VOLUNTEERS WELCOME

Lifelong
Learning
Programme

TIPS FOR VOLUNTEERS

Imprint:

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http://www.european-volunteers.eu/

Content

1   Foreword

Opportunities for people to get involved in volunteering actions have been expanding in recent years as a result of several factors, to mention globalisation, the spread of technologies and initiatives associated with corporate social responsibility from the private sector. Volunteering has become a very pathway to integration and employment and a key factor for improving social cohesion.

Due to this phenomena volunteering has become very important for European 'Third Sector' as it is made up of voluntary organisations, social enterprises, charities, cooperatives and NGOs. For example, in accordance with Eurobarometer 75.2 Voluntary work (2011) there are 24 % of EU population engaged in voluntary work. It allows to make an assumption that voluntary work makes a solid contribution into European "Third sector" and thus into civic society. The Project ''Volunteers Welcome!'' was inspired and implemented with these facts on mind and we hope that the Project work itself has been one more step further in raising the communities awareness of the issue and of how they could get involved in the partner countries and Europeanwide.

Many people involved in the third sector are themselves volunteers and the task of managing these volunteers is a significant challenge. It is agreed that when they feel valued and can benefit from the experience, they bring benefits for the organization and its beneficiaries, too. An increasing professionalization of the sector is observed. Promoting skills and competence building, and easy access to training and development to organisations in the third sector is becoming a norm rather than a rare example.

This e-brochure has been designed by Volunteers Welcome! Team to give overall information about the project's aims and objectives, the training needs analysis on which the training guidelines are based, and examples of best practices from each partner country which , we hope, might inspire other organisations in the field.

2 Volunteers Welcome!

2.1 The project, it's objectives and aims

Among all its benefits and aims, volunteerism is on the rise as a unique mean of informal learning for people in all age groups. Thus, in order to promote volunteerism amongst both local and international societies seven organisations from France, Germany, Italy, Lithuania, Poland, Spain and Turkey have started to implement the project "Volunteers Welcome!"

The main idea of the project is to initiate an exchange between partners on how volunteerism is recognised and treated in different societies, hoping to learn from the best practices in other EU countries to be able to set up volunteer network, particularly in adult education.

The aims and objectives of the project:
- To boost the public's motivation to engage in voluntary work and also benefit from volunteers' personal experience;
- To help volunteers to gain new skills and competences to deal with the voluntary work they are involved in;
- To contribute and enhance the ideals of solidarity and cooperation in the community;
- To foster cooperation between EU organisations and share good practices in the training of volunteers and handling of the issue;
- To provide volunteering opportunities for persons via contacts with voluntary organisations, public or private;
- To develop a short training course and curricula for;
- To promote volunteerism via workshops and presentations with the local, staff from medical centres, institutions for homeless children, educational centres, local and public authorities, schools, NGO's, and other;
- To provide care support opportunities for volunteers in local care and retirement homes, in environmental organisations, educational institutions etc.

2.2 The partnership

2.2.1 The coordinator: Kocaeli Kültürel Gelişim ve Dayanışma Derneği (KOGED)

KOGED was founded in 2009 by a group of well-educated and very dedicated people, among them are engineers, doctors, teachers and surgeons, for the twin purposes of raising the public's awareness of the social and cultural issues ,identifying people's needs concerning these issues and helping them take concrete steps to meet these needs. It is a non-profit and non-governmental organisation. It also attaches great importance to personal development and shares the same motto as the EU Commission, namely, 'It is never too late to learn.' KOGED addresses individuals from

every segment of society. It endeavours to make a positive contribution to the issues of education, culture, health, environment, tourism, youth, population, technology, democracy and human rights.

The organisation gives priority to topics concerning formal and non-formal education, vocational training, elimination of inequality in educational opportunities, women's education and that of marginalised persons, public health, maternal and child health, environmental issues, preservation of cultural values and cultural heritage, encouraging artistic and sports activities and European integration.

KOGED's priorities & some promoted activities are as follows:
- Informing the community about EU projects, recruiting 'learners'
- Providing English language course & IT training opportunities
- Organising cultural excursions
- Personal and social development via cultural events
- Volunteering and charity work
- Exploration of Turkish cultural heritage

Contact address: iletisim@koged.org.tr
Website: www.koged.org.tr

2.2.2 August Horch Akademie GmbH (AHA)

August Horch Akademie (AHA) is a private training provider and consultancy which delivers management training to industry as well as to training organizations and public authorities.

Besides the training unit the company works as project developer, coordinator and evaluator within a large number of EU and national programmes. With its external support, more than 40 projects have been successfully implemented over the past years. As a coordinating organisation, AHA was able to establish a partner base of more than 200 companies and institutions with broad experience in international projects.

August Horch Akademie is the partner organisation of the project in Germany and implements any action at national level. With its experience in managing international projects, AHA provides its infrastructure and staff distributing the developed concept to companies, schools and other education institutions. Moreover, AHA will make necessary amendments due to specific national requirements at any educational level. To support the set-up of a partnership network, AHA will provide its broad know-how in organising learning events.

Contact address: info@august-horch-akademie.de
Website: www.august-horch-akademie.de

2.2.3 VšĮ Socialinių Inovacijų Centras / Social Innovation Centre

Social Innovations Centre is seeking to create, adopt and implement various innovative social initiatives in the field of social work and non-formal education providing services to disadvantage and socially excluded groups (young people, including with special needs, long term unemployed, families and individuals at risk, older people, etc.).

The main objectives of organization is to create or adopt new psychosocial services for the target group; to provide them with information, counselling and educational activities; to initiate, participate and implement both local and international projects in the field of social work and non-formal education of target group. The centre is trying to assure rights of target group to different services which will enable them to develop their capabilities and skills; to become a major factor ensuring equal and full-fledged social involvement in the life of the society and represent the interests and protect the basic rights of those individuals.
Currently the main activities of organization are development and accreditation of different programs for professionals and volunteers; training courses for professionals and volunteers; development and implementation of local and international projects mostly with socially excluded target groups; developing and implementing local and international programs of volunteering; creating and testing methodical material for professionals and volunteers.

Contact address: visiems@socin.lt
Website: http://www.socin.lt

2.2.4 ONAGEB.SPAIN,SL

ONAGEB.SPAIN is made up of trainers with more than 15 years experience in language teaching as well as development of language contents and methodology. Our staff has 7 years experience in project development/management for other companies. This expertise is the basis for the provision of high quality services such as training evaluation, development of instruments for training analysis, development of innovative concepts for the acquisition of language competencies, including development and evaluation of learning modules.

ONAGEB.SPAIN aims to initiate and to promote projects aimed at the development of the region in the field of development of adult education. It aims to promote Europe and the actions that the European Commission finances, through the development of projects of European cooperation within its own structure or by implying local actors (parents' associations, public organizations, small and medium companies). The company aims promotes the philosophy and values of Europe in Zaragoza and Aragon region by exchanging values, experiences, methodologies. ONAGEB.SPAIN proposes its services and competences

in terms of management and coordination of projects by developing transnational cooperation and partnerships.

Contact address: europa@onageb.com
Website: www.onageb.com

2.2.5   Funddacja Wspierania Rozwoju Innowacji I Kreatywności (INNCREA)

FUNDACJA WSPIERANIA ROZWOJU INNOWACJI I KREATYWNOŚCI "INNCREA" is new institution. The main Foundation InnCrea mission is organizing the innovation activities. The aim of these activities is to develop of the creation through the lifelong learning as a motivation to improve the professional skills.

In our work we are cooperating with the volunteers. We are specialy focused on the idea of corporate volunteering and employee volunteering.

Contact address: ckc@komesnet.com.pl
Website: www.inncrea.internetdsl.pl

2.2.6   Università Itinerante della Terza Età- Verona

The Itinerant University of Third Age is a non profit organization which aims at enhancing the senior citizens quality of life and knowledge and increasing their active role in society. The University aims at contrasting any form of social exclusion, improving the quality of life, spreading culture and solidarity so that every age has a value and every person a life project to become a resource for oneself and for others. It is mainly active in the Verona's province with 17 locations / branches. During every year of activity it organizes cultural and artistic production laboratories, exhibitions, lectures, courses (ITC, LANGUAGES) for senior people in order to enhance their creative participation in the cultural life. It has about 4000 members and 18 yearly long university courses about different topics. It is also an active member of the National Educational network Polo Europeo della Conoscenza. As member of this national network of schools and educational Institutions - a public Organization – we are involved in activities dealing with the European social and educational integration. Through the network we are in contact with more that 130 Educational Institutions, Universities of third age, in – service teacher's training centers, Prisons, Immigrant's centers, Universities from Verona to Sicily. The European Pole of Knowledge main fields of activity is to promote the European dimension and integration through European and extra - European workshops, seminars, conferences, partnerships and projects. The European Pole of Knowledge is planning "umbrella activities" involving the greatest possible number of schools and institutions in the of every project consortium. The European Pole of Knowledge works in every field of education, from ICT to in-service training courses for teachers, from Kindergartens to adult education in prison and in rural areas. It works mainly on social

exclusion, fighting against xenophobia and racism and xenophobia, training of students and drop outs, intercultural learning and youth workers' and vocational training field.

The Itinerant University of Third Age can reach people living in the town or in disadvantaged area, organizing lectures and workshops and through this project we can organize training sessions for volunteer teachers of our organization. The aim is to improve the quality of our seminars , with new methods, applying new technologies.

Contact address: presidenza.verona@auser.vr.it
Website: www.auser.vr.it

2.2.7   Maison de la promotion Sociale (MPS)

Created in 1967, the MPS is a non profit organisation situated next to Bordeaux, at Artigues près-Bordeaux (about 10 minutes of Bordeaux), employing 250 persons & realising activities around two poles:

- A reception center for events, seminars, colloquiums, meetings, etc. In this sense, MPS is a hosting organisation also in European Mobility programs, favouring the apprenticeship of languages as well as European professional experiences.
- A training organisation for adult training, established for nearly 40 years which aim is the promotion of the social and economic status of adults with low qualifications.

The MPS also works with companies in the field of improving competences of their employees, with a particular focus on SME. In this sense, it operates in several contexts of qualification training in adult and vocational education:

- Animation/Sports
- ICT
- Development of rural areas
- Support creation of enterprises
- Environment
- Languages
- E-learning
- Gerontology
- Up skilling
- Secretary
- Professional orientation

For 11 years, MPS has been involved in EU projects, thanks to dynamic & competent European Pole. One of the main aims is the coordination of EU projects as EQUAL, LLP Grundtvig, Leonardo, ICT Networks & Mobility projects. The MPS proposes many possibilities as: meeting rooms, an amphitheatre for 300 people, a restaurant, a hotel (200 beds). It is

equipped with Wifi & the possibility to rent technical supports. MPS can also count on a special service, FORMATECH; which guarantees the relationship with a large network or companies. Due for these series of motivation, MPS, more than being part of every action in the project, will be particularly active in research and analysis stage but also in communication & dissemination phases, due to its strong linkages with networks & enterprises.

Contact address: poleuropemps@gmail.com
Website: www.mps-aquitaine.org

2.3   The target group

The Project, thanks to its subject matter, addresses a diverse group of targets; namely:

- All Voluntary Organizations
- Schools
- Training organizations
- Local/regional/ national public authorities
- European Administrations/ public authorities
- People involved in different levels of volunteer work at volunteer associations
- Individuals interested in taking up voluntary work
- Organisations not directly engaged in voluntary work

The next chapter deals with the needs analysis the partners conducted in their organisations in order to identify the volunteers' needs and expectations of the training course.The results of the analysis led the Project team to tailor the training materials accordingly.

3 Training Needs of Volunteers

Partners in "Volunteers Welcome" Learning Partnership project has achieved a very important activity trying to assess personal, professional and motivation needs on their work as volunteers in the seven participating countries of the project.

3.1 Methodology

The Needs Assessment used a sample of 18 questions, divided into 15 closed questions and 3 open ones. Questionnaire has been delivered to Volunteering Organizations in Turkey, France, Spain, Germany, Italy, Poland and Lithuania. Data collection involved a mixture of Volunteering Organisations whose main aim has been quite different and whose last beneficiaries have occupied a large field: Tertiary, Age, Children Animals, Youngs, etc.

3.2 Results

These are the results of the common study in common questionnaires:

1. The volunteering organization where you participate is related to:
Turkey: education and society
Spain: social work is emphasized, very closely followed by social integration.
Germany: cultural and education work
Italy: same importance for the four categories (Social work, Educational work, Cultural work, Social integration work)
Lithuania: social and cultural work
France: cultural works, followed by social and educational ones.
Poland: Social Work is the most representative.

In the majority of project countries, the volunteer organization is related to social works, emphasizing that Germany, France and Lithuania are more related to cultural works, which have not been quite valued in Poland and very low-valued in Spain.

2. Try to explain, using no more than 20 words, the main aims of your volunteering on such organization
Turkey: educational programs
Germany: international cooperation
Lithuania: personal progress and social contribution
Spain: social topics, values and progress of communicative skills
Italy: cultural topics
France: knowledge abilities and communication skills
Poland: family's assistance, children with learning problem, educational activities

The principal targets of volunteering are related to cultural and social topics, as for social contribution and values as well as topics related to the education as the achievement of diverse activities aimed to the progress of the communicative skills and difficulties of learning.

3. Which are the reasons why you are doing / would do a training course in volunteering?
Germany: improvement of work and knowledge
Poland: personal development and progress of the knowledge
Spain: to increase knowledge
Turkey: personal development and to increase knowledge
Lithuania: personal development
Italy: increase of the knowledge and progress in the work
France: personal development and progress of the skills

In most countries, training courses are fulfilled to encourage the personal development and to extend knowledge. The target of personal interest stands out in Spain, being very under this interest in Poland; and the progress of the work is considered of importance in Germany being less excellent in Spain.

4. Have you ever participated in a training course(s) for volunteers?
All the organizations take part in volunteering courses, since only in Lithuania and Germany the percentage of "NOT is bigger than "YES"

5. In case you have taken part in any training course(s) for volunteers, could you mention it/them?
Lithuania: education, communication and motivation.
Italy: No data
France: communication
Spain: education in values, culture, international cooperation, personal orientation and adults' education.
Turkey: programs of education
Germany: international cooperation
Poland: education, family and healthy life**.**

Training Courses are delivered, emphasizing in some cases the international cooperation or improvement inside the family.

6. How often do you take part in this kind of training courses?
These training courses have been mostly delivered once a year, except in Poland where they are fulfilled at the beginning of the work as volunteer.

7. Do you think you need any specific course to improve your volunteering work?
In conclusion, it is observed that there are training needs as for topics related to the communication and the knowledge, as help and progress in the training of volunteers.

8. What kind of training activities do you like the most?
Spain: talks and seminars
Turkey: practical activities
Germany: practical activities
Lithuania: practical activities
Italy: three of them are important
France: theoretical - practical
Poland: practical and theoretical activities

The most valued training activities are so much practical workshops and activities theoretically practical. There is variety of opinions, emphasizing Italy where three of them have the same importance or Spain where they decided in favour of talks and seminars.

9. According to the following general topics, which ones do you find relevant for your volunteer work?
France: social development and international cooperation
Turkey: adults' education, knowledge and international cooperation
Poland: social development
Germany: social development and international cooperation
Spain: Four of them seem to have similar importance
Lithuania: social development and international cooperation
Italy: adults' education
Poland: social development

In participant countries, target groups have found excellently for the volunteering topics referred to social development and adults' education first of all, standing out, as secondary level, the knowledge and its improvement.

10. As a volunteer you will probably have some special needs in your personal-inner training
The most emphasized needs for personal training refer to resolution of conflicts and its progress, emphasizing also in Spain the education and in Turkey the interactive and methodological skills.

11. In which sense do you think it is important to foster the knowledge of other organizations which carry out a similar activity and compare them to yours?
In all countries, volunteers have considered important to encourage the knowledge of the companies.

12. Related to the previous question, could it be relevant to take part into experience sharing trips?
"Very relevant" is the most used answered in all countries, as the best way to share experiences.

13. Do you think that training on social competences could be important for you volunteer work?
Training n social competences is considered to be important, except in Spain where "Perhaps" has been the most answered one.

14. Are you interested in learning how to develop your social skills?
Unanimously, all volunteers are interested in learning how to develop their social skills

15. What do you think of emotional intelligence? Do you think it would help you to cope with some difficulties?
Asked volunteers have considered the emotional intelligence to be important being helpful to improve some difficulties.

16. Do you find interesting the acquisition of group techniques to make team work get better?
Group's skills are very interesting to achieve a better work.

17. Do you think it is important in your volunteer work a training course related to contingency planning?
Planning measures have a very important role in volunteer work, whatever its aim is

18. Is there any specific training need you would like to mention?
Training needs, considered as necessary and not mentioned before, tend to deal with improvement in languages, specialization on the volunteering topic and personal motivation.

These results have been the basis for the guidelines for training volunteers that is to be dealt with in Chapter 4.

4   The guidelines for training of Volunteers

Before you start…

4.1   Planning a Course

Before any training begins, it is important that you meet the needs of the target audience (group).

The success of a training course depends on a great number of variables. It is important that you have decided exactly what you would like to achieve with the training. Answering the five questions below should help you with this:

Why? - What do participants hope to gain from the training? What are you trying to achieve? What should learners understand or do at the end of the course?

What? - What should the course content should be? What can you put over in the available time? What equipment, handouts and materials will you need?

Who? - Whom is the course aimed at? What sort of variables will you need to consider, such as level, knowledge and prior experience? What do participants hope to gain from the training? (This includes new knowledge, skills, resources, etc.).

When? - Whether the timing of the course is good for your target audiences and for you? Consider the time of year, time of week and time of day.

Where? - Where will you conduct the training?

Moreover, when designing the exercises to be used in a course, you should consider the following issues:

- ❖ What are you trying to achieve with the course?
- ❖ Is it to give people facts?
- ❖ Is it to change people's opinions or behaviour?
- ❖ Is it to give them skills?

4.2 Training content

4.2.1 Volunteering – Introduction

NAME OF MODULE	VOLUNTEERING - INTRODUCTION
DESCRIPTION OF MODULE	In this module you are going to find out basic information about the volunteering, like: what is volunteering, what types of volunteering exist, if there are some benefits of being a volunteer, how and where to find voluntary work and what are legal issues about volunteering.
Contents – PLAN OF THE COURSE	**WHAT IS WHAT IS VOLUNTEERING** In the beginning explain what is the definition of volunteering or what is the meaning of that word ("To volunteer, means simply, to be motivated and give one's time or energies to work towards a project or cause that you are interested in."[1]). Give some examples of voluntary work like helping children to learn languages, helping elder, sick people or helping with some big events – EURO 2012 in Poland, explain that voluntary work is not only work abroad. Try to discuss about that word and its definition. Learners in the smaller groups could try to choose or create one definition that best suits them and explain why.

Objectives – skills, knowledge	Knowledge about what is the meaning of word volunteering.
Working methods	Presentation, works in group

Resources – helpful links
http://www.energizeinc.com/art/adef.html (website with tips especially for leaders of volunteers)
http://www.volunteering-wales.net/aboutvolunteering/whatisvolunteering.html ("this website will give you information and advice about getting involved in volunteering")
http://www.workingabroad.com/page/10/what-is-voluntary-work.htm (website with working abroad projects)
http://www.volunteering-gm.org.uk/?q=whatisvolunteering (website about the project which aims to bring about a radical change in the way people think about and support volunteering in Greater Manchester)
http://www.kentsport.org/volunteers/documents/FAQforKSV.pdf (KCC Sport, Leisure & Olympics is focusing on the issues and priorities of Sports Volunteering within related projects and programmes in both the school and community settings)
http://www.merriam-webster.com/dictionary/volunteer (online dictionary)
http://iuristebi.files.wordpress.com/2011/08/what-is-volunteering.pdf

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[1] http://www.workingabroad.com/page/10/what-is-voluntary-work.htm

TYPES OF VOLUNTEERING

There are many types of volunteering, like:

- Education (e.g. teaching English as second language)
- Health
- Human Services and Childcare (e.g. social work)
- Physical Labour
- Community Development
- International Volunteer

And other:

a. Long term volunteering (provides volunteers with the opportunity to commit to a project or program that spans an extended period of time. This is volunteering as people traditionally think of it.)

b. Short term volunteering or episodic (provides opportunities that include those of short duration and those that occur at regular intervals, such as annual events.)

c. Family volunteering (provides volunteers the opportunity to participate in meaningful service while spending time with their families.)

d. Student volunteering (provides the opportunity to volunteer with schools and youth groups, so that young people gain valuable knowledge and skills.)

e. Internships, fellowships, and apprenticeships, (offer students and others the ability to gain beneficial experience while assisting the community service organization.)

f. Virtual volunteering (allows anyone with access to a computer and the Internet to contribute time and expertise without ever leaving his or her home.)

g. Senior volunteering (there are special programmes that encourage older people to volunteer, e.g. SEVEN – Senior European Volunteers Exchange Network)

h. Corporate Volunteering (when an employee is supported by his/her employer in volunteering).

You can try to build your own list of types of volunteering before the lesson and later present it, or do it with the learners in the classroom.

Try to divide learners to smaller groups, and each will represent one type of volunteering – they need to prepare themselves how to present this type of volunteering to the other learners – what are the characteristics, for who is that volunteering.

Objectives – skills, knowledge	Knowledge about different types of volunteering.
Working methods	Presentation, work in groups

Resources – helpful links
http://www.energizeinc.com/art.html
http://www.dur.ac.uk/volunteer/volunteers/types/ (website of Durham University)
http://www.i-to-i.com/campfire/travel-guides/106-What-types-of-

volunteering-can-I-do-and-which-is-most-important- (website of the online community of the meaningful travel specialists)

http://thehumanityexchange.org/volunteer-abroad/types-of-volunteering/ (website of organization which prepare international projects for volunteers)

http://www.seven-network.eu/site/ (website of Senior European Volunteers Exchange Network

http://www.worldvolunteerweb.org/browse/volunteering-issues/corporate-volunteering.html (provides the articles of corporate volunteering)

WHY VOLUNTEERING?

Next step is to explain what is a volunteer for, why it is important for yourself and for others. Can be said about work benefits - many people can make better and more things when they are working together, when they cooperate. It is good to give some example the result of voluntary work. Ask about the opinion of learners, prepare some discussion.

Objectives – skills, knowledge	Knowledge about why volunteering is important
Working methods	Discussion

Resources – helpful links
http://www.whyguides.com/why-is-volunteering-important.html
http://www.idealist.org/info/Volunteer/Why (Volunteer Resource Centre)
http://pbskids.org/itsmylife/emotions/volunteering/article2.html
http://www.knowswhy.com/why-is-volunteering-important/
http://www.i-to-i.com/why-do-people-volunteer.html

WHAT ARE THE BENEFITS OF BEING A VOLUNTEER?

You can prepare list of advantages of volunteering and describe them. You can also show a short movie where experienced volunteers will describe their experience and what benefits they can see in that kind of activities.

Prepare discussion with learners: why they came to the course, what benefits they can see in a voluntary work for themselves and for others.

    a) "Volunteering connects you to others!
    b) Volunteering is good for your mind and body!
    c) Volunteering can advance your career!"

Objective – skills, knowledge	Knowledge about benefits of being volunteers
Working methods	Discussion, watching movie

Resources – helpful links
http://www.energizeinc.com/art/subj/Benefits.html
http://www.helpguide.org/life/volunteer_opportunities_benefits_volunteering.htm (This website provides expert, ad-free, user-friendly

educational materials and resources to help people improve their emotional well-being)

http://sapristi.hubpages.com/hub/The-Personal-Benefits-of-Volunteer-Work

WHO COULD BE A VOLUNTEER?

"Every single person […] has something to offer, however big or small. […] If you have skills of any kind that could be of any value then please offer them!"[2]

Try to show that every person has something that can share with other people. It doesn't matter what are his/her: nationality, sex, age, religion, interests. There is one characteristic that volunteer has to have – be open for the new – discussion about characteristics of volunteer.

In that point you can try to create profile of volunteer. Every learner has to put one word that describe person who could be a volunteer. It can be done on big poster with a title: volunteer.

Objectives – skills, knowledge	Knowledge about characteristics of volunteer.
Working methods	Group work, discussion

HOW AND WHERE TO FIND VOLUNTARY WORK

Before course check addresses of the closest organizations where you can find information about volunteering, give to the learners this examples and ask them if they know any other.

It is important to explain how and where to look for the information in the Internet. Check carefully information about volunteering work from website that you are going to recommend.

Explain that it is important to make good decision about **type of volunteering**. It has to be something that this person likes and could manage with.

List of the organization will be different for every country (addresses).

Objectives – skills, knowledge	Knowledge about places/websites where people can find help about voluntary work.
Working methods	Presentation, discussion

Resources – helpful links

http://www.workingforacharity.org.uk/find_voluntary_work (website of National Council for Voluntary Organisations – Working for a Charity - UK)

http://www.ehow.com/how_7473991_voluntary-work.html

http://www.idealist.org/info/Volunteer/How

http://nonprofit.about.com/od/volunteers/tp/goodvolunteer.htm

http://www.wikihow.com/Volunteer

VOLUNTEERING AND LAW

It is necessarily to show that work as volunteer is **legal**. What's more there are rights and benefits for volunteers during their work.

There are a lot of legal issues about volunteering abroad. Important is to

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[2] http://www.dancebritain.com/what-it-means-to-be-a-volunteer-2/

	explain that organization, that volunteer is going to cooperate, will help with many things like helping to prepare some documents and many others, volunteer is never left alone.	
	Objectives – skills, knowledge	Knowledge about legal issues of voluntary
	Working methods	Presentation
	Resources – helpful links http://www.energizeinc.com/art/subj/risk.html http://www.ipu.org/PDF/publications/volunteer_en.pdf	
ADDITIONAL ACTIVITIES	Between each point/question of the course/module, you can prepare some short games, e.g. icebreakers or integration, to make people feel more comfortable with each other. Examples: **Opinion:** Write the words "agree," "disagree," "strongly agree" and "strongly disagree" on large pieces of paper. Place each poster in an obvious spot somewhere in the room, preferably on a wall. Then make a statement such as "we all like spinach" and have everybody move to the part of the room that matches their opinion. You can create "opinions" that relate to the theme of the meeting. For example, our membership is the most dedicated membership in the world. **Notable Name Enhancement** - have participants introduce themselves positively with two adjectives beginning with the same letter as the initial of their first name. For example, *Rational, Realtor Rindy*. **Categories** - Have members of the group arrange themselves into groups by their favourite dessert, sport, colour, movie, car, etc. This is a good activity to get people up and moving and to find out common likes. You can shift from one category to another. "Now group by favourite vacation spot." **Standing Ovation:** The facilitator asks if anyone needs a standing ovation. Participants who feel they could benefit from a standing ovation can stand and say, "I'd like a standing ovation." Everyone then stands and gives them a round of applause. Throughout the program, the facilitator can make this opportunity available when appropriate. **Magic Wand**: You can use almost any stick as a magic wand…even a toilet plunger! You can imbue the wand with any sort of power in which you might have an interest. For example, the wand can change any aspect of your work. The wand is passed around the room, and the participants explain what three things they would use the wand to change about their work, or whatever the facilitator wishes to stress. The wand can also be used to influence the behaviour of other people. A participant can point the wand at a person and the person has to follow the movement	

	suggested by the wand. HELPFUL LINKS WITH GAMES: http://businessmajors.about.com/od/icebreakers/tp/TopIcebreakers.htm http://www.ehow.com/list_7157252_ice-breaker-group-exercises-volunteers.html http://www.volunteerpower.com/resources/Icebreaker.asp http://www.youthwork-practice.com/games/icebreaker-warm-up-games.html http://ctl.mesacc.edu/wp-content/uploads/2011/01/FunGames.pdf http://www.group-games.com/games-by-type http://www.icebreakers.ws/small-group/react-and-act-game.html http://training-games.com/pdf/40FreeIceBreakers.pdf http://www.leadership-with-you.com/leadership-icebreakers-blow-wind-blow.html
EXTRA LINKS, BIBLIO-GRPAHY	1. What We Learned (the Hard Way) about Supervising Volunteers: An Action Guide to Making Your Job Easier, *Jarene Frances Lee with Julia M. Catagnus* 2. http://ftp.iza.org/dp1045.pdf 3. http://www.scribd.com/doc/3699081/The-Effects-of-Volunteering-on-the-Volunteer 4. http://www.idealist.org/info/Volunteer
TIMING	Depend the trainer.

4.2.2 Team Building

NAME OF MODULE	TEAM-BUILDING
DESCRIPTION OD MODULE	The module is designed for coaches of teams, team leaders and all members of groups consisting of several to several dozen people. It shows the range of knowledge and skills that the team leader and all members should have, and includes exercises and team games, in order to obtain the optimum condition to work. The emphasis is also on the evaluation - an assessment of their own actions and improvements through the implementation of specific work practices. In the module there are included helpful links and many tips for trainers and participants of similar activities.
Contents – PLAN OF THE COURSE	Teambuilding is a planned group activities designed to stimulate focus, develop creativity, building relationships based on trust and improve well-being of individuals and the entire group. Activities are focused on performance and improvement of the group. It shows the efficacy and better understanding of the essence of "team". Exercises are aimed at the group effect.

What is the role of the coach?

The effectiveness of teambuilding depends primarily on the skills and knowledge of the trainer. A good coach is a person who at any time is able to assess the emotional state of the team, find the cause of the problem if it exists, remove the conflict and build good relationships within the group. He leads the group. His attitude and behaviour inspire participants; raise a lot of positive emotions. He should be sociable, open, social and very helpful - for the team he becomes a role model, a reference point. It is a trustworthy person, providing emotional support and care.

The purpose of coaching is to create an effective quality teams by introducing team games focused on improving the weaknesses and ability groups.

What is an effective team?

Basis will be mutual trust, being nice, friendly, cooperative, problem solving, commitment and a lot of positive energy. The main thing is to make a clear and realizable goal, then work out ways to achieve it and skilfully enter the work plan to reality.

What roles are in your team?

The team is the group which formed and initiate some special social roles.

Here are a few basics:

- Leader - a person's leadership, always has the first voice, tends to implement their plans, trying to make the aspirations and ideas in a clear framework, want the situation to be always clear, and understandable. Critical and assertive, carefully guarding his mind.
- Supervisor - the warm person, likeable, friendly, more cherishing the good of the group than its effectiveness. Is a leader, a surrogate "mother" to which you can always go with all the problems
- The child - a person feared, timid, wishing to accept the group. Without own statements, prone to domination, clinging to the rest. Needs constant help and care.
- Buffoon - clown, a person who is able to discharge its voltage behaviour in every situation, the optimist
- Scapegoat - person, on which are dumped all the blame and problems, becomes the object of gossip and cause of the other participants bad mood.

Stages of development of the group during the exercise team-building:

Stage I: The group did not know themselves, looking for contacts on the basis of similarity of appearance, attractiveness and openness. Their behaviour is more cautious towards the others, soaked with sympathy,

	but even now some people here try to withdraw. Group requires continuous support and conduction toward intimacy. **Stage II:** The group begins to critically evaluate what is happening around them and wonder what kind of their participation is in the activities they had. By making friends, collective views are becoming much stronger. May become noticeable conflicts that need to be stopped. Party members must understand their role in the group and the principle of gradual cooperation. **Stage III:** A group situation is stabilizing, negative views weaken, the positive increase. Members are aware of being a "team", they implement different ways of negating the conflicts and divisions. They shape the norms and principles. **Stage IV:** Working group becomes their success. The team is ready to reflect and reflection, to draw conclusions, and evaluate the relationship between members and the success of the group.
OBJECTIVES - Skills	**Skills of team members:** - thinking creatively, - relation building, - communication (verbal and non verbal), - problem solving, - group decision making, - acting under the pressure, - managing available resources, - trusting others, - sharing and allocating tasks, responsibilities, roles and rights within the team, - planning and evaluating actions, - articulating own opinions and listening to the opinions of the others, - looking for compromise - gaining confidence **Abilities and attitudes that coach / team leader should have to effectively manage a group:** • He is oriented to the whole group • Demonstrates exceptional ability to listen • Able to communicate with everyone • Able to allocate and justify the appropriate roles for team members • Able to lead a group, always sets them to a common goal • Create practical application of methods to solving problems in the group • Know how to manage conflict and aliened units

OBJECTIVES - Knowledge	**The knowledge of team members:** - know what are the objectives and benefits of performing the team building activities - know the rules of team work - understand the need and superiority of the team work over the individual work in the special cases - understand the need of improving the relations and communication within the group for the better integration and cooperation **The knowledge that coach / team leader should have for the effective management of the group:** • Can describe the process of group formation • Understands principles of team • Understands the reasons of being a team • Teaches responsibility • Acquisition of pragmatic insight into the team-building skills, • Know which are characterized by different functions in the team (leader, guardian, child, clown, the scapegoat) • Identify strengths and weaknesses of the team, • Knows on what to focus the group activities • Can deal with challenging situations • He is aware of the importance of strong group ties and the need to maintain and repair it • Makes clear to the other on the validity of their personal development, also for the group
RESOURCES – Materials – Bibliography – Links	**Links to pages dealing with team-building:** http://en.wikipedia.org/wiki/Team_building http://management.about.com/cs/adminaccounting/a/teambuilding.htm http://humanresources.about.com/od/involvementteams/a/twelve_tip_team.htm http://www.businessballs.com/teambuilding.htm http://www.time-management-guide.com/team-building.html http://www.essortment.com/team-work-team-building-work-team-25854.html http://managementhelp.org/groups/team-building.htm **Links to the collections of team games:** http://www.wilderdom.com/games/ http://www.dmoz.org/Games/Party_Games/Icebreaker_Games/ http://www.huddle.com/blog/building-teamwork-10-quick-and-easy-team-building-exercises-for-improving-communication-and-problem-solving-skills-part-1/ http://www.teambuildingportal.com/games http://www.oakharborcheer.com/TeamBuildingGames.html

	http://www.innovativeteambuilding.co.uk/free-team-building-activities.htm http://www.group-games.com/ http://www.excellerate.co.nz/freeicebreakers.html http://www.residentassistant.com/games/index.htm **Other links:** http://www.wilderdom.com/teambuilding/Quotes.html http://www.teambuilding.co.uk/the_colour_works.html http://wilderdom.com/games/articles/UnderstandingTeamBuilding.html http://www.effectivemeetings.com/teams/teamwork/effective.asp
ACTIVITIES	**Team-building exercises** - these are sets of exercises, team sports, organized games, humorous competition and group quest, which aim is to gain better cooperation, to establish relationships, integrate the group, to build confidence, stimulate imagination and creativity of the participants. Mostly they are used in the certain order, to ensure the greatest success. **Types of exercises:** **- Ice-braking games:** so called break the first ice, mostly used on the begining, for groups in no one no know each other. Name games are most used - submitting to and remembering members of the group by performing additional activities such as throwing the ball, sharing information about themselfs or peer interviews. It is important to subject all the time made directly to the group. **- Warm-up games:** games to warm up, applied before the commencement of the relevant group tasks. They stimulate the willingness to cooperate, activate body to action, cumulate energy and make positive mood. **- Win-win games:** a short play in which everyone is a winner - to be applied in resolving and preventing conflicts in the group. **- Drama games:** to stimulate both mind and body, consisting of individuals acting out certain activities, while the repetition of various formulas, asking questions or engaging in dialogue, for example, game "What are you doing?" Where one person starts to play a certain activity (eg playing football), and another one asks the question ("What are you doing?") The answer becomes a task for the next person to play (eg, sunbathe), etc., **- Improvisation:** for groups that have to know each other better. The tasks of stimulating creativity, teamwork and quick thinking. A basic example would be: divide all into groups, each of them have an order to create one competition in which as a group they have a chance to win, and next conduct competitions for these groups, to see whether they have been right.

	- Role-playing games: advanced, requiring good integration in the group and above-average knowledge of their skills. These games rely on acting on so-called. "Cocktail Party". Each player receives different character with a task that only he knows. The mission is the realization of the character objectives without revealing them to other players. Role-play games require a lot of concentration, improvisation, energy and commitment of the whole group to be successful. **- Active discussions:** brainstorming, each participant takes the voice. Openly or anonymously, no one can criticize the best ideas are assessed in groups. Discussion is increasing the involvement and boldness of the group. **Classes are applicable when...:** • performance of the group is very low - in order to improve the quality of work • there are internal conflicts, the problems are not likely to solve • regularly to integrate members of the group • is appointed to a new group of people • major changes occurred in promotions / removals • The group has been successful, the rewards of relaxation Exercises are used in training, courses, workshops, presentations, exchange programs, volunteer work - for all socio-cultural groups, regardless of age / gender / religion etc ... the most frequent recipients are the youth groups, schools classes, students, employees of companies, corporations, volunteers, sports groups. Selection of exercises for a group is the leader's choice. He should know the strengths and weaknesses of the team, to know on what the group should work and focus on one specific purpose or general improvisation. In the hands of a good coach, even an average game will provide a rich source of personal experience. However - the most important element is humour. The coach / leader should select the games to be able to completely release tension and accumulated stress in all participants, remove it and replace the peals of laughter. Amused participants are much easier to engage in this type of play.
WORKING METHODS	**Examples of teambuilding classes:** **Name:** Pantomime names **Game Type:** Icebreaker **Number of participants:** 5 – 25 **Time:** 15-20 minutes **Place:** under the sky or in the large bright room **Materials:** no **Objective:** Integration of a new group, remembering names, building trust

Description: Participants make a large, possibly a broad circle, holding their hands at the beginning. The first person gets the question - "what's your name?" / "Who are you?". The asked person must respond by linking his name with an adjective describing the action, starting with the same letter as the first letter of his name such as "charming Charlie" or "Jumping Johny" and then, via gestures, facial expressions and body movements he need to visualize that "charming/jumping" action, shouting his name too . At last, the whole group greets him repeting what he did and also shouting his name. Finally, each participant gets a name for himself, which is then repeated by the whole group once again. Note: The name should be unique – there cannot be two "charming Charlie's" - each one must be assigned a different action. The entire line should go twice. First time – still and slowly, second time - much faster.

How to play: The game requires a lot of energy. Some people should also overcome their initial shyness. So, the team requires a short warm-up physical and voice-acting, holding their hands (building trust and confidence in the group). Make them shouting, screaming, jumping, and then they should be ready to play. It should be borne in mind that some may still have problems with coming up the activities for their names, so either come back later to that person or make a group help him.

Important: The trainer should explain all the rules in an understandable way – is it an inappropriate to hurt someone's feelings or make the violence/sex themes. The place in which the game takes place, should not have any sharp objects. The surface should be soft, preferably grass.

Extras: The game can be enhanced in several ways such as - just after the end of the queue, start the "Cocktail Party", where each participant need to get know at least a few people by asking them about their names and "a little known facts" that becomes the next hallmark of such person. It builds a bond between members of the team. It is forcing the openness and gives them a good time.

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Tips for trainers at the classes:

Motto: The coach may suggest the group to create its own motto, which will be a group code used at the beginning and the end of classes.

Physical contact: some people are not used to get in closer physical contact with people they "don't know". Keep in mind that the group is easier to initialize where no one is invading the privacy of the others.

Discussion: topics of the group discussion should be the things related to the whole group, not to individual people who may feel then "under fire". Individual conflicts, coach should be solving individually, with each one separately, before the group discussions occur.

	Rewarding: all well-made activities, games, should be rewarded with the positive comments that build the participants mood, increase their motivation and encourage them to deliver more positive opinions about the other team members. Let the participants have the possibility of mutual rewarding in discussions or anonymously through the reward letters. **Penalties:** there are participants with whom you can not work, and consciously or not they will try to spoil the fun for all - with such people coach should first speak individually, on the side - if it does not help and the person does not change its behavior – he should be removed from taking part in any group further activities.
EVALUATION	**Evaluation** - the process for constructive self-assessment of themselves and the group, through specialized assessment tools. **What is it needed for**? - Not the same criticism, and finding the causes of failures, stress, problems, a detailed analysis of behaviors and processes, leading to the results of a working group to improve the quality, integration, cooperation. • to find the solution for team problems, • to find the cause of the failures, • to get better with stress removal methods, • to make detailed analysis of our behaviors and changing process, • to make clear situations, • to stop inside conflicts, • to gain results, to improve • to make better teamwork. **How to make it?** • Prepare the questionnaire to evaluate activities • Prepare the questionnaire for participants to evaluate themselves • Make them secret or explicit • Conduct interviews with all members individually • Record the exercises on video, • Monitor the actions of the participants - save them, however, on a piece (they should not feel judged during exercise), Find out what they liked the most and what not. How they evaluate each individual part of the team games and what conclusions can be pulled out, what bothered them, what was the problem, how they felt at every moment - what they can do to improve the group operations. Next find the time to discuss arising problems, try to obtain a reflection of the participants and reach out together with relevant proposals. Only in this way the better understanding process will be gained. So it is

	important not to avoid the evaluation process.
TIPS	- Make sure you read the entire module. - Gain Basic knowledge about team management - Never miss the opportunity to get the answers for your questions, use Internet, talk with experts, use people advices, think better, do not hesitate - Know yourself and your abilities. - Always ensure the security and comfort. - Remember about cultural differences, do not let the discrimination to have place in a group - Start with Ice-braking games, then, with trust-building - The games should be funny, give people reason to laugh, laughter is healthy - Creativity is the best way to solve problems and group tasks - Treat everyone with equal rights, be fair - Enjoy what are you doing and they will enjoy it also
TIMING	Depends on the trainer.

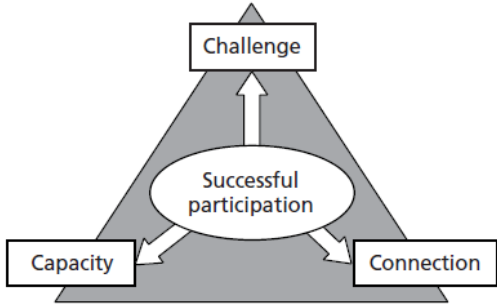### 4.2.3 Motivation

NAME OF MODULE	**MOTIVATION**
DISCRIPTION OF MODULE	Getting volunteers (or people in general) motivated can be a difficult and sometimes frustrating task. But with a bit of preparation and the right attitude it is possible to get them on board of your activities. Your own energy and enthusiasm are crucial for good results.
Contents – PLAN OF THE COURSE	**WHAT IS MOTIVATION** If we will start talking about what motivation is it could be described as E-forces of volunteers and motivating them is a battle for their E-forces. In his Understanding *Voluntary Organisations: How to Make Them Function Effectively,* Charles Handy describes E-forces as: energy, excitement, enthusiasm and effort. Volunteers will only render their E-forces in return for the fulfilment of their needs. The volunteer (unconsciously) calculates whether the effort to give is appropriate in relationship to the hoped-for benefit. This sounds perhaps quite strong and opportunistic, but the volunteers are mostly looking for a symbolic or social return for their contributions. Volunteer management means keeping volunteers happy to be volunteers. They either like the voluntary service, or leave it; that is why an organisation has an interest in fulfilling the needs of the volunteers in order to maintain their E-forces. Workers, volunteer managers etc. can offer different things in their

projects to address these needs. Volunteers have different motives for giving their time and effort to a project. By definition they will not do it for material benefits but more for symbolic ones (social, pragmatic and psychological benefits). Still the occasional little present (giving a T-shirt of the organisation, a CD on the birthday of the volunteer etc.) can do wonders for their motivation. Mostly volunteers are looking for social benefits: young people are looking for fun, social status, recognition, belonging to a group. Also the pragmatic dimension should not be neglected: young people want to see the sense of the things they are doing whether this is access to a sports hall during the project, new skills to put on their CV or going abroad as part of the project. Also for psychological benefits: young people are constantly looking for themselves and need to find their own way in life. Wanting to distinguish themselves, they need self-esteem. Also material benefits: young people are sometimes very interested in small material benefits, like a t-shirt, a free drink or a small present. This should not be seen as a bribe, but it could be a way to get them on board initially and, once actively participating in the project, they hopefully will see other benefits.

This psychological analysis is more likely up to adult / youth trainers, workers etc. and would mean nothing to volunteers. As an example, instead of "intercultural awareness" a worker could promote a trip to another country to have a dance competition. Instead of talking about "gaining organisational skills" volunteers might be more attracted by building a new skating ramp.

In order to motivate your volunteers and release their E-forces, you either have to address their needs or you can stimulate the volunteers' needs according to what you can offer. In the management of motivation it is important to know your volunteers and their needs on the one hand and to know what the organisation wants of the volunteers and has to offer them on the other side. The needs and offers of both parties can then meet in the middle. This process of determining the ideal mixture of giving and taking should be an ongoing process and should be perceived as balanced by both parties. Besides the different needs, volunteers also have different preferences of work. Some volunteers would be more skilled and/or interested in social tasks, others prefer creative activities, some are happy with practical tasks. Providing the volunteers with work that is in line with their preferences is a plus for motivation. Last but not least "ownership" is an important factor in the motivation of volunteers. Therefore the project organisers should always involve the volunteers in setting the aims and determining the tasks, so that the volunteers feel responsible for them. The project becomes their project, the organisation becomes their organisation.

When trying to reach volunteers it is important to tailor your project to their needs. We need to find the right balance between the young people's interests, their skills and their limits. And secondly, it is important to involve people throughout the process in order to give them a sense of ownership.

Jans and De Backer (2001) refers to the "three Cs for successful participation": Challenge, Capacity and Connection. This means that an activity should be challenging for people, it should entice them to try it and jump on board expanding their borders. The challenge, however, should not look insurmountable as this makes them drop out or, if they should fail, cause frustration and make them think twice before joining in such a project again. On the other hand, the challenge should be high enough so as not to bore the volunteers or take all sense of achievement – "yes we did it" – out of it. Therefore, the workers should know the capacities, the skills of their volunteers and adapt the project accordingly to obtain a sequence of little achievements and successes. Last but not least, the volunteers should feel connected to the activity. The activity should be adapted and compatible to the world the volunteers live in. When you manage to address these three Cs in your project and keep them in balance, the first step towards a successful project has been set.

SKILLS, KNOWLEDGE	Knowledge about what motivation is, how to motivate volunteers, how to meet their needs
WORKING METHODS	Work in groups, discussion, presentation
HELPFUL LINKS	http://www.goldsmithibs.com/resources/free/Motivation/notes/Summary%20-%20Motivation.pdf http://psychology.about.com/od/psychologytopics/tp/theories-of-motivation.htm http://tutor2u.net/business/gcse/people_motivation_theories.htm http://www.jblearning.com/samples/076373473x/3473x_ch02_4759.pdf http://www.carlsonschool.umn.edu/assets/144040.pdf

4.2.4 Conflict Management

NAME OF MODULE	CONFLICT MANAGEMENT
DISCRIPTION OF MODULE	In many cases, conflict in the workplace just seems to be a fact of life. We've all seen situations where different people with different goals and needs have come into conflict. And we've all seen the often-intense personal animosity that can result. The fact that conflict exists, however,

	is not necessarily a bad thing: As long as it is resolved effectively, it can lead to personal and professional growth
Contents – PLAN OF THE COURSE	**WHAT IS CONFLICT** Conflict is not necessarily destructive if handled properly. It can become a valuable tool in building up skills and personal strengths: when acknowledged and explored in a safe environment, it can provide powerful coping and management techniques, building on the premise that everyone – and their feelings – deserve respect. Viewed in this light, the management of conflict can be seen as inextricably bound up in the earlier topics covered: self-esteem and trust. Unfairness, injustice and lack of basic resources tend to provoke violence, particularly where bitter experience has suggested no alternative. But violence creates legacies of hurt, bitterness, vengefulness and destruction – it diminishes the violent as well as the victim. Conflict occurs when two or more people oppose one another because their needs, wants, goals or values are different. Conflict is almost always accompanied by feelings of anger, frustration, hurt, anxiety, or fear. It is caused by a wide range of factors: a clash of values, ideologies or goals; an inability to appreciate another's perspective; a struggle over limited resources; in retaliation for another's action. Glasser (1984) identifies as common to all human beings the physiological need to survive, along with four psychological needs: for belonging, for power, for freedom and for fun. It is the way in which we seek to fulfil those needs that can lead to conflict, especially where one party believes it's psychological (and in extreme cases, its physiological) needs are being threatened by another. Of course, much of our behaviour is a consequence of the reinforcement of earlier experiences: we see what works. If the person who shouts loudly and pushes to the front of the queue instantly gets attention, why bother with a more tempered approach? Conflict can be managed by developing and using skills such as effective communicating, problem solving, and negotiating with a focus on interests. When we negotiate with a focus on our interests – the things needed or desired by all individuals involved in the dispute – rather than our positions, where we focus on blame, fault, and liability for what happened in the past, we have a better chance of working with, rather than against, each other to discuss and resolve issues. The aim of exploring how to manage conflict is to understand the sources of conflict and allow powerful emotions to flourish into a sense of empowerment, more positive human relationships and an enhanced sense of personal worth. Once the fear of personal danger and the unknown is removed, people can start to see that, appropriately handled, conflict can be constructive. The volunteer managers, workers' role in this journey of discovery is to be open, non-judgemental, accepting and positive, and careful trustees of young people's growing vulnerability and openness. They should help the participants to recognise that confronting conflict is daring, exciting and

challenging. It takes great courage to be a mediator: conflicts release overwhelming personal energies and it takes guts to step in when the situation is ablaze.

What skilful workers, volunteer managers can offer those with whom they work is the opportunity to rehearse, mainly through the exploration of communication and co-operation, alternative approaches to provocative situations. It is hard to attack someone for whom you have respect and with whom you have been through many experiences where mutual co-operation and trust have been the keys to success. As was discussed in the earlier sections, learning to value yourself is also about valuing others.

What must also be remembered is that the worker not only explores conflict management as a tool for volunteers, but also as a learning opportunity to ensure their own personal safety. They, like the people with whom they work, need to understand when flight is more appropriate than fight – that is, when a situation is about to escalate, despite their best endeavours, into a conflagration.

SKILLS, KNOWLEDGE	Knowledge about what conflict is, how it arises
WORKING METHODS	Presentation, discussions, work in groups

HELPFUL LINKS

http://en.wikipedia.org/wiki/Conflict_management

http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/13.htm

http://www.iei.liu.se/pie/olsson-rune/material/konflikthantering/1.320924/conflManagementVer.pdf

http://www.silkroadstudies.org/new/docs/ConceptPapers/2005/concept_paper_ConfPrev.pdf

http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/13.pdf

http://www2.acenet.edu/resources/chairs/docs/Higgerson_conflict.pdf

THE FIRST AID IN CONFLICT MANAGEMENT

The support person will often have to provide a first aid to rising conflicts in the project. However when conflicts are too big or getting out of hand, you should consider getting (professional) support. The following scheme tries to give you a structured step-by-step approach through a conflict, which allows you to deal with conflicts in a consistent way without having to be an expert in the field.

Steps through a Conflict
0. Intervene and calm down
1. See and acknowledge!
2. Deal with it or run away?
3. Information gathering!
4. Possible solutions?
5. Negotiations!

6. Implementation!
7. Evaluation?

0. First of all, if you come across a raging conflict (arguing or fighting) between two or more persons, the warring parties should be separated and there should be some time allowed to let the emotions cool down. You, as a mediator, should take measures to prevent the conflict from getting worse, for example by giving the volunteer another task, giving them the day off, work with a different partner, calling upon other persons that could help (friends, director of the organisation, parents, etc.). When peace is restored you can move on to the next step.

1. The first basic step in the management of conflicts is to see and acknowledge that there is a conflict. All parties involved (individuals or groups) should be aware (or made aware) that there is something wrong. You could point out some facts that for you could be indications of a conflict, without judging or interpreting. It is up to the people involved whether they admit there is a problem or not.

2. If they indeed see the problem, the next step would be to take the decision as to whether they want to deal with the conflict or run away from it. In most situations it is best to take up the conflict constructively, but in certain circumstances (for example limited time or energy, unequal power relation, violence) it is better the leave the conflict for what it is, trying to put up with it or to escape from the situation. You can try to break up the conflict yourself, but you can also seek for external assistance when it is above your capacities (a professional mediator for example).

3. When both parties realise that there is a conflict and want to do something about it, you move into the stage of information gathering. Sit down with the different parties separately first and try to get answers to the following questions. What issues are at stake? How do the parties see the key moments in the development of the conflict? What are the roots or reasons of the conflict – from the perspective of the different sides! What are the underlying differences causing the conflict?
Before starting the face-to-face meeting between the different parties, it is important as a mediator that you negotiate a list of ground rules with the opponents. Some rules could be:
– listening to the other person and not interrupting (one way to see if they listen is to ask them to repeat the other's message before having their say)
– always use the I form (instead of "you didn't listen" say "I think you didn't listen to me")
– not judging or blaming
– not leaving the room until an acceptable solution is found
– everything that is said will stay between those walls
– …?

It is important to have all the participants in your mediation meeting agreeing on these ground rules.

4. The next phase is generating possible solutions to the problem, like in a brainstorm. How could the parties involved imagine changing the situation for the better?
– Perhaps the whole situation rests on a different interpretation or understanding of the facts and clearing out the different visions of things can help the process forward (for example: explaining that the feedback given was not meant as a reproach).
– In conflicts of interests (for example: the project needs a report written – the volunteer wants to do creative work) compromises can be proposed as a sort of middle way (for example do a part of administrative work but also creative work).
– In conflicts of values, beliefs, opinions and the alike, positions are difficult to negotiate so an uncompromising creative solution will have to be found (for example the Muslim volunteer is asked to organise a cooking workshop so that local people know what he or she can eat and what not).

5. Once several suggestions for solutions have been proposed by all sides, the process of negotiation can start with different options. Which are the proposals that the conflicting parties are most comfortable with? Which options are out of the question? One exercise that shows clearly what the preferences are is writing the different solutions on a piece of paper and passing it around the table asking the parties to underline the acceptable solutions in different colours: the most often underlined solution wins. This process highlights common grounds, involves all parties actively in the solution and shows the way forward. You could even formalise the agreement by putting it in writing and have the parties sign it for extra commitment.

6. Next comes the implementation of the proposed solution, by all the people involved. A way to monitor how well the solution functions is the red flag system. You ask the participants to define "red flags" being situations that would increase tension again or move them back to a conflictive situation. For example a red flag could be "the volunteer surfs more than an hour per day on the Internet for leisure purposes" or "the colleague does not speak to me for a whole day". The red flags should be exchanged between the different parties so that everybody knows what is considered "going too far". It is important to monitor that all parties are happy with the solution and that the solution is not considered a defeat because this could lead to demotivation or disinvolvement of the volunteer or staff person, or they could take their frustration out on someone else.

7. After a predetermined period of time, you check what the results are: whether things have got better or whether red flags are popping up. If the

evaluation is negative and if tension or frustrations remain, you should return to previous steps. So even though this step-by-step approach seems linear (one step coming after the other) it might be necessary to go back on your steps when the process of conflict management blocks at any stage.

SKILLS, KNOWLEDGE	Practical knowledge how to describe and solve the conflict
METHODS	Discussion, presentation

HELPFUL LINKS
http://www.directionservice.org/cadre/pdf/School%20Social%20Work%20-%20Afternoon%20Session.pdf
http://www.i-leadonline.com/documents/SampleTKI.pdf
http://www.salto-youth.net/tools/toolbox/search/

THE FIVE CONFLICT-HANDLING MODES

The *Thomas-Kilmann Conflict Mode Instrument* (TKI) is designed to assess an individual's behaviour in conflict situations - that is, situations in which the concerns of two people appear to be incompatible. In such situations, we can describe a person's behaviour along two basic dimensions: **(1) assertiveness,** the extent to which the individual attempts to satisfy his or her own concerns, and **(2) cooperativeness,** the extent to which the individual attempts to satisfy the other person's concerns. These two basic dimensions of behaviour can be used to define five specific methods of dealing with conflicts. These five "conflict-handling modes" are shown below.

Competing is assertive and uncooperative, a power-oriented mode. When competing, an individual pursues his or her own concerns at the other person's expense, using whatever power seems appropriate to win his or her position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.

Accommodating is unassertive and cooperative - the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; here is an element of

self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.

Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue either his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

Collaborating is both assertive and cooperative - the opposite of avoiding. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, with the goal of resolving some condition that would otherwise have them competing for resources,
or confronting and trying to find a creative solution to an interpersonal problem.

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, the objective is to find an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

SKILLS,KNOWLEDGE	Knowledge how to handle conflicts
WORKING METHODS	Presentation

HELPFUL LINKS
http://www.salto-youth.net/tools/toolbox/search/
http://eycb.coe.int/compass/en/chapter_2/2_32.asp
http://eycb.coe.int/edupack/default.htm

NB! On these websites you will be able to find a methodology on conflict management.

After the course...

4.3   Importance of Evaluation

It is not enough to think you have written a good course, you need to seek feedback and evaluate the course properly. Evaluation is inevitable for success of next courses, it helps adopting the course to the needs of learners and continuous changes of the working conditions. All these require course's content development.
You can use your evaluation the well-known and available evaluation tools or work out your own.

GOOD LUCK!

The training contents the Partnership has developed are open to adaptation and modification, naturally, as each volunteer or/and group of volunteers are different especially as they come from different countries and cultures. They can be used as basis by other European organisations or they can be adopted entirely.

The final chapter is about the examples of ''the best practice in volunteer activities'' the partner organisations were engaged in, each is unique in its scope and contents; we think that they might set an example for other individuals and/or organisations.''

5 Best Practices of Voluntary Work in Europe

5.1 Turkey

Introduction

KOGED planned this activity to engage as many volunteers as possible in volunteer activities in order to motivate them to participate in further activities in future.

Activity/Objectives

KOGED volunteers organized a local daytrip for the disadvantaged women and children living in the outer suburbs of the town. The majority of these people come from immigrant families, mostly from the eastern part of Turkey and most have adaptability problems. They are also lower-middle class or poor. Our volunteers contributed to the activity with their own funds and met the expenses of the ''guests'' as well. The volunteers and their guests first had a meal in a fine restaurant and went to a movie. The ladies and the children had never been to a film or a restaurant in the city center before, the volunteers' objective of getting to know immigrants and making them feel ''at home'', so to speak, were achieved after all as both groups thoroughly enjoyed the day with promises of repeating the activity in the future.

Process / Phases of Strategy

KOGED volunteers decided to organise this activity at an organisational meeting in February,2012. The activity was carried out on the 8th of March which coincided with the Women's Day. Two volunteers made some preliminary research into the places where the group would have lunch. The group agreed on a schedule.

Having identified the volunteers who wanted to take part in the activity, both physically and financially, the steering committee planned the outing. Volunteers came up with the names of lady(ies)she would like to take with her and they picked them up from their homes on the day of the outing. The day became a success as, despite geographical and even sometimes linguistic differences, the ladies spoke the common language of ''womanhood'', that is, everyday trivia, family matters, examples of regional cuisine, etc.

Following the activity, volunteers who had taken part in the activity, met again for face-to-face evaluation. The feedback we got from them was invaluable, they all expressed their satisfaction with the activity.

Description of Management

A committee of 4 volunteers was set up to plan the phases of the activity and other practical matters.

Individual Engagement

All volunteers who took part in the activity were involved in all stages of it, from the preparation stage to the evaluation.

Identification of training needs

All volunteers participated in the activity with goodwill and enthusiasm, they did not experience any problems during the activity. Nevertheless, some expressed afterwards the need for communication and teamwork skills training.

Possibility of training improving the work conditions and the work quality

The volunteers had training about the identified skills from a coach.(April,2012)Further training about communication and using body language among other subjects effectively has been scheduled for March 2013.

Results

Our volunteers did enjoy taking part in this activity and put forward more of similar interesting activities. Both sides got to know each other and some pre-conceived opinions disappeared in the wake of the hours spent together.

Promotion of activities

The news of the activity and photos were published in a local paper which set an example for other CSOs. KOGED Chairwoman also mentioned the activity during her appearance on the local TV which has more than one million viewers. Many people called our members or the organization for further information and membership.

5.2 Germany

Junior Chamber Zwickau – young entrepreneurs are working and dedicating as volunteers for the network for business attitude and for public awareness.

Introduction

Junior Chamber Zwickau is a membership-based nonprofit organization of more than 50 young entrepreneurs and leaders. The local chapter is part of the worldwide Junior Chamber International, the largest network of young entrepreneurs in the world. The networks mission is to provide development opportunities that empower young people to create positive change. As responsible citizens in a globalized world, JCI members take on the challenges around them through local development initiatives. With this principle at its core, the JCI structure constantly offers leadership and internal training opportunities to its members.

Activity/Objectives

The Junior Chamber Zwickau consists of about 50 entrepreneurs and managers in the age between 18 and 40 from the working industry, commerce, trade and service sector who would like to join the statements of entrepreneurship and transform those into public awareness. All members are working and dedicating as volunteers for the network. Company visits, thematically regulars' tables, and events with issues for medium-sized businesses as well as project work in different areas belong to their activities. The main aims of the Junior Chamber Zwickau are:
- to influence the economical and sociopolitical development in Saxony
- to discuss sociopolitical issues and make them public
- to learn together and from each other to improve the own businesses
- to collect contacts and create business networks
- to motivate each other to develop business ideas
- to create a connection between family, work and voluntarism

Target Group

Young entrepreneurs under 40 years.

Phases of strategy

Respectable Entrepreneurship
The members of junior chamber trust in entrepreneurial liberty which enables them to develop the principle of solidarity as basis in the society.

Compatibility of Family and Career
Junior chamber supports the combination of family and work with a sustainable personnel policy in their enterprises and is a role model for society.

Investment in Education
With innovative cooperation and projects the Junior Chamber improves the quality in public schools and universities and ensures the entrance to excellent education.

Building up Networks
The Junior Chamber presents a platform of active persons due to this the association is often involved in decisions from economy, politics and society.

Innovation and Resources Awareness
Support of resource friendly innovations and secondary growth in the field of technical sciences represents one of the Junior Chambers core competences.

Description of Management

The Junior Chamber Germany includes nearly 10.000 active members from all business areas and is the hugest German association of young entrepreneurs and managers. The Junior Chamber Germany consists of Junior Chambers from more than 200 German cities, also one is located in Zwickau with about 50 members.
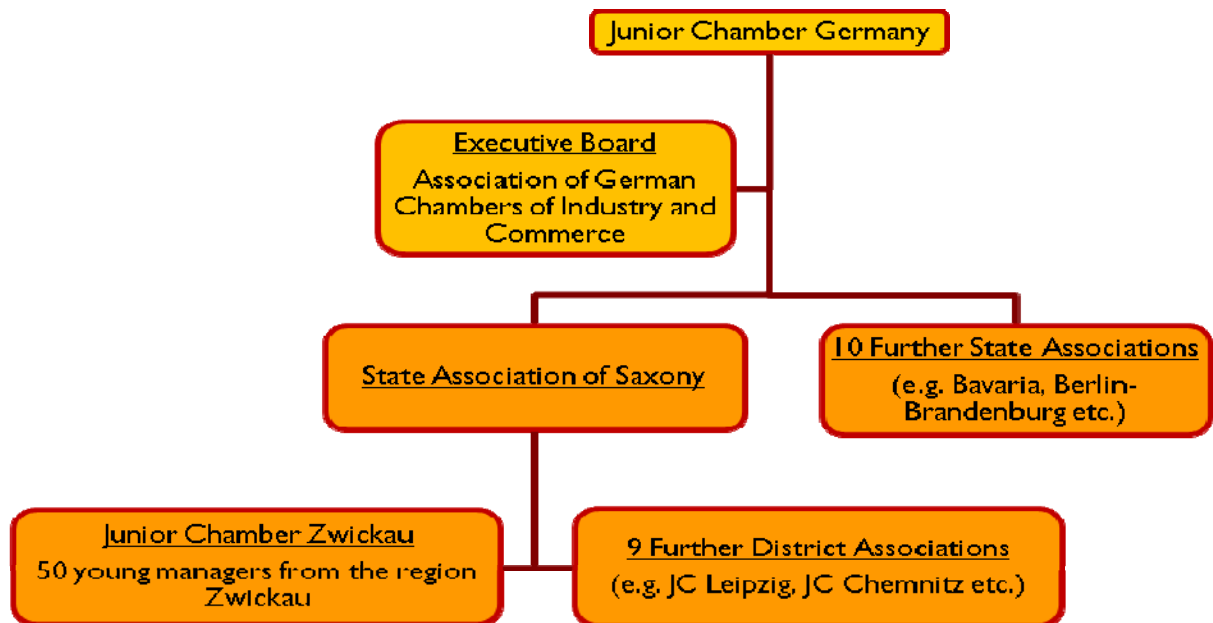

Figure 1: Organisation of the Junior Chamber Germany

National and international cooperation

Junior Chamber International is the holding organization for the national and local Junior Chambers with more than 110 national chambers with more than 200.000 active, voluntary members and more than 8.600 junior groups worldwide.

Overseas associations are subsidiaries of the Junior Chamber Germany abroad, e.g. Junior Chamber in Milan; International Friends; Southern Africa-German Junior Chamber
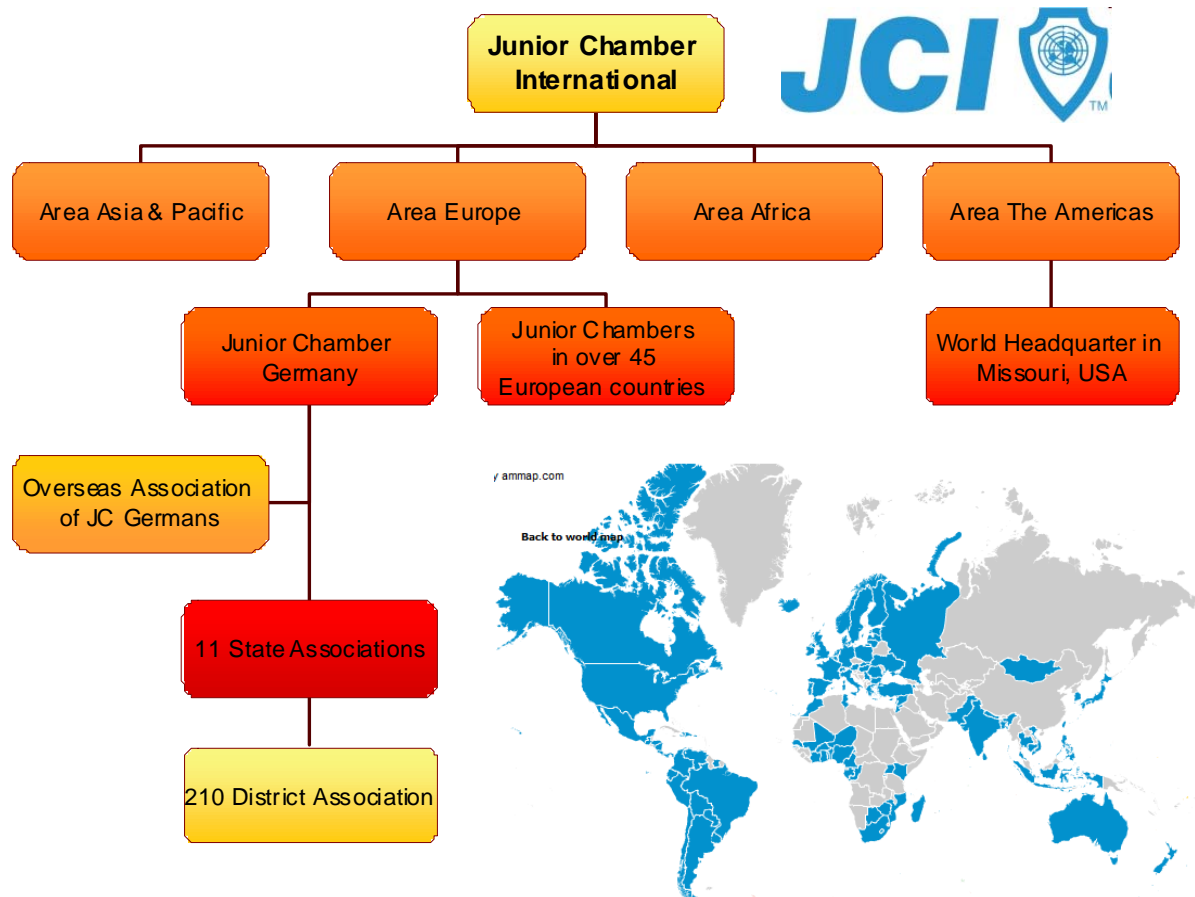
Figure 2: Organisation of the Junior Chamber International

Individual Engagement of the Junior Chamber Zwickau

The members of the Junior Chamber Zwickau are working in different social projects. Two of them are described below.

The first project is called *„City Adventure – play and live in the inner city"*. The members of the Junior Chamber Zwickau adopted the responsibility and sponsorship for 5 playgrounds in the inner city of Zwickau. Each year they clean and reconstruct an additional playground by their own. All necessary building materials are bought from sponsored money as well as from the revenues of a tombola on the famous Business Ball in Zwickau.

Figure 3: Members of the Junior Chamber Zwickau are reconstructing a playground in Zwickau

The second project is called *"Business Knowledge Competition"* which is an annual business quiz for kids in local schools. The members of the Junior Chamber went to the schools where

the kids have to answer a questionnaire with questions about apprenticeship, business start-up, communication/public relations, culture, environment/socials and internationals. For answering the questions the kids need very good general knowledge and basic business understanding. The winners of the quiz received money sponsored by the provident bank of Zwickau.

Figure 4: Business Quiz for kids made by the members of the Junior Chamber Zwickau

Promotion to motivate people to become engaged in the volunteering association

If young entrepreneurs or managers under the age of 40 years are motivated to enhance changes is their neighbourhood, are looking for contacts and partners and want to engage in social projects they should join the Junior Chamber.

Conclusion

The Junior Chamber Germany represents the hugest voluntary association of young entrepreneurs and managers. It combines activities especially those of entrepreneurs and freelancers with voluntarism and develops new projections in important fields like education, renewable energies or active citizenship. Vice versa as a give-take-basis the members could profit from the network and contacts they get within the junior chamber to improve their own businesses while engaging for society, young people, pupils, etc.
August Horch Akademie is a member of the Junior Chamber Zwickau. Moreover August Horch Akadamie's managing director Carsten Krauß belongs to the federal managing board in Zwickau.

5.3   Lithuania

Introduction

This best practice of volunteering is based on the experience of cooperation between Šiauliai Psychiatric Hospital and Šiauliai University for many years.
There is a Department of Psychosocial Rehabilitation in Šiauliai Psychiatric Hospital which provides these services:
- Psycho diagnostic
- Psychological consulting
- Individual psychotherapy
- Crisis intervention
- Supportive therapy
- Group psychotherapy

- Psycho gymnastic
- Art therapy
- Light therapy

Also it has a summer camp in Palanga (resort of Lithuania) in which they organize summer camps for disabled people every year.

Activity/Objectives

During this summer camp 8 shifts are organized for disabled people. Every shift lasts for 2 weeks. Hospital invites 2 volunteers from Šiauliai University, Faculty of Social Welfare and Disability studies for each shift.

Objectives for volunteers of this summer camp are:
1. To strengthen clients positive memories which were prior the illness.
2. To help client to know better himself.
3. To enhance self-esteem of a client.
4. Support client to perceive own problems.
5. To encourage clients creativity.

Volunteers participating in summer camps are involved in different activities:
- Morning activities: morning gymnastics; preparation of breakfast.
- Day activities: art, sport, music activities; preparation of lunch.
- Afternoon activities: educational, social activities; preparation of dinner;
- Night activities: organization of disco; cleaning.

Target Group

The target group is people having mental health problems.

Process / Phases of strategy

There are few stages organizing summer camps:
1. Selection of the clients
2. Informational campaign for a volunteers
3. Selection of the volunteers
4. Training of volunteers prior to summer camp
5. Group (shift) meeting: clients, specialists and volunteers
6. 2 weeks shift in a summer camp facilities
7. Reflection group with volunteers

Description of Management

Managers of this summer camp have ample resources to assess and enhance their management of the volunteer programs. Important elements include:
- History and tradition are important parts of the program for volunteer activities. Volunteers like to consider their involvement as being part of a continuum of service.
- The organizational structure is usually hierarchical, and the volunteer program may have a similar structure. Managers need to identify program leaders, reporting mechanisms and why said mechanisms work for this program and clients served. o

Volunteers come to expect that the work done is predictable, with material ready when they arrive and clearly identified lines of supervision – the fewer the surprises the better.

- Change is incremental. Volunteers want to be included when the organization undergoes a change process.
- The organization determines needs, and the volunteer program enacts them. Regular communication via newsletters, e-mail and phone calls between the organization and volunteers provides continuity and cements the relationship. These activities reinforce stability and orderliness.
- Volunteers typically welcome outward expressions of appreciation for their service that reflect history and ritual.

Implications for management:
- Defined job responsibilities. Managers should provide volunteering groups, including those who provide short-term service, with a brief position description. This information includes the qualifications to do the task, the time required, the numbers of hours dedicated to training, the specific duties of the volunteer and the benefits to the volunteer of performing the tasks described.
- Screening. Volunteers often provide service where they are privy to confidential information or to project work with vulnerable populations. Managers use applications, interviews and reference checks, and some do background checks of criminal records.
- Supervision/Contact. Volunteer resource managers or paid staff persons should supervise volunteers. Each supervisor needs to understand the motivation of volunteers, how to direct and guide volunteer workers, and what recordkeeping is essential for the program. The biggest part of the job of the supervisor is communication - both electronic and personal.
- Recognition. Acknowledgement of the work of volunteers can be formal or informal. It is the daily "Thank you for coming" but it is also a certificate or plaque that itemizes hours or services donated.

Individual Engagement

Individuals are engaged in few ways:
1. Through informational campaigns.
2. Through personal contacts/informal talks.
3. Through formal invitations.

National and international cooperation

Šiauliai Psychiatric Hospital cooperates with some public institutions in Palanga town such as museums, concert halls, library, etc. These institutions let for client groups and volunteers to enter exhibitions, concerts or other events for free. At international level Hospital cooperates with one Psychiatric Hospital in Germany. Every year one group of clients are

going to have summer camp in foreign countries (one year German group comes to Lithuania, next year Lithuanian group goes to Germany).

5.4   Spain

ZARAPELUDOS- Animal protection Organization

Introduction

Zarapeludos is an association devoted to Animal Protection. Their volunteers believe firmly that there is a different way of doing things, that's why they work with other perspectives turning this project into innovator and pioneer into many senses, while working with all kinds of groups both at avenging level and assistance to disabled and aged people.

During Volunteers Welcome Learning Partnership, ZARAPELUDOS has participated actively in the achievement of several workshops next to ONAGEB.SPAIN staff in order to disseminate the "volunteering soul" to students and families. Some case studies were shown to them:

The first one began when a volunteer took her little dog Cocker Spaniel. On having verified that the animal was waking up the interest of the youngest students, she thought in the possibility of starting a program of assisted therapy with dogs with the aim to help a few

children affected by autistic disorders to leave their isolated world. Her training consisted on developing in her dog several behaviour rules as the specific situation in which every child was. In that way it was possible that the dog was learning to have diverse behaviours as to be still, to go out of walk, to run, to be allowed to walk, etc., which were instructed according to the specific needs of every child.

It was the dog the only one interacting with the child, thus the child was more predisposed to interact with the animal. It is easier to distrust from a person than from an animal. Dogs are more noble and sincere in the dealing and they never allow escaping a look of consolation.

Process/ Phases of the Strategy, Management, Individual Engagement and Tips for Volunteers

If we take strategy word in a formal way as "a carefully devised plan of action to achieve a goal, or the art of developing or carrying out such a plan." Having volunteers is not a strategy, nor is having more next year a meaningful goal.

There would be more integration of volunteers into strategic plans if we offered some examples, taken from our experiences in workshops achieved in ONAGEB.SPAIN during the two years (project life):

1. We should expand our knowledge and experience base, recruiting volunteers who may have ideas, opinions and any different points of view
2. To include volunteers in order to establish radiating networks of contacts throughout the community what will help volunteering organization to publicize their work more broadly
3. Volunteering organizations will have to assure that all volunteers have an extraordinary experience when they interact each other so that they indeed want to make a commitment to join the organization efforts.

Possibility of training improving the work conditions and the Work Quality

- Create training programs that include the four learning styles: visual, auditory, reading/writing and practical one.
- Communicate training dates to volunteers as soon as possible for a better accomplishment and development of sessions.
- Combine face-to-face, job-specific training with e-learning sessions and scenario practices.
- Empower volunteers with online resources and documents outlining all the information they need to make their own decisions.
- Organize extra-training opportunities for volunteers to meet each other.
- Keep volunteers engaged and excited so they will be interested in volunteering for the next event.

Conclusions

Volunteers are donating their time and energy, and often their professional skills, to support the work of the organization. They don't get paid, so their investment is more personal.

When volunteers feel needed and wanted, they are more likely to continue their service to the organization.

5.5 Poland

Szpunt

Introduction

WHAT IS SZPUNT?
- Szpunt is a charity group within the students' community by the dominican convent in Kraków.
- The group consists of up to 60 students-volunteers with 5 leaders – 4 students and 1 dominican brother.

Activity/Objectives

Charity activities
1. *Individual cases:* People with different needs – old, ill, disabled, lonely, other… - can contact the leaders of Szpunt. They spread the information among the group and find people, who can e.g. visit, organize free time of the person, take him/her to hospital or church, tidy the flat, bring the dinner, do the shopping, etc.

2. *Visiting the residents of the Nursing House:* Students visit the elder and sick residents of the Nursing House. They do not perform the professional care, but pay visits and

try to organize the time of their host. They talk and listen, read books, go for a walk, sometimes organize little concerts, etc.

3. *Visits in the Centre for Victims of Domestic Violence:* Volunteers take care and play with little children while their parents participate in the therapies and support group meetings.

4. *Hippotherapy center for disabled children:* Volunteers help children in performing their exercises, lead horses, secure children and ensure the correct performance of exercises.

Actions
1. *„Ciacho za ciacho" = „Cake for cake"*
   A flagship action of Szpunt, organized twice a year –before Christmas and Easter – on premises of dominican convent in Kraków. It is in the form of bazaar, where everybody can come and buy cakes and other sweets, as well as books. Money collected from this action is dedicated to different aims in each edition.
   - The rules are very simple – in a week before the action it is announced that everybody can bring books that can be sold on the bazaar, and a day before participants bring cakes. Then, on Sunday, the bazaar is opened for the whole day.
   - The information is spread among friends, as well as in the church.
   - The last edition of „Ciacho za ciacho" took place on 17th March 2013. The money was collected for support of building the Children Home in slums district of Lima, capital of Peru.
   - It will contain a nursery for smallest children, day room for older children, library, chapel, help point, playground and place to host local events.
   - http://www.youtube.com/watch?v=XTSsOp0cPz8 – under the link you can fin a film (in Polish) aiming at encouraging people to take part in the action

2. *Collecting plastic caps for wheelchairs*
   Recycling of plastic caps of bottles is turned into charity. When selling 5 tons, you can get the equivalent of a wheelchair. In such a students community it is not that hard to collect this amount quite fast

3. *„Markets"*
   Volunteers from Szpunt take part in the action of Krakow's food bank twice a year – before Christmas and Easter. They carry out food collection in a certain day and in a certain supermarket.

4. *Collection of food articles for the Mrs Sawicka's kitchen for the poor.*
   Again, twice a year there is organized a collection of food articles among Krakow's students. The food is given to Mrs Sawicka, who in her home runs a kitchen for the poor and homeless people.

Trainings and other development of volunteers

Development of volunteers
- Induction trainings are provided in each of the institution where the volunteers are involved. The trainers are professionals who work in the institutions.
- The whole group meets every week, this year on Mondays, in the evening. They pray together, and organize thematic meeting. Often, guests are invited to introduce a certain topic or conduct workshops. They are: psychologists, social workers, charity organizations representatives, doctors, priests.

Open Community
- The weekly meetings are also occasions to communicate the problems and needs, as well to try to solve them together.
- Apart from these meetings and the charity activities, Szpunt is a very vivid and integrated group. They often organize parties, trips, picnics, go out together. Thanks to that, they feel like they are a family rather than an ordinary group.

Important management aspect – communication

- Weekly meetings
- Mailing list
- Website: http://www.beczka.krakow.dominikanie.pl/index.php?section=grupa&id=7
- Spreadsheets of Google: tables with description of individual cases; distribution of tasks before and during the actions
- Facebook accounts

Promotion of activities and of volunteering

- In the beginning of the academic year there is an open day with a presentation of the groups that belong to the students' community. Among them there is Szpunt.
- Trailers:
  http://www.youtube.com/watch?feature=player_embedded&v=6e4htj705dM
- Word of mouth, open to everybody anytime

5.6   Italy

Introduction

In our volunteer organization (Auser), there is a need to organize the transport of people to medical centers (analysis, inspection, treatment, hospitalization …) Only in 2012 it is 1339 services actually performed. About 1450 phone calls, 412 different people.

This is refers only to Auser working on the city of Verona. But there are 7 more Auser in the province plus 5 different associations working on the same project.

You can not handle this amount of data (transported people data, shifts of drivers / accompanying data, transport organization, transport conclusion data, report, only with pen and paper. It is essential and computerized support. The problem is that all the volunteers (Auser and not) are aged between 60 and 70 years, and therefore little or no computer preparation.

Target Group
80 people, almost all women of age 60 - 70 years, who use practically for the first time a PC.

Methodology
Create a very personalized approach, usually 1 to 1 training, introducing the people before the PC in general, obviating the natural fear of people towards a new instrument and almost "miraculous"
Ti use for training a person inside the association, who knows, in addition to information technology, the world of the elderly, and volunteering. Strongly advised against an external trainer.

A lot of patience!

A lot of time!

Process / Phases of strategy

Design the program according to the foreseen difficulties of operators, sometimes sacrificing the elegance and logic of the program.

Prepare 2 environments equal, but with different functions. One is the real environment. Another with the same data and functions is a test environment. This is used for the initial training, but particularly because the operators can use it in case of doubt. "I'm not sure, let's see how you do or what happens"

Choose, in agreement with all operators, an guide operator, generally more inclined to the computer, which becomes the reference for minor problems or can give useful indications in the case of major problems.

Preparation of a detailed user manual which "captures" a lot of screens in the program. Operators see in the manual the same things that appear on their computer.

Training sessions close together. Once the whole group or 3-4 operators are formed, group lesson on what they have learned.

Changing program also according to the suggestions of the operators.

Description of the Management

The President is the "sponsor" of the project.
The project is presented as a necessity of the association and a point of great visibility.

Individual Engagement

Those who agree to participate in the training does it voluntarily. There are no time or minimum number of lessons. Each operates with his pace and according to their ability.

Identification of Training needs

The designer, who is also the trainer, works within the organization. Therefore aware of the needs and people.

Possibility of training improving the work conditions and the work quality

Without a computer system the entire project would be virtually impossible.

Results

The system works without paper and without pen of 3 years. Other associations have joined together in time. The preparation of the report to be sent to the institutions is very fast and safe because it operates on certain data and processing always performed by the same program.

Promotion of Activities

The results obtained and the ease of use of the system are the best business card". We started with only 3 associations. Auser 1 and 2 partners. There are now a total of 13 associations that operate on the network.

Promotion to motivate people to become engaged in the volunteering association

Every year there is a public presentation "Official" which explains the results obtained with the determinant work of volunteers. To all volunteers is explained the advantage "for themselves too" to work with a computer system, which is essential in everyday life.

Conclusion:

Some aspects are essential:
- The knowledge of the problem for having lived it and not because it was described to you.
- The knowledge of the people involved.
- The knowledge of volunteering is typical in each country and in each field of intervention.

5.7 France

BLAYE NAUTIQUE
Volunteers for Sport and Sailing

Introduction

What and where
Blaye Nautique is a sport club for learning and sailing, situated in Blaye, in France. We are sailing on the Gironde estuary, the Aquitaine lakes, and the Atlantic.

Who we are
Blaye Nautique:
- 70 adults practicing 18 to 75 years
- 30 supporting members
- 15 young learners from 8 to 14 years
- 5 deserving young athletes aged 14 to 24 years

Who I am

My name is Corinne Bariou. My role as president is to meet ad assure the needs, projects and commitments of the members, to direct the administration and management of the association with the help of eight other elected council members. This corresponds to almost 20 hours per week.

Club Operations
The club uses a clubhouse provided by the municipality. It owns boats for learning and for the championships which are available free of charge, three safety boats and 30 sailboats. We organize sailing courses for beginners and trainings for youth sports, regattas for LIVE adult. We support financially and technically high-level athletes who represent us in national and international events.
We also organize moments of conviviality: meals, parties ,"picnics, and French "apero" ...

Sport project:
- Vary and adapt the proposed activities with diverse practice
- Adapt and develop the facilities to offers
- Implement activities and services
- Provide support for athletes at the highest level of skills

Educative project :
- Reglementation of the sport, the safety of all and community life
- Encourage participation in the club and get involved in a participatory manner

Social and environnemental project :
- Discover how fun and friendly the sailing can be by creating "breakthrough craft" sessions
- Inform and communicate to the public
- Refer to a socially responsible practice
- Facilitate the provision and swimming equipment

Organization of sporting activities in France - The role of volunteer leaders

In France, all official sports clubs are controlled by the state, which relies on voluntary organizations to develop these practices. Volunteers act in leadership and may become employers
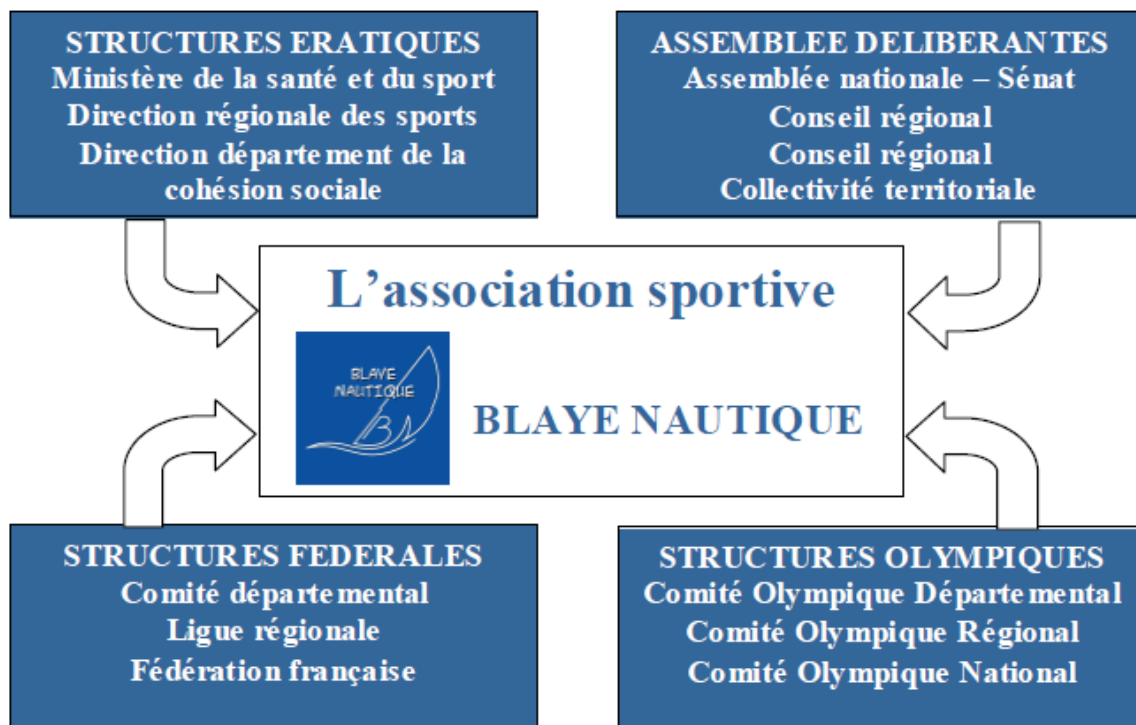
Training of volunteer leaders

The state recognizes the skills, supports the training of leaders. These formations are very diverse:

General
- Management and administration of associations
- Accounting
- Liability of officers
- Communication and press relations
- The problem of doping, …

- Sport and Health
- Grant Application
- Sustainable Development

Sport specific question
- Rule regatta
- Water safety
- License boats
- Organization of events on the water
- Adapted pedagogy: young, disabled, public hard

Constatation

Today, the French sports clubs are struggling. Members no longer want to become engaged in the management of the clubs because the responsibilities and time commitment is too important. People prefer to come play sports and do not spend time to exercise their professional activities voluntarily for the club.

	Aquitaine	Dordogne	Gironde	Landes	Lot et Garonne	Pyrénées Atlantiques
Cadre supérieur	9,2	11,2	8,9	8,1	12,3	7,4
Cadre moyen	18,0	16,1	20,7	17,0	16,9	15,9
Employé	44,3	48,4	39,7	47,2	42,7	49,0
Etudiant	7,9	6,6	9,4	6,0	7,0	7,7
Demandeur d'emploi	1,9	2,8	1,9	1,5	1,8	1,6
Retraité	14,7	12,4	14,8	15,6	14,9	15,1
Sans emploi	4,0	2,4	4,6	4,6	4,4	3,3
	100 %	100 %	100 %	100 %	100 %	100 %

Conclusion

To overcome the difficulties of administration and lack of resources and motivation, clubs gather on geographical areas. I started sharing action with seven sailing clubs on the Gironde estuary. We share equipment, we share our expertise and best practices. This mode of operation "set up" allows ease of use, solidarity and equity, even on the starting line in a great sportsmanship.

COORDINATOR

Kocaeli Kültürel Gelişim ve Dayanışma Derneği
Mimar Sinan Mahallesi Mehmet Akif Ersoy Caddesi 150/2
Yarımca/Körfez
41 780 Kocaeli - TURKEY
Web: www.koged.org.tr

PARTNERS

Maison de la promotion Sociale
24 avenue Virecourt
33370 Artigues-pres-Bordeaux - FRANCE
Web: www.mps-aquitaine.org

Università Itinerante della Terza Età
Via F.lli Morandini, 4
37136 Verona - ITALY
Web: www.auser.vr.it

Vsl Socialiniu inovaciju centras
Miseikiu g. 24, Naisiai
81474 Siauliu raj. - LITHUANIA
Web: www.socin.lt

**Fundacja Wspierania Rozwoju Innowacji i
Kreatywnosci „INNCREA"**
Plac Matejki 10/3, 31-157 Kraków - POLAND
Web: www.inncrea.internetdsl.pl

ONAGEB.SPAIN,SL
Angel Ganivet 8 4º a Izda
50008 Zaragoza - SPAIN
Web: www.onageb.com

August Horch Akademie GmbH
Gürtelstraße 29A/30
10247 Berlin - GERMANY
Web: www.august-horch-akademie.de

www.european-volunteers.eu