as follows:
   - Round 1: citizens and NGOs negotiate, and the media and the government negotiate.
   - Round 2: citizens and the media negotiate, and NGOs and the government negotiate.
   - Round 3: citizens and the government negotiate, and the media and NGOs negotiate.
3. In each round, the pairs themselves decide who is to start and they take it in turns to make demands of each other.
4. When making a demand, people should state the demand clearly and concisely. They should also explain what it involves and why they are making this particular demand, that is, why it is important to enable them to fulfil their own functions.
5. When deciding whether or not to accept a demand, people should decide whether what is being asked is fair, and whether they would be able to carry it out.
6. If the demand is accepted, then the pairs use one of the "demander's" strands of yarn and tape it between the two "record sheets" to signify the agreement that has been made. The accepting group should make a brief note on their "record sheet" in a blue pen to remind them of their responsibilities and what they agreed to do.
7. If the second group rejects the demand, the piece of wool is put aside.
8. Repeat the negotiations, until all demands have been discussed.
9. In each round the process is repeated until there are connections between all four "actors".
10. At the end of the process there will be a map to represent the relationships between the different actors in a democracy. Each of the actors will have a "record sheet" with a list of their functions in red pen, a list of demands of the other "actors" in green and a list of actions they have agreed to take in order to meet the demands of the other "actors" written in blue. The demands and actions are represented by coloured yarn.

Source: Council of Europe. Compass – Manual for human rights education with young people (2002).

Reference	2.3 BACK TO THE THEORY
Title	Take a step upwards - How much depends on you?
Overview	The main aim of the activity is to make participants reflect on and discuss about different ways of increasing their own participation in the local community and the facts that could affect or empower it.
Goal	• To consider different degrees of social involvement and participation. • To reflect on factors which obstacle or facilitate citizens participation. • To empower people to participate more actively in local life.
Type of activity	Role play, group discussion.
Time requirement	From 45 to 60 minutes.
Space requirement	Any open space or room.
Group size	Any (to be done in small groups from 4 to 6 people each).
Material needed	• Papers and markers for participants. • Colour pens or markers for the facilitator (At least three). • Any of the models current existing of the "Ladder of Participation" (Annex 2.3.1, Annex 2.3.2 or Annex 2.3.3 depending on the participants characteristics, learning expectations and age). • One chair per participant and one table per group to be created.
Procedure	Steps to be followed to implement the activity: • Step 1: To begin with and as an introduction, the facilitator starts and opens a discussion with the participants asking them if they consider that the participation in their communities or societies if the appropriate one: Are there any social groups not participating? Which are the symptoms of a low participation in society? What are the obstacles or barriers for this participation?, etc. Answers provided by participants must be written down by the facilitator in a flipchart that will be set on the activity room in a visible way for all (so participants can take a look to it during the rest of the activity). • Step 2: The facilitator introduces to the group the Ladder of Participation of

Arnstein (1969) and explains them the levels or steps that compose it by providing them a photocopy of the exercise handout or showing it with a projector. It is important that the facilitator studies properly this model before the activity in order to solve potential questions that could be made by participants about it. After this, the facilitator must give several minutes to participants in order to reflect and write down aspects or their real life that could be linked with any of the steps of the ladder (Related to their work, relatives, organisations, neighbors, studies, etc.).

• Step 3:

Participants are put together in small teams of 4 to 6 people each. Sitting around a table or in circle of chairs, participants must share with the rest of the members of their team the list of aspects created during the Step 2. Once this is done, each team will need to create two lists:

    - Obstacles to climb the ladder and not allowing going up.

    - Enablers that helps to climb the ladder and going up.

• Step 4:

Once all the teams have finished, all the participants sitting in a big circle will share their lists and teams work done. On the meantime, the facilitator will use a flipchart to write down their outcomes and creating two big lists representing the conclusions of all the teams of participants.

• Step 5:

When all the teams have finished, the facilitator must go through the two lists of items created and ask participants which of the mentioned factors depend on themselves as citizens (that will be marked in color with a pen (E.g. blue)) and which are based on external factors out of their control (that will be marked in another color with another pen (E.g. red)).

Debriefing and follow-up	For the debriefing of the activity, it is important that the facilitator closes the exercise by comparing with participants the lists obtained on the Step 5 with the feedback obtained from them during the Step 1. Several questions that could be used to guide this discussion could be:

• Did the activity help you to reflect on or clarify your own contributions during a participative process?

• Did it help with any other issues?

• Why does it matter whether citizens participate actively or not?

• Would people in the group like to be able to participate at a higher level than they do at the moment?

• What are the reasons for doing so, and what are the reasons against?

- How do people feel when they are able to participate in a genuine sense? in other words, when their participation is not just tokenistic?

- Do they regard low participation as a result mostly of internal (psychological) factors or mostly as a result of external factors?

- How many people feel they could participate more than they do at present, and how many feel that they will do so?

As a follow up of the exercise, participants can be asked to draw their own ladders and creating an action plan on their organisations adapted to the participation of their staff or potential volunteers.

Tips for the facilitation	Several tips or procedures can be used at the different stages of this exercise by the facilitator: - On the Step 1, the facilitator can invite participants to make short role plays in order to show in a visual way different ways of participation on their communities (one per step of the ladder). - On the Step 2, the facilitator must use any of the annexes proposed here (Annex 2.3.1, Annex 2.3.2 and Annex 2.3.3) or create a new ladder of participation according to the characteristics of the learners group (and in order to facilitate that they understand it better). It is important to remind them that there is not a direct relation between the levels of the steps and the participation success (the highest does not have to be the best). A deeper explanation of the Arnstein, Sherry R. (1969) model can be found online here (A Ladder Of Citizen Participation. Journal of the American Planning Association, JAIP, Vol. 35, No. 4, pp. 216-224). - On the Step 3, the facilitator must remind participants that there can be a lot of different type of obstacles (E.g. physical, legal, environmental, cultural, etc.). To explore these obstacles and help participants to reflect about them, the facilitator can make direct questions to them: Are this real obstacles? Have you tried to face them? Have you asked for help or support to overcome them? Are there any consequences if we do not pay attention to them? From whom?, etc. - On the Steps 4 and 5, the facilitator could take advantage of the exercise and evaluate the participation of learners not only on this activity but in all the training sessions. It could be a good moment to analyze their motivation and detect potential improvements that could promote their active participation on future activities.

ANNEX 2.3.1

A Ladder of Citizen Participation, Arnstein, 1969

8 Citizen Control	1 **Manipulation and 2 Therapy.** non participative, cure or educate the participants. achieve public support by PR.
7 Delegated Power — Citizen Power	3 **Informing.** one way flow of information
6 Partnership	4 **Consultation.** attitude surveys, neighbourhood meetings and public enquiries. Window dressing ritual
5 Placation	5 **Placation.** Allows citizens to advise but retains for power holders the right to judge the legitimacy or feasibility of the advice.
4 Consultation — Tokenism	6 **Partnership.** Power is redistributed through negotiation between citizens and power holders. Shared decision-making responsibilities.
3 Informing	7 **Delegated power** to make decisions. Public now has the power to assure accountability.
2 Therapy	8 **Citizen Control.** Participants handle the entire job of planning, policy making and managing a programme.
1 Manipulation — Nonparticipation	

http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html

Source: Arnstein, Sherry R. A Ladder of Citizen Participation. JAIP, Vol. 35, No. 4, pp. 216-224 (1969).

ANNEX 2.3.2

In 1992 Roger Hart developed a model for "Children's participation from tokenism to citizenship" (UNICEF Innocenti Research Centre, Florence):

Participation:

Rung 8: Shared decision making
Rung 7: Young people led and initiated
Rung 6: Adult initiated, shared decision making
Rung 5: Young people consulted and informed
Rung 4: Young people assigned and informed

Non participation:

Rung 3: Young people tokenised
Rung 2: Young people as decoration
Rung 1: Young people manipulated

Rung 8:
Shared decision making

Rung 7:
Led and initiated
by young people

Rung 6:
Adult-initiated,
shared decision making

Rung 5:
Young people consulted
and informed

Rung 4:
Young people assigned
and informed

Rung 3:
Young people tokenised
(NON PARTICIPATION)

Rung 2:
Young people as decoration
(NON PARTICIPATION)

Rung 1:
Young people manipulated
(NON PARTICIPATION)

Source: Council of Europe. Compass – Manual for human rights education with young people (2002).

ANNEX 2.3.3

Ladder of Participation

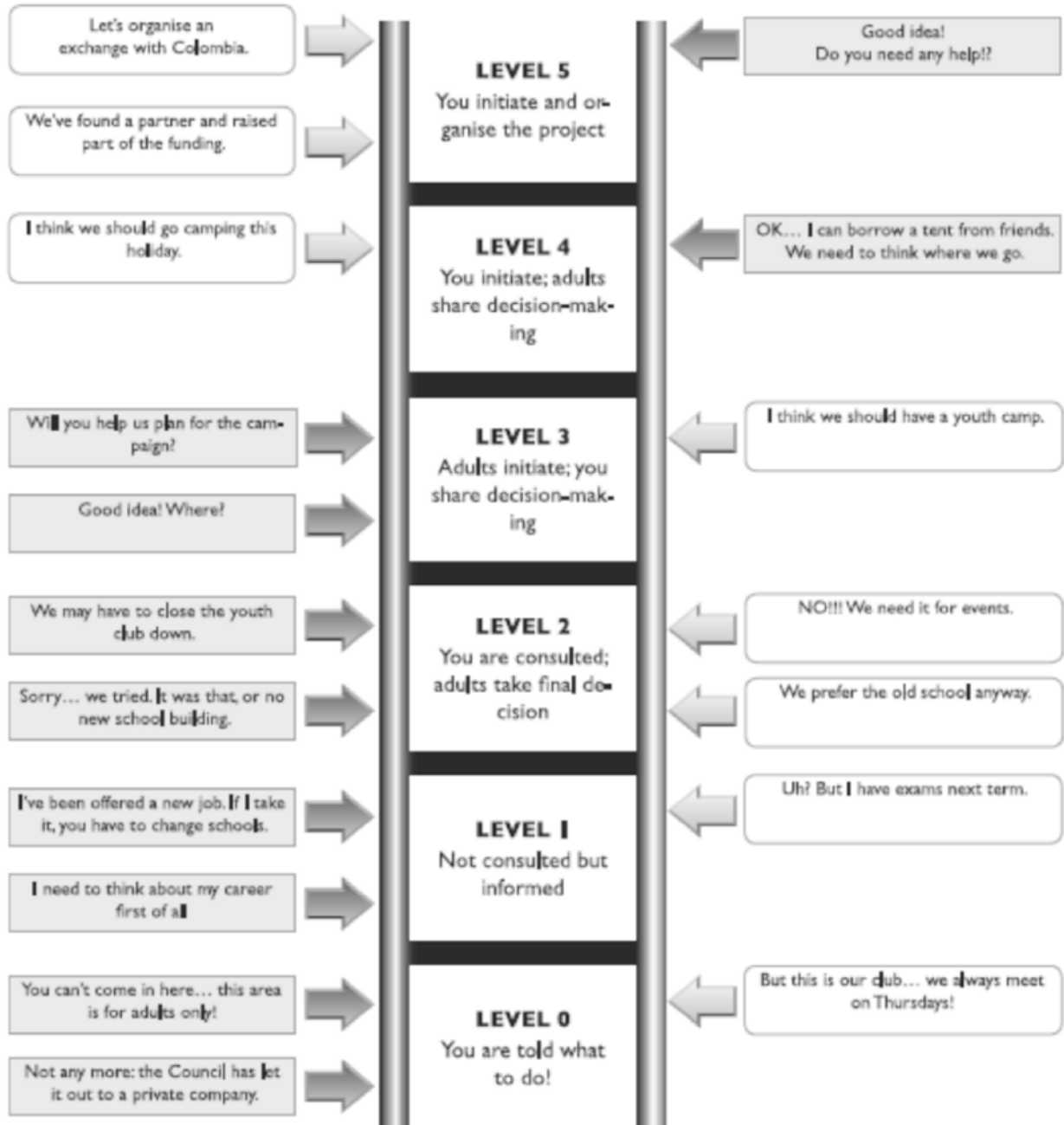|		
Let's organise an exchange with Colombia.	**LEVEL 5** You initiate and organise the project	Good idea! Do you need any help!?
We've found a partner and raised part of the funding.		
I think we should go camping this holiday.	**LEVEL 4** You initiate; adults share decision-making	OK... I can borrow a tent from friends. We need to think where we go.
Will you help us plan for the campaign?	**LEVEL 3** Adults initiate; you share decision-making	I think we should have a youth camp.
Good idea! Where?		
We may have to close the youth club down.	**LEVEL 2** You are consulted; adults take final decision	NO!!! We need it for events.
Sorry... we tried. It was that, or no new school building.		We prefer the old school anyway.
I've been offered a new job. If I take it, you have to change schools.	**LEVEL 1** Not consulted but informed	Uh? But I have exams next term.
I need to think about my career first of all		
You can't come in here... this area is for adults only!	**LEVEL 0** You are told what to do!	But this is our club... we always meet on Thursdays!
Not any more: the Council has let it out to a private company.		

Source: Council of Europe. Companion - A campaign guide about education and learning for change in Diversity, Human Rights and Participation (2007)

Reference	2.4 BACK TO THE THEORY
Title	Flower power
Overview	The main aim of this activity is to show in a visual way what human rights represent and how they are seen by all the participants involved on the exercise.
Goal	• Promote understanding about the connection between human needs, personal well-being and human rights. • Improve the skills to reflect and analyse of participants. • Foster solidarity and respect for diversity.
Type of activity	Association exercise, handcraft, group discussion.
Time requirement	From 45 to 60 minutes.
Space requirement	A big room.
Group size	Any (small groups of 3 or 4 people each).
Material needed	• A plain wall or window with enough space to hang all the drawings. • Pencils for participant, erasers and coloured markers to share (3 or 4 per participant). • Paper (A4) for participants (at least one per each). • Tape to hang the drawings on the wall. • Flipchart and markers.
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator introduces the activity with a short speech about which basic needs do people have as humans and the importance of covering them. Even if the categories could be listed by the facilitator, it is important to allow participants to give examples or concepts under them. Issues that can be listed here could be: - Physical needs: related to food, sleeping, breathing, water supplies, being warm, etc. - Safety needs: medical support, economic security, physical protections, etc.

Procedure	
	- Belonging and being love: having a family, relatives, friends, personal space, etc.

- Esteem and values: to be recognized by others, independency, entrepreneurship, beliefs, etc.

- Other that the facilitator could consider important for the concrete profile of learners in the session or their learning expectations.

• Step 2:
After the group reflection and introduction, the facilitator asks participants to create in a piece of paper (A4) a flower with eight petals. Each petal will represent their needs as human beings:

- Basic needs.

- Personal security.

- Economic security.

- Health.

- Friendship.

- Family.

- Esteem.

- Personal fulfilment.

It must be explained to participants that when drawing the petals, their size must have a direct relation between their meaning and how important they are for them. According to this, each petal will be bigger or smaller depending on the consideration of each participant or person. It is important to remind them that there are as many answers or flowers as people in the world, and that there is not a concrete way of making the flowers and decide the size of their petals.

• Step 3:
When the flowers are ready, the facilitator asks participants to write on each petal concepts, facts or issues that they consider that are related or important for them under each category (E.g. under economic security participants can add their salaries, bank support, public funding, family resources, etc.).

• Step 4:
Once all the flowers are finished, the facilitator must highlight how the flowers represent each person and ask participants to think about other |

aspects or issues that they think they could complement the flower and make them "blossom" as human beings. These conditions or facts must be drawn by participants as leaves of their flowers.

• Step 5:

When the final flowers with leaves are ready, the facilitator with the support of participants collects all the papers and put them in a wall as a mural. Once this is done, participants must be provided with some minutes to see the others work and contemplate it. The flowers can be anonym or participants can put their name of them (this should be up to them).

• Step 6:

Participants are divided in small groups (3 to 5 people each) and asked to discuss as a team several questions provided by the facilitator:

- Are there any links between human rights and the flowers and the leaves? If so, what are the links?

- Are human rights important? Why?

- What do the words "human rights" mean to you?

After some minutes, each group is invited to share with the rest of the group its conclusions and answers given to the previous questions.

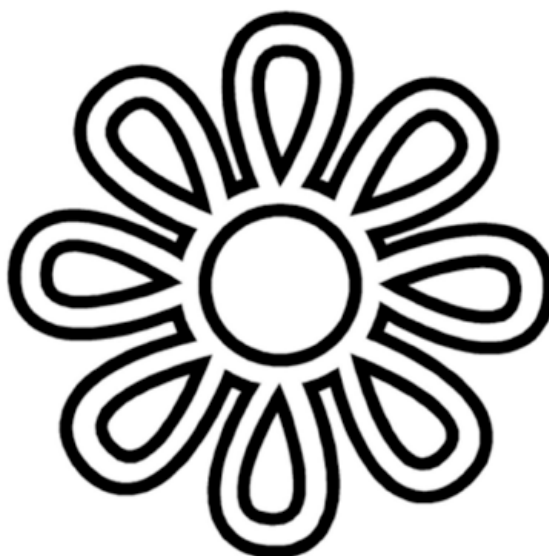|	
Debriefing and follow-up	The debriefing of this activity must be focused in both, exploring the difficulties or process faced by participants in order to create their flower, and linking it with human rights and their importance. According to this, an open discussion must be established and guided by the facilitator through different questions. Some samples could be: • Can you describe the whole process that we went through to create the flowers? • Which were the bigger petals for you? And the smaller? • Did you have any problems to decide the size of the petals? • Would you add more petals or needs to your flower as a human being? • Are there any general similarities between all the flowers? Which are the main differences between them that you can notice? • What did you write on each petal? And on the leaves? • Has the exercise helped you to get to know better yourself and your identity? • What does it happen if the flower or any of its petals is broken? • Which is the relation between the flower, its petals and the human rights?

	• Which human rights are the most basic and important ones? Why?
	• Are any of these rights not covered or available in your community or place where you work or live?
	• What can we do to promote these human rights and make them accessible to all?
	• Do you think that the current human rights conventions cover all the needs that people could have?
Tips for the facilitation	To motivate participants during the task of creating the flowers, the facilitator must try to provide them markers of different colours or even papers so they can make a collage.
	It could happen that participants aim to create new petals based on needs that they could consider out of the eight categories proposed by the facilitator (E.g. faith security, freedom, cultural security, etc.). In this case, they must be allowed to include them but it is important that the facilitator make them share or reflect during the debriefing about these new categories, why they were included and which kind of needs they make reference to.
	Participants should be aware and the end of the activity about how human rights are the base for achieving that the needs of everyone are covered. According to this, participants can be invited to link the exercise and its conclusions with the preamble of The Universal Declaration of the Human Rights (click here to access to the plain version of the document) that could be also printed and delivered to them as a supporting material.

Example of flower model

RELATED TO UNIT 3

Reference	3.1 BACK TO THE THEORY
Title	Categorization of volunteers
Overview	Categorization of volunteers is very important as it affects the volunteer recruitment and management later on. It is also essential to consider the different types of volunteers that can possibly benefit a development project and plan placements suitable for them.
Goal	• Explore different categorizations based on organisations characteristics, communities needs and possible volunteers available for the positions. • Promote the understanding among participants about the different types of profiles and volunteers currently involved on their entities (so they can easily detect their needs and expectations). • Invite learnes to check the internal structures of candidates categorization of their organisations to include on them potential improvements.
Type of activity	Group work, brainstorming.
Time requirement	90 minutes.
Space requirement	Working space that could allow both, to have a whole group discussion but also to make and work on smaller teams of participants.
Group size	10 to 20 people (that should be divided in teams of 3 to 5 people depending on the number of participants).
Material needed	• Paper and pens to take notes. • Computer and projector to show presentations and the theoretical content. • Markers and flipcharts.
Procedure	Steps to be followed to implement the activity: • Step 1: To introduce the activity, it is recommended that the facilitator carries out a brain storming together with participants about the different types of organisations offering volunteer placements and their characteristics.

The types of entities must be chosen according to the profile of learners, their learning expectations or the pedagogic objectives that the facilitator could have towards the exercise. Some examples of entities to have into account could be: home organisation working with people with fewer opportunities; human rights NGO offering placements both in headquarters and development countries; an organisation in a development country offering volunteering services in clinics or schools; NGOs looking for support on its management, marketing or fundraising departments; conservation organisations abroad offering volunteering related to animal protection; etc.

• Step 2:

Once the types of volunteering and development entities have been described, participants are divided in small groups in order to work on the activity (3 to 5 people each). Their target (explained by the facilitator) is to consider and list the different types of categories that could be created or useful to classify volunteers. It must be explained to them that categorization is essential for the volunteering management and the influence that it has on the logistical preparation of development projects and it success. After the explanaition, participants would be given with 20 or 30 minutes to think on their teams about the volunteer categories and list them in a flipchart.

• Step 3:
When all the teams have finished their work, the facilitator invites them to share their categories and criteria by presenting their flipcharts to the whole group. Here the facilitator can open a discussion about the similiarities and differences between the different flipcharts obtained and categories.

• Step 4:
To finish the activity, the facilitator could show to the participants the theoretical content of this manual related to this exercise and the categories proposed on it in order to see if they coincide with their own ones.

| Debriefing and follow-up | As final debriefing, it is important that during the Step 4 the group takes part in a conclusions discussion to evaluate the exercise and get the feedback of its learners. Some useful questions to be done during this part or that the facilitator should consider for it could be:

• Did participants understand the need for categorization of volunteers?

• Did participants consider different motivations and needs of different type of volunteers? |

	• Did participants consider different aspects of categorization? Did they leave something out?
	• Did participants consider creative or new ways of categorization?, etc.
	As a follow up, participants can be asked to document the categorizations of their organisations by taking photos of their volunteers or listing their profiles. They can then highlight their main points, similarities,differences and share with the other participants their conclussions. The facilitator should here encourage participants to provide feedback and additions afterwards.
Tips for the facilitation	The facilitator must encourage participants during the exercise to think about the criteria, matching volunteers to placements and how the categorization influences recruitment or management of volunteers.

Evolvet

Reference	3.2 **BACK TO THE THEORY**
Title	Cardboards
Overview	This activity helps to show that many opinions about volunteering exist and to increase understanding about what is volunteering among participants.
Goal	• Recognize and share participants' opinions about what is volunteering. • Make participants aware about the different types of volunteering definition and explore if they are related to the personal experience or organisational backgrounds of volunteer managers involved on the activity.
Type of activity	Warming up, group discussion, brain storming.
Time requirement	30 minutes.
Space requirement	Training room with tables and chairs.
Group size	From 10 to 30 people.
Material needed	• Exercise cards (Annex 3.2). • Pens and papers to take notes.
Procedure	This exercise can be done in a big group or dividing participants into smaller teams. However, it is recommended to try to work in small amounts of people (5 to 7 people groups) to ensure an active participation of all the learners. Steps to be followed to implement the activity: • Step 1: Participants sit down around a table and are given the cards included on the exercsise (printed and cut). They are faced down on the table and mixed all. • Step 2: One by one and following an order in the group (E.g. clockwise direction), each person picks up one cardboard, reads it out loud and says if the sentence is "true" or "false" according to the opinion of this person that must be properly justified. Then a small discussion can be opened inside the group to discover the points of view of all its members about the concept exposed by the card. This process is repeated as many times as needed till all the cards have been read. When participants take a card with the text "Volunteering is..." they would need to provide their own definition of

volunteering or use the card to put on the table controversial prejudices about voulnteering.

Steps to be followed to implement the activity:

• Step 1:

Participants sit down around a table and are given the cards included on the exercsise (printed and cut). They are faced down on the table and mixed all.

• Step 2:

One by one and following an order in the group (E.g. clockwise direction), each person picks up one cardboard, reads it out loud and says if the sentence is "true" or "false" according to the opinion of this person that must be properly justified. Then a small discussion can be opened inside the group to discover the points of view of all its members about the concept exposed by the card. This process is repated as many times as needed till all the cards have been read. When participants take a card with the text "Volunteering is..." they would need to provide their own definition of volunteering or use the card to put on the table controversial prejudices about voulnteering.

Debriefing and follow-up	The whole activity is a debriefing exercise but it is important that at its end the facilitator asks participants how many opinions appeared, how many were similar, comment them and present a current existing description of volunteering (It could be used the one included on the theoretical part of this manual related to this exercise).

Evolvet

ANNEX 3.2

Volunteering is relatively uncoverced	Volunteering is intended to help	Volunteering is done without primary or immediate thought of financial gain
Volunteering is work, not play	Volunteering is a way into workplace	Volunteering is a way to free vacations
Volunteering is a form of occupation for unemployed people	Volunteering is a form of occupation for retired people	Volunteering is a way to get social promotion
Volunteering is …	Volunteering is …	Volunteering is …

Toolkit 2

VOLUNTEERING IN A GLOBALIZED WORLD

INTRODUCTION

A well-developed system of voluntary work and a broad experience in carrying out volunteer management are particularly useful in the implementation of development projects. Each development project requires a wide variety of different skills and the knowledge of the mechanisms of the functioning of the modern world.

Therefore, in the second toolkit of this manual, it is attempted to define the basic concepts and notions inextricably connected with the involvement of volunteers in a globalized world. According to this, the next pages will raise the question "Can a volunteer transform the contemporary world?" meanwhile they provide milestones related to the concept of diverse societies that compose this scenario and briefly describe those indicators that base their variety (E.g.: genders, religions, languages, etc.). Additionally, the term of globalization and its positive and negative impact on societies' development is comprehensively described.

The toolkit also presents in detail the volunteers' involvement in development projects, starting with an explanation of what does the development cooperation consist in, followed by information about issues related to the participation of the volunteers and finishing with identifying their role in such projects. This includes a description of the essential knowledge and skills for the volunteer to carry out such projects and succeed on the implementation of their task and responsibilities. To define this, the next pages also mention the different stages on which volunteers are involved during a development project (Before, In Action and After) and analyze the main issues that volunteer coordinators should have in mind when training volunteers about their new hosting country and the standards or rules for maintaining their safety while staying abroad.

This toolkit also includes a series of practical exercises that allow volunteer coordinators to better understand what globalization is, how does the modern world work and to experience the cultural and social differences existing on it (in order to be transferred afterwards to those volunteers under their responsibility).

4. CAN VOLUNTEERS TRANSFORM THE WORLD?

"Do a little bit of good wherever you are; it's those little bits of good put together that overwhelm the world." Desmond Tutu, South African Nobel Peace Prize Winner

A provocative question stands at the beginning of this unit and second toolkit of this manual. And it must be denied immediately. Of course, volunteers cannot change the world, but their effort makes a difference for the facilities in which they work, for the people or the environment they are involved in.

With volunteering to understand, implement and inspire. Volunteers get to know new cultures and different lifestyles. Dive into the lives of the local people. **Only by reflecting and understanding volunteers can use their strengths during their volunteering and pave the way for a better future for the people and the area (not immediately, but long term).** Moreover, with their own experiences they will be able to inspire their families, friends and colleagues. Volunteering in a foreign country is a strong experience and will surely leave traces in the lives of volunteers especially after their return.

What does this mean for the work with volunteers? Primarily, it is important that the volunteers critically questioning their own intention for the job and getting a clear idea about what they will expect: Why do I do this? What do I want to achieve? What am I willing to invest? Where do I go? Can I arrange myself with the local conditions? Can I adjust sufficiently? Secondarily, this self study will foster on them skills and attitudes which are needed for volunteering in a development project, such as:

"You must be the change you want to see in the world."
Mahatma Gandhi

Exercise 4.1:
World game

Exercise 4.2:
Globalisation Bingo

• Building knowledge, skills and values that promote a willingness to take responsibility (in the global context).

• Understanding that people have different points of view, values and attitudes.

• Practicing change of perspective, assertiveness and empathy.

• Identifying the causes, characteristics and effects of conflict.

• Getting to know ways of resolving conflicts and peace work.
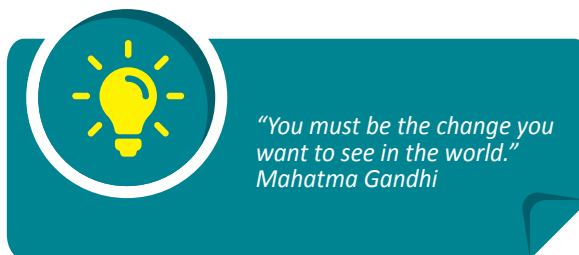
5. HOW TO LIVE AND LEARN IN A DIVERSE SOCIETY?

5.1. WHAT IS DIVERSITY?

The term diversity has a wide range of used terminology. However, all the current literature shares the consensus that the concept should be formulated holistically to equally include the variety of dimensions. Diversity refers to those human identities and characteristics that are distinctive to other people. Here, **diversity may refer to various forms of symptoms and it is not just about the classic visible difference characteristics such as gender, age or ethnicity, but also about not immediately recognizable features such as religious beliefs, sexual orientation, cultural background, care responsibilities or work functions** (Schwarz-Wölzl and Maad, 2004: 7).

Additionally two more definitions should be mentioned as a reference to define the point of view that this material wants to offer and outline about what diversity is:

The core concept of the diversity discourse can be summed up as the recognition of human diversity and the pluralisation of life forms in their individual, social and political dimensions. Diversity approaches differentiate themselves from other approaches which define difference as a problem which has to be remedied. By contrast, differences are viewed here as a source of enrichment which are worth promoting. (Rosenstreich, 2011: 232)

Diversity stands for social plurality, and for the heterogeneity and variety of life situations and life plans which are characteristic for late modernist societies. The causes behind this development are considered to be not merely the diversification of social situations, but also the increasing significance of globalised mobility. (Eggers, 2011: 256)

According to all of this, different facts or components (As well as its balance or inequality) should be considered in order to evaluate not only if a community can be considered as diverse, but also how it accepts and promotes (or not) this diversity among its members and on its policies:

- Gender identities. Also if they influence the role or position of each person in the community at both, personal and professional level.

- Sexual orientations. Also their recognition, rights or status from the legal point of view.

- Ages. Children, teenagers, youth, adults, elderly, etc. and the relation among them.

- Socioeconomic classes, castes, lineage, tribes, etc..

- Religions, beliefs, faiths and worships.

- Societal inequalities, groups on risk of exclusion or citizens with fewer opportunities.

- Ethnicities, cultural backgrounds and nationalities.

- Languages spoken (both, official ones related to the community and not official but spoken by those who are part of it).

5.2. EDUCATIONAL DIMENSION OF DIVERSITY IN THE WORK WITH VOLUNTEERS

The globalization is increasing, the world population is on the move and societal changes are reasons why people, families, cities and countries are becoming melting pots of different people, lifestyles and cultures. Everybody is facing this reality and that is why it is important to foster attitudes like respect, justice, fairness and equality among learners around the globe. The goal is to promote on them the respect towards differences, noticing similarities, valuing diversity and reflecting about their own identity. This approach is based on different main principles:

- Perceiving and recognizing similarities and differences.

- Developing respect for other ways of life, cultures, societies and traditions.

- Learning that diversity is a precious asset and enriching.

Exercise 5.1:
Barnga

Exercise 5.2:
On the pasture

Exercise 5.3:
Surprise, surprise!

- Seeing the influence of habitats and living conditions on cultures and societies.

- Recognizing and acknowledging different perspectives.

- Providing the ability to investigate the causes of prejudice and discrimination; being able to reverse these and work actively against that.

6. HOW TO DEAL WITH GLOBAL INTERDEPENDENCIES?

6.1. WHAT IS GLOBALISATION?

The term "Globalisation" is relatively new. Remarkably enough it became a well known term illustrating global relations in politics and the economy within a few years. Meanwhile the term is used without any hesitation to describe and explain a range of developments, if we look into the past, we can see quite a lot of examples matching the requirements which nowadays would be considered as consequences of globalisation.

In most of the cases, globalisation is associated with economic issues such as the borderless trade of goods and services or the outsourcing of production into so called low-wage countries. In the year 2002 the OECD defined globalisation as follows: "The term globalisation is generally used to describe an increasing internationalisation of markets for goods and services, the means of production, financial systems, competition, corporations, technology and industries. Amongst other things this gives rise to increased mobility of capital, faster propagation of technological innovations and an increasing interdependency and uniformity of national markets."

In reality, the focus on economic relations is insufficient. When talking about the dimensions of globalisation a lot more perspectives have to be taken into consideration. In the Millennium Report the UN states (UN, 2000): **"The greatest challenge we face today is to ensure that globalisation becomes a positive force for all the world's people, instead of leaving billions of them behind in squalor.**

Inclusive globalisation must be built on the great enabling force of the market, but market forces alone will not achieve it. It requires a broader effort to create a shared future, based upon our common humanity in all its diversity."

The phenomenon of globalisation encompasses various dimensions, besides economy and politics, such as:

• **Culture:** The process of globalisation could lead (in a pessimistic way of thinking) to a threat for the variety of cultures. In the current discussion there exists the populist assumption, that increasing global relations would inevitably lead to a mishmash of culture and would mean the end of unique traditions. This reasoning is based on the assumption, that culture is something completed and stagnant. In reality culture is always fluent and subsists on exchange and new influences.

• **Environment:** The global climate change, the steadily decrease of rainforest or the amount of plastic in our oceans are phenomena are concrete consequences of the world's development in the last decades. The rising consumption of goods, the increasing mobility and the use of dirty sources of energy have lead to a point, where we more and more feel and experience the negative consequences of globalisation in our environment. Those problems are no more regional or local. They are global and should therefore become matters of global responsibility.

• **Technological:** The great promoter of globalization has been the technological revolution. All the changes related to ICTs (internet, e-mail, social networks, etc.) have globalized communication and information.

- **Employment:** The technological revolution also has direct consequences on work. However, it is not only about the destruction of employment, it is a much more complex process with important changes in the relations among companies, technology, trade unions, labor force, national economy, etc. (Castells, M. 2000).

- **Migration:** Due to economic crises and natural catastrophes, persecutions, wars, etc. globalization has had an exponential growth in migrations.

In any case, whether one is for or against, globalization is an irreversible phenomenon as explained by Beck, U. 1998 in "What is Globalization? Fallacies of Globalism, Responses to Globalization"

*Castells, M. (2000). Globalización, sociedad y política en la era de la Información. **See document online in Spanish here***

Beck, U. (1998). What is Globalization? Fallacies of Globalism, Responses to Globalization. Barcelona. Paidós. (pp. 35-36)

6.2. EDUCATIONAL DIMENSION OF GLOBAL INTERDEPENDENCIES IN THE WORK WITH VOLUNTEERS

In our globalised world education can and should help people to meet the challenges they are confronted with (now and in the future, especially for volunteers working in the global South).

However, the wide variety of personal profiles and learning approaches existing when training potential volunteer coordinators and volunteers demand the use of interactive and playful methods that could provide learners the knowledge, skills, understanding and values to contribute to a world, in which global citizens live together to ensure a liveable environment for themselves and future generations.

According to this, learning procedures on this sense must produce accessible materials for different types of users that could make them understand that the people, economy, places and circumstances are so inextricably linked that decisions and events have impact on a global level. The goal must be to make learners perceive themselves as part of the interconnections previously mentioned and explored during the implementation of the exercises on this field also proposed on this toolkit. According to this, learners should have the capacity of:

- Naming global aspects in daily life.

- Realizing that their own decisions have personal and global consequences.

- Recognizing and considering to deal with the connection between their own lives and the lives of others.

- Seeing the world as a global community.

- Being aware that decisions are taken in their country, can also affect people in other parts of the world and vice versa.

Exercise 6.1: The beads game

Exercise 6.2: I agree, I disagree

7. HOW TO BE A VOLUNTEER IN A DEVELOPMENT PROJECT

7.1. WHAT IS DEVELOPMENT COOPERATION?

José Alonso and Jonathan Glennie (2015) say that is the "Activity that aims explicitly to support national or international development priorities, is not driven by profit, discriminates in favour of developing countries, and is based on cooperative relationships that seek to enhance developing country ownership"

Alonso, J. and Glennie J. (2015). What is development cooperation?

According to them, development cooperation is different from international cooperation as the first must be considered as a part of the second. However, they underline that there are fields of international cooperation that are not directly related to development such as sharing laws about international flights or adopting preventive measures against terrorism.

Development projects try to contribute to the development cooperation, being its "hands". They can be implemented by several agents, such as NGOs, religious institutions, governments, intergovernmental organizations and enterprises. Often some of them even work together in a cooperative relationship that wishes to improve developing country ownership.

"This Earth is our only home. Together, we must protect and cherish it." Ban Ki-moon

7.2. WHAT ARE THE CHALLENGES IN THE FIELD ABROAD AND HOW TO DEAL WITH THEM?

The challenges in the field are as much diverse as the complexity of the world problems, so there are many kinds of relief support depending on various factors such as country, culture, religion, political situation and context, demography, security issues or the problems that their population encounter.

It is important to realize that in the field, the persons who carry out a project face (in a very brief description) three phases: before, in action and after.
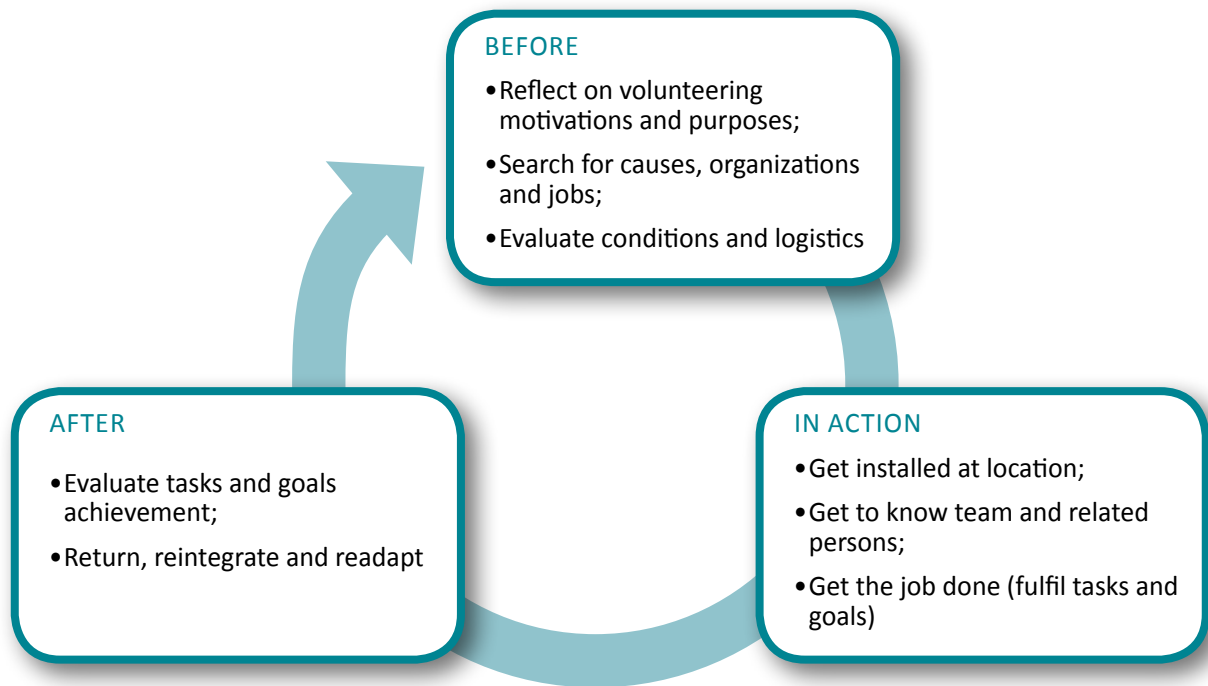
BEFORE
- Reflect on volunteering motivations and purposes;
- Search for causes, organizations and jobs;
- Evaluate conditions and logistics

IN ACTION
- Get installed at location;
- Get to know team and related persons;
- Get the job done (fulfil tasks and goals)

AFTER
- Evaluate tasks and goals achievement;
- Return, reintegrate and readapt

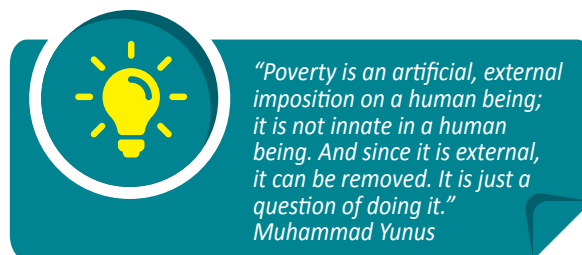*Figure 1 - based on the phases from the mission cycle (Fernandes, 2009, p.23)*

These three stages must be clearly recognized by the volunteer coordinators and it must be the goal of their facilitator and trainer to make them able to identify them when working with volunteers:

- **Before:** the first phase begins before being deployed and not when volunteers travel. What might be more determinant to volunteers' experience is how they are prepared (by both, the volunteer coordinator or themselves). So, before every mobility or action, it is important to make volunteers reflect about their motivations to be part of a project as a volunteer, search the causes and organisations they want to help to achieve their mission. Before taking a decision, volunteer should properly evaluate the terms of reference, conditions and logistics that the organisation is offering them: Do they agree and accept them? To find the way to be aware about the results of this reflection is essential for volunteer coordinators in order assign volunteers to concrete projects in an efficient way.

- **In Action:** it is natural that volunteers get across several challenges during the implementation of a project, so is important that the volunteer coordinator have in mind and remind them that volunteers should:

  - Be able to adjust to the toughness of field work and having the strength to face each challenge.

  - Be flexible enough to adjust to different situations that shock with their values and maintain the equilibrium throughout the time of their assignment.

  - Although they are away from their beloved ones and relatives is important that they keep their emotions under control, with a loving heart towards the ones in need, themselves and even the ones who try to abort their work.

  - Maintain healthy routines such as enough sleeping hours, keep social relationships with people who care

about them (even if it is with their relatives by phone or internet), practice regular physical exercise, try to establish a clear working schedule (avoiding too much working hours that can lead to exhaustion) and also not skipping meals.

To take care of all of this and guarantee that volunteers follow these guidelines will contribute to maintain their lucidness in order to make them take right decisions in a very particular ambience and on their volunteer assignment (something that can be sometimes out of the control of volunteer coordinators due to geographical and distance issues).

- **After:** It is often forgotten by volunteer coordinators to invest time and energy in the ending of the cooperation and debriefing with their volunteers. If this reflection does not happen, volunteers could not be aware about what happened during their project and fully realize about the impact that they had on it (and that the project had on their lives). According to this, it must be an obligation of the volunteer coordinator to offer volunteers the time and space to make this evaluation possible and ensure that it is done. During this process, volunteers must be given the time to analyze the profoundness of their experience in the achievement of their life project. Especially after longer periods of time in development projects, volunteers may encounter some challenges on the readaptation to their home places as they may feel maladjusted. Even if this is a natural issue, volunteer coordinators should always being available to support volunteers during the time needed to readapt and readjust themselves.

"Poverty is an artificial, external imposition on a human being; it is not innate in a human being. And since it is external, it can be removed. It is just a question of doing it."
Muhammad Yunus

7.3. WHAT IS THE ROLE OF A VOLUNTEER IN A DEVELOPMENT PROJECT?

When volunteers are assigned to a development project they will serve the purposes of the organization who leads the activities and the objectives or goals defined to that specific action. **So, it is important, before accepting the task, to realize if those aims fits with the personals aims of the volunteer.** That combination is the key to the course of the project experience.

"Volunteering fosters empowerment and broad-based ownership, through which even the most disadvantaged groups can contribute to more stable and cohesive communities. Volunteering is both a manifestation and driver of social capital and civic participation, involving more people in the decisions that affect their lives. In particular, it can help disadvantaged populations move from being passive recipients to becoming engaged actors in their own development. As a component of peace or development programmes, particularly at the community level, volunteering provides a sense of belonging and ownership, putting marginalized communities at the centre of their reconciliation and/or development processes. It is also an important means by which individuals gain the skills necessary to realize their economic potential".

United Nations Volunteers, 2010

7.4. WHAT IS "THE PERSONAL PROJECT" WITHIN A DEVELOPMENT PROJECT?

"We can do anything we want, if we stick long enough." Helen Keller

Exercise 7.1: What are my motivations?

Decide to choose or not a project is a part of a wider personal plan from the volunteer's point of view. According to this, i**t is important to make a profound reflection about what moves volunteers to join on a development or relief project: what are their motivations and expectations.** For this reason, it is also fundamental that volunteer coordinators understand that volunteers' decisions will have an impact not only on them, but also on those who are closer to them, their family and friends. Volunteers must be aware that when they compromise to be a part of a development project, they decide (even if it is for a short period of time) to leave "things" behind that when they come back most probably will have to encounter them again.

7.5. WHAT IS THE EXPECTED BEHAVIOUR FROM A VOLUNTEER WITHIN THE DEVELOPMENT PROJECTS?

"I like it when someone tells me 'I don't agree.' This is a true collaborator. When they say 'Oh, how great, how great, how great,' that's not useful." Pope Francis

Among other things, organizations who carry out development projects expect that their volunteers follow their values, rules and that they accomplish the terms of reference given to them. Everybody on the project is expected to do everything in their power to fulfill the goals defined to each specific development project. However that doesn't mean that the volunteer shouldn't have or show a critical sense while is doing it. **One of the most remarkable aspects of being a volunteer is the independence generated by the fact that they exercise their work for no other reasons besides the accomplishment of a development project.**

Exercise 7.2: Volunteer's behaviour in development projects

To have an active attitude and communicate to the volunteer coordinator and other project staff their opinion will make a huge difference in the mission of the volunteers. However it is not an easy thing to do. According to this, it is vital that the volunteer coordinators train volunteers on how to express opinions and be prepared to deal with the persons who don't receive them well. For this reason, it is important to make volunteer coordinators also reflect and point those non-admissible behaviors a volunteer could have and list them for their potential management.

7.6. WHAT SHOULD A PERSON KNOW ABOUT THE DESTINATION COUNTRY?

In the Before phase volunteer coordinators must properly prepare volunteers, including getting to know in advance the country they are traveling to and, if possible, the region they will be displaced. There are many aspects that the volunteer coordinator must motivate the volunteer to learn such as the history of the country, religion(s), safety guidelines, political situation, climacteric and sanitary conditions, economic values, culture aspects of the country, etc. To have a deeper knowledge of the country that volunteers will encounter will make their integration easier.

That knowledge will allow volunteers to behave properly in a different context. For instance if the region they will be deployed is cold and rainy, they will take the appropriate clothes; if there is no potable water, they should try to learn how to live in those conditions; if there are rules to dress in an specific manner, they should consider to follow them; if they do not know the religion, they should study it; and so on.

Naturally, a deep understanding of the country or region where volunteers are going to be deployed will influence their behavior and the load of work of the volunteer coordinator while they are there. Volunteers must understand that as foreigners, they are guests of that country. As when they go to the house of a person they don't know, they should behave also as guests and being respectful and following the "rules of the house" (in this case, the country).

7.7. WHAT SHOULD VOLUNTEERS KNOW TO PROTECT THEMSELVES IN THE FIELD?

One of the critical issues in a development project is the personal security of the people involved on it. It is crucial that their safety is taken in consideration, even if they go to the field as a group. There are some practical small things that on this sense volunteer coordinators must invite volunteers to do even before the trip, such as put on the suitcase a small first aid kit, in order to ensure some basic health issues and make an appointment to a doctor specialized in travels.

"Volunteerism benefits society at large and the individual volunteer by strengthening solidarity and reciprocity among citizens. It can transform the pace and nature of development and peace initiatives." United Nations Volunteers

The first thing to do at their arrival is that volunteers present themselves at the embassy or consulate of their country, and if it doesn't exist, to go to the one who represents it. There they fill the forms requested so their presence on the area is registered. There they will be also be informed about the evacuation plan defined, in case there is the need to do that.

It is important that volunteer coordinators shows the volunteers under their responsibility and make them understand about the security circumstances and the dangers they might encounter in the place they are deployed, so they can avoid them or act on them.

Toolkit 2

EXERCISES

RELATED TO UNIT 4

Reference	4.1	BACK TO THE THEORY
Title	World game	
Overview	Own assumptions are not always in line with reality. Based on world's population and wealth for certain regions personal assumptions and real relations are compared. The unequal allocation of wealth gets visible and allow to learners involved on this exercise to notice it properly	
Goal	• Participants become aware of their own estimations regarding the world's population and wealth and their allocation. • Those estimations get confronted with the real numbers and allocation realities. • Statistical data gets tangible and comparable. • The unequal distribution of the world's total wealth gets visible.	
Type of activity	Simulation game / exemplified game.	
Time requirement	30 minutes.	
Space requirement	There should be enough space for the participants to split up into 6 groups.	
Group size	10 to 30 people.	
Material needed	• Region Cards (sheets with the name of the world continents or areas written on them. • Chairs (as many as participants) • Statistical data that could be considered interesting by the facilitator (Annex 4.1).	
Procedure	Steps to be followed to introduce the activity: • The facilitator spread the region cards (symbolizing the world's regions) in the room so that there is enough space in between them (Count the number of participants and figure out the appropriate allocation of participants).	

• Explain that there are now 6 region cards in the room illustrating Europe (incl. Russian Federation), Africa, Asia, North America, South America and Australia and Oceania.

Steps to be followed to implement the activity

• Step 1: World's population.
The facilitator tells the participants to imagine that they are 100 % of the world's total population. They will be asked to split up and gather around the region cards, so that the participants (representing 100 % of the total population) match the real proportions (E.g. 5 will stand on Asia, 3 in Europe, 2 in Africa, etc.). Afterwards the facilitator explains them the proportion mentioned in the statistical data sheet (see below). Some useful questions at this stage to make to learners could be: What do you think about the allocation now in comparison to the one you chose yourself? Are you surprised by the number of people in any region? Why? Why not?

• Step 2: World's wealth
There should be as many chairs as learners in the room. The facilitator tells the people to imagine that these chairs represent the world's total wealth (measured as absolute GDP). Then, they are asked to distribute the chairs around the region cards in the ratio, the world's wealth is allocated between the regions. Afterwards they go back to the regions, where they have been before when representing the real world's population, and should try to sit on the available chairs. The logical consequence is that some have got a lot chairs to sit down (E.g. in North America, where a relatively small number of people live in great wealth). In other regions there are fewer chairs as participants and they have to struggle to find enough place to sit (e.g. in Africa). The unequal allocation of wealth gets visible and experienced. Some useful questions at this stage to make to learners could be: How do you feel now? Does anybody feel uncomfortable? Why this distribution?

| Debriefing and follow-up | Out of the reflections made by participants after each step, it is important that the facilitator explains them the reasons why this exercise was chosen (To notice the disparity between people's wealth).

At this stage other types of world maps biased with the factors population and wealth can be also showed to illustrate participants (they can be easily found here: www.worldmapper.org). As a follow up of this exercise, the facilitator can also present further statistical data to the participants or start a discussion about unequal wealth distributions and possible reasons. |

ANNEX 4.1

Population

Region	Absolute (in Millions)	Percentage	10P	15P	20P	25P	30P
Europe and Russian Federation	738	10,1	1	2	2	3	3
North American	358	4,9	0	1	1	1	1
South and Middle America	634	8,6	1	1	2	2	3
Asia	4.393	59,9	6	9	12	15	18
Africa	1.186	15,9	2	2	3	4	5
Australia and Oceania	39	0,6	0	0	0	0	1
World	**7.057**	**100**	**10**	**15**	**20**	**25**	**30**

Source: Deutsche Stiftung Weltbevölkerung 2015: http://de.statista.com

Wealth

Region	Absolute (in Billion US$)	Percentage	10P	15P	20P	25P	30P
Europe and Russian Federation	21.987	31,56	3	5	6	8	9
North American	16.831	24,16	2	4	5	6	7
South and Middle America	5.614	8,06	1	1	2	2	2
Asia	21.678	31,12	3	5	6	8	9
Africa	1.880	2,70	0	0	1	1	1
Australia and Oceania	1.669	2,40	0	0	0	1	1
World	**69.659**	**100**	**10**	**15**	**20**	**25**	**30**

Source: United Nations Conference on Trade and Development (UNCTAD): Handbook of Statistics 2014
www.unstats.un.org

Reference	4.2	BACK TO THE THEORY
Title	Globalisation Bingo	
Overview	The main idea is to allow participants to use all the room space by walking around meanwhile they discover more about their colleagues and notice the global relations that they have and in connection with their everyday lives.	
Goal	• Get to know each other, interests and training expectations. • Reduce personal barriers and promote the team spirit of the group. • Get conscious of global influences and the relation to learners' experiences. • Introduction to the topic of globalization (or other that could be considered as needed by the facilitator).	
Type of activity	Introduction game, name game, energizer.	
Time requirement	15 to 20 minutes.	
Space requirement	The space should be big enough to allow participants to walk around freely.	
Group size	10 to 30 people.	
Material needed	• Bingo Sheets (Annex 4.2). • Pencils or pens.	
Procedure	To begin with, participants receive a pen or pencil and one bingo sheet to be handed out by the facilitator (one per person). Then, the facilitator starts the activity by telling participants to walk around and ask the questions written on the bingo sheets to the other persons (no more than one question each time they meet someone). If the answerer can affirm the question, the name of this person is noted on the bingo sheet and square related to the question done (E.g. Speak Spanish). The person, who achieves to have nine names on the sheet shouts out "BINGO" (names can be repeated). The winner might be rewarded with a small price for the effort.	

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Debriefing and follow-up	To debrief the activity, the facilitator tells participants to get back on their chairs and ask them some questions. The following questions could be asked:
	• Was it difficult to get together the names on the bingo sheet?
	• Which were the most difficult ones? And the least?
	• Why do you think we have done this activity?
	As a follow up and for other sessions or topics, the facilitator can ask participants to create their own Bingo sheets by giving them empty ones which content they should agree or decide.
Tips for the facilitation	It is important to make participants aware about the global relations that link them: "As we all realised, our everyday life is full of influences from other parts of the world. We consume Flowers from Kenya, T-Shirts made in India or listen to South American Tango. This way of living has become ordinary reality".

ANNEX 4.2

Knows where his/her mobile phone was produced	Knows, who was Bob Marley	Speaks Spanish	Eats regularly tropical fruits (e.g. Oranges, Mangos, Bananas)
Knows where his/her T-Shirt comes from	Has consumed a "fair" product in the last week	Goes to work by foot or bicycle	Has got friends from other countries
Has got a Facebook©/ Twitter©/ Skype© Account	Has got a car	Has already been in a developing country	Has ever been out of Europe

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RELATED TO UNIT 5

Reference	5.1 BACK TO THE THEORY
Title	Barnga
Overview	Barnga is a card game that helps to experience diversity in a very interactive and accessible way. It simulates many situations where people with a different set of rules meet. The game makes it possible to experience how it feels to come to a different place where the "local rules" are not obvious. The participants deal with the situation in a matter of routine, as they do not know it is a simulation game. It is possible to self-reflect one's own behaviour in dealing with the unknown.
Goal	• Experiencing how to deal with different rules or strangers, who are not familiar with the "local" rules. • Promote empathy towards migrating groups and allow to participants to put themselves in the shoes of other people meanwhile they analyze their own behaviour towards them.
Type of activity	Group simulation, card game.
Time requirement	70 minutes.
Space requirement	1 room with 5 tables with 4 to 6 chairs (depending on group size).
Group size	12 to 30 people.
Material needed	• General rules on a flipchart or printed on A3 (Annex 5.1.1). • Flipchart and pen. • 5 sets of cards (28 cards from Ace to 7). • 5 different rules, printed (1 copy for each table) (Annex 5.1.2). • 5 signs with a table number (1 to 5). • Bell, to mark start and end of a round.

Procedure	
	Before starting with the activity, the facilitator must prepare the room with 5 tables and chairs and mark all tables with their numbers (from 1 to 5). A deck of cards must be then set on each table. A wide space must be left between the tables in order to allow that participants will not notice what is going on on the other groups.

Steps to be followed to implement the activity

• Step 1:
The facilitator invites participants to take a seat (they can choose where to seat but all the groups should have a similar amount of people) and welcomes them to take part on "Tournament on Five Tricks".

• Step 2:
Once all the tables are ready and participants on their places, the facilitator explains the general rules (Annex 5.1.1 Sheet) to the whole group and set them in a visible place (written or printed). The rules are:

1. You will have 5 minutes to study the rules for and practice playing "Five Tricks".

2. Then the rules will be taken away and no verbal communication will be allowed. From then on, you may gesture or draw pictures (not words!), but you may not speak or write or use sign language.

3. Then the Tournament will begin. Scoring begins, too.

4. Game Winner: Player with the most tricks in the game. Round Winner: the player winning the most games in the round. (Usually, several games will be played during a round).

5. Each round lasts a few minutes.

6. Players move like this at the end of each round:

 - The player who has won the round moves up to the next highest numbered table. If there are more the than 4 players at a table, the 2 players who have won the most games during a round move up to the next highest numbered table.

 - The player who has won the fewest games in a round moves down to the next lowest numbered table. If there are more the than 4 players at a table, the 2 players who have won the fewest games during a round move down to the next lowest numbered table.

 - The other players remain at their table. |

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• Step 3:

Start of testing round on which the facilitator reminds to participants to be silent from now on. The facilitator hands out then the rules "Five Tricks". Every table should get different rules so the facilitator must ensure that the other tables do not recognize that the rules are different. As a tip for the facilitator, it is recommended to print out only one copy of each rule, so it looks all the same and the person responsible does not have to think about who got which rule.

• Step 4:

After 5 minutes, the facilitator takes away all the rules from all the tables and gives permission to start the tournament by ringing the bell.

• Step 5:

After a couple of minutes, the facilitator announces the end of the round. Winners and losers would need them to change tables according to the rules. It is important that participants are totally in silence during the process.

• Step 6:

The facilitator declares the beginning of the second round. From experience, this is the moment people get to be confused and want to talk, because nearly everybody feels like being treated wrong. This is the most important situation in the whole game! The facilitator must remind them, that talking is not allowed! The strategies are as diverse as the people are: some want that the facilitator should interfere, some are getting strong in expressing with gestures, some want to resign, etc. The facilitator must then stay strong and does not let them talk. It is important to remind them that they have to solve this amongst themselves and that they are free to draw signs, but not to talk or write.

• Step 7:

The game is repeated another 3 or 4 rounds. In the end, the facilitator writes down the overall winner and announces the end of the tournament (Which also means, that now talking is allowed again).

• Step 8:

Once the game has finished, the facilitator will leave the participants on their last table but letting them talk for several minutes. They need to express their experiences in this very moment. Afterwards the conversation must be brought back into the plenary and the reflection round starts (it is recommended that participants are seated in a circle and they can see each other properly).

Debriefing and follow-up	The facilitator will lead a reflection round on which the experiences and knowledge gained by learners will be compared with real life situations. According to this, it is important that participants describe first what happened during the game in order to establish afterwards parallelism with reality. The facilitator therefore asks questions such as: - What happened during the game? - What are the different ways of playing the game? - How did you feel when you noticed that something was strange? - How did you feel in the different roles? (E.g. staying on the table with one or two others (being the majority?). - How did you feel to change tables? - How was the feeling/atmosphere on different tables? Did the people come up with strategies how to deal with the "issue"? What was it? - What does the game suggest about what to do when you are in a similar situation in the real world? - How does this game focus our attention on the hidden aspects of culture? Afterwards and as a follow up, the facilitator could let the participants think about real life situations according to the simulated ones in the game. Some examples: a) "My mother tongue didn't help me any longer, because the local people didn't understand me" = not understood in this game simulates the speech prohibition and the difficulty occurring, to explain their own rules. b) "At one table came together 2 players who were originally from the same "home table". Being two they started to push their "home rules" through" = in reality the example Berlin Kreuzberg might be called, where the Turkish language has become the language of majority in the daily life. In a foreign country it is easier for the migrants to "join forces". This part and reflection can be also closed with a discussion on volunteer work which can lead to another chapter and issues: - How to cope with diversity being a volunteer in a foreign country? - How to prepare before coming? - How to manage a volunteer work?

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Tips for the facilitation	This game can only be played once in order to have this "Aha-moment" on participants as for them the rules are unknown. According to this, the facilitator must really make sure beforehand that everybody in the room doesn't know the game. It is one of the learning tools of developed by SivasailamThiagarajan and taken from his main works (Barnga. A Simulation Game on Cultural Clashes. 25th Anniversary Edition. Intercultural Press. USA. 2006.). **More Methods by Thiagi group can be found online here.**

ANNEX 5.1.1

Tournament Guide Sheet

1. You will have 5 minutes to study the rules for and practice playing "Five Tricks".

2. Then the rules will be taken away and no verbal communication will be allowed. From then on, you may gesture or draw pictures (not words!), but you may not speak or write or use sign language.

3. Then the Tournament will begin. Scoring begins, too.

4. Game Winner: Player with the most tricks in the game.

    Round Winner: the player winning the most games in the round. (Usually, several games will be played during a round).

5. Each round lasts a few minutes.

6. Players move like this at the end of each round:

    • The player who has won the round moves up to the next highest numbered table. If there are more the than 4 players at a table, the 2 players who have won the most games during a round move up to the next highest numbered table.

    • The player who has won the fewest games in a round moves down to the next lowest numbered table. If there are more the than 4 players at a table, the 2 players who have won the fewest games during a round move down to the next lowest numbered table.

    • The other players remain at their table.

ANNEX 5.1.2

Five Tricks: A card game - easy to learn and easy to play

Cards	Only 28 cards are used: Ace, 2, 3, 4, 5, 6 and 7 in each suit. Ace is the highest card.
Players	4 to 6 players.
Deal	The dealer shuffles the cards and deals them one at a time. Each player receives 4 to 7 cards (depending on group size).
Start	The player to the left of the dealer starts by playing any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play.
	Each player plays only one card one after another. The played cards together make a trick. Maybe there are not enough cards for all at the last trick. That means the round before last already determines the outcome.
Winning tricks	When each player has played a card, the highest card wins the trick. The one who played this card gathered up the trick and puts it face down in a pile.
Continuation	The winner of the trick leads the next round, which is played as before. The procedure is repeated until all cards have been played.
Suit	The first player for each round may play any suit.
	All other players must follow suit. (This means that you have to play a card of the same suit as the first card.)
	If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.
Trumps	In this game, spades are trumps.
	If you do not have a card of the first suit, you may play a spade. This is called trumping. You win the trick even if the spade you played is a low card. However, some other player may also play a trump (because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.
End/Win	The game when all cards have been played. The player with the most tricks wins the round.

3 ♠ 5 ♣ 6 ♥ Ace ♦ 2 ♠ 4 ♣ 7 ♥

Five Tricks: A card game - easy to learn and easy to play

Cards	Only 28 cards are used: Ace, 2, 3, 4, 5, 6 and 7 in each suit. Ace is the lowest card.
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	If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.
Trumps	In this game, diamonds are trumps. If you do not have a card of the first suit, you may play a diamond. This is called trumping. You win the trick even if the diamond you played is a low card. However, some other player may also play a trump (because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.
End/Win	The game when all cards have been played. The player with the most tricks wins the round.

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Cards	Only 28 cards are used: Ace, 2, 3, 4, 5, 6 and 7 in each suit. Ace is the lowest card.
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Reference	5.2	BACK TO THE THEORY
Title	On the pasture	
Overview	This exercise can serve as an introduction to many issues that have to do with exclusion or discrimination, for example as an introduction to the topic of migration. The feeling of not belonging to a group will be easily comprehensible and experienced by participants.	
Goal	• Participants experience the feeling of togetherness and aloneness and develop empathy for persons who face aloneness. • They learn that there are different ways to deal with "strangers" and the strangeness.	
Type of activity	Simulation game.	
Time requirement	20 minutes.	
Space requirement	1 room with enough space to walk around (tables and chairs must be put on the side).	
Group size	12 to 30 people.	
Material needed	• Scarves (as many as participants). • Animal cards (Annex 5.2). • Abag.	
Procedure	To prepare the exercise, the facilitator must say a day earlier that the participants should bring a scarf. After this, the facilitator must cut the animal cards, so that every participant will have one. It must be ensured that all species are represented and that the "flock size" is different. The cat should be there only once, from all other animals, there are several. All the papers must be folded in the middle and stored in the bag. Steps to be followed to implement the activity: • Step 1: Participants received from the facilitator the following introduction: "Imagine you are animals and you all live on a beautiful farm with big pastures. But somehow the farmer was not paying attention today and you're not only with your own specie here, but with all the animals from the farm. You urgently need to find your own flock, because it provides protection and understanding".	

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	• Step 2: The facilitator tells the participants the following rules for the game: a) No talking! b) Everyone picks a card from the bag and read it (Make sure no one sees it). c) Put the card in your pocket and cover your eyes with a scarf. d) Once I say "Go" the scene begins. e) Then you have to find your flock just by imitating the sound made by the animal on your card. • Step 3: Then the game begins. It is important that on this step the facilitator observes and pay a lot of attention to the behaviour of the participants, in particular of the "cat". The game is over when all the "animals" have found their flocks.
Debriefing and follow-up	To debrief and reflect about the learning obtained by participants during the exercise, all together will carry out a group discussion that the facilitator could guide using different questions such as: - How was the search for your flock? - What strategies have you used (listen and wait, offensive reach out to others)? - How did you find your fellows? How did you feel when you found them? - How did you react, when you came across other species? How did you feel? - How was it for the cat? How did you feel when you realized that there is no one like you in the room? - What strategies did you have? Defiance? Resignation? Adaptation? - What kind of real situation do you think this game represents?

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ANNEX 5.2

Animal cards

Cow	Sheep	Pig	Chicken
Cow	Sheep	Pig	Chicken
Cow	Sheep	Pig	Chicken
Cow	Sheep	Pig	Horse
Cow	Sheep	Pig	Horse
Cow	Dog	Pig	Horse
Cow	Dog	Chicken	Horse
Cow	Dog	Chicken	Cat

Evolvet

Reference	5.3 BACK TO THE THEORY
Title	Surprise, surprise!
Overview	A game that helps to experience how many unwritten rules can exist. In each country there seems to be some unwritten rules, that often are not even noticed, but everyone obeys them. The game makes visible that in some cultures the rules are the same and other totally different (for example tell us to do opposite). The exercise allows participants to learn many rules and experience diversity.
Goal	• Raise awareness of different rules of behaviour in different countries. • Make visible assumed behaviours and standards in a society. • Promote intercultural behaviours.
Type of activity	Socializing game.
Time requirement	30 minutes.
Space requirement	1 room with free space.
Group size	12 to 15 participants.
Material needed	• Paper (4 sheets for each participant). • Marker pens for each participant (the same colour).
Procedure	Steps to be followed to implement the activity: • Step 1: Each participant receives 4 sheets of paper. • Step 2: On A4 pages every participant writes (so that other participants cannot see it) 4 unwritten rules from their country (one per page) or particular for their culture (E.g. One should open a gift when they receive it (in Poland), not to send birthday wishes before exact date (in Germany), etc.). • Step 3: The facilitator collects pages and puts them on the floor. Participants walk around the room and read the rules and try to guess in which country it exists.

	• Step 4: The facilitator tells participants to write on each and every page their guessing. • Step 5: Once they are ready naming the country, all as a group check their guessing.
Debriefing and follow-up	The facilitator leads a group discussion and promote using different questions such as: - What have surprised you? - How many rules did you guess? How many did you not? - Are there any rules that can be seen in more than one country?, etc. As general conclusion, it must be highlighted by the facilitator that without knowledge of local customs it is difficult to obey the unwritten rules and be sure that people behaviour would be accepted. Knowing the rules enhances the successful communication and work with the members of a community.
Tips for the facilitation	While working with a group of participants from only one country the activiy can be modified. For example, the facilitator can give participants a list of rules from different countries that has been prepared in advance or ask them to write rules that, even if they are not from the participants countries, they are aware to.

RELATED TO UNIT 6

Reference	6.1 BACK TO THE THEORY
Title	The beads game
Overview	Within the "Bead Game" players swap with specific (later diversified) rules wooden beads of different colours, representing different point values. The aim is to acquire by favourable swap higher beads or more beads of the same colour and thus improve its balance. The players with high score have in the further course of the game the opportunity to change the rules in their favour. Power and powerlessness, economic strength on the one hand and lack of opportunities on the free exchange market on the other hand, these experiences covers the bead game. The experience that the rich get richer and the poor remain poor, is to be transmitted and reflected later on certain policy areas (E.g. The world trade situation in certain countries). The bead game usually has a strong, especially emotional ego-involvement of the players and intensive group dynamics result. Herein lays the particular appeal of this game, which is particularly suitable as an introduction or as deliberately playful approach to world trade issues.
Goal	• Notice about how the global market and commercial relations among countries work. • Understand better trade priorities of develop and non developed countries towards the rise of their societies. • Explore participants ways of see the world and how the react to others decisions that could affect them.
Type of activity	Simulation game.
Time requirement	70 minutes and 20 for reflecting.
Space requirement	A large room, where participants can walk around and chairs for all.
Group size	12 to 40 people.
Material needed	• Rules of the activity (Annex 6.1). • 5 times about 50 small wooden beads (for example, for wood chains) in the colours red, orange, yellow, green, blue. If case of need, other colours can be selected, but then also a corresponding point value assignment needs to be adjusted and the rules of the activity must be adapted.

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- 20 large wooden balls ("chips"), buttons or coins etc.

- Crepe Tape.

- Markers.

- A bag for the beads.

- Several poster backs (or panel) to write down the scores.

- A kitchen timer or watch to control the time.

Procedure	To begin with, the facilitator writes the rules on a large poster and explains it:

"In the following game you are representatives of different countries. Your task is, to improve your income, and with that your life situation by the exchange of beads. Everybody will take 5 beads out of this bag, without watching. So all players have an equal chance! Keep the beads hidden in one hand. Depending on the colour of the beads your score is calculated. The point's classification is stated on this poster. The trade itself is then carried out within trading years that I will announce. In addition, certain rules that we have here in writing apply to the trade."

After this the facilitator answers open potential questions. Then the code of silence applies and each participant takes 5 beads out of the bag. Then all names are listed on a poster. At least 6 columns are provided on the poster to record the scores. At the beginning the first name and the score will be recorded.

1st Trading year
The players have about 6 minutes to swap beads according to the rules. The facilitator pays particular attention to the code of silence, but also animates the players eager to exchange with different partners. Then the facilitator announces the imminent end of the first trading year. At the end, the scores are recorded.

2nd Trading Year
Again, the players have about 5 minutes to swap beads according to the rules. After the end of the second trading year, the players calculate their new score, which is recorded again on the poster. Then the players will be divided into 3 groups based on the calculated points.

– Group A = group of industrialized countries. Symbol: Square.

– Group B = group of emerging economies. Symbol: Triangle.

– Group C = group of developing countries. Symbol: Circle.

Each player receives a piece of crepe tape which the suitable icon depending on their score. The crepe tape must be visible adhered to all on the sweater. For the grouping, the easiest way is to call the one third with the most points to the square-group and the third with the lowest scores to the circle-group. The rest of the players get the triangle. However the better strategy is, to distribute the membership by point's stalls. So the top group is probably less than a third. If in doubt, the groups A and B are to be kept small and to make the turning points at distinct points intervals. According to the previously mentioned labels, the individual groups now sit together and discuss their experiences (E.g. Chances of affluence increase in trade, strategic approach as a group, etc.). Rule 3 (code of silence) is thus cancelled within the group. The groups consider particular which exchange strategies are most favourable to them. However, everyone is still playing for themselves and a swap outside the trading years (E.g. within the group) is not allowed.

3rd Trading Year

First, as usual, the players trade according to the rules (5 min.). Subsequently, the individual scores will be listed as usual. At this point there will be fast climbers and losers in each group. The group membership is made visible again by the crepe tape strips. Then again the individual groups of countries will sit together.

Here the facilitator informs participants about several tasks that they have:

- The group of A countries should consider how they (quite well for its own benefit, of course) can bring momentum to world trade. They get the chance to change two rules or ratings of beads of the game. The group should internally consult and then within about 5 to 10 minutes announce the changes. It is also allowed to alternatively introduce one or two brand new rules.
- The group of B countries may now show each other openly their beads and they have the opportunity to improve their situation by trading amongst them ("regional trade"). At the end every player should have 5 beads again.
- The group of C countries can also communicate openly with each other by showing and trading beads. In addition, this group receives but also a chip worth 200 points. It is generous development aid for poor countries. This chip must be somehow accommodated in the group.

4th Trading year

Before the trading year begins, is announced that all players who have exceeded a certain score can be obtained as a reward with a chip (= 200 points) for this trade year. The points limit for this award for technological innovation should be oriented at the score within the group of A countries.

Then again a trading year begins after the current regulations. Thereafter, the scores are recorded again after as announced, the chip was dealt to the fittest. Again, the player may, after the allocation has been made in the three groups, consult on a common strategy for the next trading year. Also, the A countries can change two rules or points ratings again. Before starting the next trading year, the A countries announce the changes.

5th Trading year

Again trade will take place according to the current rules. Probably it will prove quickly that only the A countries have interest in trade, while the other two groups see few opportunities to improve their economic situation. After 5 minutes, also this year trade is over. The individual score is recorded again on the poster. The new chips should not be forgotten for the fittest. The group's advice separated on the way forward. Again the A countries get the option to change two rules. However, this time they can formulate the new rules, after the B countries and the C countries have put forward their ideas about a design of trade rules.

B and C get approximately 10 minutes to (separately) discuss how they want to make the trade in the future. Then formulate demands or requests to the A. Subsequently, the group representatives go back to their groups. A group reconsiders then again the situation and then after a further 5 minutes, the new rules will be announced by the A countries. Prolonged negotiations should only be allowed if a majority of players can be involved.

6th Trading year

The exchange takes place according to the rules currently in force. The players from group B and C will probably not participate in large part on trade. After 5 minutes the trading year ends. The facilitator is asking the players to sit down and record the scores. It probably makes sense to end the game at this point.

End of the game

First, there is probably a high need to talk to each other. After the completion of the game and intensive discussions with each other, there should be a detailed discussion in the plenary.

Debriefing and follow-up	To debrief as a group, the several questions can be used by the facilitator to drive the discussion: • What was the initial situation, how far were rich and poor apart at the beginning? • Which poor country became rich and which rich country became poor during the game? In what way?

- Which rules have proven to be effective for wealth or poverty?

- What are the A to deal with the opportunities to change the rules? Goods only selfish interests or even the functioning of the total system in mind?

- How have the rule changes been experienced by the B and C countries?

- When was (Whom?) showed that the constant preference for one group represents the functioning of the entire system (trade) in question?

- Which ideas for action (E.g. Denial) came up to the B and C countries minds?

- How was the individual climber or relegated experienced, rated, pressured?

- Which real life situations do the game simulates, for example, the world trade situation of "developing countries"?

- Where are the similarities? Where the differences?

This "The Beads Game" was modified from the Welthaus Bielefeld after a model of the Swiss aid organization "Brotfüralle".

ANNEX 6.1

The rules:

1. The facilitator will announce the start and end of the trading years.

2. During the trading years, it is only allowed to talk with the exchange partner.

3. The beads are to be kept hidden in a hand.

4. Only one bead can be exchanged for a bead.

5. Beads of the same colour may not be exchanged.

6. If you want to trade, give your partner the hand. Only then talking is allowed. Does not constitute an exchange, the hands may be released only when the trading year ends. Otherwise, you can repeatedly exchange within one trading year.

7. Who does not want to trade, holds his hands clasped behind his back.

Points system:

Red	50 P
Orange	30 P
Yellow	20 P
Green	10 P
Blue	5 P

Additional points

3 beads of same colour	30 P
4 beads of same colour	60 P
5 beads of same colour	90 P
Chip	200 P

Evolvet

Reference	6.2 BACK TO THE THEORY
Title	I agree, I disagree
Overview	By giving a provocative or ambiguous statement different attitudes and opinions concerning a certain topic come together. The involved persons express their attitude and opinion by agreeing or disagreeing to the statement and according to their holistic point of view and life backgrounds.
Goal	• Get into the topic of the toolkit. • Reflect on global interdependencies and developments. • Promote assertive communication and active listening. • Develop empathy and the exchange of points of view towards dialogue. • Find out different approaches and attitudes concerning a topic.
Type of activity	Group dynamic, open discussion.
Time requirement	20 to 30 minutes.
Space requirement	There should be enough space in the room for all participants to move comfortably.
Group size	10 to 30 people.
Material needed	• 2 sheets of paper saying "I agree" and "I disagree". • Several controversial statements on Globalisation (E.g. Developments, dimensions, relations, etc.).
Procedure	To prepare the space, the facilitator puts the sheets of paper saying "I agree" and "I disagree" on the floor. There should be enough space between them so that the participants can stand between them comfortably. With some imagination the participants can now see a scale with different steps in between from "I agree" to "I disagree". Steps to be followed to implement the activity: • Step 1: The facilitator gives a statement (among those previous written down and prepared about the topic) and asks participants to position themselves according to their opinion. If people fully agree with the statement, they move to the sheet saying "I agree". If fully disagreeing, they move to the

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other side of the room. There are also possible steps in between. If someone does not fully agree or disagree but tendentially, the person moves somewhere between the two poles.

• Step 2:

After every person has found a position, the facilitator asks them why they are standing there. In many cases there comes out a discussion on the topic. The facilitator should at this moment function as a moderator for the discussion and also question existing opinions but not giving personal ones.

This procedure is repeated by using different statements on certain topics. Every statement is followed by a discussion about positions of members of a group (E.g. To spot how many people take one and another side) does it depend on statement?

Example statements that could be used:

- The world became richer in the last 30 years.

- Globalisation made people think more openly.

- In a globalised world we don't need borders any more.

- Stopping the climate change is an unrealistic goal in a trade-oriented world.

- Technology will save/is capable of saving mankind's future.

- Religious beliefs will get less important in a trade-oriented world.

- Multiculturalism doesn't work.

Debriefing and follow-up	At the end of the exercise, the facilitator can use different questions to make participants reflect about what has been learned:

- How did you feel when having to position yourself concerning a statement "..."?

- Have there been statements where it was easier to find your own position?

- Was there any statement that was difficult for you? Which one? Why?

To close the activity, the facilitator can highlight:

"As you have seen there can be a lot of opinions and perspectives when talking about a specific topic. In some cases it's not always the most important thing to have the "right" opinion or the most knowledge about topic, but to take other perspectives and opinions into consideration."

Tips for the facilitation	The facilitator must think deliberately about the statements to use in advance. Adequate statements depend on the characteristics of the group. Some might cause discomfort (E.g. Statements concerning religion or culture). Go through possible reactions to the statements in advance. This might save the person leading the activity from too confrontational discussions.

RELATED TO UNIT 7

Reference	7.1 BACK TO THE THEORY
Title	What are my motivations?
Overview	The decision to apply to a volunteer mission requires a deep thinking about motivations and implications of that choice. This activity aims to pursue an internal path to realize the inner motivations to apply to volunteer assignment in development project.
Goal	• Become aware of personal motivations to apply to a volunteer mission and realise about the implications of that choice. • Explore the concept of altruism and the real needs of potential people volunteering. • Provide participants new competences to face volunteer selection processes and help them to match placements with the appropriate people.
Type of activity	Groyp dynamic, self reflection, open discussion.
Time requirement	30 minutes.
Space requirement	Space enough to set tables and chair for all the participants.
Group size	Any size.
Material needed	• Printed exercise (Annex 7.1). Same number of copies as participants. • Chairs (as many as participants).
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator explains to the participants that volunteer work is driven not only for altruistic motivations. There are also the selfish motivations. And it is important that they as potential volunteer coordinators are aware of that, in order to be realistic. Here, the facilitator must deliver one worksheet (annex 7.1) per person and ask participants to individually fill first

	question the paper in (1. What are my motivations to assign a development project?). • Step 2: After giving some minutes for deeply reflecting and understanding participants' self motivations is time to decide what kind of mission they want to be a part of. So the facilitator must invite here to participants to do the second part of the exercise (2. Making decisions).
Debriefing and follow-up	During the reflection of this exercise, participants may share with the group the difficulties and surprises (if there were any) encountered while doing the worksheet. It is important that the facilitator really make them think if those answers given as altruistic motivations are really under these categories or are selfish objectives. Here a discussion about what does it really mean to be altruistic can be open. It is also important to show participants how they could use this exercise on their work as potential volunteer coordinators and during selection processes.

ANNEX 7.1

Worksheet

1. What are my motivations to assign a development project?

Self motivations	Altruistic motivations

2. Making decisions. What kind of mission I want to assign?

• Long or short-term mission?

• In what part of the globe?

• With which kind of beneficiaries?

• In which kind of development project or work (E.g. Health, education, environment, etc.)? Doing what kind of work?

• With which kind of organisation?

Evolvet

Reference	7.2 BACK TO THE THEORY
Title	Volunteer's behaviour in development projects.
Overview	This activity makes the participants think about admissible and non-admissible behaviours, types of communication and prejudgments. The idea is to present and discuss a variety of concepts to reach a common understanding on behaviour in development projects.
Goal	• Share and assimilate concepts about admissible and non-admissible behaviours considering the context of development projects. • Embrace that diversity is a reality and common sense is not equal to everyone.
Type of activity	Group dynamic, open discussion.
Time requirement	40 minutes.
Space requirement	Room with 4 or 6 tables (able to move) and 24 chairs.
Group size	8 to 24 people.
Material needed	• Computer or presentation to be showed (also videos showing bad and good behaviours of volunteers on the field can be used). • Flip charts and pens to write. • A visual support to write and share conclusions (board or flipchart). • Description of concepts taken from this toolkit and section 7.
Procedure	In order to properly prepare the activity, the facilitator must: • Set tables with chairs in order to create small groups of participants (4 to 6 per tabe). Each table should have a flip chart and something to write on it. • Prepare or do presentation to show with a table of contents (E.g. Presentation of what does it mean behaviour, expectation and admissible concepts, project mission and objective, etc.). Use the theoretical part of this section of the toolkit to have an idea about the kind of content that could be used here. • Distribute paper sheet to small groups with table to fill. Explain how to fill it and how much time they have to do it.

Personal expectations	Group expectations	Admissible behaviours	Non admissible behaviours	Types of communication	Prejudgments

Steps to be followed to implement the activity:

• Step 1:

The facilitator introduces the exercise using the presentation prepared about definitions of behaviour, expectation and admissible concepts, project mission and objectives concepts, communication and prejudgments concepts, etc.

• Step 2:

In small groups (one per table), participants dialogue about all the categories included on the table given to them and start to fill it in with their main conclusions.

• Step 3:

Once all the groups have finished, one by one through a spokesperson, they share with the rest of the participants what it has been written on their tables. The facilitator writes down the conclusions on a flip chart or board that could be easily seen by all the participants.

• Step 4:

All the group together read again the final table obtained using their answers and discuss if they answers are located on the appropriate place (column of the table), if they should be removed and why.

Debriefing and follow-up	It is important that as final debriefing of the exercise, on its Step 4 participants try to achieve a common understanding about the concepts and categories used during the activity. To have a visual support here is essential for the facilitator (flipchart or board) to compare small groups of conclusions and promote the group common understanding. They should also explore and try to imagine how these behaviours or concepts would be when bringing them to their own organisations and concrete development projects. Here the facilitator can invite them to share previous (good and bad) experiences and anecdotes that they could have had on their volunteering programmes and organisations.

Toolkit 3

VOLUNTEER MANAGEMENT
IN DEVELOPMENT

INTRODUCTION

Effective use of the volunteers' potential requires efficient management of the entire process of their participation in the project, since their recruitment to the end of cooperation. Therefore, each organisation should develop their own tools and procedures to support the participation of volunteers in projects undertaken by it. Additionally, it is indispensable to develop cooperation between organisations receiving and sending volunteers, in order to ensure the quality of the projects with the participation of volunteers.

The challenges in the field abroad depicted in chapter two, affect also the whole process of cooperation with volunteers, making the role of volunteer coordinator crucial.

The third chapter presents a compendium of knowledge necessary for every volunteer coordinator. It highlights the stages of cooperation with volunteers and the series of practical exercises useful in the volunteers training. Moreover, there is a presentation of difficulties that every person managing volunteering can face as well as some series of specific solutions for managing and preventing problems that might arise.

The third chapter includes an analysis of sending and hosting organisations' rights and duties, in particular their responsibilities towards volunteers. It also shows possible elements of Volunteer Program, guidelines to a fruitful voluntary experience and discusses how to align all stakeholders.

The volunteer coordinator needs skills and competences that would qualify them to manage different sorts of situations in cooperation with people and institutions. The chapter three displays what skills and competences in volunteer coordinator would make them a perfect person for the job.

Additionally, basic information about legal conditions of volunteer work in different countries is provided. It comments the process of planning and organizing the volunteer management program in development projects.

The practical exercises will help to prepare for all stages of volunteer management process: needs assessment and program planning, job development and design, volunteer recruitment, interviewing and selecting candidates as well as orientation and training, supervision and motivation, recognition and evaluation.

8. RIGHTS AND RESPONSIBILITIES OF VOLUNTEER ORGANISATIONS AND VOLUNTEERS

Many are the organisations involved in development volunteer projects. From home or headquarter in developed countries sending organisations are providing volunteers to different types of hosting organisations in developing countries. Hosting organisations may be local NGOs or field- organisations of the home-organisation, but also international NGOs or even commercial intended entities. Volunteering purposed travel and exchanging is not strongly regulated and, as there are different kinds of bodies involved, it becomes more and more important for all the parts involved on the field to be committed to good practices and abiding the laws and/or countries regulations.

8.1. ORGANISATION'S RIGHTS AND RESPONSIBILITIES

Organisations involved in volunteer's travelling worldwide to development projects and/or programmes are both sending and hosting organisations. Major challenges are presented in this field, as different organisations (with several target groups and purposes) must observe a common understanding to operate. To give an example, immigration laws of a receiving country may not have "volunteering" as a visa category, as some countries equal volunteers to tourists, while others equal volunteering to work. According to this, a formal commitment about volunteering is then a consequential issue, as volunteers may be considered non-paid workers in the host organisation. To face this fact, it is important to be clear about an "activity-agreement" signed by both parties, so that there are no disputes once volunteers arrive to host-organisations and deal with misunderstandings that could appear about both parts. It is an essential quality point for all who are involved on the volunteering process to understand and agree on this type of matters by being very clear about rules and regulations either it is a sending, a hosting or an intermediate organisation.

8.1.1. Sending organisation's rights and responsibilities

Sending organisations operates on (or from) volunteer's home country. They could be an operating NGO or NGO headquarters, non-profits entities, associations, intermediate organisations, development and/or cooperation bodies and agencies, or even commercial purposed entities.

Sending or intermediate organisations have some major responsibilities:

• Evaluate and confirm that hosting organisations are legitimate operating entities.

• Evaluate and confirm that the placement offered exists and is legitimate.

• Help the candidate to a volunteering position to find a project according to the person's will.

• Provide correct information (as provided by the hosting organisation) to the potential volunteers about their placement and the new hosting country.

• Clarify doubts to other parts involved on the volunteering process about its role on it and inform about the conditions and requirements of the voluntary service.

• Help the candidates to a volunteering position with the travel requirements needed and contribute to their preparation.

• Provide an "activity-agreement" during the pre-departure process to avoid future disputes between the volunteer, sending or hosting organisations.

• Offer the training before departure (it can be used to clarify doubts, prepare the stay abroad, address intercultural aspects of the hosting community or provide conflict resolution skills).

• Give the needed information about the potential volunteer to the hosting organisation.

• Keep up and monitor the volunteering project development.

• Keep in touch with the volunteers abroad and provide them the needed support during their service.

• Provide support when the volunteer comes back to the home country (offering orientation and assessment about employment opportunities and other ways to grow up professionally)

• Evaluate the experience with the volunteer.

• Disseminate the project in order to raise awareness about volunteering.

• Aspire to and maintain a service of excellence.

A typical aspect when talking about sending or intermediate organisations is that they are sometimes more interested in the trade (expressed in quantity) or on leaving the information about volunteer placements to a secondary plan. In commercial agencies for example, their main interest is focused on sales results and not so much in the quality of the volunteering service on the hosting organisations, the relation with the target group and the improvement of the local community.

Some typical situations on this sense could be:

• If the sending organisation is a commercial entity, they are collecting the payment from the volunteer, so the volunteer is their customer. In these cases the sending organisation is responsible for the payments and possible changes in volunteers' programmes.

• If the sending organisation is a university or a similar educational body, they have their own procedures and requirements that they must communicate to hosting organisations. In this case, there is usually an agreement between sending and hosting organisations concerning volunteer placements, type of work, amount of service hours, skills to be gained, etc.

• If the sending organisation is also the hosting organisation (or belong to the same network), the mission of volunteering in a development project is more coherent, but there are still issues that should be controlled and caused by cultural differences, legal frameworks in each county, languages, etc.

Besides the mentioned responsibilities, sending and intermediate organisations have some rights as well:

• Contract with volunteers and hosting organisations the terms of the service to be provided.

• Access to information that could allow evaluating and confirming that the hosting organisation is a legitimate operating entity and that the placement offered exists and is also appropriate.

• Be provided with information that could help the candidate to find a suitable volunteering position.

• Receive reliable and sincere details about development projects and/or volunteering opportunities provided by hosting organisations.

• Obtain correct and suitable information about the volunteering candidates.

• Receive data and feedback that could allow monitoring the development of the volunteering project.

• Require the channels and information to be in touch with the volunteers when being abroad.

• Evaluate the experience with the volunteer.

• Receive the results and materials that could make possible to disseminate the project in order to increase its visibility and raise awareness about volunteering.

• Aspire to and maintain a service of excellence.

8.1.2. Hosting organisation's rights and responsibilities

A hosting organisation is an entity on a developing country where the voluntary service takes place. In order to have a suitable volunteer project and to benefit the local community and society in the appropriate way, hosting organisations need to be aware about the impact that the initiative could make on the local society and the project concrete aims to help or support its target groups.

Hosting organisations are mainly NGOs that should have relevant programmes with the aim of giving back and promote the growth of the societies where they are working, either in the home country or in the developing country. The focus of these NGOs and their volunteering programmes should be clear, sustainable and easy to understand.

Depending on the programmes developed by the hosting organisations on the field, the mission and objectives proposed for them or the kind of volunteering needed and volunteers engaged, the following rights and responsibilities should be taken into account and applicable by the volunteer coordinator when designing and implementing a development project:

• Run sustainable and valuable programmes on local communities.

• Establish a clear mission and objectives for the project or programme to be done.

• Work according to the local and international laws and best practices (in terms of both, accountancy and legal procedures related to the volunteer action).

• Have well organized and really needed volunteering programmes.

• Protect stakeholders from all potential misconduct by volunteers under their supervision.

• Dismiss volunteers that are not compliant to follow the rules agreed for the action.

Be accredited when needed by the international/European body that could supervise the volunteering project or in charge of monitoring and evaluating its quality standards. Also to have updated all the legal documents demanded by the mentioned body when being granted or economically supported by it.

• Provide the appropriate conditions for volunteers' activities throughout their service.

• Offer an adequate accommodation, meals and local accessible transportation for volunteers.

• Ensure and promote the conditions to allow the participation of volunteers with special needs and/or fewer opportunities.

• Supervise and provide personal support to volunteers when needed (including to take care and guarantee their safety during the service).

- Provide technical support related to volunteers' tasks, overseeing and monitoring the work.

- Carry out training and integration activities for volunteers upon their arrival to the project.

- Ensure the participation of volunteers in the potential arrival training and mid-term evaluations that could be prepared and/or demanded by any of the parts involved on the project (Hosting organisation, sending organisation, granting body, etc.).

- Provide linguistic, cultural and social support to facilitate the integration of the volunteer into the hosting organisation and local environment.

- Ensure that all the communications with external stakeholders are properly done.

- Promote that volunteers have opportunities to get to know the local people and their culture.

- Invite and promote that volunteers participate in cultural and leisure time activities.

Exercise 8.3: Creating In Country Pre Program Orientation (Alternative)
Exercise 8.2: Creating information packages for volunteers

8.1.3. Organisation's responsibilities towards volunteers

Organisations through their volunteer coordinators, either sending or receiving volunteers in their home country or abroad, **have the major responsibility to ensure that there are formal rules to be followed, a set of policies and procedures governing the engagement of volunteers.** These formal rules (Volunteer Programme) will allow developing a consistent pattern of volunteer involvement and establish the procedures for conflict management.

This Volunteer Programme should at least include some essential support documents and information to have the needed quality (basically the same ones required when operating with activities involving people): participation forms, position descriptions, evaluation instruments and the data of all the parts involved and their role (biographical facts and contacts or participants, records of positions and training, hours to be done and tasks to be accomplished, expenses to be claimed and reimbursed, dates of communications, emergency contacts, etc.). In case of being properly used and completed, these records and materials will provide a general overview and history of the project and the volunteers who took part on it (creating a global knowledge and understanding about it and allowing to other staff of the organisations involved to replicate the activity reported).

8.1.3.1. Requirements for volunteer integration

To promote the creation of a suitable Volunteer Programme (policies, procedures and supporting forms), **it is fundamental that organisations comply and ensure some requirements for integrating volunteers, in an effort to reduce mismanagement' and facilitate the role of the volunteer**

coordinator. The basic requirements to have in mind in order to ensure this integration could be:

• Have a good organisational environment.

• Have professionals who could deal directly with the volunteers accepted and work with them.

• Have designated a concrete person or employee for the coordination and management of volunteers.

• Have position profiles established and described for the placements related to the volunteers that will be recruited.

• Have a system of interviews for applicants that could facilitate their subsequent selection.

• Have rules and procedures established for the work in which volunteers are going to be involved.

• Have means to provide guidance, initial and continuing training for volunteers.

• Have designated the staff for monitoring and direct supervising volunteers.

• Have means and procedures to evaluate the voluntary work.

• Have established forms for volunteers recognition.

• Have special attention to national volunteering regulations.

8.1.3.2. Possible elements of a Volunteer Programme

The elements of a volunteer programme will depend on the shape, size, structure, and purpose of the program itself. The main ones that could be found in a development project involving volunteers and may be considered are:

• Overall written organisational policy on volunteering.

• Separate budget for the coordination of the volunteer programme.

• Budgeted funds related to the costs of the individuals and/or volunteers involved.

• Formal staff training in volunteer management.

• Written job descriptions for volunteers.

• Minimum time of commitment for volunteers.

• Use of mass media recruitment techniques.

• Website space for the volunteer programme.

• Organized outreach efforts to diversify volunteer recruitment.

• Formal interview process for potential volunteers

• Criminal record checks of potential volunteers

• Reference checks of potential volunteers.

• Health screening of potential volunteers.

• Probationary or trial period for new volunteers.

- Signature of an activity agreement between organisation and volunteer.

- Formal volunteer orientation & training sessions.

- Scheduled evaluation sessions with all the volunteers.

- Volunteer involvement in the evaluation on the organisation's staff.

- System for tracking volunteer hours.

- Annual volunteer recognition event.

- Reimbursement of volunteer expenses.

- Insurance coverage for volunteers.

Exercise 8.4:
How is my volunteering plan?

- Formal volunteer interview before leaving the organisation.

- Preferential hiring of staff among those who previously volunteer on the organisation or with volunteer experience.

- Use of volunteers to assist the volunteer program manager.

- Use of volunteer management computer software.

### 8.1.3.3. Once the Volunteer Programme is set

Once all the parts are aware about their role on a volunteer development project and the Volunteer Programme and its elements have been set, are there any further organisational responsibilities? **Effectiveness lies in standards for volunteer involvement and operation that may be used as overall guiding principles.** Some other factors within the organisation will impact on the ultimate effectiveness of the Volunteer Programme but the following characteristics tend to occur in successful initiatives on this field:

- Lay the foundation through mission and vision. Be clear about the problem or issue that the organisation is addressing and make sure volunteers are seen as valuable human resources that can directly contribute to achieve the organisation's mission.

- Define criteria for volunteer participation, including the conditions under which the organisation and the volunteer may end their commitment. Develop policies to guide volunteer activity.

- Create environments in which volunteers could carry out a meaningful work that could help to achieve the results agreed, for both organisation and person(s) involved.

- Combine inspiring leadership with effective management. Ensure that the volunteer management procedures are well-integrated at all the levels and in all the parts of the organisation. Guarantee that those leaders in charge of these procedures work to encourage and facilitate the high impact of the volunteer involvement.

- Build understanding and collaboration. Make sure that all (paid staff and volunteers) are respected and empowered to fully participate in all the stages of a volunteering activity planned. Be sure that there is a conscious and active effort to reduce the boundaries and increase the teamwork between paid staff and volunteers.

- Provide appropriate protections against risks to volunteers and those they serve with a suitable training, regular evaluation and recognition. Ensure also the appropriate accessibility and participation of the programme by removing physical, economic, social and cultural barriers to take part on it.

- Learn, grow and change. There should be openness to the possibility of changing, an eagerness to improve performance and conscious organized efforts to learn from and about volunteers' experience in the organisation. There should be a recognition of the value of involving, as volunteers, people from all segments of the community, including those the organisation seeks to serve. Acceptance and appreciation are the most important feelings or attitudes towards volunteers.

Besides the mentioned guidelines, some management tips may be also useful in order to deliver a successful Volunteer Programme:

- Provide correct information about the volunteer programme, ways of working, rules and regulations of the organisation and the country. Support the understanding of local circumstances as much as possible.

- Evaluate the skills, strengths and interests of the potential volunteers in order to advise them properly during the service to achieve their expectations by using their most developed skills and motivations.

- When matching volunteers and their skills with a suitable programme, it is recommended to carry out an introduction and description about the tasks and specifics of the project. This could look different depending on both programme and organisation, but it is good if the organisation has already a model about how to do this.

- Implement an arrival orientation in order to specify and agree on what the volunteers will do during their time in the organisation. To set a model or standards to follow in order to implement this task could be very important for both, the programme and the organisation.

- Evaluate and follow up the impact of volunteers in the community, collect feedback to improve operations and help volunteers to maximize their potential impact in the programmes.

- Both, sending and hosting organisations, need to be able to provide advice and support to the volunteers and their own staff in case of emergencies. This availability and help is also essential for other less critical (but still important) situations like managing the cultural shock of volunteers, dealing with their homesickness or facing personal problems.

Exercise 8.5:
Whose responsibility is it anyway?
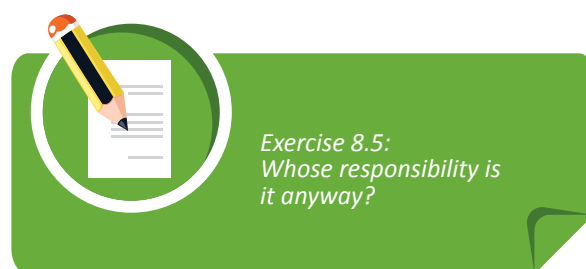
8.2. VOLUNTEER'S RIGHTS AND RESPONSIBILITIES

From volunteers' perspective, **volunteering in a development project abroad is a potentially transformational experience.** Volunteering offers a chance to engage in an altruistic attempt to explore the "self". According to this, volunteer experience cannot be reduced to a tourist visit abroad, but should be an ongoing process during which interactions occur and the self is enlarged, challenged, renewed and reinforced (Wearing 2001, 3). Zahra (2011, 90) adds that taking part in volunteering abroad, especially in a very different environment that the person is used to back home, may change the person's values, perceptions of society and self and the view of life.

By living and learning about other cultures and people in an environment of mutual benefit cooperation, the volunteer is able to engage in the development of self which might lead to a transformation (Wearing 2001, 3). The longer the volunteers stay and the more the volunteers interact with local people and culture, the better they absorb and adopt elements from that environment (Wearing 2001, 9).

8.2.1. Guidelines to a fruitful voluntary experience

In order to have a positive voluntary experience, it is the role of the volunteer coordinator to inform volunteers during their selection and preparation about some simple guidelines that they should observe and have into account:

• Volunteers have to be aware and honest about their motivations to volunteer. Looking at things from outside perspective is of most importance, especially in the case of development countries, because what is learned about them at home can be very biased, sometimes outright incorrect and surely incomplete.

• Volunteers must do research before choosing a volunteer placement in order to be able to consciously find one that meets their expectations and limitations. Not everyone can cope with all and everything, but this should not necessarily stop one from volunteering.

• Volunteers have the responsibility to ask questions and the right to be clarified to ensure they have all information concerning the volunteer work and position before making the commitment to volunteer.

• After making the commitment, volunteers have the strong responsibility to stick with it. When volunteers commit to a placement, it means very often that the hosting organisation has started to work on their participation planning and arrangements. Many potential volunteers don't see or understand how much effort a hosting organisation is going through at this point.

• When volunteering abroad, and before travelling, volunteers have the responsibility to acquire knowledge about the country and culture where they chose to be placed. One can't prepare for everything, but some information about customs and language can make the volunteering experience more valuable from the beginning.

• Volunteers have the responsibility to take volunteer placement seriously and work accordingly to the agreement. When volunteering in a developing country, work culture can be very different from what volunteer has experienced. Also, volunteers may feel on holiday as they are in a different country and environment.

• Volunteers represent the hosting organisation as paid employees do, with rights and responsibilities written on the agreement that must be observed.

• Volunteers have the responsibility to follow rules, guidelines and procedures of sending/hosting organisations, as in any other work place. Laws of development countries can be very different from home country and some work can be very sensitive, for example in fields as human rights or sexual-minorities.

Exercise 8.6: Organisational climate

• Volunteers have the right to give constructive feedback to both sending and hosting organisations to help them improve their program and information.

- Volunteers have the right and the responsibility of being open minded and accepting to learn from others, in a perspective of knowledge sharing and not just "give" knowledge.

8.2.2. Guidelines to align all stakeholders

Since most organisations dealing with human life have to be at the highest quality performance level, and because "Not everyone can cope with all and everything", there are several general characteristics that a candidate to a volunteering position has to have to be able to practice volunteering:

- The person must share the mission, vision and organisational values of both sending and hosting organisations.

- The person must take responsibility in the "voluntary commitment" on both sending and hosting organisations.

- The person must accept and comply with both sending and hosting organisation's rules, regulations, guidelines and procedures.

- The person must be aware of national volunteering laws and regulations, in both sending and hosting countries.

- The person must face initial and continuing training as essential for the development of voluntary activity.

- The person must have the ability to work in a team, respecting the existing hierarchies on both sending and hosting organisations.

- The person must embody the humility to discover and accept prejudices to be able to "undo" them in order to respect the beneficiaries and, as such, don't compromise the action.

Exercise 8.5:
Whose responsibility is it anyway?
Can be also used here (see page 131)

- The person must be aware of the physical and psychological conditions necessary for the volunteering position.
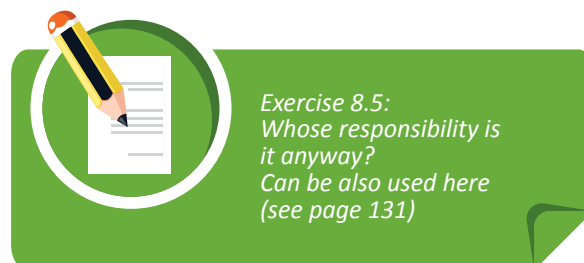
8.2.3. Legal framework from European countries

As it has been previously mentioned on this chapter, to be aware about the different policies and laws related to volunteering is one of the basics to implement a Volunteer Programme and project in the appropriate way. The bodies or administrations responsible of this legal framework for the volunteer action can be different depending on each country and there could be even locations on which these policies are established only are regional level or not existing at all. As a sample of this statement, this section includes direct references and documents related to volunteer laws or legal documents from the partner countries included on EVOLVET. It also provides information about the entities (if any) responsible of these guidelines or of the organisations that take care of promoting them or covering the lack of a concrete legislation. According to this, all the materials included here are on the mother tongue of the country on which they should be applied and must be used only in case of working or implemented a project on those areas.

8.2.3.1. Austria

Entity responsible: *BundesministeriumsfürArbeit, Soziales und Konsumentenschutz.*

Documents of reference:

• *Bericht zur Lage und zu den Perspektiven des Freiwilligen Engagements in Österreich.*

8.2.3.2. Finland

Entity responsible: none.

Documents of reference:

• *Study on Volunteering in the European Union, Country Report Finland.*

• *Vapaaehtois-toiminnasta iloa monille. Hyvinvointia tukevan vapaaehtoistyön vastuut ja käytännöt.*

• *Vapaaehtoistyöhön liittyvät lait suomesa.*

This file includes links and articles to Finnish terminology and laws for volunteering work. There is no specific legal framework on volunteering in Finland. Volunteering is regulated by a number of laws.

8.2.3.3. Italy

Entity responsible:

• *Ministero del Lavoro e delle Politiche Sociali.*

• *Forum del Terzo Settore.*

Documents of reference:

• *Carta deivalori del volontariato, Roma il 4 dicembre 2001.*

• *Legge n. 266 del 11 agosto 1991 "Legge quadro sul volontariato".*

8.2.3.4. Poland

Entity responsible: *Department of Public Benefit.*

Documents of reference:

• *Volunteering in Poland.*

• *The Act of 24 April 2003 on Public Benefit and Volunteer Work (Dz.U. No 96, item 873, as amended.*

• *Volunteer Centres per region in Poland (database).*

8.2.3.5. Portugal

Entity responsible: *Conselho Nacional para a Promoção do Voluntariado.*

Documents of reference:

• *Manual de Apoio na Gestão de Voluntariado*

This document also makes reference to other important legislation related to the volunteering law in Portugal and that should be taken into account by volunteer coordinators working on this country:

- Decreto-lei n.o 363/85, de 10 de Setembro - Regime jurídico do cooperante.

- Decreto-Lei n.o 40/89, de 1 de Fevereiro - Seguro Social Voluntário.

- Decreto Lei n.o 168/93, de 11 de Maio - Voluntariado jovem para a solidariedade.

- Decreto-lei n.o 205/93, de 14 de Junho - Voluntariado jovem para a cooperação.

- Portaria n.o 685/93, de 22 de Julho - Regulamento de Execução do Voluntariado Jovem para a Solidariedade.

- Portaria n.o 686/93, de 22 de Julho - Regulamento de Execução do Voluntariado Jovem para a Cooperação.

- Lei n.o 71/98, de 3 de Novembro - Bases do Enquadramento Jurídico do Voluntariado.

- Resolução da Assembleia da República n.o 7/99, de 19 de Fevereiro - Ratificação do Tratado de Amesterdão, incluindo a Declaração 38 relativa àsatividades de voluntariado.

- Decreto-Lei n.o 389/99, de 30 de Setembro - Regulamentação da Lei n.o 71/98.

- Resolução de Conselho de Ministros n.o 50/2000, de 30 de Março - Composição e funcionamento do Conselho Nacional para a Promoção do Voluntariado.

- Lei n.o 13/2004, de 14 de Abril - Enquadramento jurídico do agente da cooperação portuguesa e respetivo estatuto jurídico.

- Lei n.o 20/2004, de 5 de Junho - Estatuto do Dirigente Associativovoluntário.

- Despacho n.o 4456/2005, de 3 de Fevereiro - Reconhecimento do tempo de serviço prestado por professores/formadores que celebrem contratos de voluntariado comorganizaçõesnão-governamentaisououtras entidades privadas de utilidade pública.

- Decreto-Lei n.o 176/2005, de 25 de Outubro - Alteração do artigo 4o (Cartão de Identificação de voluntário) do Decreto-Lei n.o 389/99.

- Resolução do Conselho de Ministros n.o 196/2005, de 22 de Dezembro - Linhas de orientação para a cooperação portuguesa.

- Portaria n.o 87/2006, de 24 de Janeiro - Modelo de Cartão de Identificação de Voluntário.

- Lei n.o 113/2009, de 17 de Setembro - Medidas de proteção de menores.

- Portaria n.o 333/2012, de 22 de Outubro - Programa EscolaVoluntária.

8.2.3.6. Slovakia

Entity responsible: *Ministry of Interior of the Slovak Republic.*

Documents of reference:

• *Obsah tohto dokumentu má informatívny charakter. 406. Zákon. z 21. októbra 2011.*

Entity responsible: *Ministerio de Sanidad, Servicios Sociales e Igualdad del Gobierno de España.*

Documents of reference:

• *Ley 45/2015, de 14 de octubre, de Voluntariado.*

• *Código Ético del Voluntariado.*

9. BUILDING A VOLUNTEER COORDINATOR

9. 1. THE IMPORTANCE OF HAVING A VOLUNTEER COORDINATOR

Well-managed volunteerism is a democratic and sustainable approach to achieve real results in cooperating with communities and promoting their social transformation. Volunteers make societies better, so volunteer organisations have a duty and responsibility to do whatever they can to promote, recognize, facilitate and support their work.

Having a volunteer coordinator is important to be able to implement all the responsibilities that an organisation has to have working with volunteers. Without a volunteer coordinator the rules, policies and tasks of the institution can be perceived blurry. In general terms, the main lines of action in which the volunteer coordinator should be involved can be briefly highlighted:

• To set targets.

• To plan.

• To organize.

• To communicate.

• To promote personal development.

• To encourage.

• To monitor.

• To evaluate.

• To recognize.

The support of the institutions is fundamental, as volunteering is an activity that is conducted gratuitously, although it is not cost-free. It can be offered in both formal/structured ways (E.g. induction, training, one to one meetings and/or group support meetings) and informal/unstructured ways (E.g. by listening and communicating with the volunteers on a daily basis). It requires and deserves the targeted support of all the parties concerned (the volunteering organisations, the government at all levels, the enterprises, etc) as well as a favourable environment to social policies, including a volunteering infrastructure and all of this requires funds.

But it's important to observe that investing in training for volunteers has an important economic factor: a research study conducted by the Institute for Volunteering Research (2011), "Volunteering European Year of Volunteering 71 works", shows in fact that for each euro spent by organisations for supporting volunteers, they obtain an average return of 3 to 8 Euros.

Institute of Volunteering Research. 2011. Volunteering European Year of Volunteering 71 works.

Furthermore, the comparative project on the non-profit sector has shown that the volunteering sector accounts for approximately 2-7% of GDP of national economies.

According to United Nations Volunteers Programme, "Volunteerism is indeed a powerful and inclusive means of engaging people in tackling development challenges worldwide: everyone can contribute their time, skills and knowledge through volunteer action, and their combined efforts can be a significant force for achieving peace and development". **A volunteer coordinator in a development project is a person who is in charge of the administration of the volunteer programme in a hosting organisation/ country. This person acts as intermediator between the organisation/project and the volunteers.** It is a volunteer coordinators' task to make the work of volunteers fruitful for the project as well as to create ideal working and learning conditions (recruiting, preparation and reflection) for the volunteers at the same time, attaining both project' and the personal' objectives.

United Nations Volunteers Programme.

The same United Nations Programme makes evident that it is now extremely important to professionalize the field of volunteer management. Something very well described by USM Muskie School & The Maine Commission for Community Services (2008):

1. *The wave of the future in volunteerism (...) appears to be the trend to an increasing number of older baby-boomer volunteers. This generation (...) sought and acquired valued credentials and other symbols of accomplishment and competence. If you want them to volunteer for your non- profit, it would be good for them to know that you have achieved some measure of competence in a unique field through the receipt of a credential like a certificate or by enrollment in (...) professional development courses.*

2. *Professional volunteer managers raise the standards of the volunteer management sector as a whole, meaning that eventually, there will be a critical mass of professional or certified volunteer managers who will want to be recognized for their professional accomplishments not only financially, but by also having a place at the "strategic planning table." The more professional volunteer managers there are, the more communities of practice and other peer networks get established. Why is this good? Peer learning by sharing problems, issues, and solutions is the best way to learn and take advantage of each other's experience. Moreover, an organized group of volunteer managers can have a more significant influence on volunteer policy development, policy implementation, and practice.*

3. *Increased levels of professionalism lead to an increased interest in figuring out which methods work best and which don't, and why. This can lead to research and evaluation, which can be shared with peers through various publications. This facilitates the movement of the profession of volunteer management toward an academic context of credit-bearing courses and programs focused on volunteerism.*

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USM Muskie School & The Maine Commission for Community Services (2008). Professionalism.

4. *Finally, professionalism in volunteer management provides a reassurance to clients, consumers, customers, and other professionals that you can be counted on for competence, integrity, dedication to a common good, and responsibility for your own decisions and actions.*

9.1.1. The main Responsibilities of a volunteer coordinator

It is useful to highlight that **there are two levels of volunteer coordination: the one that coordinate volunteers from the Head Quarter (HQ) or from the sending organisation, and the other one on the field.**

For that reason it is fundamental to implement good chains of communications among the HQ coordinator, the local team leader of volunteers and the volunteers themselves, due to the difficulties imposed by the geographic distance.

In any case the main responsibilities of the volunteer coordinator are:

a) To provide a good pre travel orientation online and if possible in a meeting.

When the volunteers are in the home country it is commonly possible to organize a meeting with them to discuss about the volunteering tasks, terms, responsibilities and implementation.

If volunteering takes place out of the volunteer's home country the pre travel orientation can be discussed using media like Skype, etc. It is important for the volunteer coordinator to learn the background of the volunteer to place the person in proper duties. The tasks of the placement need to be explained and developed according to the background of the volunteer.

b) To prepare a good pre programme orientation when jointing the hosting organisation before starting the volunteering tasks.

Orientation at the hosting organisation needs to introduce the physical surroundings, culture, risks, free time activities and similar specifically when volunteering takes place in a foreign country. The volunteering programme tasks and physical places need to be explained in detail. All contact persons need to be introduced each others.

c) Management of the practical daily tasks of the volunteer.

Volunteers are an invaluable resource, but the management of any resource can at times be problematic. Problems can still occur even though there have been a fair recruitment and selection process to make a good match between the volunteer and the task. There will be minor issues, which, although they do not immediate attention, may require monitoring. At the other end of the scale are the potential or actual crises that require clear thinking and decisive action. It can be a useful exercise for the purpose of risk assessment to list the sorts of problems that could potentially occur with volunteers in a particular organisation (the one on which the volunteer coordinator work). Dealing with this situation obviously requires a different approach to handling a formal complaint. No set of rules can cover all circumstances that may arise, so instead of laying down a formal procedure as above, the volunteer coordinator should

try to specify clearly and concisely the process necessary for the safe and efficient performance of work and for the maintenance of satisfactory relations with clients, volunteers and staff. Processes for dealing with problems with a volunteer's performance should usually be incorporated into standard support and supervision arrangements, in the first instance at least. Managerial approaches to supervision emphasise and encourage improvement in a volunteer's conduct and should not be viewed as a means of imposing sanctions. Problems with a volunteer's work should always be addressed on a one-to-one basis and good supervision should follow a pattern in dealing with problem behaviour.

To make all this possible, it is advisable that the volunteer coordinator prepares a weekly plan (day by day) and reports it together with the volunteer at the end of the week. This will also help to detect the outcomes of the activities done and set the guidelines of the tasks to be carried out. It is important to remember that a programme and specific tasks may need to be continued by another volunteer once the first one is gone, so the volunteer coordinator must also secure that there would be a continuity on the work done.

Besides all of this, volunteer coordinators must always try to keep their volunteer(s) safe and sound. It must be remembered that many of them are young people involved in a totally new learning process, so they can make various mistakes in their programme and also during their free time but that could affect their involvement on the service.

Exercise 9.1:
The cooperative chairs game

9.2. WHAT IS NEEDED TO COORDINATE VOLUNTEERS IN A DEVELOPMENT PROJECT

9.2.1. General Job description /general competence profile

As it has been seen, volunteer coordinators are persons who are in charge for the administration of a volunteer programme. It is their task to make the work of volunteers fruitful for the project objectives as well as to create ideal working and learning conditions for the volunteers.

As a key figure inside the organisation, the volunteer coordinators have to make possible the harmonic and satisfactory relation between volunteer and citizenship (in the country of residence or the one in which makes cooperation), at the same time that collaborate in the correct working of the project or the awareness activity, but always in accordance to the values of their organisation. Even if sometimes the volunteer coordinator can be a volunteer that counts with more time than others or with the necessary time to make this coordination, this option is just valid at the beginning of a project. When the dimension of the activity arrives to a significant scope, it is necessary to count on a professional manager with the appropriate payment adapted to this professional category and time of dedication.

Volunteer coordinators must have a knowledge and institutional tune. That means that they neither can go freely in respect to the institutions which depend on, rather is an exclusive volunteering entity or a superior

organisation that promotes and sponsors. Because the volunteer coordinator is also the link between volunteer, boards of directors or manager of the organisation, that requires knowing the institution, it's planning, reasons to bet for volunteering, etc. At the same time volunteer coordinators must be able to transfer to volunteers the institution feelings and vice versa. By creating collective consciousness, arguing, reflecting or agreeing all the actions on the programme, the volunteer coordinator has to find a common work line with the aims of the entity and the other professionals of the organisation.

In order to achieve these goals, a volunteer coordinator should:

• Know the organisation very well in terms of profile, recruiting, team-integration, compensation policy, etc.

• Be aware about the legal framework in which the volunteers are allowed to work (in all the countries involved on the project), the current legislation on volunteering and its philosophy (principles, targets, rights, duties, laws, place and role of volunteer on society, limits, etc.).

• Have a good understanding and insight in the project and/or programmes (in which the volunteers are going to work), its objectives, structures and timetables as well as the thematic framework.

• Understand the wants and needs of the volunteers and be capable of matching the right person to be selected for a specific task. Screening (interviews, required background checks, etc.) and matching volunteers to organisational needs and opportunities are process that should be properly controlled by the volunteer coordinator.

• Motivate people (volunteers), encourage and empathize well with them. The volunteer coordinator must have the strength and energy to impulse and generate dynamism and encouragement to the group. Every coordinator is an animator and in this dimension, the first that must be cheer is the animator.

• Know the thematic discourse the project is based in to support the volunteers on content level in the process in the best way.

• Have the administrative capacity to organize the volunteer programme (E.g. organize the recruiting, community outreach to find volunteers, the preparation, the logistic during the process, strategic planning, financial management and budgeting, etc.) and developing volunteer position descriptions.

• Be able to create the volunteer programme materials (policies and procedures, applications, volunteer agreements, orientation handbooks, etc).

• Have the training capacity to organize the volunteer programme (e.g. preparation trainings, accompanying the volunteering by coaching, risk management, etc.).

• Have the monitoring and evaluation capacity to organize the volunteer programme and supervise it.

• Have the capacity of developing recognition measures and systems for volunteering services.

• Have a knowledge in data base management and tracking of volunteer statistics

• Be aware of the organisation (sending and/or hosting) rules, mission, vision, values, targets, history, etc.

Volunteer management professionals also frequently partner with public relations, marketing, and/or development colleagues on outreach and fundraising activities (Idealist. 2015).

Apart from these general competences volunteer coordinators often deal with global, interconnected issue

in development projects and it may be helpful for them to be able to refer to a firm and internalised system of values and attitudes. Such as:

Idealist (2015).

OPENNESS	RESPONSIBILITY
Volunteer coordinators recognize that people have different belief systems, values and attitudes, which lead to different actions and behaviours; they are ready to think critically and accept them as co-existing with their own.	Volunteer coordinators understand the influence that their choices have on local and global issues. They believe they can make a difference and are empowered to contribute towards a more just, peaceful and sustainable world.
INTEGRITY	RESPECT
Volunteer coordinators recognize their own identities, attitudes and values and act according to them in different, even challenging situations.	Volunteer coordinators recognize that every person is entitled to fulfil their human rights without intentionally disrupting or harming other people.
SOLIDARITY	EMPATHY
Volunteer coordinators see themselves as part of the global community. Active solidarity creates citizens aware of global realities and engaged in working for a more and just sustainable world.	Volunteer coordinators are aware of the different needs and feelings of people from various backgrounds and make conscious effort to recognize ways of meeting these needs and respecting the feelings of others.

There are three types of competencies (Brainia. November 27th, 2015) that can be included in a job description when talking about the volunteer coordinator profile:

Brainia. 2015.

• Skills: abilities needed to execute job duties.

• Knowledge: areas of specialty or expertise.

• Behaviour: characteristics an employee must display in the job.

9.2.2. Volunteer Coordinator skills, knowledge and behaviour

A person with adequate competences is one that has required skills, knowledge, qualification or capacity for some purpose that is properly qualified and/or has the ability to do a job properly ("Competence human resources", Wikipedia, consulted on November 27th, 2015). Some key skills are nearly universal to the field. For example, as relationship managers working with diverse populations (volunteers, staff, board members, community members, etc), cultural sensitivity and people-skills are vital. We can define them several types of skills:

Organisational skills

• Ability to keep an overview on tasks and requirements with the project.

• Ability to systematic structure the documentation according to organisational standards.

• Ability to see synergies between tasks and people linking tasks together meaningfully.

Leadership skills

• Ability to lead, motivate and engage a group of volunteers.

• Methodological experience and the self-confidence to conduct teambuilding processes.

• Basic knowledge of group dynamic processes and knows how to face them.

• Ability to understand the group to avoid possible conflicts and deal with them in a constructive and systematic way.

• Ability to engage the participants in decision making processes and take initiatives through democratic procedures.

• Awareness of gender equality and inclusive group moderations (group building).

Facilitation skills

• The person is able to plan, implement and evaluate educational events in order to generate meaningful educational interaction with the volunteers.

• The person has the ability to ensure that all participants get involved and have their say on non verbal depth handles, or other destructive contributions characterize the situation.

• The person has the ability to set up a situation in order to create consensus and commitment of the stakeholders involved in the volunteering programmes.

• The person has the ability to organize, facilitate and document meetings and negotiations so that they turn out to be constructive and objectives-oriented.

• The person knows helpful models, methods and mental aspects to perform meetings and negotiations effectively and efficiently.

• The person has the ability to coach volunteering projects and programmes by assess and monitor the learning process and support the volunteers in their individual contexts and experiences.

Communication skills

- The person is able to handle all types of communication channels and social media tools (phone, SMS, email, video chat software, social networks, etc.).

- The person is aware of proactive communication strategies and is able to structure, lead, moderate and document communication results.

- The person is respecting others in regards of different backgrounds.

- The person should develop dialogue skills, such as active listening, respect for others' opinions and constructive assertiveness.

- The person should communicate clearly and assertively with others, neither in an aggressive manner that denies others' rights nor in a passive manner that denies their own.

- Especially for persons working in development projects in the global South foreign language skills can be very important. The language depends on the partner countries.

Good communication is the one that achieves the intended audience and results, as outcome of actively listen and assertively give feedback. These two elements are complementary processes and are able generate empathy. To communicate a person needs to listen, observe and understand.

a) Active listening is a technique for communication encouragement, it allows to demonstrate interest and desire to understand the message. People tend to "hear what they want" but the interpretation of the message may be different from what one wants to transmit. Active listening allows the receiver to show the sender that there are conditions for understanding the meaning that he wants to convey and that there is an effort of doing a proper interpretation of the message being transmitted, avoiding mistakes. Active listening techniques:

- Show interest.

- Clarify.

- Reformulate.

- Check the perception of feelings.

- Summarize.

b) Assertive communication: Communicate effectively and be assertive is to say the right thing, the right way, at the right time, on the right place and to the right person. Although mastering it is not always easy and evident, there are several advantages of assertive communication:

- Focus on communication goals.

- Honest attitude, respectful and objective.

- Constructive relational behaviour.

- Increased self-esteem and self-respect.

- Increase in positive responses and respect for others.

- Reduction of insecurity, dependence and vulnerability.

Exercise 9.3:
Building Communication
Skills

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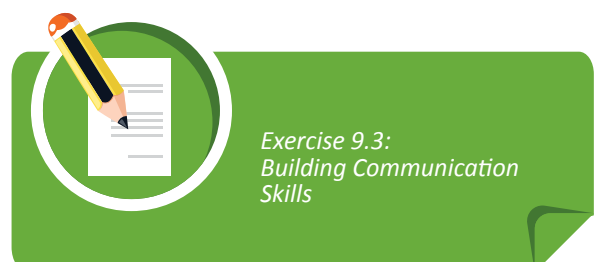
Knowledge on development projects and management

- Knowledge on concepts of humanity, world society, globalization processes, as well as on general global coherences of development, north-south-relations and postcolonial theories, and complex and interrelated social, economic systems.

- Knowledge about global communalities and differences, lifestyles, cultures, religions and generations. Be conscientious that mutual understanding can be achieved by observing cultural, languages and codes variety, similarities and differences, respecting diversity.

- Knowledge and/or experience with the organisation, its mission, and the cause/issue it is addressing to recruit volunteers very well related to needed profiles.

- Ability to place the own development projects and programmes critically in the development discourse. The thinking in alternatives is an important added value.

- Knowledge of the legal framework in which the volunteers are allowed to work in the developing countries.

- Awareness about working in groups of divers identities (related to culture, values, gender, religions, lifestyles) and deal with these manifold diversities, celebrating diversity in terms of cultures, perspectives and worldviews, challenging stereotypes and prejudices in terms of cultural backgrounds and attitudes and gender balanced language.

- The person understands that all knowledge is incomplete and is a lifelong learner in the field of development issues.

- Knowledge and experience, if possible, in development projects of different projects, either through knowledge about what the project requires from the volunteer's perspective or personal experience about volunteering in a development project.

- Understand the project or programme in which volunteers are going to work, its objectives, structures and timetables as well as the framework.

- Understand the wants and needs of the volunteers and ability to match the right person to be selected for a specific task.

- Understand the absolute need to motivate people (volunteers) and empathize with them without "extra-effort".

- The person knows the main project facts: budget line, budget, project personnel, objectives, activities and milestones, timetable as well as demands on human resources.

- The person knows the thematic framework and the development context of the project.

- The person is able to plan, implement, monitor and evaluate the outcome of the work of the volunteers in the project in order to achieve (and support) the project objectives.

- The person knows the main instruments of project management: strategic planning tools, logical framework, instruments of time management, instruments of monitoring and evaluation, working with indicators, instruments of impact measurement.
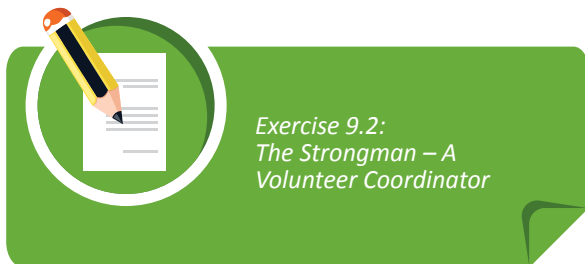
Behaviour

a) On professional level:

• Strong judge of character (this is subjective, matching volunteers with compensating work/tasks and objectives relies on instinct and the ability to "read" people).

• Leadership experience.

• Knowledge of volunteerism and volunteer management practices.

• Conflict management skills (in addition to avoiding and/or alleviating conflict, volunteer management professionals need to know how manage and how to let volunteers go).

• Ability to multi-task.

• Detail-oriented and organized.

• Experience developing and implementing project plans.

• Programme management, including budgeting and financial oversight.

• Ability to work both independently and as a member of a larger staff team.

• Familiar with diverse technologies and software (this is especially important to organisations that use the Internet to recruit and/or communicate with volunteers).

• Ability to connect with diverse types of organisations (schools, businesses, government, faith organisations, etc.).

• Public speaking and facilitation skills.

• Marketing and public Relations abilities.

• Fundraising and grant writing knowledge.

• Supervisory experience.

• Multi-lingual.

b) On personal level:

• Competence on self-reflection:

  - The person is able to reflect on the role as a program coordinator and facilitator.

  - The person is able to work on inner convictions, towards understanding different positions, to empathize with others and to reflect consciously on the leader professional role.

• Critical thinking and analysis:

  - The person is able to leave pre-built patterns to look at issues from different perspectives and draw their own conclusions.

  - The person has the ability to think outside the box.

- Self-Empowerment and thinking/acting in alternatives:

  - The person has a good self-esteem, self-confidence, self-respect and respect for others; all this is based on a differentiated understanding of values and attitudes.

  - The person has the ability to make decisions based on facts from different perspectives and on own values and attitudes.

  - The person is able to express opinions (based on facts, values and attitudes).

  - The person is well oriented in the development discourse and knows alternatives to the mainstream discourse as well as options for actions.

- Open mindedness:

  - The person is willing to include the proposals of the volunteers own considerations and considers them as equally important.

  - The person is open (and curious) to new information, cultures and events with a critical open mind.

Exercise 9.2:
The Strongman – A
Volunteer Coordinator

- Act in the sense of social justice and sustainability

  - The person shows coherent behaviour and brings her/his owns words to live in order to stay authentic.

  - The person sets an inspiring example for living social justice and sustainability.
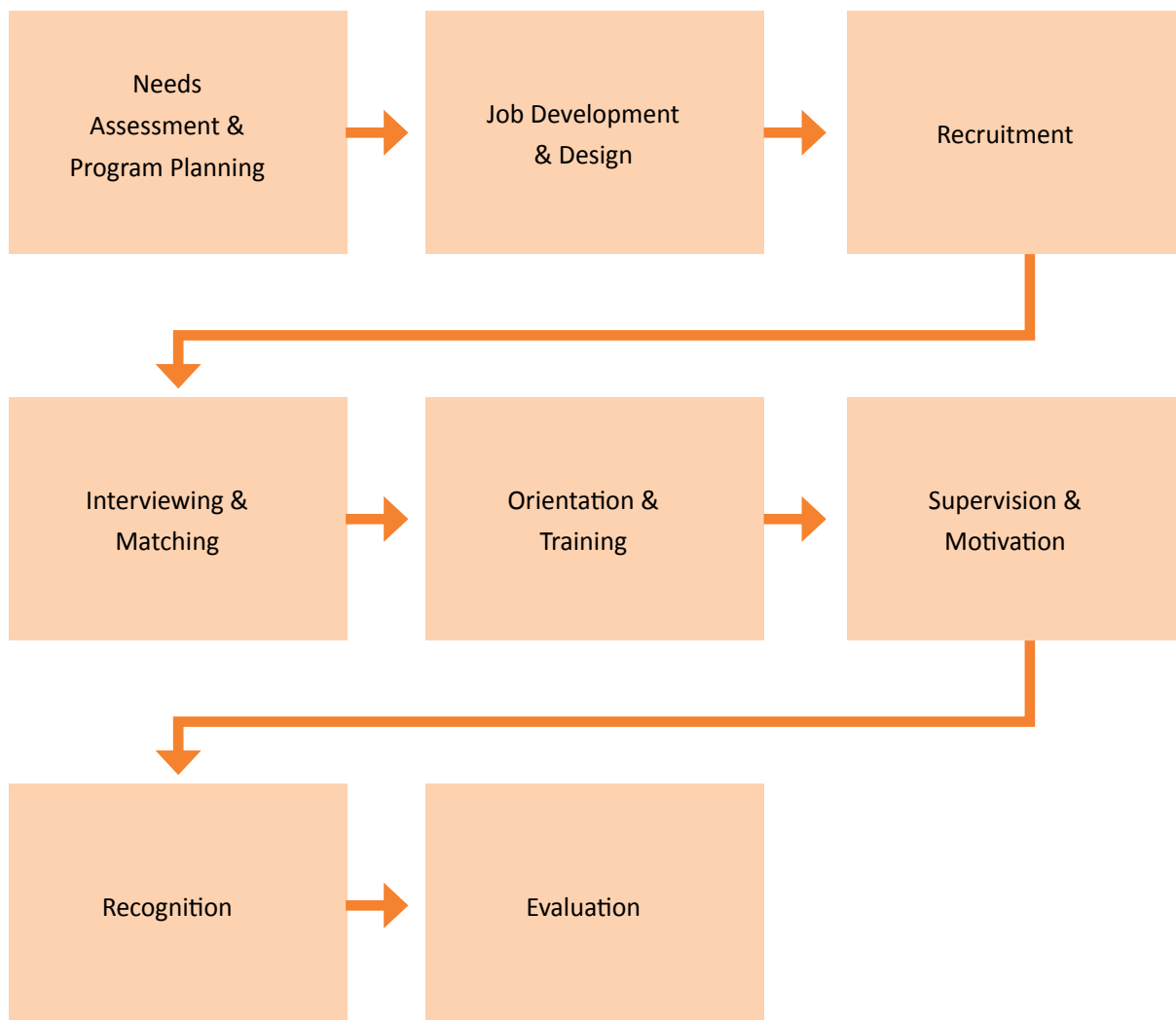
10. VOLUNTEER MANAGEMENT PROCESS

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┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│      Needs        │      │                   │      │                   │
│  Assessment &     │ ───▶ │ Job Development   │ ───▶ │   Recruitment     │
│ Program Planning  │      │    & Design       │      │                   │
└──────────────────┘      └──────────────────┘      └──────────────────┘

┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  Interviewing &   │      │   Orientation &   │      │   Supervision &   │
│    Matching       │ ───▶ │     Training      │ ───▶ │    Motivation     │
│                   │      │                   │      │                   │
└──────────────────┘      └──────────────────┘      └──────────────────┘

┌──────────────────┐      ┌──────────────────┐
│   Recognition     │ ───▶ │    Evaluation     │
│                   │      │                   │
└──────────────────┘      └──────────────────┘
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Figure 1 - Volunteer Management Process (Steve McCurley & Rick Lynch, 2011, p.21)

This is a scheme that synthesizes the 8-stage process of volunteer management, as it is understood by this manual and its authors. All are connected and very important for the volunteer to feel welcomed and part of the organisation (sending and hosting). The first stages are essential for the organisation itself. They will help to establish the needs and also to decide the volunteer profile that is needed.

Among the different classifications that exist on the volunteer management cycle, this section has been composed according to the combination of the volunteer management process proposed by McCurley and Lynch (2011), its principles and combined with the experiences of the entities involved on the implementation of the EVOLVET project.

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10.1 PLANNING AND ORGANIZING THE VOLUNTEER MANAGEMENT PROGRAMME IN DEVELOPMENT PROJECTS

To be aware about the needs of each organisation is the base for the creation of a volunteer programme. Knowing what is needed, the entity would be able to create a specific profile of volunteers to cover the areas where they will work.

A strong impact volunteering programme is not something that arises spontaneously. Managing volunteers cannot be an amateur activity without concerns for rigor, commitment, efficiency and quality. Goodwill is not enough, there must be some entrepreneurial spirit and resilience, along with specific expertise, competences and method, leadership and awareness for planning importance to implement and manage an effective volunteer program. A well-designed volunteering programme is the result of a maturation process and many decisions are to be taken before integrating volunteers.

Even more, a well-thought-out volunteering plan and standardized procedures allow having a closer relationship between the volunteer manager and volunteers. It improves coordinators effectiveness and lets them more time so as to make a closer relationship with the volunteer.

Planning a strong impact volunteering programme includes the creation of the Mission (the strategic engagement of volunteers in a cause) and the Vision (the strategic involvement of volunteers on Mission' prosecution). Social nature organisations must be focused at ensuring sustainability, making the maximum use of resources and having the highest impact among its beneficiaries. The involvement of competent volunteers, in significant numbers and effectively managed, will enable organisations to better address their challenges, with greater coverage and higher quality. The investment on strategic planning is crucial for the process: only by knowing where to go is possible to trace the route to follow.

In order to set any option aimed at the volunteering management it's necessary the support from the technical

Buenas prácticas, Observatorio de TrabajoSocial - OTS, Fund. "laCaixa", 2007, p.18.

staff and the government bodies inside the organisation. Believing in the importance of this aspect and allocate enough resources to it is essential for a subsequent development of the management and good volunteering politics.

There are many things that must be thought at this stage. To begin with, the next questions must be done:

• Does the organisation have a holistic view about what the volunteering represents?

• Is the hosting organisation ready to receive volunteers?

• Is there a proper environment and space for volunteers?

• Will volunteers be valued and welcomed?

• Who will be the person responsible for volunteers? Whose role it is to manage volunteers on a day-to-day basis?

• How will the needs of volunteers be met?

• Does the organisation have a volunteer policy document or guidelines in place?

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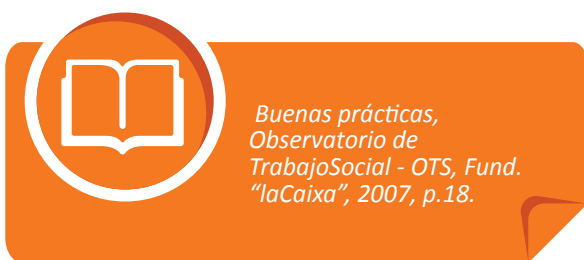
• Does the organisation have a clear and up-to-date role description and a profile of suitable volunteers?

• Is there a proper plan of volunteer support and supervision in place?

By answering these points, the volunteer coordinator should know whether the organisation is able to host volunteers and start recruiting. However, in order to give answer to all these questions an analysis of the volunteer organisation must be implemented to acquire to obtain an holistic approach of its context.

One of the most famous methods to do this is the SWOT analysis (SWOT = Strengths, Weaknesses, Opportunities and Threats). It has been utilized as a tool to identify positive and negative factors that promote or inhibit successful implementation of social change efforts within any kind of organisation.

The SWOT analysis is a part of the planning for social change process and will not provide a strategic plan if used by itself. After a SWOT analysis is completed a social change organisation can turn the SWOT list into a series of recommendations to consider before developing a strategic plan. SWOT analysis (Wikipedia. April 2016)

Exercise 10.6: SWOT analysis

According to all what has been previously mentioned, organizing a strong impact volunteering programme includes:

1. Understand the complexity of a volunteer management programme and create the organisational conditions to implement it. It is advisable to analyze the predisposition of the different groups: technical staff, managers, other volunteers, to assess the actual capacity of reception and the recruitment of future volunteers.

2. Clarify why the organisation wants/needs volunteers and involve staff in defining tasks that can be carried out by volunteers.

3. Work with top management support to be able to create and maintain all conditions for effective volunteer program execution.

4. Work in a positive organisational environment, with favourable conditions to implement and execute the volunteer management programme. The organisation must find itself in a stable and peaceful period of time.

5. Define adequate policies and procedures to volunteer management. For example, it's important to count with a medical insurance for the international volunteering against accident risks and all damage incurred. To obtain the corresponding identification credential for the exercise of the activity and being recognised as it for the authorities and for the society on their whole. To have free access to the acts in which they can provide their help as volunteers.

6. Set a monitoring and evaluation systems to verify that conditions for volunteers' integration and involvement are created, maintained and accomplished.

7. Value how much budget the organisation has to management the volunteering. On the one hand, it is necessary to be well equipped with the necessary resources to carry out the activity entrusted and on the other, the costs incurred in the performance of volunteer activities should be rewarded.

10.2 PREPARING THE TERMS OF REFERENCE FOR VOLUNTEERS

An efficient volunteering management programme starts with needs identification and volunteer positions definition: only by knowing what is needed is possible to trace the profile to look for. Designing rewarding positions is of the most importance, due to the creation of value-added tasks for volunteers. For example, "hiring" a person with knowledge in development cooperation or with skills in a foreign language for an specific profile.

Involving the entity's staff on volunteer positions definition is the first step to the programme's success. Instead of "inventing" positions, the staff clearly identifies real operational needs and tasks that can be carried out by volunteers. This involvement has other advantages, such as understand volunteers' management process from the beginning, orientation and support for volunteers, time to carry out functions that they not yet had the opportunity, fulfil real needs, achieve results, avoid conflict and stimulate gratitude.

Volunteer positions must be formally drawn up prior to start the programme, but they should not be considered as something unchangeable, as the volunteer programmes are as successful as volunteers are motivated to carry out the work that needs to be done. Volunteer positions should meet organisations' and volunteers' needs: negotiation should happen to meet all parts interests at all time.

Volunteer position should include:

• Title: the name of the function.

• Purpose: the result that the function expects to achieve.

• Suggested activities: what is to be done to achieve the purpose?

• Indicators: criteria to measure how the results are achieved.

• Requirements: skills, attitudes, knowledge desired and/or requirements of conduct or clothing, possible legal requirements such as record/child protection documents.

• Timeframe: estimated number of hours and/or commitment period and schedule.

• Location and work environment: job location and description of: with whom, where, who are possibly others working in the same environment.

• Supervision: staff members responsible for monitoring, troubleshooting and supervision.

• Benefits: training, insurance, parking, reimbursement, events, etc. It must be also considered when it comes to this point that the candidates should be aware about the non tangible benefits that the volunteer action could provide them, such as:

  - Gaining knowledge on the North-South relationships.

  - A participation in a multiple dialogue with overseas people that struggle for the same Human Rights.

  - Getting, thanks to their actions, a more supportive, fair and peaceful world.

  - Learning about the kind of the volunteering they are in.

  - Developing lots of human qualities and even, professional education like communication, organisational and teamwork skills.

- Recognition, friendships, fun, etc.

- Personal growth.

Certain aptitudes are relevant to make a profile of the volunteers in the organisations which work for the social change, such as: creativity, pluralism, to be able to work with other entities, to be opened to dialogue and have interest to take part generating ideas and promoting actions.

Exercise 10.1: The phases of Volunteer Management Process

Exercise 10.2: Preparing a volunteer job description

10.3 RECRUITING VOLUNTEERS

Recruitment is the process whereby people know they can do anything they want to do, and not a process of persuasion. It has to allow conciliation between two types of needs: volunteers' motivation to carry out their tasks and organisation's results to achieve. **Recruitment can be seen as a filter: identify and separate, from the universe of potential volunteers, who best meets organisation's needs.** Effective recruitment is to attract a sufficient number of volunteers who meet the requirements and, worse than rejecting candidates, is accepting them when and where there is no place for them.

The literature on recruitment of volunteers in general identifies different types of recruitment. McCurley, Lynch and Jackson (2012) present a 5-type classification for the volunteers' recruitment process:

1. Mass recruitment: used for a volunteer's position that can be done by most people. Specific skills are not required or tasks can be taught without much time investment.

2. Focused recruitment: determined by the type of people who would really like to do the tasks that need to be done. Highly motivated persons with the adequate profile.

3. Concentric circles recruitment: used to replace volunteers who leave the organisation. It is based on the network of contacts of other volunteers and staff.

4. Environmental recruitment: determined by the focus group to reach. A closed system of people who have a high degree of identification and connection (it does not work for all groups).

5. Intermediated recruitment: used to recruit volunteers through groups created to engage volunteers (E.g. volunteering platforms, on-line data bases, organisations, etc.).

10.3.1. Preparing of a recruitment process

Finding the appropriate volunteers according to an organisation needs implies an active process of spreading the word about the volunteering opportunities and searching for the right people. Before starting

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to work on advertisement vacancies, the staff responsible of this process should first think about who the organisation wants to attract and why volunteers might want to work for it. **The more you know about the motivations and interests of potential volunteers, the better you can target your advertising and recruitment.** To find out more about what attracts and motivates volunteers, it is always useful to work with the feedback of previous volunteers on the same entity or position, ask current volunteers on them or review applications from people who have expressed interest in being a volunteer before.

In order to reach this objective and get the desired information, a participative methodology is always suggested. This can be done, for example, throughout little workshops and interviews in order to collect and analyze opinions, ideas and expectations from the different people related to the entity (E.g. hired staff, advisors, partners, volunteers, etc.).

The advertising and selection process is the start of the organisation relationship with the volunteers. The aim is to find suitable people so there should be a good fit between the hosting organisations' expectations, the roles which are available and the volunteers' motivations and interests.

According to this, it is important to have in mind the types of volunteering that could exist in an organisation because each one of them would be related to different target groups and the recruitment must be oriented towards them:

• Short term volunteering, workcamps or sustainable voluntourism: for this type of volunteering recruitment wealthy crowds, with the legal age and enough free time (At least from 2 to 5 weeks in order to move away) are needed. In this case, magazines and internet advertisement may be useful.

• Support or technical volunteering: the first one is focused on the technical management of projects, so people who want to acquire knowledge about the coordination, scheduling, following up and evaluation of the projects must be found. The second one also requires having special knowledge in some professional area, like teaching, medicine, etc. Both are normally promoted among college and degree students, vocational training centres, associations of professionals, etc.

• Awareness volunteering: it is targeted to people who are interested in learning the complex and unfair international relationships and the reality of other countries and people. It requires high- creative volunteers who should be able to communicate and convince the public. They may be communicators, community managers, writers, actors, etc. Therefore, they need to have basic notions and be interested in learning more about the development and cooperation, thus, the volunteering training acquires more importance. Likewise, almost all the organisations promote the participation of volunteers in the development education activities, which it could be associated to a transforming practice, starting from the supposition that as the actions recipient or the promoter, the volunteer has to be involved in the topics that will be taken into consideration.

• Management, administration and logistic volunteering: Business Administration students and alike may be a good option. Also those people retired from the bank or business sector are quite good potential candidates.

• Government bodies volunteering: volunteers do not only need to have enough freetime and a high involvement on the service, but also a high identification with the values of the body or those related to the role offered on it.

- CyberVolunteering: to be made online, those volunteers on this category tend to be responsible of updating social networks, blogs and/or websites of organisations. According to this, these digital channels and media are very efficient in order to recruit them.

Once the type of volunteering that the organisation aims to recruit is defined, there are several facts to have also into account for this stage.

Exercise 10.7:
What is your experience
with recruitment?

Proper timing

The timing of the recruitment campaign will be influenced mainly by when its target audience is most likely to see and/or hear the message (E.g. If University students or school leavers are demanded, the placements should be promoted and published in summer or early autumn).

It is also important to think about the time of the year. In general, potential candidates are thinking about volunteering options when they set up their plans for the coming calendar or school year (January/February or August/September). School leavers are more suitable to address for volunteering from May to July.

Considering the general structure of developmental projects, long term campaigns started 4 to 6 months before placing the volunteer in the hosting country must be implemented in order to have time for a proper preparation phase for the volunteer and longer administration processes.

Exercise 10.8:
Where and when
do you advertise for
volunteers?

A good recruitment message

An essential tool used in the recruitment of volunteers is the "call for volunteers", a short but clear description of what the volunteer placement and hosting organisation offer to potential volunteers.

Once the call for volunteers is ready, the next question is how to make sure that the message reaches the volunteers targeted. There are different ways to promote the call for volunteers and they could be more or less efficient on each context but there are always some concrete milestones to follow when writing an advertisement as it must:

- Have a clear heading.

- Have a sub-heading that attracts the reader's attention.

- Have a brief statement about the organisation and its purpose or activity.

- Clearly and briefly describe the role, tasks and dates of the volunteering service.

- Describe the benefits of volunteering in that concrete organisation.

- Make clear the essential requirements demanded for the position in order to ensure the reception of applications from people who can meet them.

- Be clear on the process that the applicant needs go through to apply (E.g. Send a CV, motivation letter, police report, medical report, etc.).

- Use the logo of the organisation and bold design to make that the advertisement stands out.

- Include the name of organisation and the name of a contact person. Make sure that the call includes the full contact details of the person responsible of the recruitment to solve further questions from potential volunteers.

Once the call is ready, the volunteer coordinator must be aware that the coming recruitment process and selection of volunteers should be done on the basis of their skills, experience and qualifications for the position and avoiding any discrimination against an applicant. It is useful to check if the advertisement and recruitment complies with the human rights act.

European Court of Human Rights. Council of Europe (2002). European convention on human rights.
See document online here.

Characteristics of a good recruitment Message

McCurly, S. and Lynch, R. (2000) say that **the opening of the message should be interesting enough to entice the potential volunteer to continue reading or listening.** The body of the message is appealing enough to interest the potential volunteer in considering the volunteer opportunity or, at least, in contacting the organisation to get more information. Boring messages are only likely to appeal to boring people.

The body of the message should present information in order that psychologically matches to how people will think about the offer:

- Need: Is there a problem?

- Solution: Can this work help to solve it?

- Fears/Questions: Will I be capable of helping with it?

- Benefits: What's in it for me?

- Contact Point: How do I get involved?

As a will first decide whether the organisation is worth volunteering for and then decide whether they can fit the entity into their schedule and lives. The need to be stressed may be the one of the organisation, its clientele or a perceived need/benefit for the volunteer. According to this, when writing the message, the volunteer coordinator must be sure that it:

- It is easily understood. The Message is intelligible and avoids jargon, unless it is included for a specific reason. The Message has been tested for ease of comprehension by someone other than its author. Please remember: what can be misunderstood, will be.

- It gives a complete picture (E.g. problem, type of work, requirements, timeframe, person to talk with, etc.). The Message doesn't make that the potential volunteer has to do any extra work in order to understand what is going on.

- The contact information for the Message gives the name of a person, preferably including their first name, not just the name of the organisation. Volunteering is a personal decision and people like to talk with other people about it.

Recruitment methods/channels

In order to achieve a good recruitment there has to be a flawless communication and a well-thought- out message (How it is going to be spread, who it is going to be directed to, it is going to be verbal or written, etc.). Logically, depending on how the message is and which channels are going to be used, different kind of campaigns or recruitment programmes should be used.

There are plenty of creative ways to get potential volunteers and make them feel interested in the work of an organisation or its programmes. According to McCurley, Lynch and Jackson´s (2012) and Macmillan Cancer Support (2012) the main categories to classify the volunteers' recruitment process and that the volunteer coordinator should consider could be describe as:

• Word of mouth: one of the simplest and best ways to get the message across is by word of mouth. Make sure everyone in the organisation (E.g. Staff, beneficiaries, board, volunteers, etc.) know that volunteers are looked for so they can tell their family, friends and colleagues. This task is usually performed by either committed volunteers or hired staff. This job is about an accessible activity to any person and its main quality is its quickness and low-cost.

• Awareness activities in the street: albeit it involves punctual volunteers, they propitiate, on the one hand, the citizen participation in solidarity activities and, on the other hand, they expand the knowledge people have about the organisation.

• Volunteer centres and websites: in case that it hopefully exists a volunteer centre in the area that can help the organisation to find volunteers. They can also place an advert for the vacancies that the organisation offers or put them on their newsletters and announcement boards. In some countries there are national volunteering recruitment websites. Also keep in mind other websites that could be used in the area or region of the organisation to advertise vacancies on (E.g. Youth Ministry Website).

• Posters and flyers: make them simple, eye-catching and include clear details of the roles that the organisation is recruiting for and the skills it is seeking. Think about where to put posters and distribute flyers for maximum impact. Ideas might include:

  - Pinning posters to notice boards around health services such as hospitals

  - Leaving flyers at public places such as universities, libraries, schools, job centres, post offices, civic centres, shopping centres and supermarkets.

  - Posting flyers through letterboxes or putting them inside newsletters or free newspapers.

  - Giving flyers and posters to people who have regular contact with your local community, for example religious leaders.

  - Handing out flyers at local community events.

• Open meetings: holding an open meeting means to meet with many potential volunteers in an informal setting and it is a very successful method when an entity has to recruit. Thanks to it the volunteer coordinator can come to the citizen in a very directed way, who have little knowledge about the entity and its activity beforehand. Be sure to publicise the meeting properly and be aware that different groups of people are free at different times. Holding a day and evening session on the same day maybe a good way to make sure everyone has got a chance to attend. Five tips for a successful open meeting:

- Start by explaining the purpose of the service and the ways volunteers can help.

- Highlight how volunteers can benefit, such as gaining career experience, developing skills and meeting new friends.

- Hand out a pack to prospective volunteers that includes an application form, a role description and the contact details of the volunteer coordinator.

- Record the contact details of prospective volunteers and the role they are interested in.

- Give people the chance to ask questions at the end of your meeting.

• Social networks and media: use social media for creating posts or ads for promoting and thanking volunteers. Create short videos and photos of volunteers on spot and post them on social media. Testimonies of real people while volunteering are powerful means to promote volunteering and attract new people to an organisation.

• Electronic or print press, articles in newspapers: they are often effective, but have a huge cost unless the articles are agreed to fill up the empty space that the newspapers leave in some editions. It is better to agree interviews and articles, as they are usually more directed and obtain better results. They can be either local newspapers or national ones.

• Website and newsletters: advertising on the organisation´s website is a key step to promote volunteering. The volunteer coordinator must make sure that there is a space or section on the organisation's website devoted to volunteering where all the volunteers and potential volunteers are informed about all the aspects of volunteering in the entity's programmes. On this space all important documents for volunteers can be stored such as volunteer role descriptions, advertisement, pictures, videos, articles about volunteering, templates of code of ethics, contracts, etc. If the organisation sends regular newsletters they should be also used for advertising the volunteer opportunities. Other options might include:

- Stalls at (local/national/international) markets or events.

- Presentations to local groups, presentations in schools.

- Direct mailings.

- Email signature messages.

• To promote practices for college or degree students: the promotion of these spaces has several advantages for the entities. On one hand, new spaces for the young professionals to take part are opened everyday and, on the other hand, how an organisation works could be there taught in detail. They are very useful to show which role could a person develop in the future or which knowledge could acquire in this field by going deeper in the diverse thematic that the entity works in. For the people who have got a scholarship is a personal and professional growth source, it lets them progress on multidisciplinary areas and acquire communication tools, like teamwork, planification, etc. Afterwards, those people are likely to keep linked to the entities as a collaborators or volunteers, because a bound between the person and the organisation has been created, thanks to the values and the work shared during the training grantee.

Planning a volunteer recruitment campaign using a marketing approach

There are three main points that the volunteer coordinator should have in mind to plan an efficient

recruitment campaign by giving it a marketing approach:

- Try to be as specific as possible about the target group (the more accurate the aim is the more likely the organisation is to hit its target). Coordinators may want to develop more than one 'advertisement' if they identify a number of distinct groups to target.

- Tend to use any media (print, broadcast or electronic) that the organisation really has access to, depending on the volunteer coordinator opinion and criteria about which one could be the most suitable to the particular target group that it has been identified.

- Include images as well as a written or verbal message in the advertisement, because images can have a powerful impact, but be careful about stereotyping and try to avoid it.

Exercise 10.9: Recruitment message – what to say to the right audience?

10.4 INTERVIEWING AND SELECTING CANDIDATES

Candidates interview is crucial, as it allows to conciliate the organisation's needs and the volunteer's motivations, creating the grounds for a pleasant working environment. Interviewing candidates is:

- To assess the ability and willingness of a candidate to fit productively in a function within the organisation, instead of examine the candidate's suitability for a job.

- A subtle process to better understand the person, with the ultimate goal of integrating that person in a situation that will be rewarding for the volunteer and the organisation.

- To be able to identify the background and experience of the candidates and recruit, offering a position that will raise the will for engagement within the organisation.

There are several elements that are involved in an interview process and that the volunteer coordinator should take care of:

- The interviewer: a person that knows and is committed with the organisation, its projects and operational work, able to take appropriate decisions, motivational and empathic, with a knowledge on non-directive interview techniques, controlling different types of questions and able to follow an interview's agenda.

- The location: a reserved location is advised due to exploration of personal characteristics. A public place or an open office can cause constraints on the candidate. A schedule should be arranged so that there are no interruptions.

- The preparation: the interviewer should prepare some information and materials of the organisation and its projects, a list of possible volunteering positions (and their necessary requirements), an interview form and a registration form.

- The interview: it could be divided in.

- Starting: it is important to start it with a welcome speech and an explanation about the interview objectives, organisation and interviewer. Also it must give the candidates the change to introduce themselves.

- Conducting: exploitation of candidate's interests and motivations and discussion of available positions and respective characteristics and requirements.

- Closing: time to resume, explain and clarify. Here it must be decided if it is a "go"/"no go" for both parts and which position will be filled. According to the decision taken, this part will also used to decide and share the next steps and procedures to be done.

Essential steps must be followed by the volunteer coordinator and staff responsible of preparing and conducting an interview:

• Make a clear schedule of the interviews: decide the period for the interviews along with the organisation's team and announce it in a public call for volunteers.

• Prepare the interview guide: once the interviewers are face-to-face with the candidates, it is useful to have an interview guide that will to begin the conversation and allow that all the interviewers teams goes on the same direction.

• Prepare an interview form for writing down answers: it can be very useful to have an instrument for collecting and retaining the information obtained from potential volunteers in the same way for all the interviews conducted.

• Selection panel: it is recommended that the volunteer coordinator compose a small group of people, rather than just one person, to recruit and select volunteers (or employees). Ideally at least three people should be involved in selecting volunteers, no matter what selection process it is used. Besides the volunteer coordinator of the organisation, think about including people on your selection panel who:

  - Understand the role and tasks that volunteers will perform.

  - Are in charge or managing, coordinating or supporting volunteers.

  - Are experienced volunteers or on this field.

  - Could represent the board, members or supporters of the organisation.

10.4.1. Screening volunteers

The mainprinciple of volunteers' selection is based on the meeting of the organisation's expectations and needs and volunteer´s expectations, interests, motivation and abilities. Volunteers should not be placed in a position for which they have not got an appropriate interest, competences, time or motivation. The selection of volunteers should be aimed to reach a win-win situation for both parts involved. Some positive experiences (Observatorio del Tercer Sector, 2006)) point out the need of including the volunteering policies in the human resources policies (procedures and specific actions for the volunteering must be adapted considering them as integral part on the global organisation).

There are several reasons why an organisation has to screen the volunteers especially in development education and development projects. According to them, the organisation should be responsible of creating and maintaining a safe environment for beneficiaries, volunteer, staff, and others involved in work.

This means to ensure that the appropriate match is made between the volunteer-task-client. The more vulnerable the client or the riskier a volunteer has been assessed a position, the more vigilant the volunteer coordinator and entity should be in the screening process.

There are key principles underpinning the selection process or volunteers:

• Having the wrong volunteers is worse than having no volunteers at all.

• Organisations must take all reasonable steps to prevent unsuitable people from volunteering. It is essential that procedures are in place to detect such mismatches (and, if possible, to re–direct the potential volunteer to a more suitable programme).

• The selection process must be appropriate to the role and rigorous enough to help the organisation makes the right choice, but not unnecessarily bureaucratic.

• All volunteers must go through the same selection procedures for the same roles.

• Volunteers should have equality of opportunities. An applicant cannot be asked the age or discriminate on the basis of gender, disability or ethnicity. Volunteers need to be a good fit for, and able to perform, the volunteer tasks. Asking for information about disabilities or limitations is allowed in relation to health and safety risks.

• Be honest from the start. Make it clear to all volunteers that there is a selection process, and that not everyone will be selected. (Volunteer Now, 2012)

When screening the volunteer coordinator and organisation's team have to be aware of different motivations for volunteering, especially the problematic ones in order to avoid conflicts in the volunteer management in field. There are many reasons to volunteer.

One study devoted to reasons for overseas volunteering listed 10 good and 10 bad reasons to volunteer, usually for prolonged periods (6 months or more) overseas. But these reasons can be used to help in the decision to volunteer even in one's home city.

Ten good reasons to volunteer:	The list of 10 bad reasons:
1. To get to know another culture.	1. To escape a bad relationship or personal problems.
2. To have a better perspective on the impact of wealthy countries on other parts of the world.	2. To save poor people or lift them out of poverty.
3. To put concern for others into action.	3. To assuage guilt.
4. To share skills and expertise with those lacking but needing these skills.	4. To travel purely for personal enrichment.
5. To gain experience and knowledge in one's field of expertise.	5. To avoid losing a position.
6. To learn a foreign language.	6. To avoid failure in some setting.
7. To learn more about oneself.	7. To copy others who are doing it.
8. To be inspired by those in developing countries.	8. To make religious converts.
9. To become an advocate for changes at home.	9. To impress others.
10. To live out one's faith and religion through good deeds and working for justice.	10. To deal with personal problems like alcoholism.

Volunteers seem to encounter the most problems if they are focused only on their own agendas or are trying to save a world in a few weeks. Many individuals who volunteer do hope to make major changes where they serve and to lift people out of poverty and save them from their fates. These volunteers will be most disappointed. There might be also other problematic candidates for volunteering:

• People who are not able to define the limits their work and family mean for them (perception of available free time).

• People without resources to renew their internal power.

• Self-sacrificing types of personalities (badly interpreted sometimes by religious attitudes).

• People who compensate their personal traumas and problems.

• "Researchers" or people looking for sensations usually with a topic they are focusing on.

• People who do not respect authorities.

10.4.2. Selection methods

There are many instruments that have proven to be useful in the selection of volunteers. In most cases, these instruments are not used individually, but organisations prefer a combination of them in order to ensure that all the information needed for the final decision was obtained from the candidates. Selection criteria should be developed for each volunteer position. Selection relies on a number of instruments which may include: Application forms, checks, interview, observation of volunteers in orientation/ training, observation during probation or providing taster visit and opportunities during formal or informal supervision or in evaluation.

- **Application form:** they present several important advantages as they provide specific information, represent a centralized way to collect and retain information for all volunteers applying so they can help in structuring the themes for subsequent selection interviews. These forms are used as a mean of gathering the information needed in order to guide the candidate towards the volunteering position that suits the person best. Forms also give a pre-assessment base for the deeper screening process and can serve as starting points for interviews when discovering motivation, abilities, and interests of volunteers. (Adolfová and associates, 2016)

- **Checks:** they requirement of volunteer appointments will depend on the organisation's volunteer policy. They may include:

    - References.

    - Police reports.

    - Proof of identity.

    - Qualifications.

    - Work history.

   - Relevant medical history.

Depending on the role or position, the organisation may have to carry out checks to find out if successful applicants have a criminal record and a relevant medical history. If they do, the selection team would need to make a fair decision on whether it makes them unsuitable for the role (Commonwealth of Australia and Volunteering Australia, 2003). References can confirm the existence of skills identified by other methods and at the same time can offer relevant information concerning the candidate, which cannot be captured through application forms or interviews.

- **Interview:** it is the one that offers the most complete information about a candidate for a volunteering position. Selection interview is a two-way route, a reciprocal process that let the organisation obtain the information needed from the candidate, but at the same time offers the person interviewed the basic elements that define the mission, vision, activities, beneficiaries, etc. of the organisation. (Adolfová and associates, 2016). **The people on the selection panel need to understand the volunteer roles and tasks and be able to define and agree on questions and selection criteria.** They also need to have time to be involved in reviewing applications, short listing, interviewing and/or reference checking, depending on the process. People doing the interviews should have good knowledge about the organisation, ability to communicate with different types of people, ability to listen and ask right questions

according to plan, ability to say "no". When the volunteer will work with clients in difficult situations, the role and presence of a psychologist is vital in a recruitment process (BrozmanováGregorová, Mračková, 2014). Panel members must keep all the information they see and hear confidential.

- Inform volunteers even from the recruitment announcement about the steps of selection, including the period for interviews, if this is the case.

- Estimate how much time will be needed for each interview. When setting up an interview, it is recommended to leave at least 5-10 minutes between interviews to debrief or in case they run over time.

- Decide on a date to hold the interviews that all the panel members can attend. Invite the listed applicants to come for an interview, giving them notice and time to prepare themselves.

- The setting for an interview should be welcoming and tidy, with access for those with physical difficulties. It should also be a place where you can conduct a private conversation and won't be interrupted.

- Design the interview as a two-way communication process. Create a relaxed and friendly atmosphere, reassure the volunteer on the need to have a sincere and honest approach (valid for both parts), allow time for the volunteer to formulate answers.

- Allow the volunteer to ask questions during the interview as well.

- Take notes during the interview to allow the selection team to look back and assess each applicant, once all interviews are done.

- Use open questions and "proof" questions (E.g. "Can you tell me something more about it?").

- Listen to the volunteers, what they speak about but also when they are not speaking.

- Pay attention to the volunteer's feelings and thoughts.

- When ending the interview thank the applicants for their time and find out if they have any further questions. Make sure that the selection team has the information needed to make an appropriate decision about the applicants and they fully understand what the role entails.

• **Observation of volunteers in orientation/training:** this selection method aims to observe volunteer still at the training. Trainers and volunteer coordinators might use specific training exercises for considering whether a candidate is the right person for the volunteer position. After the training, both trainers and volunteer coordinators can still decide about volunteer´s selection.

• **Observation during probation or providing taster visit:** this selection method aim to observe the potential volunteer during the first encounter with the beneficiaries. The taster visit or probation itself calls to probe the volunteer experience. If the volunteer or observer which might be staff, trainer or/and volunteer coordinator thinks that this position is not suitable for the candidate and the expectations might not be met even in the future (so they can all decide about not involving the candidate into the volunteer activity).

Exercise 10.10: Choosing the proper selection method
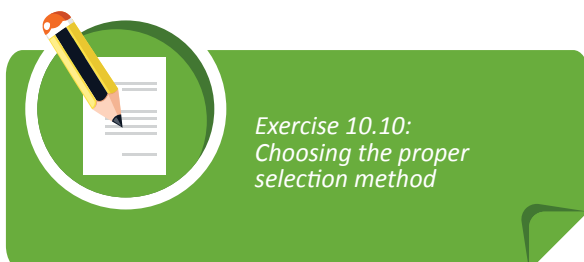
• **Opportunities during formal or informal supervision or in evaluation:** even after several visits and volunteer involvement, both volunteer and staff (E.g. volunteer coordinator, supervisor, mentor trainer, etc.) might see that the candidate

is not the right person for the volunteer position. They might have an informal or formal discussion about the volunteer involvement at some volunteer formal or informal session/supervision and evaluation. According to the results of these processes it should be decided about finishing the contract with volunteer or not.

10.4.2.1 Screening questions

There are four groups of questions you could use for screening volunteers which uncover the volunteer's motivation, abilities, interests and personality. (BrozmanováGregorová, Mračková 2014). It must be noted that several authors who analyze the volunteering and its motivations point out that these could be multiple and they are not always all which are expressed explicitly (Arias, B., Boni, A., and others. 2015, P.20). According to this, the next categories could be Highlighted)

- **Questions uncovering the motivations:**

  - Why have you selected our organisation/this volunteer activity in our organisation?

  - What do you expect from this volunteer activity? What do you think/expect you will do?

  - What is the most interesting point for you on this activity/in our organisation?

  - How would you describe our clients or environment we work in?

- **Questions about personal values:**

  - Would you describe the importance that volunteering have for you, in the following items:

    a) Works for the future generations and acts in a responsible way.

    b) Means sensitivity towards other people feelings, necessities and life (sense of a global humanity with common necessities and rights).

    c) Shows your own worth and your individuality.

    d) Teaches to live with social differences and resolves conflicts in a non-violent way.

    e) Critical awareness; investigator and non-conformist attitude.

    f) Promotes commitment with social justice and equity: interest and concern about global issues.

    g) Promotes commitment with justice and a fair world.

    h) Promotes effectiveness sense and the idea that everyone can have an impact on others' lives.

    i) Works towards a social change.

- **Questions concentrating on free time activities and interest:**

  - What do you do in your free time? Which are your hobbies?

  - How much time are you able to volunteer per week/month?

  - How much time do you spend at work per day?

- **Questions focused on skills and experiences:**

  - Which are your skills or abilities you could use in our organisation?

- Can you list the types of activities you like doing? What kind of activities you prefer to avoid?

- Have you volunteered before? What is your volunteer experience?

- Have you some experience in negotiation and to reach compromises?

- Which way do you think people could be influenced and leaded into a change?

- Do you fancy discussing? Do you consider you are skilled to speak your mind?

- Do you consider yourself a creative person? Would you like to take part in supportive projects, proposing original, different ideas?

Exercise 10.11: Asking the right questions

• **Personality and attitude questions:**

- What are your strengths/weaknesses?

- What would you do if....? How do you solve this situation...? How would you proceed?

- What do you do when a situation is different than the one you have expected to be?

- How do you feel when...?

- What do you think about....?

10.4.2.2 Acknowledging applications to be a volunteer

The selection procedure will usually lead to a clear–cut outcome. **Respond to everyone who applies to be a volunteer in your organisation, no matter what selection process it is implemented.** Use a letter or an e-mail, depending on how the organisation receives the information and its usual processes. It is important to thank everyone for their interest and their application. Prompt, courteous and respectful responses help maintain a positive view of your organisation in a community. (Creative New Zealand, 2014). If the applicant is suitable, an appointment should be arranged for an orientation session/training. If only a limited number of volunteers at the time can be used, but the entity could need more volunteers later, ask applicants for consent to keep their details on file so they can be contacted in the future.

10.4.2.3 Contacting an unsuccessful applicant having to say 'no'

If no match can be made, the selection team and volunteer coordinator face a much less enjoyable part of the recruitment process: turning down an offer of help. When telling an interviewee their application wasn't successful, be honest about the reasons why this decision was taken. **Although it can be difficult to say no, taking on someone who is not suitable for a role inevitably causes problems.**

As with the matching process, there is no magic hint to make this step easy and it's tempting to hope that people will forget or just lose interest if they are not got in touch. However, it can be quite a challenge for some people to undergo a selection process, and they deserve to be given a decision (even if it's not the one they want). (Volunteer Now, 2012)

If the applicant is unsuitable, or if doubts about suitability persist, options to consider include:

• Arranging for work on a trial basis.

• Directing the applicant to a more suitable placement.

• Suggesting further training.

• Wait–listing the applicant for a more suitable position in the future.

• Where applicants are unable to be placed within the organisation, it is important that they receive feedback about why not.

Volunteer Now provides some tips for saying no:

• Don't put off telling volunteers for too long - this will only add insult to injury.

• Be clear why you are turning down the offer. Is the problem with the volunteer or the role? Is there any way to overcome this?

• While there is no need to spell out the volunteer's shortcomings, if a volunteer asks a straight question, try to be honest. Don't get caught up in elaborate 'explanations'.

• Be caring and sensitive. Provide every opportunity for the volunteer to 'save face'. Emphasise your appreciation of their offer. Acknowledge any negative feelings s/he expresses. Is there anything you can do for the volunteer - redirect to other types of work; suggest relevant training; identify other ways to meet the needs they had hoped to fulfil through volunteering?

However, don't just pass your 'problem' onto someone else.

(Volunteer Now, 2012)

Exercise 10.12: Interview

10.5. PREPARING VOLUNTEERS

Volunteers should be prepared for a proper and effective performance of their duties, under penalty of having behavioural and executional levels totally inadequate for the organisation's goals. Volunteering requires commitment with the organisation and responsibility towards its beneficiaries, so preparation is a facilitating factor for volunteers' integration and adaptation.

The elements and stages that can be part of the preparation process of volunteers for a development project could be:

• **Orientation:** process of preparing volunteers for a clear relationship with the organisation (E.g. Welcoming volunteers, explaining the foundation and practical arrangements of the organisation, expectations on their contribute to the organisation's purpose, etc.). The importance of orientation can be translated in three questions:

- Why should the volunteer work in the organisation? (cause orientation): presentation of organisation's history, mission, vision, values and goals, the problem/cause they address, the target group, projects and services, competition and differentiating factors.

- How will the volunteer work in the organisation? (system orientation): presentation of organisation's general procedures and regulations and volunteer management programme and processes.

- How does the volunteer fit within the organisation's team? (social orientation): presentation of internal teams, operational staff and volunteers, and description of the organisation's culture.

• **Training:** Process of creating or mobilizing capacities and competences to the most adequate performance of the volunteer work in the organisation. There can be:

  - Initial training: general training about roles, responsibilities, expectations, etc.;

  - Specific training: prepares volunteers for specific tasks and conditions related to their positions or projects.

• **Coaching:** process of teaching and renewing skills that can be done in formal training sessions or individually. A proper coaching process follows three steps:

  a) Demonstration of competence to be learned or improved;

  b) Observation of volunteer trying the skill;

  c) Feedback and analysis to understand how and why.

• **Counselling:** process of troubleshooting, problem solving or behaviour improvement through the volunteer, supporting the person to recognize the problem and take responsibility for their resolution or improvement, helping volunteers to find out how to improve their performance.

• **Mentoring:** process of volunteers integration using a method that simultaneously makes volunteers feel welcome/belonging and improves their knowledge/skills through the establishment of formal relations with more experienced volunteers. Mentors provide personal connection to the organisation, encouraging and supporting the newcomers.

10.5.1 Volunteer information kit

Volunteer information kit can be a useful tool for interested potential volunteers to ensure they are provided with all information needed for applying into development programmes. Volunteer information kit is a clearly written tool provided to potential volunteers.

An information kit may include:

• Details about the organisation, such as its mission, purpose, history and the programme in which volunteering is involved.

• Management chart for the organisation and lines of communication.

• The types of volunteer positions available.

• The nature of volunteer work.

• The amount of time the work will require.

• In the case of international volunteering, information about the hosting organisation that manages the

local project (including the details of the supervisor who attends any problem of the volunteering in the hosting country).

• Information about the money that is given to the organisation, transport, food, accommodation and training and how much. Also how much of the money paid by the volunteer (if any) the organisation invests in the local communities and the projects with which the person collaborates.

• Information about all kind of public or private aids for the expenses of the volunteers.

• Group of rights and duties which correspond to the both parts in relation to the current regulation.

• Causes and forms which can lead into a disassociation from the organisation.

• Application form.

• Experience and skills required.

• Information about any compulsory training sessions and the time they will occupy, both before the position begins and during its course

• Instructions on how, when, where and to whom applications should be made, including name(s) and contact details.

• It can be interesting to facilitate contacts of other volunteers that have had a similar experience in this project, community, region, etc.

10.6 SUPERVISING AND MOTIVATING VOLUNTEERS

10.6.1. Supervision

Efficient volunteer coordinators need management skills as they may have to directly supervise volunteers or at least make sure that the staff designated to supervise those volunteers works with them conveniently. Knowledge, however, is needed to manage direct relationships or to manage relations between volunteers and those who have a direct connection to their work.

A key feature of the coordinator's job is to work indirectly through other people, making sure that things are done, enabling others to do their job and achieving results through them. Manage people successfully involves ensuring that they want and are able to do the work that needs to be done. The role of volunteers manager is to create the conditions that encourage them to do the work expected, giving them different degrees of empowerment accordingly to their capacities.

In this sense, Mc Curley and Lynch (2011), describes four levels of control to characterize the different types of authority that volunteers have to define their responsibilities.

1. Authority to define tasks with no obligation to report to the coordinator or supervisor.

2. Authority to define tasks reporting progress to the coordinator or supervisor.

3. Authority to suggest the tasks' definition.

4. No authority to tasks' definition.

As volunteers gain knowledge and experience during the implementation of a programme, they can move from a more comprehensive to a more relaxed level of control. That means that they are doing their work properly and manage to get more confidence and auto reflective. A self-confident volunteer is much more productive than a person who doesn't have a particular self-concept as that person presents and performs a work which is sure about and try to give as much as possible.

Organisations can achieve better results with autonomous volunteers, giving them authority to decide (within limits) how they will achieve the results for which they are responsible. The volunteer coordinator becomes a source of assistance for the volunteers, more than a controller, allowing them to feel more involved and spending less time making decisions about their work.

However, level 1 may have the following drawbacks: on the one hand, volunteers may feel that their work is not valued and on the other hand, they can go disconnecting from the organisation. Supervision contributes to make progress towards the target and have the possibility to make any kind of change if necessary. According to this, it is important to establish checkpoints and a calendar with scheduled control sessions. The supervision can also contribute to detect how volunteers feel with the tasks performed and to detect if they are bored in their current position or are already prepared to occupy another position more related to their knowledge and experience gained. Thereby they will also increase their performance and improve their motivation. In this way, the volunteer coordinator can relocate the volunteers and make them feel comfortable in their job, increasing their motivation to continue collaborating with the organisation.

The volunteer coordinator has to empower volunteers primarily by encouraging their participation. Different types of questions can be used to achieve this goal, allowing volunteers to express their points of view. A good coordinator acting as supervisor does not have all the answers but encourages the participation of volunteers in the management of the affairs and generates a greater confidence in themselves. It is essential that the volunteers consider themselves as a part of the organisation in order to help them to feel welcome, respected and motivated to continue the work in the future.

To carry out an effective supervision of volunteering, two conditions must be met. One, volunteers feel that their work is valued because they have the constant attention of their supervisor. Two, all the volunteers participate in the decision making and the activities with the same status.

In relation to international volunteering, supervision is more complex and generates problems of communication, satisfaction and performance between volunteers and the headquarters. The main obstacles are logistical and interpersonal issues. To deal with these difficulties, which means working away from the headquarters, efforts must be concentrated mainly in three areas:

A. Bonding. Strengthening personal relationships that improve communication in both directions, headquarters and field staff.

B. Communication. The coordinator must make a special effort to communicate the decisions made, ask the volunteers for their opinions, give visibility to the progress made in the organisation and the work performed by the other volunteers in the central office.

C. Monitor. The autonomy and independence that characterizes international volunteering can be counterproductive for an efficient management if there is no constant monitoring by the coordinator.

Exercise 10.3: A supervising plan

10.6.2 Motivation

Motivation is an essential aspect when working with volunteers as they could have a different one to carry out their performance in the organisation. This is why entities must make big efforts and devote its time to the motivation of those aiming to cooperate with them.

There are several theories about motivations. Herzberg (1959) classifies the factors that influence motivation into two major groups: hygiene factors (external factors such as physical conditions of work, safety, organisational procedures, relationships, etc.) and motivation factors. These ones are those that constitute the motivation itself and act once the external factors are fulfilled. The motivating factors are:

• Achievement or fulfilment, the opportunity to do interesting things.

• Recognition of a job well done.

• Interest in one's own work, stimulating tasks that allow one to develop.

Obra Social, Fundación "la Caixa". (2009). Manual de Gestión del Voluntariado. in Spanish here)

• Increased responsibility.

10.7 RECOGNIZING VOLUNTEERS

Demonstrating appreciation for and recognizing volunteer contributions to the organisation is important on many levels. It helps to improve volunteer programmes and retention rates, and will bring new ideas and points of view that may improve the organisation. Keeping volunteers avoids having the permanent effort to recruit, integrate and prepare new ones. A motivated volunteer is that one who wants to do the work that needs to be done within the organisation's spirit and guidelines.

Volunteers want to enjoy their experience and feel their efforts are appreciated. At the same time, saying thanks and formally recognizing volunteers is important to keep them motivated so they'll keep volunteering. Volunteers are ambassadors (representing the organisation during programs, at events, etc.) and their volunteer experience will directly impact the way in which they represent or personify your organisation and its mission.

Trouble keeping volunteers can be a sign of motivation problems. A motivated volunteer is someone who has a volunteering experience that allows to find the match of the most rewarding individual motivational needs with those more productive for the organisation. The most often reasons of volunteer burn-out and leaving defined by J.Tošner and O. Sozanská are:

• Too large difference between volunteers expectations and reality.

- Feelings their help is useless.

- No feedback and no appreciation.

- Tasks are too homogenous, routine and there is no explanation why.

- No support from other volunteers, staff, executives or tensions between staff and volunteers or between volunteers/staff themselves.

- No possibility for the personal growth.

- No or little options for initiative and creativity.

(Tošner and Sozanská, 2002)

Motivation is crafted by rewarding volunteering experiences and systems that allow the volunteers meet their needs. Volunteers must receive their "motivational remuneration" (recognition) in relation to the valuable contributions they provide in the course of their experience. As each volunteer is unique, each one has a kind of "motivational remuneration" that may change over time and have different combinations. Depending on each motivation's source, there is an adequate recognition or set of recognitions.
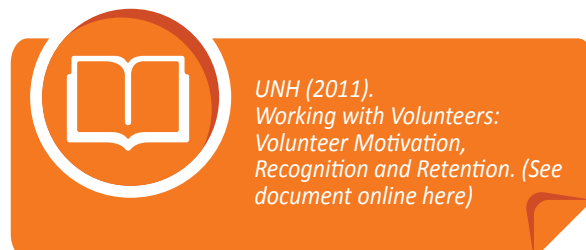
David McClelland, John Atkinson et al classified volunteer motivators into three main types: achievement, affiliation and power-oriented.

- **Achievement:** Volunteers motivated by achievement welcome challenges and are result- oriented, risk takers and innovative. They often prefer working alone, like well delegated tasks, concrete feedback and a hands-off management style.

- **Affiliation:** Volunteers motivated by affiliation measure success based on relationships, such as working with a wide variety of people. They support others in achieving goals and are sensitive to the feelings and needs of others. In contrast to achievement motivated individuals, they may not focus on the goals, but rather sacrifice goals/timelines to the relationships they are developing, trying to keep everyone happy. Affiliators tend to seek/need approval and often take criticism poorly.

- **Power:** Volunteers motivated by power thrive on the opportunity to make a difference in others' lives. They like to use their influence and skills to bring about change. They are opinion shapers, and articulate and charismatic leaders. Sometimes power is viewed negatively, but in this case of power motivation, it is the use of personal power for the benefit of all.

(McClelland , Atkinson, Clark and Lowell 1953)

It is important to realise that a volunteer's needs may change over time and their motivators may be a combination of types and change over time as well. The art of further motivating volunteers lies not only in knowing how to tap a given motivator, but in being able to figure out what combination of needs a particular volunteer has. Each motivation style requires a different recognition plan. If people are rewarded in a way that is significant or relevant to them then the recognition process is most effective. Volunteer coordinators need to make every effort to use personalized recognition to build an ongoing relationship with each volunteer. Recognition should be given on an ongoing basis and be integrated into the overall experience of each volunteer. In such way recognition should take into consideration all three motivation styles:

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- **Achievement:** Goal attainment and measurable results motivate achievers. They like awards that detail their involvement with a project. They value documented recognition like letters that can be used in personnel files.

- **Affiliation:** Individuals motivated by affiliation measure success based on relationships. They like thank-you notes, small gifts, social get-togethers, name badges, team projects, special event T-shirts, etc.

- **Power:** These individuals are motivated by the opportunity to make a difference in others' lives. They like public recognition, praise for their work in front of others, reference letters, leadership roles, the opportunity to be listened to and see their ideas put into action.

UNH (2011).
Working with Volunteers:
Volunteer Motivation,
Recognition and Retention. (See
document online here)

Volunteering Australia (2003) comes with some good practice examples of recognition and rewards you can use:

Start off on the right foot
• Match the volunteer's desires with the organisation's needs.
• Develop a volunteer policy for your organisation.
• Accept that an individual volunteer's ability to commit may change over time.
• Ensure volunteers have adequate space and equipment to do their work.
• Ensure a safe and healthy working environment.
• Ensure confidentiality for your volunteers.
• Provide a clear role description for every volunteer.
• Make sure new volunteers are welcomed warmly.
• Give volunteers a proper induction.
• Provide car or bike parking for volunteers.
• Devote resources (time and money) to volunteer support.
• Maintain Occupational Health and Safety standards.
• Provide the opportunity for volunteers to take leave of absence.
• Have a vision for volunteer involvement in your organisation.

Easy every day and cost. Free ways to acknowledge your volunteers
• Always be courteous.
• Always greet your volunteers by name.
• Say 'thank you' often, and mean it.
• Recognise that volunteers play a unique role.
• Be honest at all times.
• Help volunteers feel good about themselves.
• Create a climate in which volunteers can feel motivated. Do not overwhelm volunteers.
• Always be appreciative of volunteers' contributions.
• Give volunteers a real voice within the organisation.
• Tell volunteers they have done a good job.
• Suggest sources of help and support for personal problems.
• Know the volunteers' names, the names of their partners, kids or pets and ask about how they are.

Ways to show you value your volunteers' input

- Ask volunteers for ideas of how the organisation can show it cares.
- Encourage them to sit on committees and attend meetings.
- Allow volunteers to take on more challenging responsibilities.
- Encourage volunteer participation in planning that affects their work.
- Enable volunteers to 'grow' on the job.
- Send articles about your volunteer(s) to the (local) newspaper or run them in your newsletter.
- Include their name on a program they helped organise.
- Ask volunteers to share their ideas.
- Share the results of program evaluations with volunteers so they can see their impact on clients and programs.
- Review the progress of volunteers on a regular basis.
- Provide constructive appraisal.
- Allow volunteers to get involved in solving problems.
- Learn what motivates each volunteer, and make your recognition appropriate to what he or she thinks is important.
- Give volunteers tasks in which they will be successful.
- Make sure the volunteers are doing work that is meaningful to them and the community. Promote volunteers to other roles that take better advantage of their talents.
- Highlight the impact that the volunteers' contribution is having on the organisation.
- Always have work for your volunteers do, and never waste their time.
- Provide meaningful and enjoyable work.
- Give volunteers an opportunity to debrief, especially if they work in stressful situations.
- Let volunteers put their names to something they have helped to produce or to make happen. Use surveys as a way of eliciting your volunteers' views.
- Take the time to explain and listen to volunteer's ideas and concerns.
- Ask volunteers to give presentations or lead meetings.
- Ask volunteers to train other volunteers, for example, older volunteers to mentor the young. Make sure the volunteer coordinator is easily accessible.
- Supervise volunteers work.
- Set up a volunteer support group.
- Do not impose new policies and procedures without volunteers input.
- Ask volunteers opinions when developing new policies and strategies.
- Maintain regular contact with volunteers, even if they work off.
- Use quotes from volunteers in leaflets and annual reports.

Some tips that may involve a slight cost

- Provide excellent training and coaching.
- Reimburse out-of-pocket expenses.
- A personal note to say 'thanks' for a job well done.
- Thank them in a newsletter.

- Pay registration fees (or part of) for continuing education classes or conferences.
- Have a letter to the volunteer from (or a visit with) a person who has benefited from the volunteer's services.
- Let the volunteer really see, hear and feel the end result of their work.
- Have staff and clients write comments and quotes about the difference volunteers make, and have these printed in a booklet and share data on a recognition event.
- Create a volunteer notice board.
- Provide free refreshments during coffee and tea breaks.
- Nominate your volunteers for community awards.

Annual/one-off recognition ideas

- Conduct an exit interview when a volunteer leaves.
- Feature your volunteers at special events throughout the year.
- Farewell volunteers when they move away from the area or leave the organisation.
- Provide letters of reference.
- Recommend volunteers to prospective employers.
- Help interested volunteers prepare their resumes, emphasising the skills they have developed through their volunteer work.
- Send birthday cards.
- Present volunteers with a special memento recognising their service to the organisation.
- Present special awards for 1,3,5,10 and more years of service.
- Nominate a volunteer of the month, put up their picture in your office and send it to the
- Local newspaper.
- If you work with children, ask them to make thank-you cards for volunteers.

Volunteering Australia, 2003. (See document online here)

Exercise 10.5: Why are you unmotivated?

10.8 EVALUATION OF VOLUNTEERS, OVERALL PROGRAMME AND VOLUNTEER PROGRAMME

The evaluation of volunteer experiences provides important feedback for volunteer coordinators, an organisation, administrators, managers and individual volunteers about volunteering programmes and processes. Volunteer coordinators are often asked to demonstrate the value of their programme. **By evaluation, the information about volunteers programmes and its outcomes or impact can be collected in order to improve effectiveness, to reduce uncertainties, make corrections and learn.** Evaluation must be at the end as well as at the beginning of the volunteer management cycle.

Evaluations should be conducted consistently, preferably on an annual basis or six months basis depending on the length of volunteer involvement and the length of volunteer programme.

Evaluations of volunteer experience brings the following benefits:

• It collects information on the volunteers' performance (delegated tasks, volunteers' achievements and development, and project's implementation) in a regular manner.

• It assess to what extent the goals set regarding volunteers' development has been reached and what has to be improved.

• It assess whether the action taken was a proper and efficient one for the volunteers or not. If it is seen that simply something does not work, the action must be redefined.

• It helps assessing the structure and impact of the organisation. Is the way the organisation works efficient and effective?

• Regular evaluation, at different stages of the volunteer and organisation cooperation, gives the volunteer coordinator the big picture and, as a result, more control over the whole process.

• It assesses the effect of organisation´s activities, defines recommendations and has an impact on future actions.

As Fisher & Cole state volunteer coordinators should consider evaluating three components: the performance of the individual volunteer, the efficiency of the overall program and the effectiveness of the volunteer program.

• An evaluation of the contributions of a volunteer should involve opportunities for self- evaluation by the individual volunteer as well as external evaluation by appropriate paid staff and coordinators. The evaluation should look at whether the goals of the volunteer position have been met.

• Efficiency of the programme means an examination of the tasks volunteers perform, their satisfaction with the programme, their retention, and the effectiveness of paid staff's participation and support.

  A process evaluation also examines the coordination and administration of a programme, the adequacy of supervision, the effectiveness of training, the level of staff and budgetary support available and performance expectation. It reviews lines of communication and accountability and identifies potential sources of internal conflict. (Fisher & Cole, 1992, p. 140)

• Programme effectiveness includes two components: results (outputs) and outcomes. "Evaluation of results looks at the direct outputs of a programme, the products and services that a program provides." (Fisher & Cole, 1993, p. 140). This type of evaluation usually includes the numbers of clients served, programmes conducted, and services provided. This evaluation looks at the external effectiveness of the programme (how the program met its goals and objectives).

Volunteer coordinators may also document the numbers of volunteers recruited, trained, placed, as well as the hours contributed. Information about the time commitment involved, and suggestions for improving and expanding the programme should be collected.

As written before, there might be several evaluators of the volunteer experience and the programme:

the volunteers, beneficiaries/community and the staff (including the volunteer coordinator). By gathering information from all of these target groups, a more accurate evaluation of the total volunteer experience may be achieved.

- **What is evaluated by a volunteer and how?**

a) On the level of the performance volunteers can evaluate and measure:

  - Fulfilling their own expectations (regarding the role).

  - Lessons learned and competences gained.

  - Difficulties and challenges as well as successes.

b) On the level of efficiency volunteers can evaluate and measure:

- Fulfilling their own expectations (regarding management, line manager and other staff involved, beneficiaries, etc.),

- What should be changed or future expectations towards role, management, colleagues, policies, trainings etc.

- Useful and not useful moments, tools, support.

- The possibility of future involvement of volunteers at the same place/back home/ at another deployment.

Useful tools which can be used in the evaluation process are personal interviews and anonymous questionnaires.

- **What is evaluated by the beneficiaries or members of the community to whom volunteer is serving and how?**

a) On the level of the performance the staff or volunteer coordinator can evaluate and measure:

  - What is useful/what is not (activities done by volunteers), what should be changed.

  - Expectations and recommendations towards the future work of volunteers.

b) On the level of efficiency beneficiaries and members can evaluate and measure:

  - Satisfaction with the volunteers (communication, performance, reliability).

c) On the level of programme´s effectiveness beneficiaries and members can evaluate and measure:

  - Performance and impact on the beneficiaries. What has been changed/done by volunteer involvement? What is the difference in comparing when the volunteer is not there?

Tools which can be used in evaluation process are interviews and (anonymous) questionnaires.

- **What is evaluated by the staff or volunteer coordinator and how?**

a) On the level of the performance the staff or volunteer coordinator can evaluate and measure:

  - What is useful/what is not (activities done by volunteers), what should be changed.

  - Expectations and recommendations towards the future work of volunteers.

b) On the level of efficiency beneficiaries and members can evaluate and measure:

  - Satisfaction with the volunteers (communication, performance, reliability).

c) On the level of programme´s effectiveness beneficiaries and members can evaluate and measure:

- Performance and impact on the beneficiaries. What has been changed/done by volunteer involvement? What is the difference in comparing when the volunteer is not there?

Tools which can be used in evaluation process are interviews and (anonymous) questionnaires.

• **What is evaluated by the staff or volunteer coordinator and how?**

a) On the level of the performance the staff or volunteer coordinator can evaluate and measure:

- Fulfilment of qualitative and quantitative indicators/performance objectives stated at the beginning when planning volunteer programme.

- Unexpected good results, difficulties and challenges.

b) On the level of efficiency the staff or volunteer coordinator can evaluate and measure:

- Change of staff attitude towards volunteering/volunteers in the organisations involved.

- Difficulties, risks and challenges when working with volunteers.

- What should be changed (in terms of management, policies or support).

c) On the level of programme´s effectiveness the staff or volunteer coordinator can evaluate and measure:

- What other activities should be done by volunteers, new task assignments, needs assessment.

*Exercise 10.4:
A short guide to evaluation*
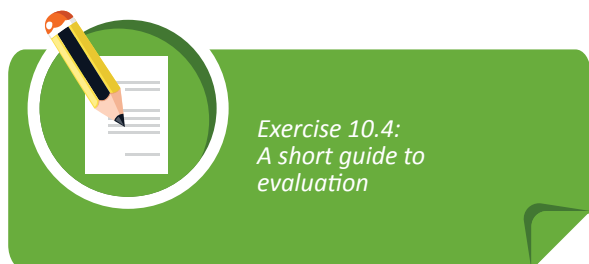
- Volunteer contributions to the goal of organisation or services provided, volunteer contribution on the improvement of quality services provided.

Tools which can be used in evaluation process might be interviews, (anonymous) questionnaires and regular monitoring.

Toolkit 3

EXERCISES

RELATED TO UNIT 8

Reference	8.1 **BACK TO THE THEORY**
Title	Evaluation of Volunteer Applications
Overview	The idea of the exercise is to practice the volunteer application evaluation by using real candidatures and emails that could open among participants' discussions and exchanges of practices on the development of recruitment processes of volunteers.
Goal	• Evaluate what types of volunteers apply to a position and find the most suitable ones for an entity. • Identify those skills among candidates in a selection process that could be better to build a balanced team or propose target activities for them that could increase the impact of a development project.
Type of activity	Group dynamic, open discussion.
Time requirement	20 to 60 minutes.
Space requirement	A seminar room with chairs and tables for all the participants.
Group size	From 4 to 6 people (if the group if bigger it can be divided by smaller teams).
Material needed	• Pens and papers for all the participants. • A flipchart or board as visual support for the participants (a projector or computer can be also used). • Printed copies of the sample emails and answers to candidates that **can be found here** (as much copies and samples as considered by the facilitator). They can be also showed with a projector.
Procedure	Before starting the activity, the facilitator must divide participants in small groups of 4 to 6 people each that should be sat around one table. They will be provided with pens, papers and the printed materials needed for the activity (see "Materials needed" section). These materials can be also shared through a presentation with a computer so the facilitator can implement a whole group cooperation. Steps to be followed to implement the activity:

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• Step 1:

The facilitator explains participants that they have received different samples of emails and candidatures that normally organisations get during a selection process. Their task will be to analyze them inside each group and answer several questions related to each one (that could be written in a board or given to participants as photocopies by the facilitator):

- Is this email from a voluntourist, unskilled volunteer or skilled volunteer?

- How did you evaluate which category the applicant belongs as above?

- What may be the weak points for this applicant?

- What may be the strengths of this applicant?

- Would you need more information about the applicant?

• Step 2:

Once the previous work is done, the facilitator will read aloud the emails and answers. After reading them, time will be given to each group to share their conclusions related to that email and candidate. As a big group, all the participants must check if they have agreed on the identification of the candidates and if they consider that the answers provided to them on the handouts are the appropriate ones, why or how they could be improved.

Debriefing and follow-up	It is important that during the Step 2 of this exercise participants discuss not only if the answers given to candidates were the appropriate ones, but also if emailing is a suitable tool to evaluate a volunteer candidate. The facilitator must also here invite participants to share their experiences on this kind of processes and describe which systems are used on their organisations for ensuring a valid recruitment. To close the activity, the facilitator must remind participants the importance of being very empathic when answering candidates and that they should always ask for more information about the proposed volunteer when needed. As volunteer coordinators, it is also important to tell participants that emails should content as much information as could be needed for the candidate and being very clear with sensitive issues (E.g. Try to get all details of financial issues to the volunteer).

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Reference	8.2 **BACK TO THE THEORY**
Title	Creating information packages for volunteers
Overview	One of the responsibilities of the hosting organisation towards the volunteer is to provide accurate information about the volunteer placement, organisation, country, etc. In this exercise, participants need to think through what information is needed by the volunteer at what stage and how to best deliver it.
Goal	• Make participants evaluate what information is needed by the volunteer at different stages of a project preparation. • Analyse the best ways of delivering information to volunteers during their preparation. • Reflect about the potential profiles of volunteers and if they could influence their preparation.
Type of activity	Mapping exercise, group discussion, team building.
Time requirement	90 to 120 minutes.
Space requirement	Working space that has enough room for having a group discussion without disturbing others or one large room for everyone and smaller rooms for the group work.
Group size	5 to 20 people (that should be divided in teams of 4 to 6 people depending on the number of participants). Ideally the number of participants should match with the number of groups (E.g. 4 people into 4 groups).

Material needed	• Pens and papers to take notes.
	
	• Big pieces of blank paper (flipcharts) and markers.
	
	• Tape or glue.
	
	• Sample cards in English (to be translated by training organisation).
	
	  - Annex 8.2.1: Types of volunteer cards (printed and cut).
	
	  - Annex 8.2.2: Information headlines cards (printed and cut).
	
	  - Annex 8.2.3: Empty cards (printed and cut).
	
	• Empty map template (Annex 8.2.4) (printed or it can be made in a flipchart by participants).

Procedure	Steps to be followed to implement the activity:
	• Step 1: The facilitator introduces the activity by highlighting not only the importance of using suitable info packs for volunteers but also the timing and phases that must be established to provided them the information and materials needed to take part on a volunteering project (E.g. travel info, work agreement, code of conduct, etc.). Here, the facilitator must also present to participants the different organisations' roles and responsibilities (see theoretical part related to this unit and exercise that can be resumed or included in a computer presentation). **• Step 2:** Participants are divided in small groups (4 to 6 people) and explained the different materials to be used during the exercise. Each group should receive: - Annex 8.2.1: Types of volunteer cards (printed and cut). - Annex 8.2.2: Information headlines cards (printed and cut). - Annex 8.2.3: Empty cards (printed and cut). - Annex 8.2.4: Empty map (printed or it can be made in a flipchart by participants). The target of the exercise (explained here by the facilitator) is that each group complete the empty maps given with the cards provided. On the upper line of the map, they would need to set the types of volunteers cards (Annex 8.2.1). The other sections of the map will be used to set the information headlines cards (Annex 8.2.2) depending on the time on which potential volunteers should get these elements according to their profile, type of project and preparation time. As the exercise includes different types of volunteers, participants can work with all of them or only with some depending on the time available. Where to set each card must be discussed inside each group and agreed by all its members. If any elements are missing, participants can use the empty cards to write them and add them to the map template. **• Step 3:** Once all the participants have worked on their maps, they will be invited to stick the cards on them and present them and their conclusions to the rest of the group (team by team). As an extra part of this activity, the facilitator can invite groups to exchange their maps and discuss if they agree with the work done by the other learners or if they would make any changes. **• Step 4:** The facilitator guides a conclusions discussion and evaluation to get the feedback of participants about the exercise.

Debriefing and follow-up	As final debriefing, it is important that during the Step 4 the group takes part in a conclusions discussion to evaluate the exercise and get the feedback of its learners. Some useful questions to be done during this part or that the facilitator should consider for it could be: • Did participants understand the different roles and responsibilities of the organisations involved in a volunteering project? • Did participants consider different motivations and needs of different type of volunteers? • How did participants divide the multitude of information? Did they leave something out? • Was any information added that was not in the cards? • Did participants consider creative or new ways of delivering the information or the time to do it? As a follow up, participants can be asked to document the way of providing information to volunteers in their organisations. They can then highlight their main points, similarities, differences and share with the other participants their conclusions. The facilitator should here encourage participants to provide feedback and additions afterwards.
Tips for the facilitation	It would be good to have minimum 2 facilitators for this exercise. Do help groups get going with the mapping, if they have difficulties to start. In case it seems too difficult, provide simple examples. This exercise also includes a supportive annex and example of map completed for the activity facilitator (Annex 8.2.5).

ANNEX 8.2.1

Types of volunteer cards

Short-term volunteer of 18 years old	Long-term volunteer of 25 years old, graduate of social work
Group of big corporate volunteers	Family of 2 adults and 2 children between 10-14 years
Web developer willing to commit 4-6 hours a month	Senior citizen who is retired
Young person of 15 years old who goes to the school on the mornings	An unemployed girl of 29 years old who still lives with her family

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ANNEX 8.2.2

Information headlines cards

Organisation code of conduct	Project target and objective
Local culture	What to bring
Project needs and requirements	Work agreement
Accommodation and food	Travel information
Volunteer positions/opportunities	Cancellation policy

ANNEX 8.2.3

Empty cards

ANNEX 8.2.4

Empty map

12 – 6 months			
6 – 3 months			
3 – 1 months			
Project starts			

ANNEX 8.2.5

Map sample for the facilitator

	Short term volunteers	Long term volunteer	Senior citizen who is retired
12 – 6 months	Volunteer positions	Project needs and requirements	
6 – 3 months		Project target and objective Work agreement	Activity Accommodation and food Travel info
3 – 1 months	Work agreement Travel info What to bring		What to bring
Project starts	Project placement		

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Reference	8.3 BACK TO THE THEORY
Title	Creating In Country Pre Program Orientation
Overview	This exercise aims to create and process a specific in country orientation at arrival of the volunteer. Participants need to explore and understand that preparation is the base of a good project implementation and avoiding risks or conflicts between the parts involved in this kind of initiatives.
Goal	• Get a new volunteer accustomed to the physical surroundings, possible risks, cultural issues and a programme placement. • Understand the importance of a good preparation to avoid problems during a project implementation. • Exchange good practices among professionals on the orientation of volunteers to development projects environments.
Type of activity	Mapping exercise, group discussion, group work.
Time requirement	90 to 120 minutes.
Space requirement	Working room that has enough space for having a group discussion without disturbing others or one large room for everyone and smaller rooms for group work.
Group size	4 to 20 people (Form groups of 4 to 6 people depending on the number of participants).
Material needed	• Computer and projector. • Papers and pens to take notes. • Flipcharts and markers. • Presentation and example of an orientation plan. The facilitator can also create or use other kind of examples (good or bad) to generate a discussion between participants). Sample presentations that can be used here: a) Sample 1 *(click here to download).* b) Sample 2 *(click here to download).* • Printed material (theory of this manual) for creating a discussion (if needed).

Procedure	Steps to be followed to implement the activity:
	• Step 1: In order to introduce the activity the facilitator explains to participants the importance of providing volunteer with a detailed infopack and materials before their departure and at the arrival to a hosting organisation.
	• Step 2: A presentation or example of an orientation plan is presented to participants in order to be analysed (the one attached to this exercise and included on its materials can be used). The target of this presentation is to open a debate about it and those elements that an appropriate orientation plan should have.
	• Step 3: Participants divided in small group (4 to 6 people) are asked to continue with the previous discussion and list those issues that an orientation plan should include. Once this is done, they should create an structure, map or summary of an orientation plan for one of their volunteer programmes or organisations (they can also agree to do a plan for an invented position in a development project). If time and equipment is available, participants can also prepare this material as a presentation to be showed.
	• Step 4: Participants show their presentations to the rest of the groups and discuss after each of them the strongest points of each of them, missing parts, similarities, etc.
Debriefing and follow-up	As a debriefing of the exercise, the facilitator can invite participants to list all together in a flipchart the conclusions of the activity and elements that a perfect orientation plan should have. Once this is done, the facilitator could also present here the content and recommendations made on this manual and related to this exercise (printed or in a presentation). It is essential that all the participants get awareness about how to develop good volunteer pre programme in country orientation and its importance for the implementation of a development project As a follow up of the activity, the facilitator can ask participants to create new flow charts or orientation plans for their own entities and projects to be supervised afterwards by the person leading the activity (this work can be also done at home after the training session).
Tips for the facilitation	It would be good to have minimum 2 facilitators for this exercise if the number of working groups is high as they could probably demand regular advice.

Reference	8.4 **BACK TO THE THEORY**
Title	How is my volunteering plan?
Overview	The exercise is a team or group reflection based on the assess proposed by the authors of the EVOLVET manual about the plan for volunteer involvement.
Goal	• Recognize an organisation's capacity to integrate newcomers. • Train participants' skills to analyze the internal structures of their organisations. • Establish the starting point for every NGO before developing a volunteering plan.
Type of activity	Group discussion, brain storming.
Time requirement	30 to 40 minutes.
Space requirement	• Training room with tables and chairs. • List of questions (Annex 8.4).
Group size	10 to 30 persons.
Material needed	• Paper and pencils.
Procedure	Before starting the activity, the facilitator must have in mind that the purpose of the exercise is to review and considered different issues and points related to the organisation on which participants (volunteer coordinators trainers or volunteer coordinators) are involved. According to this, it is needed that participants are aware about the real situation of their entities and the reality of its volunteering programmes. If possible, it is recommended to have among learners groups of people belonging to the same entity, so they can work in small teams on its analysis. As the list of points to check is very long, the exercise can be implemented with two approaches: a) Participants from the same organisation can be sat together, given the list of questions to answer and discuss them. During this time, they would have the support of the facilitator who will solve their doubts, give them advice or examples of good practices to find the suitable solutions to the issues presented.

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	b) The session can be used to present the list of questions and solve potential brief doubts of participants about how to fill it in. Once all is clear, participants would take this list as homework and give answer to its questions with the rest of the staff of their entities.
	In any of the cases, it is important that once all the teams have finished to give answer to these questions (in or out of the working space), they are provided with a time to share their results with the rest of the participants. This will create a space of peer learning that will make possible to exchange good practices among professionals on the volunteering field, get advice from them, promote that participants help each other and reinforce the cooperative spirit of the group.
Debriefing and follow-up	During the presentation of each entity (or answers to the annex questions related to it), the facilitator together with the other participants must evaluate if the quality of the current volunteering structures of each entity is the appropriate one. If not, all as a team (participants and facilitator) should work on providing the best advice and procedures to support those participants that could need it.
	For those participants who are currently creating their volunteering programmes and starting to build them, the list will be seen as a way to design, discuss and agree the most suitable conditions that their entity should achieve to have high quality procedures on this sense.
	The facilitator must in any case highlight that "If you have not completed the items on the list, then you still have preparations to finish before you and your organisation can effectively involve volunteers".

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ANNEX 8.4

Check list to revise our volunteering plan

- Do we have a clearly defined mission with long-range goals which relate to the community?

- Have staff and volunteers been involved developing the plan to accomplish these goals?

- Have they discussed the involvement of volunteers in accomplishing the mission of entity?

- Is the volunteer work to be done meaningful or significant to the entity, programme and clients?

- Can the need for the job be adequately explained to a potential volunteer?

- Can we describe how this job contributes to the mission of the organization?

- Can the work be done by a volunteer?

- Can it be reasonably split into tasks that can be done on evenings, weekends or part-time?

- Are the needed skills likely to be available from volunteers or can people be easily trained in the knowledge and background needed?

- Is it cost effective to have the work done by volunteers?

- Will we spend more time, energy and money to recruit, orient, and train volunteers than we would if we utilized staff?

- Are we looking at involvement on a long-term or short-term basis?

- Is there a support framework for the volunteer programme in existence?

- Do we have a person ready to act as Volunteer Programme Manager?

- Do we have volunteer programme policies and procedures included in the organisation plan and budget?

- Is our staff willing to have the work done by volunteers?

- Does all the staff understand their roles in relation to the utilization of volunteers? Can we explain to volunteers which of their roles will be developed by working with other staff?

- Can we identify volunteers with skills to do the job?

- Are they likely to be available in our community?

- Will people want to do this volunteer job?

- Is it a rewarding and interesting job or have we simply tried to get rid of work that no one really wants to do, paid or unpaid?

- Do we know what we will do with the volunteers after we get them?

- Do we have adequate space for them?

- Do we know who is in charge of them? Does that person know what they are doing?

- Do we know how we will evaluate success and how and to whom feedback will be given?

- Is the organization committed to the involvement of volunteers or is someone just looking for a "quick fix" solution to their problem?

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Reference	8.5	BACK TO THE THEORY
Title	Whose responsibility is it anyway?	
Overview	In this exercise participants are asked to evaluate different conflict situations and think about the roles and responsibilities of all the parts involved on it.	
Goal	• Train the evaluation and analysing skills of participants and their capacities to identify on the field problems. • Provide solving conflict skills according to the roles and responsibilities of each party involved in a confrontation (and in a development project). • Allow the exchange of good practices, procedures and measures taken to solve them.	
Type of activity	Role play, group discussion.	
Time requirement	70 to 90 minutes.	
Space requirement	A working room that has enough space to carry out a group discussion. As part of the activity must be done in small working groups, the room must be big enough so they can work without disturbing each other (this can be also solved by having other smaller rooms or spaces to allow this work in groups).	
Group size	No concrete size. Participants must form groups of 3 to 4 depending on the total number of participants.	
Material needed	• Chairs for all the participants. • Papers (A4) and pens to take notes. • Atrezzo or any kind of stuff that participants could use for their role play and prepare their characters. • Projector, speakers and laptop to show the videos. • Videos downloaded to avoid problems (they can be also seen online) based on real experiences of the partners of EVOLVET:	

- Video 1: Volunteer wants to go.

- Video 2: Volunteer bad attitude.

| Procedure | Before starting the activity, the facilitator must ensure that all the participants in the room understand the roles and responsibilities that all the parts have in a volunteering development project. According to this, it is recommended that the facilitator prepares a presentation about this content according to the level of knowledge that learners could have on the topic. If they are very experienced staff on volunteering development projects, the presentation could be very brief. However, if they are new on the field, it should be much longer (See the chapter 8 of this Toolkit 3 in order to obtain the needed information on this sense).

Steps to be followed to implement the activity:

• Step 1:
Once the facilitator has introduced the topic to participants through the previously mentioned presentation, the videos included on this material are showed to participants in order to present them two real examples of |
|---|---|

problems or bad attitudes related to volunteers that are on the field. After each video, the facilitator will lead a brief discussion among participants to analyze what they have seen on the video and what happened on it.

• Step 2:

The facilitator divide the group in smaller teams (of 3 or 4 people depending on the number of learners) and assign to each one of the previous videos (it is not a problem if several teams are assigned with the same video as their implementation of the activity will be always different). It is explained then that participants must analyze again the videos and prepare a role play of maximum 5 minutes showing a similar situation to the one that appears on their video and a potential procedure to solve it. It is important to highlight here that participants should involve in the performance to all the members of their teams and take into consideration all the parts involved in a volunteering development project and their responsibilities on it. The facilitator should also remind here that, if possible, they base their performances on real situations that they could have lived within their organisations so it could be easier afterwards to analyze how the issue was solved (or not) in reality.

• Step 3:

When the time to prepare the performances is finished, each team will carry out its role play that will be discussed by the whole group. The process will be the same with each performance:

a) Implementation of a role play by a team. If a video camera is available (or using a mobile phone), it is useful to record the plays, ask participants themselves to take a look at them later and comment during the final reflection of the activity if they would change something.

b) Open brain storming to ask participants not involved in the performance which was the problematic showed on the role play.

c) Direct questions to the team who performed the role play to see if there is something that the group missed or if they want to provide more information about the issue showed.

d) Invite participants to analyze how the situation was solved, provide alternatives to this and mention which parts existing in a development project should be involved on this resolution and how (Hosting organisation, volunteer, sending organisation, volunteer coordinators or intermediary organisation (if any)). If the performance is based on a real situation, the facilitator should invite the person that lived it or was part of it to share with the group how the problem was managed in the real life.

Debriefing and follow-up	The activity already includes a small debriefing through the analysis of the videos and performances done but it could be still interested to close the whole activity with a big reflection by making questions to participants such as: • Did you understand the situations presented and differences between them? • Were you able to detect the different motivations and responsibilities of parties involved on them? • Do you usually use creative or new ways for solving this kind of situations? Which ones? • Was the blaming game played or were the situations solved with good understanding? • Did you acknowledge any responsibility of the volunteer? As a follow up of the activity, the facilitator can invite participants to share real problems or situations that they have faced as volunteer coordinators within their entities and how they were solved.
Tips for the facilitation	Videos are provocative for a purpose and can be a bit shocking for some people. It is also important to remind participants about the time for their performances as plays tend to go on longer than expected when they are based on improvisation.

Reference	8.6 BACK TO THE THEORY
Title	Organizational climate
Overview	The activity helps to simulate a "good" or "bad" organizational climate and allow participants to explore alternatives to solve it towards the benefit of all the parts involved on it.
Goal	• Recognize a group capacity to integrate newcomers. • Exchange good practices among peers about the incorporation of new members to their organisations. • Detect the deficiencies of entities' staff and overcome them by exchanging methodologies and procedures.
Type of activity	Role play, group discussion.
Time requirement	30 to 40 minutes.
Space requirement	Empty training room or open space.
Group size	From 4 to 10 people.
Material needed	• Chairs for participants. • Pens and papers to work during the activity. • A board and markers for the facilitator.
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator explains to participants the aims of the activity and divides them on small groups (4 to 6 people each). The idea is that each group simulates both, the good and bad way to manage and settle an organizational climate. According to this, they will be given with some time (around 20 minutes) to discuss on their groups what they will perform and how. Here are some examples that could be also provided by the facilitator if needed: - **Example 1**. A set of 2 or 3 people (entity staff) that have a "good" attitude towards a third part (volunteers) and prepare, for instance, a nice welcome reception to a group of volunteers. After that, the role play is repeated but with a set of 2 or 3 people (entity staff) that have a "bad" attitude towards a third part (volunteers) and do not welcome the new group of volunteers or do it wrongly.

| Procedure | • **Example 2.** One volunteer manager receives a group of volunteers (2 or 3 people), explains the procedures of the organisation, shows the facilities and introduces them to the staff and other volunteers. The role play is repeated but doing the opposite: no one to receive properly the new group of volunteers. For instance, letting then wait for a long time before someone comes along (a person who is not the volunteer's manager and who distributes a leaflet and some tasks to do, sending them directly to the work stations).

• **Example 3**. A set of 2 or 3 people (staff members), including the volunteer's manager, have a "good" appreciation attitude towards a third part (volunteers) and prepare, for instance, a nice ceremony to deliver some "recognition award" to a group of volunteers. After that, the role play is repeated but with a "bad" attitude towards a third part (volunteers), simulating for instance an office with 2 or 3 staff members in which just one member of these people delivers some certificates with not much joy or even knowing who the volunteers are.

• Step 2:

Once the performances are ready, the small groups implement their role plays one by one. After each, a group discussion is opened by the facilitator using similar questions for each performance:

- What has happened during the performance?

- Which problems or attitudes were showed in the first version but not on the second?

- How did the staff solve the bad organisation climate?

- Had volunteers any responsibility under this problematic and to overcome it?, etc.

To resume all the feedback of participants during this reflection, the facilitator can use two flipcharts. One on which the good procedures and solutions will be written down. Another one on which bad behaviours or processes will be listed. |
| Debriefing and follow-up | As the implementation of the activity already include an evaluation of the work done by participants, the debriefing part should be used to go again through the two lists and flipcharts created during the Step 2. Here participants must be invited to add more elements to both lists or share real experiences or situations that they could have faced on their entities and related to bad organizational climates and their consequences. |

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RELATED TO UNIT 9

Reference	9.1	BACK TO THE THEORY
Title	The cooperative chairs game	
Overview	The idea of this game is to use a quite known traditional game (the musical chairs) but with a cooperative approach that could motivate the interaction among learners taking part on it.	
Goal	• Develop strategic thinking, listening to directions and explore social comfort. • Promote the cooperation among participants and their team spirit. • Allow to the facilitator to detect the different personalities or roles of participants before involving them in more challenging activities that could require to a team work.	
Type of activity	Energyzer, group dynamic, conflict solving.	
Time requirement	10 to 20 minutes.	
Space requirement	Arrange chairs in a circle with the seats facing outwards. Starting with enough chairs for everyone (at least one chair per person).	
Group size	Large group (7 people or more).	
Material needed	• One chair per person. • A cd player or mobile phone to play music.	
Procedure	The facilitator asks participants to put themselves around the circle of chairs and explains that they should walk (dance) around the perimeter of the circle, making a line and on the same direction meanwhile music is played. If the music stops, each participant must sit on a free chair and not touching the floor with the feet. This procedure will be repeated during several rounds. On the first round, the facilitator must play the music and participants start to walk. Then, the music is stopped and learners have to find a chair for each of them. On this round, all of them will find a place as there are as many chairs as people.	

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Before starting the second round, the facilitator removes a chair. That means that this time when the music stops, there would be not enough chairs for everyone. Contrary to the traditional game of the musical chairs, on this case participants can share chairs. That means that they are not disqualified if they do not have a chair, just pushed to occupy one with another person.

The game continues increasing the difficulty as after each round the number of chairs decreases but the people to use them will be the same. At this stage, it is important that the facilitator reminds participants that they can sit on the chairs, stand on them, sit one over the other, etc. But never touch the floor with the feet. According to this, the participants must work to find a cooperative way to all be in the available chairs till only one chair is on the circle.

Debriefing and follow-up	The facilitator must notice that after each round the game becomes more and more difficult. According to this, enough time must be provided to the group on the last rounds of the game as they would need to agree how all the group can occupy the few chairs available. These group discussions or strategies agreements are an excellent field on which the facilitator could detect those roles existing in the group (E.g. Who is good giving orders, who cannot accept them, who is an active listener, who is very impulsive, who is a leader, etc.).

This exercise helps the group to discover and discuss about volunteering coordination capacities and teams management. According to this, at its end, it is recommended that the facilitator invites learners to explain what happened on the game, which strategies did they use, who was leading, if it was a cooperative work or one person was just giving orders, etc. The facilitator can also highlight here concrete moments of the game on which a participant or several ones could behave in a positive way towards the benefit of the group. Each participant may have it's own experiences and perceptions that will be able to share and enrich with other's experience and knowledge. Then, all these competences must be highlighted again by the facilitator and linked with those needed to be a good volunteer coordinator.

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Reference	9.2 BACK TO THE THEORY
Title	The Strongman – A Volunteer Coordinator
Overview	Activity helps to recognize which skills, knowledge and moral values a volunteer coordinator should possess and represent.
Goal	• Recognize how many different skills a volunteer coordinator should have. • Prepare a list of competences to promote among learners. • Explore how participants could improve their preparation and professional profile towards their work as current or potential volunteer coordinators.
Type of activity	Group discussion, handcrafts.
Time requirement	60 minutes.
Space requirement	Room or open space.
Group size	15 to 20 people.
Material needed	• Markers and tape. • Large pieces of paper (each piece bigger than a person).
Procedure	Before starting the activity the facilitator must divide participants into smaller groups (5 to 6 person in every group). Steps to be followed to implement the activity: • Step 1: The facilitator explains participants that each group has to obtain a human silhouette by drawing around one person on a big paper (one of the persons of the group). The shape created on the paper will act as the model of a volunteer coordinator. It can be advised to participants that the best way to do this is by setting the paper on the floor and asking one person to lay down on it. • Step 2: Once each group has its shape on a paper, they must discuss inside their teams which characteristics a perfect volunteer coordinator should have and include them on the model. The facilitator will invite them to write:

- Next to the head of the model: knowledge that a volunteer coordinator should have.

- Next to the hands: skills needed for this role.

- Next to the heart: moral values demanded for the position.

If there is time enough, the facilitator can also propose groups to decorate their shapes with drawings that could represent the concepts written (E.g. if hard worker is written, participants can draw a hammer or a strong muscle on the shape´s arm). They can also try to find a name for the perfect volunteer manager created.

• Step 3:
The facilitator asks participants to hang up the drawings in a wall and invite groups (one by one) to introduce their models and conclusions. Once all have been presented, the facilitator must use a flipchart to create a three-column list about the characteristics that a volunteer coordinator should have: one for the knowledge pointed by participants, another one for the skills mentioned and another one for the values required for the position.

Debriefing and follow-up	With the list described on the point 3 finished, the facilitator must open a discussion with participants about the main skills, knowledge and moral values of a volunteer coordinator (especially those that appeared in most of the models). At this moment, the whole group could be also given the chance of adding information that could be missing. Taking into account that the learners of this activity would be trainers of volunteer coordinators or volunteer managers, it is important that, as a follow up of the activity (in the same working place or out of the session) the facilitator invites participants to self-reflect about which of the mentioned competences do they have, which ones they would need to improve or which ones they should acquire to develop their work on the best way.

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Reference	9.3 BACK TO THE THEORY
Title	Building Communication Skills
Overview	This activity helps to recognize and improve communication skills within the group in a very visual and enjoyable way. It is a good metaphor to see how a message is transferred and replicated within a volunteer management process and development project.
Goal	• Detect the elements needed for a good communication and how to improve them. • Recognize the roles and responsibilities of each part involved in a volunteer development project towards a good communication between them. • Explore and find improvements on the communication structures of the organisations of those participants involved on the activity.
Type of activity	Energizer, group dynamic, group reflection.
Time requirement	45 minutes.
Space requirement	Open space or big empty room.
Group size	4 to 20 people divided in groups of 4 people if possible (if the number of participants requires it, 2 people can take the same role inside a team).
Material needed	• Training room with tables and chairs. • Children's building blocks (E.g. LEGO ©). 10 bricks of several sizes and colours per group. • Papers and pens to take notes.
Procedure	Steps to be followed to implement the activity: • Step 1: Participants are divided in groups of 4 people. The facilitator explains that each person in the group must assume one of the four roles that will be played during the activity with the aim of building together and replicate a bricks structure: - The architect: is the only person who sees the model to replicate and creates the orders or instructions to do it.

- The messenger: is the person who transfers the instructions of the architect to the bricklayer.

- The bricklayer: is the person who builds with bricks a model of the structured demanded by following the instructions of the architect brought by the messenger.

- The observer: is the person who monitors and reports the activity by taking notes of all the behaviours, good practices or problems that could be seen during the exercise.

Here the facilitator can play with two options to assign roles:

a) Let participants decide inside each group who is who.

b) Assign the roles according to the characteristics of each group member. If this is decided, it is recommended that the facilitator assigns to participants roles that are not easy for them or far from their personality, so the exercise will be more challenging.

• Step 2:
Participants are placed on the working room. Architect and messenger in one side. Bricklayer in another side and far enough to not see the model showed to the architect. The observer is free to move and walk around the space. All are informed that they have a limited time to complete the exercise (E.g. 15 minutes).

• Step 3:

The exercise starts. The architect receives a model made out of 10 bricks and study it in order to produce a list of instructions to replicate the model. Instructions made by the architect are orally transferred to the messenger who will run to the bricklayer in order to communicate them to that person. The bricklayer must try to replicate the model of the exercise using the instructions received.

During this process, the messenger can make as many travels as needed by the architect. There is also a possibility or game variation on which the architect can also see in the distance the model construction and provide rectifications to the bricklayer during the construction but only using the support of the messenger. The size, number and colour of the bricks can be also and important fact to be decided by the facilitator in order to include more or less difficulty to the activity.

All the important moments, misunderstandings or problems suffered and how they were solved are reported by the observer and written down for the debriefing of the exercise.

	• Step 4: When the working time has finished, groups are brought together and invited to compare the initial model given to the architect and the one finally built by the bricklayer.
Debriefing and follow-up	The activity must be closed with a group discussion on which each team should show its model to the other participants and try to explain their differences or success. Here the notes taken by the observers are essential to understand what happened during each stage of the exercise. It is important that the facilitator make participants reflect about the basis of a good communication and how it could influence the implementation of a volunteering development project. The person leading the activity can also highlight the similarities between the four roles involved on the game and the parts that are in a volunteering project. As a follow up of the activity, the exercise can be repeated but changing roles so participants can see what to be on each position means.

RELATED TO UNIT 10

Reference	10.1 BACK TO THE THEORY
Title	The phases of Volunteer Management Process
Overview	The exercise will allow the volunteer manager to acknowledge the phases of volunteer management and be aware about the steps to go through in order to obtain an appropriate coordination system of volunteers.
Goal	• Understand the sequence of the process of volunteer management (phase by phase). • Exchange good practices on the implementation of the different phases of the sequence previously mentioned.
Type of activity	Group dynamic, group discussion.
Time requirement	20 to 30 minutes.
Space requirement	An open space.
Group size	Groups up to 16 people maximum (per group).
Material needed	• A4 sheets where is printed/written in each one the name of one phase of volunteer management: - Planning. - Job development. - Recruitment. - Interview. - Orientation. - Training. - Supervision. - Recognition - Evaluation.

Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator gives one sheet to one participant with one phase of the management process (it is not needed that all of them get one paper) and set them in a line. If the groups are not very big, the exercise can be also done by putting the papers in a line on the floor. • Step 2: The facilitator explains to the groups the goal of the activity: to put the sheets in the correct sequence of the volunteer management process. Here it is important to highlight that all (participants with and without paper) can talk and being part of the discussion to agree the order of this papers. The order cannot be decided randomly and it is important that participants defend and reason their answers (the facilitator can help here to drive the discussion if learners are getting lost but never giving opinions that could influence their decision).
Debriefing and follow-up	Once the group(s) has agreed one concrete order of the elements given, participants can share their reflection about the sequence of the volunteer management process. As they will be invited to offer their personal point of view, it is natural that their opinions are different among them. For instance, according to the authors of this manual, recognition comes before evaluation. The participants may say that recognizing can only takes place after the evaluation, and they are completely right. However, the authors explain on this material that the most effective way to recognize is the daily gratitude attitude shown to the volunteer. So, taking that in consideration, recognition should come first. This moment or discussion can be also used by the facilitator in order to ask participants how these processes or stages are carried out within their organisations in order to promote an exchange of good practices and a peer learning among them.

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Reference	10.2 BACK TO THE THEORY
Title	Preparing a volunteer job description.
Overview	The exercise provides participants with a tool to learn how to create a volunteer job description and to do it on the appropriate way by analysing the context of their organisation and needs.
Goal	• Learn how to prepare a suitable volunteer job description. • Explore the characteristics of a volunteer position and adapt them to the reality and needs of the recruiting or hosting organisation. • Analyse the real needs of an entity towards a volunteer placement.
Type of activity	Written Exercise, group discussion.
Time requirement	45 to 60 minutes.
Space requirement	Training room with space enough to set tables and allow participants to work on small groups.
Group size	Group discussion, individual work or work in couples.
Material needed	• Flipchart papers and makers to write on them. • Chairs and tables for participants. • Handouts with questions (Annex 10.2.). • Examples of volunteer job descriptions made by the facilitator to show an example of the final result expected (optional).
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator divides participants in small groups or in pairs to carry out the activity. It is important to highlight that participants are going to work on a concrete position not given that they would need to invent or think about. According to this, if the learners group involves participants who belong to the same volunteer organisation, it could be interesting to invite them to work together as they should have a more accurate perspective about the needs of their entity and the specific characteristics that this job position should have.

	• Step 2: Participants are given the exercise worksheets where they have to follow the following instructions: 1. They have to list all activities currently done or could be done by volunteers on their organisations. 2. 2They have to choose one activity and then create a volunteer job description according to the structure included on the handout. • Step 3: Once all the previous work is done, each group or pair must resume their answers in a visual way using a flipchart and colour markers.
Debriefing and follow-up	Participants are encouraged to present their job descriptions and work done using the flipcharts created on the Step 3. The facilitator is keeping attention on the details. The job description should be clear and detailed. It is important here to make participants notice that the volunteer should not replace the staff in the organisation but being a support to it. As a follow up or when dealing with a lot of participants that all belong to the same entity, the facilitator can encourage learners to make a volunteer job description for each volunteer position in the organisation.

ANNEX 10.0

Preparing a volunteer job description.

1. list all activities currently done or could be done by volunteers

List all the activities currently provided by volunteers in the hosting organisation:	List activities the volunteers should/could do but haven´t been involved into yet:

2. Choose one of the activities and prepare job description. Use the tool below:

Name of the volunteer position: ....

What kind of tasks/activities should a volunteer in this position fulfil? List of tasks/activities of a volunteer according the needs of the organization and its beneficiaries (Including flexible elements).	
Purpose or the result that volunteer/s expect/s to achieve. Qualitative and quantitative.	
Which kind of tasks/activities should a volunteer in this position fulfil? List of tasks/activities of a volunteer according the needs of the organisation and its clients (Including flexible elements).	

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Indicators on expected results outcomes. How will they be measured?	
When, for how long, frequency, worked hours? Minimum and maximum number of hours a volunteer will spend in activities. Day, morning, evening, once a week, etc.? Is it a one time or a long term activity? Is flexibility required? Is regularity required? Details of leave (EU Aid).	
With whom? Will the volunteer cooperate with employees of the organisation? Will the volunteer work alone or with other volunteers? Is the independence needed or will the volunteer work in a team? Team description and management description.	
Where? Exact place or facilities where the volunteering is.	
What are the requirements towards volunteers? Demography (age, education), skills, attitudes, knowledge desired and/or requirements of conduct or clothing, shared values, personality, etc.	

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Expectations /Benefits. What does this position offer or does not offer to a volunteer? Does it offer a personal or professional development? What will the volunteer learn? Is there any insurance covered, parking, reimbursement, events, any recognition etc.?	
Training and care. Is there any training the volunteer should participate in? What about supervision/ mentoring/support? What about further education?	
Funding. What is paid by the volunteer (is there anything the volunteer should pay for)? What is paid by the organisation/programme?	
Selection of volunteers. What will you need volunteer to provide you with and go through? CV/questionnaire/references/police check/ interviews/training, etc	
Which will be the competences developed or gained through volunteering?	

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Reference	10.3 BACK TO THE THEORY
Title	A supervising plan
Overview	The exercise provides participants the scenario to practice and improve the skills to manage and deal with a supervising plan of an international volunteer experience.
Goal	• Simulate the monitoring of international volunteers taking into account the three main areas of supervision for this type of volunteering and the four levels of control or authority. • Promote an exchange of good practices and procedures among professionals on the management of international volunteers and conflictive situations.
Type of activity	Role play.
Time requirement	70 minutes.
Space requirement	Big training room or open space with chairs for all participants.
Group size	12 to 24 participants (to be divided in four teams).
Material needed	• Papers and pens. • Atrezzo for the performances (optional). • Papers to assign roles. Each paper must include one of these statements: 1. Authority to define tasks with no obligation to report to the manager or supervisor. 2. Authority to define tasks reporting progress to the manager or supervisor. 3. Authority to suggest the tasks' definition. 4. No authority to tasks' definition.
Procedure	Steps to be followed to implement the activity: • Step 1: In order to be sure that participants really understand what they would have to do during the activity, the facilitator must introduce them (briefly or in deep using a presentation or handouts) the four levels of control or authority seen in the theoretical part of this manual related to this exercise.

Procedure	• Step 2: Participants are divided into four groups (similar number of people per team). Each team would be assigned with one of the four previous categories using small papers given to them. It is important that they do not see which papers are received by the others so they must keep it secretly. The categories given would be: 1. Authority to define tasks with no obligation to report to the manager or supervisor. 2. Authority to define tasks reporting progress to the manager or supervisor. 3. Authority to suggest the tasks' definition. 4. No authority to tasks' definition. Taking into account the different levels of control or authority received, each team must prepare two situations (one positive and one negative) in which issues of connection, communication and monitoring are addressed in a transnational development project. They would decide inside each team which roles do they consider needed to perform the situation on the appropriate way (E.g. an international volunteer, hosting organisation staff, a supervisor, etc.). Participants should have around 30 minutes to prepare the situations so it is important that the facilitator reminds them to use improvisation even if they agree the main script of each situation. • Step 3: Each group performs the situations rehearsed for all the participants. Here performers can even ask for the interaction of those who are watching the performance. The rest of the participants who are not acting would need to guess which of the previous four categories is represented by the group on the stage.
Debriefing and follow-up	Participants are encouraged to take into account the situations that may arise in overseeing international volunteering. The trainer has to take into account the different levels of control or authority and the adaptation of the different strategies of connection, communication and control. As a follow-up the facilitator has to encourage participants to make a proper supervising plan and tools to detect all the conflictive or positive situations that intervene in the best performance of voluntary action. If there is time available, the facilitator can also invite participants to share real situations that they have lived on their organisations related to the topics of the activity and how conflicts or situations were solved or faced (so a peer learning and exchange of good practices among professionals is promoted).

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Reference	10.4 **BACK TO THE THEORY**
Title	A short guide to evaluation.
Overview	The exercise provides participants a tool to start to prepare the evaluation of a volunteer experience and the environment to self reflect about how to implement it on their organisations.
Goal	• Prepare a starting worksheet for the evaluation of volunteer experience. • Promote the cooperative thinking of professionals on the design of volunteering management processes.
Type of activity	Brain storming, group discussion, written exercise.
Time requirement	45 to 60 minutes.
Space requirement	Training room with chairs and tables for all participants.
Group size	6 to 20 people (to be divided in pairs or smaller groups).
Material needed	• Flipchart papers. • Pens and papers to take notes. • Handouts with the exercise questions or a flipchart with them (up to the facilitator).
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator divides participants in small groups or pairs. If there are participants from the same organisation, it could be important to put them together on the same groups. Then, the main goals of the activity detailed before on this sheet are introduced to the group. • Step 2: Participants are given the exercise questions that they have to answer to implement the activity. They can be given through printed handouts prepared by the facilitator or just showed using a flipchart or presentation. Questions are the following ones: - Who are the beneficiaries or recipients of our service? - What is the goal or purpose of our service?

	- Which indicators could tell us if we have accomplished the goal?
	- How will we obtain information about the indicators? (Method or tools for gathering information).
	- What will tell us if we have reached our goal? Level of outcome desired (E.g. Percent of beneficiaries attaining goal).
	• Step 3: Participants must discuss on their teams the potential answers to these questions and take notes about then. On this moment, the facilitator gives to each group or pair a flipchart to create an "evaluation work sheet" on which they would need to write down the answers to the given questions.
Debriefing and follow-up	Participants are encouraged to present their evaluation work sheets. It is important here that they also describe briefly the context on which the entity related to the questions works. The trainer is keeping attention on the details, specifically on the indicators, method or tools and desired outcomes of an evaluation. Those participants not presenting the evaluation work sheet on that moment can also cooperate by making questions or suggestions to the procedures presented. As a follow-up, the facilitator has to encourage participants to make a proper evaluation plan and tools for gathering the evaluation data (during the last part of this session or afterwards with the teams of their organisations).

Reference	10.5 **BACK TO THE THEORY**
Title	Why are you unmotivated?
Overview	The exercise helps to describe and collect reasons why volunteers end up unmotivated and identify ways to avoid this situation.
Goal	• Share recognition and motivating elements available for volunteers in the volunteer management process. • Promote the cooperation of participants (volunteer coordinators) working with the same type of volunteers and situations but on very different environments that could provide varied alternatives to similar conflictive situations.
Type of activity	Brainstorming, group discussion.
Time requirement	45 minutes.
Space requirement	Training room with chairs for all participants.
Group size	From 5 to maximum 15 people.
Material needed	• Flipchart papers. • Text about volunteer recognition or theory of this unit included on the manual. • Makers and pens.
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator makes a brief summary of the recognition theory included on the EVOLVET manual and explains it to participants. After that, participants are asked whether they have ever interacted with unmotivated volunteers, and if so, they are invited to mention what were the causes behind the lack of motivation. All the ideas are collected by the facilitator on a flipchart paper. • Step 2: Once the flipchart is ready, participants are asked how these situations of non motivation can be solved. Facilitator leads the discussion in the direction that solving the situation now it is a bit late and it would have been important to avoid it. How? By not letting all the leading causes to happen

Procedure	and relating to the step of the volunteers motivation as an ongoing activity throughout their entire involvement in the organisation.
	• Step 3:
	On a different flipchart or paper, the facilitator points out motivating elements for each step of the volunteer management process (previously explained in other exercises included on this manual). Here the facilitator can invite learners to mention those phases in order to see if they remember them properly and their order inside the whole management process.
	• Step 4:
	The facilitator opens a discussion on difference between motivation and recognition. Together the participants must make a list of recognition actions to be also written down in a flipchart.
Debriefing and follow-up	Debriefing and reflection are involved in the procedure questions and whole exercise. Besides this, the facilitator has to encourage participants to make a recognition plan for their own organisations (inside the session or out of it with the teams of their entities).
Tips for the facilitation	This exercise is a brainstorming exercise so the facilitator must always try to collect as many ideas as possible from the participants and set them in a place visible for all of them during the activity (E.g. a flipchart).

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Reference	10.6 **BACK TO THE THEORY**
Title	SWOT Analysis
Overview	The exercise provides participants (volunteer coordinators) the tool to identify the internal and external factors (strengths, weaknesses, opportunities, and threats (SWOT)) that are favourable and unfavourable to establish the basis of potential voluntary plans and programmes.
Goal	• Share and review a structured planning method that evaluates those four elements of a volunteering development project (strengths, weaknesses, opportunities, and threats (SWOT)). • Improve participants' critic and creative thinking. • Reinforce the risks prevention plans of volunteering organisations.
Type of activity	Work in groups, brainstorming.
Time requirement	45 to 60 minutes.
Space requirement	Training room with chairs for all participants
Group size	From 5 to maximum 15 people.
Material needed	• Flipchart papers and markers for them. • Papers and pens to take notes. • Post its or paper notes (also a tape in this case to stick them) of at least four colours (here blue, green, yellow and orange are proposed but they can be different), • Add SWOT matrix examples already made from reality or found on internet (optional).
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator introduces to participants what is the SWOT method and its purpose. Depending on the participants' knowledge this explanation can be longer or shorter and can be supported with visual examples. • Step 2: Participants are divided in several teams. There are two possibilities for this division:

a) Create four groups and select one leader per group (one for each characteristic of SWOT) (option recommended and taken for this explanation).

b) Create two groups and select one leader per group (representing internal and external factors of a SWOT).

• Step 3:
The facilitator explains participants that they have to develop a SWOT analysis about the volunteering programme of an organisation (it can be an invented one or one of the entities that participants belong to). Here, each group will receive post-its or paper notes of one of the four different colours used on the activity and some pens. Depending on the colour of the notes and in relation to the topic addressed (organisations' volunteering programmes in development projects), participants would need to write:

- Blue colour for strengths.

- Green colour for opportunities.

- Yellow colour for weaknesses.

- Orange colour for threats.

The facilitator must advice participants to write in the papers simple and short ideas of 3 lines maximum per note or post it.

• Step 4:
Once all the groups have reflected and written their ideas about the section of the SWOT parts assigned to them, the facilitator sets a flipchart with the structure of a SWOT matrix. Then, the cards or notes are collected by the leader of each team who reads them aloud and stick them on the matrix (Each colour of the part it makes reference to), putting together ideas that could be similar.

• Step 5:
When all the groups have shared their reflections and the SWOT matrix is full, the facilitator asks participants if there are other themes to be mentioned or forgotten. If there are many different topics, the facilitator can do an exercise of priorities. The facilitator must always finish asking if all participants agreed with the SWOT created. Some questions to be used on this stage could be:

- What are the main strengths of our organization on volunteering management? And the weaknesses?

- What is the most important and why?

- What can we do to develop our strengths and avoid the threats? Etc.

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Debriefing and follow-up	Even if the whole activity is a debriefing exercise, at its end the facilitator can invite learners to discuss and evaluate the valorisation of SWOT characteristics on volunteering organisations and programmes. As a follow up of this activity, the facilitator has to encourage participants to make and action plan of their own entities, volunteering and development programmes.

Reference	10.7	BACK TO THE THEORY
Title	What is your experience with recruitment?	
Overview	The exercise allows participants to share their own volunteer or staff experience with volunteers' recruitment and discover the procedures of other entities on the field.	
Goal	• Share and review the good and bad recruitment techniques and messages used on the volunteering field. • Exchange good practices and experiences of participants on the recruitment of volunteers.	
Type of activity	Introduction dynamic, group discussion, brainstorming.	
Time requirement	40 to 50 minutes.	
Space requirement	Training room with chairs for all participants.	
Group size	From 6 to maximum 15 people.	
Material needed	• Flipchart and markers. • Bad practice examples of volunteer campaigns from the country or area on which the participants work. • Computer and project (to show the bad practices previously mentioned if they are images or online materials).	
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator invites participants to recall the time on which they were recruited to be a volunteer or a staff member: - Can you remember the technique used to recruit you? - Can you reconstruct how did you feel about the form of recruitment used? - Can you remember your initial response to the "invitation"? The different types of recruitment methods mentioned here or the ideas shared can be written down on a flipchart by the facilitator.	

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• Step 2:

The facilitator shows some bad practise examples of recruitment techniques (videos, leaflets, posters, banners, etc.) previously searched. To find them, the facilitator must give priority to samples taken from the same context, area or working field of participants (so they can be familiar to them and analyze them better). It is recommended to add some fun to the exercise by showing some weird or totally wrong practise examples.

• Step 3:

After all the examples have been seen and discussed, all the participants will start a brainstorming to list the "dos and don'ts" when working on a recruitment campaign of volunteers that must be written down in a flipchart by the facilitator.

Debriefing and follow-up	The facilitator can open at the end of the exercise a discussion about what participants have learned about good and bad recruitment techniques through their own experience and what they will bring home to their organisations. Questions that could be used here:

- Which recruitment techniques are not appropriate for your volunteer opportunities or organisations?

- Which recruitment messages would you never use?

- Which technique would you never use?

- What are the common points in all these experiences?, etc.

Reference	10.8	BACK TO THE THEORY
Title	Where and when do you advertise for volunteers?	
Overview	The exercise provides participants advertising methods and proper timing available to use for volunteer recruitment.	
Goal	• Reflect about the variety of recruitment techniques, importance of effective advertising and suitable timing when recruiting volunteers for development projects. • Exchange good practices among entities taking part on the activity about the previously mentioned issues.	
Type of activity	Brainstorming, group discussion.	
Time requirement	60 to 70 minutes.	
Space requirement	Training room with chairs for all participants.	
Group size	From 6 to maximum 15 people.	
Material needed	• Flipchart and markers. • Summary or presentation about the theoretical part of this manual related to the exercise.	
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator explains participants that besides exploring the recruitment message, it is important to analyse all the factors related to this process and which will enable organisations to find the right volunteers. According this, it is important to pay attention to all the conditions that can influence the success of a recruitment campaign (In this case, when and where). • Step 2: The facilitator draws in a board or flipchart two columns or parts. On one of the parts, "when" is written. The facilitator asks participants different questions to get as many ideas as possible and which answers will be written down on this part of the flipchart or board: - When do you look for volunteers? - What is a proper timing?	

- How much time does organisation need for advertisement of long term volunteer opportunity?

- What is the time of the year when people or concrete target groups are more likely looking for volunteer opportunities?

• Step 3:

On the second part or column of the drawing previously done by the facilitator, the word "where" is written. Participants are asked then:

- Where do you advertise for volunteers?

- Which channels do you use?

- How do you choose the place to advertise?

- Do you only use one channel or several ones?

The facilitator must try to get as many ideas as possible and write them down on the flipchart or board. It is important to invite participants to think and be as much creative as possible whilst recognising that whatever methods of advertising are chosen need to be adapted to the means of the organisation and to the target group which is advertised.

• Step 4:

The facilitator concludes the exercise by providing participants with the information given on the theoretical part of this manual related to this issue and compares it with the flipchart created during the activity.

Debriefing and follow-up	During the debriefing, the facilitator must create a discussion to make participants reflect about what they have learned, what they will bring home to their organisations, etc. Some questions to be used here could be: - Which recruitment time and channel methods would you use in your organisation? - Which recruitment methods are not appropriate for your volunteer opportunities or volunteers? - When is the proper recruitment timing for the concrete volunteer opportunities of your organisation?, etc. As a follow up of the exercise, the facilitator has to encourage participants to make a plan about how to use the suitable methods and conditions seen at home.
Tips for the facilitation	The person leading the activity must constantly try to involve all participants into brainstorming by using supporting questions such as: What other method did you used or see? What else can be done? Can you think about other ways to...?, Etc.

Reference	10.9 BACK TO THE THEORY
Title	Recruitment message – what to say to the right audience?
Overview	The exercise explores with participants ideas for a good recruitment message provided by a suitable recruitment technique to the right audience.
Goal	• Get participants to create a clear recruitment message by using a proper recruitment technique to the right audience. • Draft an advertisement or a spoken radio ad or a video. • Promote group interaction and creative thinking.
Type of activity	Group dynamic, role play, drawing exercise.
Time requirement	60 minutes.
Space requirement	Training room with chairs for all participants.
Group size	No concrete limit (groups from 3 to maximum 5 people must be created to develop the activity).
Material needed	• Papers, pencils and markers. • Colour-box and coloured papers. • Old magazines and scissors. • Study/theory/texts and good practice examples from the country/region.
Procedure	Steps the be followed to implement the activity: • Step 1: The facilitator explains participants that they are going to create a recruitment message while using the concrete techniques and address it to the right audience. It is important that the facilitator highlights that the message needs to be interesting enough to entice potential volunteers to keep reading or to link them into get some more information. Here a brief introduction of the main theoretical parts of this unit can be done. • Step 2: Participants are divided in small groups (3 to 5 people) and demanded to draft an advertisement for a volunteer position in their organisation. They can either create a web banner, video, radio advertisement or poster/leaflet.

They can use all the materials available in the working room (E.g. papers, markers, pictures from old magazines, mobile phones, computer, etc.). They can choose the position to be advertised and the target they want to attract. They should have around 30 minutes to prepare this material.

• Step 3:
Groups are asked to gather together and show their ads or work done to the whole group.

• Step 4:
Once all the groups have shared their work, the facilitator lets participants reflect about each of the works and give a feedback about them (E.g. Errors made, good practices seen, etc.). The facilitator can conclude the experience by providing participants with good practise examples and good recruitment campaigns from the country or region.

Debriefing and follow-up	To lead the debriefing of this activity (already included on its Step 4) the facilitator can use questions such as: - How did participants feel about the ads? - Would they address the right audience? - Is the message clear enough? - All the information needed by potential volunteers is available? - Is the technique suitable for the audience chosen? - Any other feedback? As a follow up of the exercise, the facilitator has to encourage participants to make a plan for creating recruitment messages and possibly involving some media specialists into campaigns of their own organisations.

Reference	10.10 **BACK TO THE THEORY**
Title	Choosing the proper selection method
Overview	This exercise invites participants to share expertise on various forms of selection process and to consider the best option for their organisations and for their volunteer positions.
Goal	• Consider screening process options and decide upon appropriate method for organisations. • Promote the exchange of good practices and processes used by volunteer organisations on the recruitment of candidates.
Type of activity	Introduction exercise, group discussion, brainstorming
Time requirement	45 minutes.
Space requirement	Training room with chairs for all participants.
Group size	From 4 to 15 people.
Material needed	• Flipchart and markers (or a board). • Papers and pens to take notes.
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator asks the group to think about their application process and the procedures used on their organisations for volunteer candidates: What methods do you use in your screening process? • Step 2: All the answers given by participants are listed in a flipchart by the facilitator. If the group did not come up with some methods, the person leading the activity can bring them to the group. • Step 3: Once a list of methods is obtained, the group as a team must describe which are the advantages of each of the methods listed: What are the benefits of every of these methods? What else you might use? What other benefits you might consider?, etc.

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	• Step 4: Using the theoretical content proposed on the unit of this manual related to the exercise, the facilitator concludes the brainstorming by telling the group about the importance and the reasons of the appropriate screening process for volunteer roles and positions.
Debriefing and follow-up	As a debriefing of the activity the facilitator can ask participants for their feedback or thoughts about the use of screening methods and which ones are applicable to their volunteering programmes on development projects. They can be also asked to prepare a list of screening methods that they would use for their concrete entities and volunteering placements.

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Reference	10.11 **BACK TO THE THEORY**
Title	Asking the right questions
Overview	This exercise explores with participants a set of questions and their categories that can be used in the screening process of volunteers for development projects (either in the application form or in the interview).
Goal	• Plan an effective interview and application form procedure with use of right questions. • Think about the importance of building questions in concrete ways and the different procedures to categorize them.
Type of activity	Work in groups, brains storming.
Time requirement	45 to 60 minutes.
Space requirement	Training room with chairs for all participants.
Group size	From 4 to 15 people.
Material needed	• Papers and pens to take notes. • Flipcharts and markers. • A handout or presentation to share the theoretical content of the unit and sample questions included on it.
Procedure	Steps to be followed to implement the activity: • Step 1: Using the theory described on this manual and unit related to the exercise, the facilitator explains participants that there are four key groups of questions they can use in the screening process when preparing an application form or an interview for volunteer candidates. • Step 2: The facilitator divides participants in four small groups (4 to 6 people each) and assigns each team a group of questions (E.g. Uncovering motivations questions to team number 1, etc.). Each group would need to write down in a flipchart as much questions as possible for discovering volunteer motivations related to the category assigned.

	• Step 3: All the teams are brought together and asked to share their questions and flipcharts to the whole group.
Debriefing and follow-up	The facilitator must open a discussion about all the questions created and mention potential questions which were not brought by participants. It can be also asked to participants about what methods are applicable to their organizations´ volunteer positions. As a follow up of the activity the facilitator can invite participants to prepare a structure of application form and an interview for their volunteer screening process.
Tips for the facilitation	Some questions might not be put in a correct way by participants in relation with their final aim. According to this, it is recommended that the activity facilitator has an expertise on volunteers or staff screening processes.

Reference	10.12 BACK TO THE THEORY
Title	Interview
Overview	This exercise allows participants to experience and reflect about the interview process of volunteers thank to a simulation and role-playing.
Goal	• Understand the reasons and benefits of interviewing volunteer applicants. • Prepare participants for conducting selection interviews.
Type of activity	Role play, brainstorming.
Time requirement	45 to 90 minutes.
Space requirement	Training room with chairs for all participants.
Group size	From 4 to 15 people.
Material needed	• Papers and pens to take notes. • Flipcharts and markers.
Procedure	Steps to be followed to implement the activity: • Step 1: The facilitator launches some questions to participants in order to introduce the exercise: - What is the purpose of an interview to volunteer candidates? - What are the key characteristics of people conducting interviews? - What are the essential steps of conducting and preparing interviews?, etc. The group must be involved in a brainstorm which results will be written down in a flipchart by the facilitator. Once this is done, the facilitator should resume all the information obtained and mention the essential steps for interviewing included on the theoretical part of this manual related to the exercise. • Step 2: Participants are divided in small groups (3 to 5 people each) and asked to do a role play exercise.

	Their objective will be to prepare and conduct an interview to an imaginary volunteer candidate. The performance must include a person playing the volunteer role and person/s playing the selection panel. The simulation must be played inside each group several times to let participants play both roles. The facilitator must encourage learners to play a suitable as well as not suitable volunteer candidate so the can get a deeper learning experience. • Step3: All the groups are brought together and asked for feedback from all participants on both roles. The facilitator can also invite groups to perform their interviews in front of the whole group to have a wider analysis and feedback of the work done. This would also allow participants to obtain an external opinion of their work done.
Debriefing and follow-up	When asking for feedback on both roles, different questions can be done by the facilitator: - How did you feel as a panel member/a volunteer? - Which was the most difficult aspect? And the easiest one? - What have you found out/learned? - How would you react if this candidate comes to your entity in the real life?, etc. As a follow up of the activity the facilitator can ask participants to prepare a plan for interviews in their organisations and think about aspects related to it such as suitable environment, selection panel they would have and a plan for acknowledging the volunteer about a result.
Tips for the facilitation	Ask for as much feedback on the role playing as possible. Interview is one of the key tools of volunteer screening process.

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