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| **VOLUNTEERING** |
| Tool kit of activities for organisations who manage volunteers aged 50 plus |



**Partners**

**Dacorum CVS (working name Community Action Dacorum), UK**

**Replay Network, Italy**

**Gulbene Municipality Council, Latvia**

**Pistes Solidaires, France**

**Associaçao Mais Cidadania (AMC), Portugal**

**Federacja FOSa, Poland**

Erasmus+ KA2 ADULT Project “Local and International Active Seniors

No **2017-1-UK01-KA204-036596**



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# Introduction

## Introduction

Local and International Active Seniors is a project which is aimed at increasing volunteering in people aged 50+ (especially men), improve processes/policies in volunteering organisations, reduce social isolation and improve literacy, numeracy and IT skills.

Community Action Dacorum and six other non-governmental bodies in Europe, including Pistes Solidaires, Replay Network, Gulbene Municipality, Associação Mais Cidadania and FOSa, are working together to help educate and train seniors who would otherwise face social exclusion and/or early retirement.

Following research, the partners looked at what best practices and training exists already for volunteer and organisations who work with seniors aged 50+. The partners in the project looked at developing training activities to cover a range of topics for NGOs.

Topics

* Organisational policies & procedures relating to volunteering
* Volunteer induction, the programme provided to the individual volunteer
* Managing volunteers, making volunteering opportunities appealing. How to look after them in relation to their roles and responsibilities.
* Recruiting, marketing volunteering and motivating volunteers to become more active citizens
* Celebrating and promoting volunteering
* How to encourage intergenerational volunteering

These training activities are then available to develop a local training course to enable local organisations to manage and recruit senior volunteers. Developing better volunteering practices and interaction with volunteers will improve local community engagement and help to combat loneliness and isolation amongst volunteers.





# How to use the Tool Kit

## The Tool Kit

The Tool Kit comprises activities created in conjunction with other partners in the 6 main topics and the subtopics listed below. The Tool Kit will provide guidance on the subjects and activities related to the topics. The activities will provide trainers with all the information to deliver them . For more information see the index for topics and activities.

## Context

## Topics covered in the toolkit - a brief overview of subjects.

**Organisational policies and procedures relating to volunteering :** Looks at the policies and procedures that should be in place when managing volunteers; looks at what they should provide a volunteer n(ie the same rights as a employee); looks at having health and safety policies in place and provides a framework of volunteering works which differentiates the regulations concerning employees and volunteers.

**Volunteer induction, the programme provided to the individual volunteer :** Make sure that a volunteer has the same induction, training and guidance as an employee.

**Managing volunteers, making volunteering opportunities appealing. How to look after them in relation to their roles and responsibilities :** Understand the motivations of the volunteers and why they want to volunteer for you. Clearly outline their roles and responsibilities so there is no miscommunication, along with looking at ways of appreciating them.

**Recruiting, marketing volunteering and motivating volunteers to become more active citizens :** Know your organisation and what makes it appealing to volunteers, look at your community and understand what motivates people to volunteer for you. By understanding this you can encourage volunteers to be more active citizens and be part of their community, appreciate diverse cultures and learn from it.

**Celebrating and promoting volunteering :** Give them a chance to understand the importance of good volunteer management and how they can promote volunteering.

**Understand Intergenerational volunteering :** Understand how intergenerational volunteering is important. Look at encouraging older people to work with younger people so they can exchange knowledge and learn from each other.

## Aim

The aim of the Tool Kit is to provide trainers with a wide range of activities from which they can pick and choose. The training will help organisations improve their training programme for volunteers. The Tool Kit provides ready made training ideas for trainers and is a free resource.

## Activites

The activities can be delivered in a range of settings from groups, individual or peer to peer support. There is a variety of activities however they could be adapted according to the setting of the country.

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# Module 1 : Organisational policies & procedures relating to volunteering

## Introduction

Before recruiting volunteers, it is best to look at what your organisation can provide volunteers, such as what sort of resources and policies you have in place to make the most of your volunteers. At present there are some guidelines in some countries as to what you should provide volunteers, that can be referred to. In this module we look at what is important when recruiting, organising and managing volunteers.

The points we will be looking at include:

* A healthy and safe working environment​
* An induction or orientation session​
* A role description​
* Training and supervision​
* Protection by appropriate insurance​
* What additional rights you should provide a volunteer

Since any agreement should be mutual, the organisation should consider the following points:

* Is the volunteering opportunity right for them?
* Have they fully explained what they expect from the volunteer?

This module is about “What you should provide volunteers” and “Basic procedures and documents”

* **Module 1.1 : What you should provide volunteers**
* **Module 1.2 : Basic procedures and documents**

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# Module 1.1 : What you should provide volunteers

## Introduction to Module 1.1

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| This module outlines what participants should expect an organisation to provide for volunteers and an understanding of how to write a volunteering policy  At the end of this module, participants will know:   * What an organisation should provide a volunteer * How to write a volunteering policy   List of all units covered in the module   * **Unit 1 : What they think an organisation should provide**   Activity A : NGO thoughts   * **Unit 2 : What an organisation should provide**   Activity A : NGO Guidelines   * **Unit 3 : Write your own volunteering policy**   Activity A : Examples of volunteer policies  Activity B : Write your own policy |



## Learning Activities for Module 1.1

## Module 1.1 : Unit 1

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| --- | --- |
| **Unit title** | **What you think an organisation should provide** |
| **Introduction, specific objectives of the unit** | In this unit the participants will look at what they think an organisation should provide |
| **Inputs** | Pairs |
| **Activity** | **Activity A : NGO Thoughts** |
| **References and further resources** |  |

**Learning Activity A**

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| **Activity A** | **NGO thoughts** |
| **Setting** | In pairs, sitting |
| **Activity Description** | In pairs, ask participants to talk about what they expect an organisation to provide volunteers. Ask them to write their ideas down on post it notes  After 5 minutes, bring the group back to together and ask each pair to present their thoughts.  Post the post it notes on a flipchart |
| **Resources** | No additional material |
| **Equipment** | Pens and post it notes  Flip chart |
| **Timing/Duration** | **Min: 20 mins** |
| **Max: 45 mins** |
| **Comments & Tips** | **Trainer :** You might have to give an example if the group find it difficult to start, such as an introduction to the organisation |
| **Participants :** Try to pair people with similar interests |

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**Module 1.1 : Unit 2**

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| **Unit title** | **What an organisation should provide** |
| **Introduction, specific objectives of the unit** | In this unit the participants will hear about what an organisation should provide |
| **Inputs** | In small groups of 3/4, sitting |
| **Activity** | **Activity A : NGO Guidelines** |
| **References and further resources** |  |

**Learning Activity A**

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| **Activity A** | **NGO Guidelines** |
| **Setting** | In small groups of 3/4, sitting |
| **Activity Description** | Start by showing them the bullets points for the 6 point promise   * Planning volunteer involvement * Recruitment process * Induction * Support and safety * Training and personal development * Involving, rewarding and recognising volunteers   In small groups of 3-4, get them to talk about 2 points for each group, what it means and what their organisation can do to meet them. The group should write the feedback on a flipchart.  Allow 10 minutes  The group should present back their findings to the class (15 minutes)  Finish off the activity with the presentation summarising what the 6 point promise is and what sort of basic training an organisation should provide. |
| **Resources** | The 6 point promise presentation |
| **Equipment** | Pens and Flip chart  Computer, projector and screen |
| **Timing/Duration** | **Min: 30 mins** |
| **Max: 45 mins** |
| **Comments & Tips** | **Trainer :** Might have to give an example if the group find it easy to start, such as an interview when recruiting |
| Participants : |

**Module 1.1 : Unit 3**

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| **Unit title** | **Write your own volunteering policy** |
| **Introduction, specific objectives of the unit** | In this unit the participants will see some examples of volunteering policies and start to write their own policy or modify it to meet the 6 point promise |
| **Inputs** | Individual work or per NGO  Individual work or per NGO off site |
| **Activities** | **Activity A : Example of volunteer policies**  **Activity B : Write your own policy** |
| **References and further resources** |  |

**Learning Activity A**

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| --- | --- |
| **Activity A** | **Example of volunteer policies** |
| **Setting** | Individual work or per NGO |
| **Activity Description** | Start with bullets points for the 6 point promise   * Planning for volunteer involvement * Recruitment process * Induction * Support and safety * Training and personal development * Involving, rewarding and recognising volunteers   Then hand out 2 volunteering policies and ask them to highlight, using highlighter pens, parts of the policies that relate to parts of the 6 point promise. Look at positive and negatives of each policy, what they can use and what they would like to do to improve the polices.  Allow 30 minutes  Feedback to group what they think about the policies.  Allow 15 minutes. |
| **Resources** | Policy presentation with example policies  Example policies  Input 1 |
| **Equipment** | Highlighter Pens, Pens and Flip chart  Computer, projector and screen |
| **Timing/Duration** | **Min: 45 minutes** |
| **Max: 60 minutes** |
| **Comments & Tips** | **Trainer :** Might want to highlight one example |
| Participants : Think about their own organisation and what they want the volunteers to do |

**Learning Activity B**

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| **Activity B** | **Write your own policy** |
| **Setting** | Individual work or per NGO off site |
| **Activity Description** | Looking at the 6 point promise   * Planning volunteer involvement * Recruitment process * Induction * Support and safety * Training and personal development * Involving, rewarding and recognising volunteers   For the first session, hand out a policy template. The NGO/Individuals come up with a volunteering policy, using the 2 volunteering policies as guidance. Look at what they want their volunteers to do, and how they can provide all that is needed for the 6 point promise.  Homework (2-3 hours)  In the 2nd session, the NGO/Individual presents their policy to the others and asks them to provide feedback and their thoughts on what works well and what could be improved.  Allow 30 minutes |
| **Resources** | Policy presentation with example policies  Example policies  Policy template  Input 2 |
| **Equipment** | Computer, projector and screen |
| **Timing/Duration** | **Min: 120 minutes** |
| **Max: 210 minutes** |
| **Comments & Tips** | **Trainer :** |
| Participants : Think about their own organisation and what they want the volunteers to do |

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# Module 1.2 : Basic procedures and documents

## Introduction to Module 1.2

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| The aim of this module is to learn how to create basic documents necessary for the organisation of a voluntary service: volunteer work offers, including creating a candidate profile, volunteer agreements, volunteer application forms and how to conduct an evaluation.  At the end of this module, participants will be able to:   * create basic documents necessary for the organisation of voluntary service * create a profile of a candidate for a volunteer * conduct evaluation of voluntary work   List of all units covered in the module   * **Unit 1 : Basic procedures and documents**   Activity A : Job offer for a volunteer  Activity B : Volunteer agreements, applications and evaluation |



## Learning Activities for Module 1.2

**Module 1.2 : Unit 1**

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| **Unit title** | **Basic procedures and documents** |
| **Introduction, specific objectives of the unit** | The aim of this unit is to learn how to create basic documents necessary for the organisation of a voluntary service: volunteer work offers, including creating a candidate profile, volunteer agreements, volunteer application forms and how to conduct an evaluation. |
| **Inputs** | Small-group discussion  Brainstorming |
| **Activities** | **Activity A : Job offer for a volunteer**  **Activity B : Volunteer agreements, applications and evaluation** |
| **References and further resources** |  |

**Learning Activity A**

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| --- | --- |
| **Activity A** | **Job offer for a volunteer** |
| **Setting** | Small group discussion, sitting in groups of 3-4, brainstorming |
| **Activity Description** | The aim of the exercise is to learn how to create volunteer work offers, including creating a candidate profile.  The course of the exercise:  Trainer divides the group into small 3-4-person teams. Each group receives a flipchart sheet. Then each group draws the subject of a social activity, eg:  - organising a charity collection for the benefit of a family whose possessions were destroyed in a fire;  - cleaning and revitalisation of the old local cemetery;  - organising and maintaining a telephone helpline for victims of domestic violence;  - planning and conducting a social campaign for the promotion of older people's rights.  The first task is to create a range of responsibilities for candidates for volunteers and a list of expectations (activities that s/he will perform, frequency of activities, period of project implementation, other organisational issues related to a given task).  Then, on the flipcharts, the groups write out all the features of such a candidate:  - competences;  - character;  - experience;  - skills;  - interests;  - social contacts;  - motivation.  The next task is to create a list of benefits that the candidate will gain while working as a volunteer. They should refer to both "hard" benefits (references, volunteer's certificate) and "soft" (new experiences, contacts, satisfaction). Each of the groups presents the results of their work, and at the end the trainer initiates a discussion whose topic is: What should be the elements of a good job offer for a volunteer? The "Offer for a volunteer" sheet can be used for discussion. |
| **Resources** |  |
| **Equipment** | * flipcharts * markers * “Offer for a volunteer” sheet |
| **Timing/Duration** | **Min: 120 minutes** |
| **Max: 200 minutes** |
| **Comments & Tips** | **Trainer :** |
| **Participants :** |

**Learning Activity B**

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| **Activity B** | **Volunteer agreements, applications and evaluation** |
| **Setting** | Small group discussion, sitting in groups of 3-4 |
| **Activity Description** | The aim of the exercise is to learn how to create volunteer agreements, volunteer application forms and how to conduct an evaluation.  The course of the exercise:  The trainer divides the group into 3 small teams. Each group receives a flipchart sheet. Then each of the groups draws one of three exercise topics:  Group 1 - volunteer agreements;  Group 2 - volunteer application forms;  Group 3 – volunteer evaluation form.  Each group has the task of developing a template of the forms that they have drawn. At the end, each group presents the results of their work, and the trainer conducts a discussion and a short lecture on the principles of creating such documents, their compliance with national and EU law (can use document templates from GD). |
| **Resources** |  |
| **Equipment** | * flipcharts * markers * Volunteer agreement template * Volunteer application template * Volunteer evaluation form |
| **Timing/Duration** | **Min: 45 minutes** |
| **Max: 90 minutes** |
| **Comments & Tips** | **Trainer :** might need to explain the process of evaluation - what is its purpose and how important it is to conduct effective social activities |
| **Participants :** |
| **Resources** | Need: Dixit cards, special Maslow pyramid, post it, big paper sheets  Handbook of “the kind of volunteer I am?”  Information provided i.e. Presentation, demo, handout etc |
| **Equipment** | Table, chairs |
| **Timing/Duration** | **Min: 120 minutes** |
| **Max: 180 minutes** |
| **Comments & Tips** | **Trainer :**   * With some experience of facilitating groups * Native language * Able to understand and talk about the local situation |
| **Participants :**   * 8 persons (ideal); between 6 and 10 persons * all publics |

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# Module 2 : Volunteer induction: the programme provided to the individual volunteer

## Introduction

In a new place, everyone feels a little lost at first. The uncertainty of the new volunteer is strengthened by the lack of knowledge of his responsibilities and organisation’s rules. That is why the process of volunteer induction - introducing a volunteer into the life of an organisation - is a key stage that influences the later level of a volunteer's commitment, his attitude towards the organization and - in the long term - the durability of his involvement in voluntary activities.

The key aim of this module is to increase the ability of organisations to conduct the process of volunteer induction properly and effectively and teach them how to create a detailed volunteer programme of the organisation.

The way of preparing a volunteer to work in our organisation depends primarily on what he will do and what tasks we put before him. The process of inducting a person who will help us to carry out social research will be completely different from the one that a volunteer caring for the elderly or disabled people will be subjected to. That is why it is so important for the organisation to take care of this stage of work with the volunteer and introduce him to the scope of duties that we intend to entrust to him, the work culture of the organisation and specific expectations we have for him. In most cases, it is enough to familiarise him with the organisation, its employees and to explain his future tasks but sometimes, however, professional training will be required.

During the workshop on volunteer induction, its participants will have to answer a series of important questions, which will be a source of information for potential volunteers and support the process of volunteer induction, e.g.

• what is the mission of the organisation?

• what are its main goals?

• what is important to us?

• what kind of people are we?

• what can a volunteer do for us?

Knowing the answers to those questions is crucial for the volunteer induction process as it is valuable when volunteers cooperating with us identify with the values that our organisation represents. If they do not get detailed information about them, they will not be able to fully identify with the organisation which will probably have a negative impact on their involvement in working for it.

These answers will also be the basis for creating a detailed volunteering programme tailored to the specific needs of both the organisation and individual volunteers, which includes:

• mission and goals of the organisation;

• definition of volunteering;

• organisational structure;

• volunteering goals;

• who can be a volunteer;

• rights and duties of the volunteer;

• action areas;

• planned / implemented activities

• specific tasks of individual volunteer.

This module is about “volunteer induction, the programme provided to the individual volunteer” and “the art of giving – our volunteer programme”

* **Module 2.1 : Volunteer induction, the programme provided to an individual volunteer**
* **Module 2.2 : The art of giving – our volunteer programme**

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# Module 2.1 : Volunteer induction, the programme provided to the individual volunteer

## Introduction to Module 2.1

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| In this module, aimed at organisations, attention is given to those areas needed to help integrate a volunteer into an organisation, taking care to devote sufficient resources to the task and paying attention to the limitations and risks  At the end of this module, participants will be able to:   * Work in a team * Understand interaction and interdependence * Handle conflict management * Handle resources management   List of all units covered in the module   * **Unit 1 : Volunteer induction**   Activity A : bidibiBODYbibu |



## Learning Activities for Module 2.1

**Module 2.1 : Unit 1**

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| **Unit title** | **Volunteer induction** |
| **Introduction, specific objectives of the unit** | The unit aims to:  - experience different organisational situations based on interaction and interdependence  - develop the ability to cope with limits and resources within an organisational context  - explore conflict management |
| **Inputs** | You need a large room and 2 other rooms to play the game; the more distance you can have between them, the more the game will be challenging. You need at least 2 groups of 6 participants, but the number of groups can be increased by multiples of 6 (18, 24, etc...). It is possible to add observers (see the instructions in handouts) or to double MR/MS YES NO. |
| **Activity** | **Activity A : bidibiBODYbibu** |
| **References and further resources** |  |

**Learning Activity A**

|  |  |
| --- | --- |
| **Activity A** | **bidibiBODYbibu** |
| **Setting** | You need a large room and 2 other rooms to play the game; the more distance you can have between them, the more the game will be challenging. You need at least 2 groups of 6 participants, but the number of groups can be increased by multiples of 6 (18, 24, etc...). It is possible to add observers (see the instructions in handouts) or to double MR/MS YES NO. |
| **Activity Description** | * BidibiBODYbibu is an evolution of another activity mostly known as "the fax". Teams of 6 members have the task of reproducing a complex image with as much details as possible. Each of them has different abilities and limits for the interaction.   **Aim**   * Reproducing a complex image with as much detail as possible is the goal of the activity for a team of 6 members. Basically it is an activity used during training sessions about communication within an organisation. Being quite interactive and complex, a lot of results can come out about interpersonal communication, strategy, team working (especially rules management and task division). * BidibiBODYbibu can be played in 2 or more groups of 6 people. They will have 6 different roles inside each group. Each role has its own rules to follow. The task of each group is to reproduce a drawing as precisely as possible. Only one of 6 members will see the picture. Each group has basically 20 minutes, but each team has the possibility to increase its time, obtaining some time-bonus, thanks to the role of one of the members, focused on passing some tests. The activity is developed in 3 rooms, one for the EYES, one for the HANDS and one for MR/MS TIME The 6 roles are the following: * EYE: has in its hands the drawing that the HAND has to reproduce  (HAND is in another room). It cannot move and it has to stay on its chair. It can talk with everybody. * HAND: has to reproduce a drawing that it cannot see. It stays in its room and cannot move. It can talk with the VOICE and Mr./Ms. YES/NO * VOICE: is the person through which the EYE and the HAND communicate. It can talk with everybody but it cannot see because is blind. It can move from one room to another but only with the help of the FOOT. * FOOT: You are accompanying the VOICE. You can see but you cannot communicate with anybody. You can move from one room to another, also without the VOICE. * MR/MS YES-NO : can move and see. It can talk saying only YES or NO and answering only to precise questions from the other members implying a yes or a no. * MR/MS TIME : can move, see and talk with everybody apart from the HAND. It has to gain some extra time for its group, passing some tests given by a trainer. * Every test passed will give access to a time-bonus, that has to be delivered to the trainer in the HAND’s room. Before starting, the teams have 3 minutes for splitting the different charges/roles inside their group. After this time they have to move to their room to start the game. This activity has been studied during EVS on arrival training in Italy. The activity has been developed to facilitate the participation of youngsters with low language skills. * 2 different spaces for debriefing, one following a discussion on (colour) team and the other a discussion on roles (Hands, Eyes, Eyes... etc...), that will accompany the self-evaluation of the activity (see tips in handouts) |
| **Resources** | Link to material loaded on GD  https://drive.google.com/open?id=1kaV-mCg4IawIg-Yv7Cy5nK1PFvcGi162 Link to video loaded in GD  <https://drive.google.com/open?id=1tE8rhYlfcmQ6AwwSV-pfXl_f5vX5-1Nt> |
| **Equipment** | Video projector  Speakers for music  3 rooms  1 pc  4 pencils  4 erasers (rubbers)  4 little square or round tables  Chairs (equal to the number of participants) 4 ropes 6+6+6+6 sticks (straws will be ok)  4 balls of different colours  Some white A4 paper  Some white A3 paper  Some printing will be necessary for the maps of the game  4 alarm timers (the ones you use for calculating time while cooking)  4 bandages  2 helping people  6 green paper vests with roles’ signs  6 blue paper vests with roles’ signs  6 pink paper vests with roles’ signs  6 orange paper vests with roles’ signs  6 detailed rules on green paper for the green team  6 detailed rules on green paper for the blue team  6 detailed rules on green paper for the pink team  6 detailed rules on green paper for the orange team  Time bonus on green paper  Time bonus on blue paper  Time bonus on pink paper  Time bonus on orange paper  Mr Time questions on green paper  Mr Time questions on blue paper  Mr Time questions on pink paper  Mr Time questions on orange paper  1 green A3 paper with Mr TIME possible choices  1 blue A3 paper with Mr TIME possible choices  1 pink A3 paper with Mr TIME possible choices  1 orange A3 paper with Mr TIME possible choices  1 room sign for EYES room  1 room sign for HANDS room  1 room sign for MR TIME room |
| **Timing/Duration** | **Min: 60 minutes** |
| **Max: 120 minutes** |
| **Comments & Tips** | **Participants :**  Questions for discussion by colour:   1. What happened? How did we work? Which were the most difficult moments during the game? How did we react? Do you think that you had any conflict with the other members of your group?   How was the communication? How did the group use Mr Yes/No 2. How did you split the different responsibilities in the group? As individuals, would you have preferred another role? If yes, why? Did you consider yourself or someone else inadequate in your/his/her role? In which way has it influenced the final result? 3. How did you feel during the game? And now?   Questions for discussion by role:   1. Are you satisfied? 2. Why did you choose this role? 3. Did you think it would be like this? 4. Which role was the most useful one in your team? 5. What was the most difficult thing?   You have **20 minutes** to answer to these questions as a group using bullet points and short phrases on a flipchart. |
| **Trainer :**  The activity is based on a cooperative learning approach. Everyone succeeds when the group succeeds. Participants must fully participate and put effort into their group. Each group member has a task/role/responsibility therefore must believe that they are responsible for the achievement of his/her task and that of their group. The activity tackles the social skills that must be exercised in order for successful cooperative learning to occur. Skills include effective communication, interpersonal and group skills:  1. Leadership  2. Decision-making  3. Trust-building  4. Communication  5. Conflict-management skills  Positive interdependence among participants is a key element of the activity. All group members must be involved in order for the group to complete the task. In order for this to occur each member must have a task that they are responsible for which cannot be completed by any other group member. |

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# Module 2.2 : The art of giving – our volunteer programme

## Introduction to Module 2.2

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| After completing this module, participants will be able to create a volunteer programme for their organisation, and they will learn how to solve problems creatively while working in a group.  At the end of this module, participants will be able to:   * create a detailed volunteer programme for the organisation * work together as a team and solve problems in a creative way * use multimedia tools at work   Learning content of units within the module   * **Unit 1 : The art of giving – our volunteer programme**   Activity A : The joy of giving  Activity B : Movie about us  Activity C : Volunteer programme |



## Learning Activities for Module 2.2

**Module 2.2 : Unit 1**

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| **Unit title** | **The art of giving – our volunteer programme** |
| **Introduction, specific objectives of the unit** | The aim of the exercise is to create a detailed volunteer programme of the organisation and a short movie as its inspirational background. |
| **Inputs** | Small group discussion  Team work  Film making |
| **Activities** | **Activity A : The joy of giving**  **Activity B : Movie about us**  **Activity C :  Volunteer programme** |
| **References and further resources** |  |

**Learning Activity A**

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| **Activity A** | **The joy of giving** |
| **Setting** | Whole group together, sitting, group discussion, movie |
| **Activity Description** | The goal of the exercise is the introduction to building an inspiring volunteer programme.  The course of the exercise:  The whole group watches a short film "The joy of giving" presenting Narayanan Krishnan (born 1981) - an Indian chef turned social worker. Krishnan was born in Madurai, Tamil Nadu. He was an award-winning chef with a five-star hotel group, short-listed for an elite job in Switzerland. Now he is feeding the homeless and mentally-disabled in Madurai, Tamil Nadu. He serves breakfast, lunch and dinner to 400 disabled and elderly people in Madurai.  Then the trainer initiates a discussion, the aim of which is to answer the following questions:  - what was inspiring in this film?  - what moved you most?  - how was the hero of the film shown?  - what character traits were shown?  - what feelings the film evokes in the viewer  The trainer writes the answers to questions on the flipchart sheets, then glues them to the walls. They will be inspiring and helpful for the group to work on next tasks. |
| **Resources** | Link to the movie “The joy of giving”:  https://www.youtube.com/watch?v=VXyr0kAgrVU |
| **Equipment** | Flipchart  markers  computer  projector  speakers |
| **Timing/Duration** | **Min: 15 mins** |
| **Max: 45 mins** |
| **Comments & Tips** | **Trainer :** |
| **Participants :** |

**Learning Activity B**

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| **Activity B** | **Movie about us** |
| **Setting** | Whole group together, team working, walking around, movie shooting |
| **Activity Description** | The aim of the exercise is to create a short inspirational film that presents the organisation and its activities, aimed at potential candidates for volunteers. It is to be a showcase of the organisation and to be a summary of its ideology and volunteering programme.  Other objectives: Integration, development of group cooperation skills, development of intra-group communication and creative thinking, problem solving, analysis of team roles.  Course:  The group’s task is to write a script, split roles, and then record a film about the group/organisation or about its individual members, or about different activities it conducts (eg charity actions, social campaigns, etc.).  It is important that the film answers at least some important questions about the organisation's activities:  - what is the mission of the organisation?  - what are its main goals?  - what activities does it undertake?  - what is important to us?  - what kind of people are we?  - what can you do for us?  Participants also have the task of creating sets or costumes. While creating the script and the film, the trainer closely monitors the work of the group and writes down all the observations. The film can be viewed immediately after work once it is finished or at the end of the training day.  Modifications:  1. If there are more than 10 people in a group, it can be divided into two teams who are to work on two separate movies.  2. The movie can be filmed in any genre chosen by the group, for example in the form of a documentary, Brazilian telenovela, horror, sensational film, silent cinema, comedy, advertising.  3. Participants may also make a movie based on a ready-made script that was previously developed by the trainer. The group's task is to record a movie, according to the trainer's instructions.  Analysis:  During the analysis of the exercise, the trainer can discuss various aspects of the group's work and the questions of individual participants, as they evaluate it. The subjects discussed during the analysis may be, for example: participants' communication skills, group leadership and other team roles adopted by group members during task performance, collaboration skills, generating and implementing creative ideas, problem solving, and motivation to act. The trainer should summarise both positive and negative signs of group work. |
| **Resources** |  |
| **Equipment** | Camera (can be a smartphone)  laptop with an application that allows editing of movie sequences  paper sheets and pens  various accessories that are available around the workshop room (for scenography, costume elements, etc.) |
| **Timing/Duration** | **Min : 90 mins** |
| **Max : 120 mins** |
| **Comments & Tips** | **Trainer :** when working with seniors, you can involve 1 or 2 volunteers who will help in using multimedia devices and editing the film. |
| **Participants :** |

**Learning Activity C**

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| **Activity C** | **Volunteer programme** |
| **Setting** | Small group discussion, sitting in groups of 3-4 |
| **Activity Description** | The aim of the exercise is to create a detailed volunteer programme of the organisation.  The course of the exercise:  The trainer presents the structure that a volunteering programme should have as a document that provides all the necessary information about volunteering in our organization, i.e .:  - mission and goals of the organisation;  - definition of volunteering;  - organisational structure;  - volunteering goals;  - who can be a volunteer;  - rights and duties of the volunteer;  - action areas;  - planned / implemented activities.  In groups of 3-4 people, participants discuss specific areas and write results on flipchart sheets. Then each group presents the results of their work and together with the other participants, add important elements of the programme that were not on the flipchart. |
| **Resources** |  |
| **Equipment** | Flipchart sheets  Markers |
| **Timing/Duration** | **Min: 45 mins** |
| **Max: 90 mins** |
| **Comments & Tips** | **Trainer :** may prepare sample programmes as a source of inspiration |
| **Participants :** |

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# Module 3 : Managing volunteers, making volunteering opportunities appealing. How to look after them in relation to their roles and responsibilities

## Introduction

Two approaches to managing volunteers and making volunteering opportunities appealing can be identified.

The first is the so-called “idealistic approach” which sees volunteer service as a way of fostering tolerance, intercultural learning, social and cultural progress and the overall development of local communities. Idealist organisations put the accent on citizenship, active participation of individuals in society with commitment and, more specifically, an altruistic point of view. They prioritise the content and outcomes of their activities, expecting people to give their free time for the benefit of other individuals, organisations, communities and society in general. In fact, volunteers - including senior volunteers - bring a great benefit to the host organisation and the community and their work can influence various aspects of the social life. In the case of international projects, volunteers create intercultural learning and contribute to the dissemination of ideas and approaches in their home countries, bringing back a different and fresh attitude.

The second one is the “pragmatist approach”. It is characteristic of organisations, who put the accent on employability (referring to the sum of qualifications and skills that people have and that make it possible for them to attain a certain career or job), personal gains and capacity building, training for skills and social reintegration. In this perspective, the focus is to increase the volunteers’ skills, providing work experience and making it easier for them to find jobs. Being the centre of their attention, volunteers are exposed to new personal experiences that help them to expand their horizons, to learn more about themselves and to grow as human beings.

These opposite concepts are a continuum and all positions between the two extremes are possible and, in fact, only the combination of both makes a project potentially successful: the satisfaction of a volunteer with the experiences and skills acquired remains incomplete without the sense of having effectively contributed towards a useful project for the local community.

No matter if a volunteering experience addresses more or less the “idealistic” or “pragmatist” approach, for the management of volunteers it is important to have in mind an INDIVIDUAL APPROACH, by considering the personal characteristics and experience of each person and using the principles of Adult Education as guidelines. Each project or activity should be adapted according to an individual approach that respects the needs and learning styles of each individual volunteer.

Designing different communication and management tools that can help the organisation in communicating with the volunteer and in the handling the volunteering project is good practice. Some examples:

* Defining some specific roles that can take care of the volunteering pathway and make the bridge between the organisational dimension and the individual volunteer.
* The integration of the volunteer in the working and volunteering team, as well as in the new social and cultural context (in case of international volunteering).
* Positive management of the volunteers is fostered by some important actions:
* Clear description of the volunteering opportunity
* Selection and matching of the volunteer with the volunteering opportunity
* Preparation of the volunteer, that can be structured around the following points: motivation and expectations, the work and living conditions and, in the case of international projects, intercultural preparation
* Kick-off training (for local volunteering) / On-arrival training (for international volunteering), that includes a welcome, an introduction to the host organization and the project, technical aspects and information about intercultural learning, the region, country or local culture if necessary. It should also provide space for introducing the volunteer (and the sending organization if there is one) and to reflect on his/her motivations, expectations, needs and skills, as well as his/her ideas and suggestion.
* Support & motivation throughout the project, through different support persons
* Evaluation & follow-up
* Recognition of the volunteering experience as well as the involvement and learning path of the volunteer

Volunteer work in “Local and International Active Seniors” is a learning experience and an opportunity for the reactivation of seniors. Different communication and visual tools can be used in order to make volunteering opportunities appealing (including visuals, photos, videos, keywords, etc.). It can also include testimonies of members of the organisation talking about the impact of the volunteers on the organisation’s life and action, as well as testimonies of actual volunteers.

Involving the members of the organisation in promoting the volunteering opportunities and in the hosting of the new volunteers, encourages the development of a volunteering organisational culture, fostering a shared understanding on this aspect. This also means planning dedicated time for reflection and training with all members of the organisation about what volunteering means for them, as well as special team building moments that can foster the integration of new volunteers into the working team.

Making volunteering opportunities appealing depends on both paying attention to volunteering needs, motivations and possible impact, as well as on a personalised approach on communicating the learning and team spirit that accompanies them.

This module is about “Managing volunteers” and “Making volunteering opportunities appealing”

* **Module 3.1 : Managing Volunteers**
* **Module 3.2 : Making volunteering opportunities appealing**

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# Module 3.1 : Managing volunteers

## Introduction to Module 3.1

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| Volunteers have decided to invest their time, skills and knowledge in your organisation, so it is important to offer a job that meets volunteers’ needs and is well organised.   * volunteers need to be supported during the whole the volunteering cycle, including: communication between volunteers, and between volunteers and organisation`s staff * noticing and praising their success * providing clear documentation – follow rules of volunteering contract, develop timetable to register volunteers` worked hours and work subjects, issue certificates etc. * understanding their duties and work progress * empathy – recognising their problems, stress, tiredness or failures, and helping them to deal with the situation * good management means that: you know what motivates each volunteer * volunteers know their role, responsibilities and what kind of preparation or training they can receive * volunteers know that their work is helping to reach organisation`s goal * volunteers know to whom they can turn for help * volunteers get rewarded and their investment is appreciated.   There are different motives for seniors to get involved in voluntary work.   * mostly they want to help others * do something useful * acquire new knowledge * find new friends * increase employment opportunities * spend an enjoyable time * gain a certain status and recognition * a feeling of belonging * to express their values * find a way of life and achieve many other things.   Knowing a volunteer`s abilities and needs, an organisation has to balance the volunteer`s investment and benefits that satisfy both parties.  The motivating aspect is to find work tasks that go hand-to-hand with the volunteer`s interests (such as creative activities, social and practical tasks etc.) Volunteers have to be involved in the process of defining goals and work tasks, thus personalising tasks and assuming responsibilities for them.  At the end of this module, participants will be able to:   * Recognise which resources they need to host and manage volunteers * Understand how voluntary work can help to achieve an organisation`s goals * Understand what tools and benefits an NGO can offer to volunteers and how can it help to motivate volunteers   List of all units covered in the module   * **Unit 1 : Managing volunteers**   Activity A : Can you handle a volunteer |



## Learning Activities for Module 3.1

**Module 3.1 : Unit 1**

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| --- | --- |
| **Unit title** | **Managing volunteers** |
| **Introduction, specific objectives of the unit** | Managing volunteers is an important part of the voluntary work cycle. It takes resources, but gives mutual benefit both for the organisation and volunteer. Volunteering must be in accordance with the organisation`s aims and requires human resources, time and tools for keeping volunteers motivated and satisfied. |
| **Inputs** | Group and individual discussions regarding organisations capacity for managing volunteers |
| **Activity** | **Activity A : Can you handle a volunteer?** |
| **References and further resources** |  |

**Learning Activity A**

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| --- | --- |
| **Activity A** | **Can you handle a volunteer?** |
| **Setting** | Group of 15-20 people, NGO representatives, working in a whole group, individual work and groups of 3 participants. |
| **Activity Description** | The non-formal education trainer gives input regarding the voluntary work cycle, discussions with all participants: discussing what resources and tools are necessary to manage volunteers, how can volunteering help to reach an organisation`s goal, what attention and benefits the volunteer should receive. (10-15 minutes)  Individual work: each participant should write answers to 3 questions on A4 paper, taking into account his/her organisation`s specifics and possibilities:  1. Who will be responsible for managing volunteers in your organisation? Will he/she have enough time and what competences will he/she need? What resources do you need for managing volunteers?  2. Why does your organisation need volunteers and how can volunteers help to reach your organisation`s goal?  3. What tools can you offer to motivate volunteers? Are there any extra benefits you can offer?  (15-20 minutes)  Discuss answers in a group of 3 people, share opinions and good practices. Finally, the trainer summarises results on flip-chart and outlines the most important points. (10-15 minutes) |
| **Resources** |  |
| **Equipment** | Stationery: chairs, flip-chart paper and board, A4 papers, flomasters |
| **Timing/Duration** | **Min: 35 mins** |
| **Max: 50 mins** |
| **Comments & Tips** | **Trainer :** Non-formal education trainer, with knowledge of voluntary work |
| Participants: Representatives of NGOs, with or without experience in managing volunteers |

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# Module 3.2 : Make volunteering opportunities appealing

## Introduction to Module 3.2

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| In this module, aimed at organisations, it is possible to explore and open a peer discussion on what makes volunteering appealing, creating materials that can be useful to attract and motivate volunteers  At the end of this module, participants will be able to:   * increase awareness about what volunteering means * express commitments and possible impacts of volunteering * contribute to communicating the appeal of volunteering   List all units (subtopics) covered in the module (example)   * **Unit 1 : Make volunteering opportunities appealing**   Activity A – Fotoromanzo |



## Learning Activities for Module 3.2

**Module 3.2 : Unit 1**

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| --- | --- |
| **Unit title** | **Make volunteering opportunities appealing** |
| **Introduction, specific objectives of the unit** | The unit aims to:   * increase awareness about what volunteering means * express commitments and possible impacts of volunteering * contribute to communicating the appeal of volunteering |
| **Inputs** | Small groups |
| **Activity** | **Activity A :  Fotoromanzo** |
| **References and further resources** |  |

**Learning Activity A**

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| --- | --- |
| **Activity A** | **Fotoromanzo…** |
| **Setting** | The minimum number of participants should not be less than 4 (only one group) and the maximum number of participants must be determined bearing in mind how much time is available to complete both the activity and the showcasing of the final products. Usually it is recommended that group sizes don’t exceed 6 people (best size is 5). Consider that each group will need at least 2 hours to run the activity and then add 10' for each group to show the outcomes. In case it's used more as a simulation, allow some time for debriefing. |
| **Activity Description** | Give a very short introduction to the concept of fotoromanzo handing out a page from a real magazine (or just print the fotoromanzo.jpg) to all the participants (they can assemble the pages later if they are curious about it…) Read out the rules and timing (rules and timing can change depending on the choice between basic team building version or complex project making simulation) Split participants into groups of 4-6 participants.  Send them out to work … When groups are back have them “play” each fotoromanzo while projecting them on a wall. Open the floor to short debriefing on how they agreed on the elements of the story that can represent volunteering, and how the group worked on the fotoromanzo. The activity needs to be played in one large plenary room where participants will be given the rules and handouts, then the groups can work anywhere they prefer, and meet back in the plenary for the showing of the results.  Discussion:  Is it possible to use what came out from this activity in communicating the essential elements of volunteering to possible candidates? If yes, why? If no, what needs to change and what has to be communicated better? |
| **Resources** |  |
| **Equipment** | Each group must have a digital camera and a laptop in order to assemble the fotoromanzo. For software, all that is needed is a Powerpoint-like application and very simple digital skills. For the plenary showcasing of the outcomes a video projector is essential. |
| **Timing/Duration** | **Min: 120 mins** |
| **Max: 180 mins** |
| **Comments & Tips** | **Participants :** |
| **Trainer :**  It is usually done in small groups so you could easily "blend"  participants into one group with some adaptations. For instance it is possible to replace the text balloons with a single speaking participant who, instead of reading the lines, could have previously recorded every sentence with the pc microphone (suggested software to use: Audacity) and then enact them on behalf of the group (guided by listening on a headset). As for participants with social difficulties rather than physical, the activity is very easy to adjust according to need. In a group a shy person could be the photographer. As for learning or educational difficulties, enacting a concept is a powerful way to understand it, but sometimes a "live" performance can be just too much for a young person and the fotoromanzo offers the chance to relieve anxious people from the stress of appearing on stage. In a high-pressure situation (such as with scarce time available, limited number of pictures available, mandatory participation of all members and inner team communication issues) it can really bring out very complex and diverse dynamics. Also, in choosing the topic some attention should be paid to the capability of the participants to turn it into a story, otherwise there can be risks of some groups not producing anything meaningful. Yet this is not necessarily a goal when you use this tool with "lower" aims such as pure and simple group building or photo diary. The best results can be obtained if the time allowed is above 2 hours. Last but not the least, when planning your agenda do not forget that if there are many groups, there should be enough time allowed to show the fotoromanzo produced. Five groups can take up to 30 minutes just to show them, without counting any debriefing time, if needed. |

# Module 4 : Recruiting, marketing volunteering and motivating volunteers to become more active citizens

## Introduction

Working with volunteers is a long and permanent process. From the beginning, from the recruitment, to the ongoing guidance, they need to be strongly motivated. To improve their satisfaction and motivation, the organisations need to be able to assess their needs, their expectations.

This module has as its objectives:

* to help the organisations to identify the motivations
* to identify the profiles of the volunteers to create not only the best environment possible, but also the best outcome possible
* to match their personality
* to meet their expectations
* to match the kind of person they are.

It can also be difficult for many organisations having good ideas and a good project, to recruit volunteers if they don’t know how to motivate them, if they are not able to identify their needs. This module will give tools to organisations so they can establish the best recruitment strategies.

At the end of this module, the participants will be able not only to put in place the best policies to recruit volunteers, but also to understand their profile, their motivations.

* **Module 4.1:** **How to identify the motivations and the profiles of the volunteers**
* **Module 4.2 : Inviting and motivating volunteers to join us!**

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# Module 4.1 : How to identify the motivations and the profiles of the volunteers

## Introduction to Module 4.1

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| In this module the organisations will get a better understanding of what motivates people to volunteer and how to find out more about them, so a profile can be drawn up  At the end of this module, participants will be able to:   * To identity the motivations of the volunteers * To identity the needs of the volunteers   List of all units covered in the module   * **Unit 1: To identify the motivations and the profiles of the volunteers**   Activity A: The best place to be useful |



## Learning Activities for Module 4.1

**Module 4.1 : Unit 1**

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| **Unit title** | **To identify the motivations and the profiles of the volunteers** |
| **Introduction, specific objectives of the unit** | The trainers need to know exactly why a person wants to be a volunteer : Personal Development? Administrative need? More social interaction, etc… The following activity is a workshop that analyses the profile of each person.  Whether voluntary commitment answers a personal need or a legal obligation, it is always better, for an organization, a company or an association, to lean towards the experience and skills of each individual. The participants of a group often come from different circles, with different experiences.  This unit will propose different tools that can be used by the trainers working with volunteers. |
| **Inputs** | Group Discussion |
| **Activity** | **Activity A : The best place to be useful** |
| **References and further resources** |  |

**Learning Activity A**

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| **Activity A** | **The best place to be useful** |
| **Setting** | Collective and individual |
| **Activity Description** | 1. **Call for projects!**   The trainer invites participants to imagine a project in their district or in their association, meeting a need which they identified. 10 mn of preparation in groups of 2 persons. They return to the group, which raises possible questions - 15 min.  This tool (among others) allows each trainer to build the training using the following questions :  -Who is asking for the initiative? Citizens? An NGO? A political institution?  -What will be the benefit of the action?  -Who will get these benefits?  **2.     No, it's no!**  What is the company or association where you do not want to work, and why? - gathering of opinions - 10 min. This activity allows the trainer to understand in a better way the ethical aspirations of the participants.  This tool allows the trainers to better understand environments where the volunteers are not at ease, but also the fields they prefer.  **3.     My SWOT - in twos, help each other to make a SWOT - on blank matrix - 20 min.**  The trainer presents the SWOT documents of each participant, completing them if need be. It is an opportunity for the trainer to speak about how weaknesses can be transformed into strengths, about the adequacy of a person to suit various environments. 20 mn.  We suggest that the trainers test the tool for themselves, focusing on their trainer roles. But the tool can also be adapted to assess the situation of a territory, a NGO, a neighborhood project, etc.  **4.     The lottery of possibilities** – The trainer distributes to each participant a document representing a human silhouette made up of lottery tickets. From the skills and  character traits of the neighbour on your left, search for the possibilities by indicating them on the document - 15 min. The trainer comments on the silhouette and the proposals done by each participant. 10 mn  This activity is a logical follow-up of the previous one. This can be completed by an informal exchange on volunteering in Europe and its diversity to have a better understanding of the interest in this issue.  Duration : 80 minutes |
| **Resources** |  |
| **Equipment** | Pens and post it notes, Flip chart |
| **Timing/Duration** | **Min: 80 mins** |
| **Max: 100 mins** |
| **Comments & Tips** | **Trainer :** |
| Participants : |

# Module 4.2 : Inviting and motivating volunteers to join us!

## Introduction to Module 4.2

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| This module should raise an organisation’s awareness and knowledge about how to recruit, market and motivate volunteers to become more active citizens  At the end of this module, participants will be able to:   * Identify a job volunteer profile and know how to prepare it * Identify different types and tools of recruitment * Understand how to motivate people to become more involved as active citizens.   List of all units covered in the module   * **Unit 1: Recruitment and marketing of volunteers**   Activity A: Let´s look for volunteers!   * **Unit 2: Motivating**   Activity A: A Step forward |



## Learning Activities for Module 4.2

**Module 4.2 : Unit 1**

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| --- | --- |
| **Unit title** | **Recruitment and marketing to volunteers** |
| **Introduction, specific objectives of the unit** | In this unit the participants will look and reflect |
| **Inputs** | Personal reflection and group discussion |
| **Activity** | **Activity A : Let´s look for volunteers** |
| **References and further resources** | Recruitment: McCurley et Lynch (2011)  Aranguren Gonzalo, Luis A. (2002), Los itineraries Educativos del Voluntariado, Madroid, Plataforma para la promocion del voluntariado en Espana, 1st edition of A fuego Lento  (ISU 2014) (DES)ENOLVER A Educação para o Desenvolvimento no voluntariado para a Cooperação |

**Learning Activity A**

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| **Activity A** | Let´s look for volunteers |
| **Setting** | Individually, sitting in circle |
| **Activity Description** | * Divide the participants into groups or pairs if the group is smaller than 5. * Phase 1 – 30m * Each group receives a case study describing an organisation that is looking for volunteers and deciding how to start the recruitment process. * The group should create an action plan (template provided) to recruit volunteers for the organisation considering: a) what are the needs of the organisation? b) which kind of recruitment tools will be used * c) Who will be the target group for the recruitment; d) how the process will be undertaken and identifying the steps needed * Each group will share the conclusions with the others. * Then the trainer should make a short presentation about the recruitment process and different types of recruitment tools. * Phase 2 – 40m * Each participant makes a draft action plan for his/her own organisation and then shares with the group to ask for inputs |
| **Resources** | 2 case studies of different organisations  Presentation- Recruitment process  Action plan template |
| **Equipment** | Pens and/or colour pencils.  White board  paper |
| **Timing/Duration** | **Min: 60mins** |
| **Max: 90mins** |
| **Comments & Tips** | **Trainer:** this exercise needs to be adapted depending on the level of knowledge of the participants in terms of volunteering management. If the organisation already has a recruitment plan it doesn´t make sense to do another one and the participant can work on improving it or support colleagues |
| **Participants :** |

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**Module 4.2 : Unit 2**

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| **Unit title** | **Motivating citizens to join us** |
| **Introduction, specific objectives of the unit** | In this unit the participants will reflect on the reasons and motivations behind people becoming more involved  in their community and in volunteering for organisations |
| **Inputs** | Individual reflection, discussion in pairs |
| **Activity** | **Activity A : A step forward** |
| **References and further resources** | Aranguren Gonzalo, Luis A. (2002), Los itineraries Educativos del Voluntariado, Madroid, Plataforma para la promocion del voluntariado en Espana, 1st edition of A fuego Lento  (ISU 2014) (DES)ENOLVER A Educação para o Desenvolvimento no voluntariado para a Cooperação |

**Learning Activity A**

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| **Activity A** | **A step forward** |
| **Setting** | Standing up |
| **Activity Description** | The trainer asks the participants to stand up in a line. They will hear a sentence and should step forward if they agree or if it is true.  After each sentence the participants stay in the same place or step forward, then the trainer invites the participants to share their thoughts about their positions and the process is repeated for each different sentence  Debriefing: ask the participants about the process and how they felt doing the exercise. Did they discover something new about themselves and how to motivate others to be more active and motivating?  Each person has her/his own background and the reasons to be more or less active in the community are different and true. In order to motivate someone to join and stay in our organisation as volunteer, it is very important to know the person and their reasons, motivations and fears.  2nd phase  In  the second phase ask participants  to sit in pairs and discuss what they are doing in their organisations to motivate volunteers to become more active citizens and what can they improve in the future – define a specific action. |
| **Resources** | Sentences (around 6) |
| **Equipment** |  |
| **Timing/Duration** | **Min: 20 mins** |
| **Max: 30 mins** |
| **Comments & Tips** | **Trainer:**  This exercise could be adapted to use with the volunteers training and the organisations can use it themselves.  The first or the second parts can be used separately.  The sentences should be divided into:   * Sentences more general and rational  that ask for an opinion in terms of I agree or not; * Sentences  saying something related to the actions or thoughts or feelings of the person him/herself and ask for a I do or I don´t   **Examples of sentences:**  In my opinion voting is the strongest way to participate personally in society  For me it is more important to support someone living in my neighbourhood than volunteering in a organisation  At some time in my life I volunteered once a week for an organisation  People don´t volunteer for long in organisations because they don´t want to |
| **Participants:** |

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# Module 5 : Celebrating and promoting volunteering

## Introduction

When volunteers decide to engage in an organisation they come with a set of expectations about the organisation and themselves.

Appreciation and recognition of volunteers is very important for retaining them in the organisation. A volunteer appreciates that the organisation could recognise and appreciate his/her participation on it.

In order to retain the volunteers it is crucial to promote an organisational climate of self-esteem in the volunteers. The organisations that host volunteers should promote the feelings of connectedness, uniqueness and a sense of power in each volunteer.

Regular recognition and celebration are key factors; it could be a celebration of team successes or a celebration of individual contributions.

Volunteers should feel that they are special and that feeling will strengthen their self esteem.

A sense of power in a voluntary programme is related to the feeling that “I am making a difference to this life, project or organisation”.

Volunteers appreciate different kinds of recognition, for example some prefer to receive thanks from their colleagues, some from their supervisor, some from the board and some from their peers. Some prefer to be recognised with words and others prefer a gift that they can keep with them. Some prefer formal recognition and others informal recognition. For this reason, it is very important to plan the recognition system in the organisation considering that each volunteer should be recognised in a different way according her/his personality. It is also important to use different methods of recognition and the appreciation should be done frequently and as soon as possible after the achievement has been completed.

This module is about “How to appreciate and manage volunteers effectively” and “How to appreciate volunteers”

* **Module 5.1 : How to appreciate and manage volunteers effectively.**
* **Module 5.2 : How to appreciate volunteers**



# Module 5.1 : How to appreciate and manage volunteers effectively.

## Introduction to Module 5.1

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| In this module participants should expect to learn about the ways you can celebrate and promote volunteering.   * At the end of this module, participants will know: * How to value a volunteer * Ways of promoting volunteering   List of all units covered in the module   * **Unit 1: How to value volunteers**   Activity A : Celebrating volunteering  Activity B : Bad volunteer management   * **Unit 2 : How to promote volunteering**   Activity A : 8 ways forward |



## Learning Activities for Module 5.1

**Module 5.1 : Unit 1**

|  |  |
| --- | --- |
| **Unit title** | **How to value volunteers** |
| **Introduction, specific objectives of the unit** | In this unit you will learn how the community can value volunteering and how bad management of volunteering can be prevented. |
| **Inputs** | Group discussion |
| **Activities** | **Activity A : Celebrating volunteering**  **Activity B : Bad volunteer management** |
| **References and further resources** |  |

**Learning Activity A**

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| --- | --- |
| **Activity A** | **Celebrating volunteering** |
| **Setting** | Group discussion |
| **Activity Description** | A question and answer session where a long serving volunteer comes in and talks about what volunteering they do, why they volunteer, what they get from volunteering and how they feel appreciated as a volunteer,  (15 mins) Get them to think about “How they would celebrate volunteering” by asking them to think about how people in their private and work lives have shown appreciation to their work. Get them to use post it notes and write one idea per post it note and post on a flipchart (10 mins) Summarize the findings into groups  (10 mins) |
| **Resources** |  |
| **Equipment** | post it notes, pens, flip chart |
| **Timing/Duration** | **Min: 35 mins** |
| **Max: 60 mins** |
| **Comments & Tips** | **Trainer :** Tips could be what they can do to celebrate,such as  having dinner once a year where all the volunteers are invited and presented with the certificate of recognition. |
| **Participants :** |

**Learning Activity B**

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| --- | --- |
| **Activity B** | **Bad Volunteer management** |
| **Setting** | Group discussion |
| **Activity Description** | Watching a video where bad management of an volunteer is highlighted. <https://www.youtube.com/watch?v=lvrDWUecV2c>  (5 mins)  Then as a group ask questions like   * What was wrong? * What could have been done to appreciate the volunteer?   (15 mins)  Summarise ideas  (10 mins) |
| **Resources** |  |
| **Equipment** | Flip chart, pens, projector and laptop |
| **Timing/Duration** | **Min: 30 mins** |
| **Max: 60 mins** |
| **Comments & Tips** | **Trainer :** |
| **Participants :** |



**Module 5.1 : Unit 2**

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| **Unit title** | **How to promote volunteering** |
| **Introduction, specific objectives of the unit** | In this unit you will learn how promote and recruit volunteers, using marketing principles. |
| **Inputs** | Individual/NGO Group Discussion |
| **Activity** | **Activity A : 8 ways forward** |
| **References and further resources** |  |

**Learning Activity A**

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| --- | --- |
| **Activity A** | **8 ways forward** |
| **Setting** | Individual/NGO Group Discussion |
| **Activity Description** | Talk to the group about the “8 ways forward” when looking at volunteers and how to promote volunteering   * What : What the problem is, ie why they need a volunteer * Where : Where the volunteer is required * When : Timescales and how long the volunteer needs to volunteer * Why : Why is it important to you as an organisation * Who : The type of volunteer you are looking for * How : Where that type of volunteer might be found, and how you can reach them * Why : Why it is important to the volunteer, what benefits the volunteer will get from volunteering   Get the individuals/NGOs to think about the “8 ways forward” and come up with a volunteer promotion event/activity and design a poster for an event/activity   (60 mins) |
| **Resources** |  |
| **Equipment** | Paper, colour pens, laptop |
| **Timing/Duration** | **Min: 60 mins** |
| **Max: 120 mins** |
| **Comments & Tips** | **Trainer :** Tips- show a poster promoting volunteers, Boxmoor Trust volunteer event |
| **Participants :** Think of their community, what they require from volunteers |

# Module 5.2 : How to appreciate volunteers

## Introduction to Module 5.2

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| In this module you should expect to learn about the ways you can celebrate and promote volunteering.  At the end of this module, participants will know:   * How to value a volunteer * Ways of promoting volunteering   List of all units covered in the module   * **Unit 1 : How to value volunteers**   Activity A: Recognition is needed |



## Learning Activities for Module 5.2

**Module 5.2 : Unit 1**

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| --- | --- |
| **Unit title** | **How to value volunteers** |
| **Introduction, specific objectives of the unit** | The participants should reflect on the importance of, and the different ways of, promoting volunteering, recognising and celebrating the volunteers |
| **Inputs** | Group discussion |
| **Activity** | **Activity A : Recognition is needed** |
| **References and further resources** | Aranguren Gonzalo, Luis A. (2002), Los itineraries Educativos del Voluntariado, Madroid, Plataforma para la promocion del voluntariado en Espana, 1st edition of A fuego Lento  (ISU 2014) (DES)ENOLVER A Educação para o Desenvolvimento no voluntariado para a Cooperação |

**Learning Activity A**

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| --- | --- |
| **Activity A** | **Recognition is needed** |
| **Setting** | Individual reflection, Group discussion |
| **Activity Description** | The trainer asks the participants to write down on a sheet of paper what was the best thing (compliment, attitude, action) they have already received at work (5min)  Ask the participants to share with the group and to explain how this felt.  Then the trainer will ask the participants about what they think about the recognition and celebration of volunteers? Is the kind of recognition and celebration needed similar to a worker? Why? Which are the differences and the similarities?  The trainer writes on the whiteboard the conclusions and ideas  Then, on a big piece of paper each participant should write a way to recognise and celebrate his/her volunteers. At the end the facilitator could give some more ideas to write down and deliver the participants a list of 10 or more different ways of recognise and celebrate volunteers |
| **Resources** | List of 10 or more different ways to recognise and celebrate |
| **Equipment** | post it notes, pens, flip chart, sticks, big piece of paper |
| **Timing/Duration** | **Min: 35 mins** |
| **Max: 60 mins** |
| **Comments & Tips** | **Trainer :** |
| **Participants :** |



# Module 6 : How to encourage intergenerational volunteering

## Introduction

This module is about intergenerational volunteering. We suggest encouraging intergenerational volunteering in two ways, the first being to emphasise the transfer of specialist knowledge, the second being connected to a flexible voluntary work offer.

1. Intergenerational interaction can be organised by offering the transfer of specialist knowledge from seniors to children and youngsters and vice versa. There are a lot of skills and knowledge that seniors have acquired during their lifetime that can be useful for younger generations, for example, different handicrafts, cooking, historical memories etc. By organising activities in schools, kindergartens and youth centres, seniors can transfer their specialist knowledge to younger generations. It can be useful both ways, because there are a lot of skills and knowledge that children and young people possess that can be useful for seniors, for example, IT skills, new approaches and values, information-gathering etc.

2. The second approach includes opportunities for voluntary work that are flexible and applicable both for younger generations and seniors. There are a lot of voluntary work opportunities that are interesting and suitable for children, young people, middle generation and seniors. In our experience the best opportunities where different generations work shoulder-to-shoulder are at big events, for example, preparing and working for municipality festivals, seasonal festivals, decorating and preparing the city`s environment.

* **Module 6.1** **: Mapping Intergenerational volunteering**
* **Module 6.2 :** **The Ideal city**

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# Module 6.1 : : Mapping Intergenerational volunteering.

## Introduction to Module 6.1

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| At the end of this module, participants will be able to:   * recognise and link organizations * institutions and events where intergenerational volunteering benefits can be obtained * recognise opportunities, benefits and outcomes of intergenerational volunteering   List of all units covered in the module   * **Unit 1 : Mapping Intergenerational volunteering**   Activity A : Mapping a network of intergenerational volunteering |



## Learning Activities for Module 6.1

**Module 6.1 : Unit 1**

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| **Unit title** | **Intergenerational volunteering** |
| **Introduction, specific objectives of the unit** | There can be different ways of encouraging intergenerational volunteering, the first concerns the transfer of specialist knowledge, the second is connected to a flexible voluntary work offer (events, tasks that are suitable for various generations). Several benefits and outcomes can be seen in intergenerational volunteering, such as tolerance, social cohesiveness, empathy etc. |
| **Inputs** | Group discussions regarding intergenerational volunteering, sharing experience and non-formal education trainer`s input. |
| **Activity** | **Activity A : Mapping a network of intergenerational volunteering** |
| **References and further resources** | - |

**Learning Activity A**

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| **Activity A** | **Mapping a network of intergenerational volunteering** |
| **Setting** | Group of 15-20 people, NGO representatives, with or without experience of volunteering. |
| **Activity Description** | 1. Sitting in a circle, the non-formal educational trainer starts a discussion about intergenerational volunteering and identifies the group`s experience, attitude and knowledge about this topic. The trainer draws a schematic map of a local community/city/municipality on a flip-chart and encourages participants to think about organisations and institutions and also events where intergenerational volunteering can take place. For example, kindergartens where elderly people can work with children long-term, youth centres where seniors can transfer their knowledge, such as crafts etc., municipality festival etc. (15-20 minutes)  2. Participants should individually write one place or one event where intergenerational volunteering can be held and what type of activities can be held there on one post it note. (7 minutes)  3. Afterwards, the trainer asks each participant to share a result and stick a post-it on the place where the organisation/activity/event can be held. The trainer summarises and gives an overview of the local community/region and the mapping of intergenerational volunteering is done! (15-20 minutes) |
| **Resources** | - |
| **Equipment** | Stationery: chairs, flip-chart paper and board, post-its, flomasters |
| **Timing/Duration** | Min: 37 mins |
| Max: 47 mins |
| **Comments & Tips** | Trainer : Non-formal education trainer, with knowledge of voluntary work |
| Participants: Representatives of NGOs, with or without experience in voluntary work. |

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# Module 6.2 : The ideal city ring.

## Introduction to Module 6.2

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| To understand the issues of intergenerational meeting  At the end of this module, participants will be able:   * To try working collectively * To imagine concrete actions for volunteers of different ages   List of all units covered in the module   * **Unit 1 : The Ideal City**   Activity A: The skills flower |



## Learning Activities for Module 6.2

**Module 6.2 : Unit 1**

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| --- | --- |
| **Unit title** | **The ideal city** |
| **Introduction, specific objectives of the unit** | This activity proposes recreational activities intended to facilitate the identification of the skills of volunteers, no matter the nature of the organisation  Objectives :  - To overcome the (imaginary) obstacle of intergenerational meeting by proposing activities that could be shared by various categories of age : the best way to put them into practice. At the end of the activities, the various ages will realize that they can think, act and work together perfectly!  Number of participants in the workshop : from 6 to 8 people. |
| **Inputs** | In pairs, sitting |
| **Activity** | **Activity A : The skills flower** |
| **References and further resources** |  |

**Learning Activity A**

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| --- | --- |
| **Activity A** | **The skills flower** |
| **Setting** | In pairs, sitting |
| **Activity Description** | The skills flower  The professional character of each person is a unique combination of work experience, social skills stemming from their individual character, but also from personal expectations. The four short activities presented below allow a portrait of a potential volunteer to be painted. This activity can be implemented with young people, with old people or both together. It seems important, to avoid useless categorisations, not to reproduce them in the activities.  The trainer invites the participants to write on a coloured post-it their first name and sticks it on the board. Then, the participants will produce other post-its produced and they will place them around the initial post-it, composing, visually, a flower with at least 5 petals. The participants will spend some time thinking about the following topics :  1. My good side! - What qualities do your close friends see in you?– Using post-its - 5 min - The trainer collects the post-its, talks about their content with the author and sticks them on the board. 10 mn.  2. Maximum respect … -  What did/do you do well in your work? – Using post-its -5 min. The trainer collects the post-its, talks about their content with the author and sticks them on the board. 10 mn.  3. Action ! – The participants choose from a list of 50 verbs of action. They underline those corresponding to their skills, then write 5 of them on a post-it -5 min. The trainer collects the post-its, talks about their content with the author and sticks them on the board, sharing them with the group. He sticks them next to the first name in the board. 15 mn.  4. What do you like in me ? - Which are the character traits which please you in your neighbour to the right? Post-it notes are to be stuck on the back on the neighbour  The trainer picks them one by one, commenting on them and listening to the explanations of the donor or the surprises of the recipient – This post it completes the flower of every participant. 15 min.  5 . The benefits of my age? - Using post-its - 5 min  Every participant is invited to list what are the benefits of his age. The trainer collects the post-its, discusses their content with the group and sticks them on the board - 10 mn.  6.     Conclusion –  Group discussion - 10 minutes  During this activity, were there differences between the participants according to their age ? The discussion should underline that there were no real differences and that the cliches regarding the skills of the seniors and the non-seniors can be very easily overcome.  Duration : 70 minutes |
| **Resources** | No additional material |
| **Equipment** | Pens and post it notes  Flip chart |
| **Timing/Duration** | **Min: 70 mins** |
| **Max: 90 mins** |
| **Comments & Tips** | **Trainer :** Might have to give an example if the group do not get going, such as an introduction to the organisation |
| **Participants :** Try to pair people with similar interests |

Notes



Erasmus+ KA2 ADULT Project

“Local and International Active Seniors”

