ProVol
Professional Volunteering

ECVET CRITERIA:TRAINING HANDBOOK (COORDINATORS)

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Erasmus+

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"Professional Volunteering" Training Guide

This guide has been developed as part of an international project called "Professional Volunteering Cross-border". Partners of this project were Gemeinsam Leben und Lernen in Europa e.V. (Germany), Dobrovol-nické centrum, z.s. (Czech Republic), EB projektmanagement GmbH (Austria) and the Centrum dobro-voľníctva, n.o. (Slovak republic). The project was funded by the European Union under the Erasmus + program, under the number 2016-1-DE02-KA204_003297.

Professional Volunteering Training (hereinafter referred to as ProVol Training) is an affordable, flexible and sustainable European model for volunteer and volunteer coordinator training, which aims to increase the professionalism of volunteering, the effectiveness of voluntary activities and the quality of volunteering services.

Volunteer organizations from Germany, the UK, Romania, Austria, the Czech Republic and the Slovak Republic have developed a ProVol methodology and a coaching handbook to support the professionalization of volunteering in Europe and make this training available to other organizations. We believe that with these materials, the coordinators of volunteers and volunteers will have access to this training.

Aim of the training guide

The purpose of this guide is to help implement ProVol training in any European country and to adapt it to the conditions and requirements of the target group. It is particularly suitable for non-governmental non-profit organizations working with volunteers, volunteer coordinators or volunteer management.

The guide is in addition to the "Professional Volunteering" methodology available at: https:/ professional-volunteering.eu/ in English, German, Romanian, Czech and Slovak.

Our intention is to provide trainers with instructions on how to organize training, how to plan and build the training modules for each module, which methods and tools to use to enable participants to actively engage in individual activities in a comfortable environment, share their experiences or acquire new skills.

We also offer specific examples of training for each module that trainers can tailor to their preferences.

How to use the training guide

First of all, we recommend that you familiarize yourself with the ProVol methodology available at https:// professional-volunteering.eu/, there is a version for volunteer coordinators and for volunteers.

You will find advice on how to prepare for training from a personal, financial, material and time perspective. It also outlines the possibilities of addressing and recruiting trainees.

Also, you will find the recommended procedure for creating a time schedule for training modules and recommended time subsidies. ProVol is designed to be tailored to the needs of the participants, whether they are volunteers or volunteer coordinators. Training can take place in whole or you can choose parts, modules that you need.

Range and forms of training

The training session is at least 35 hours, with one training unit 45 minutes. Each of the modules requires a time-based subscription, depending on how you assign importance to the topic. As a training organizer, or you can customize it to the needs of the target audience.

There are two forms of implementing the entire ProVol training cycle:

1. "Evening School" - The training is divided into several meetings of two weeks between 14:00 and 18:00. This form is suitable for training participants who are employed or studying and engage in volunteering in their free time.

2. Weekly Training - Training lasts 4 or 5 days in a row, from 9:00 to 17:00. This form is suitable for coherent groups of volunteers, such as students, unemployed, and employees of an organization or institution.

When choosing the form of an educational event, take into account the time possibilities of the participants, the implementation team. Also, the factor of distance, age, social group is important. We do not think that the diversity of participants is a problem in this training, it can even be enriched, but it should be borne in mind that the management of such a group will require more experience and skills.

According to the experience of training, we can say that the number of people needed for a successful course of education depends on many circumstances. However, ProVol training is so variable that you can adapt it to your conditions and possibilities.

Trainer / team of trainers

It is possible that the trainer will be accompanied by one trainer or trainers. In this case, it should be a person experienced with a sufficient amount of energy and skill to assist in the group's leadership. The prerequisite is that the person will not be an expert in the individual modules, but has the skills to be able to translate them.

If you have the opportunity to involve trainers who are experienced in different areas, it can give the whole training a different dimension because they can use examples of good or bad practice and this is highly appreciated by the participants.

The trainers are different in terms of knowledge, skills, experience, methods they use, after all, just like people in general. But they should have one in common. And this is a basic awareness of volunteering and working with volunteers. It is also good if it is oriented in the community for which the training is intended.

Other staff

People who help with the implementation of training should have basic managerial skills and a pleasant way of communication. They act as mediators between participants and coaches. They provide logistical training; collect data, materials, resources needed for successful training. People who are considered to be support staff are usually also responsible for the administration and should therefore have a sense of responsibility.

Participants

This training is designed for people who volunteer in their free time, for people who are engaged in volunteering, but also for people who are interested in volunteering and want to acquire new skills for volunteering. In any case, it is important that they are motivated and have a sincere interest in participating and being an active part of the team. As part of the meetings and the methods that are used, the participants approach each other, get to know each other, it is common to stay in touch after graduation.

In order to verify that people who are interested in participating are suitable for you, we recommend that you use the questionnaire / form to know the motives for their participation, volunteering experience and expectations. Pay attention to the selection of participants with enough attention and time to benefit everyone. We recommend 10-15 participants.

When promoting training, publish as much information as possible about the schedule of activities, topics, scope, location of activities and target group. You can avoid misunderstandings and prepare people for what to expect.

The place

The space in which learning will take place should be large enough to make the participants feel comfortable and find a quiet place for group work in smaller groups. A lot of ProVol training activities are interactive and include movement—so space is needed. The room should be customized or modifiable. Of course there is the possibility to use audiovisual, electronic equipment, moderation material, flipcharts, pin boards, and social facilities. It should also be readily available. Before training, please visit and make sure it meets your needs. It is also advisable for participants to sit comfortably in a circle without a table as a barrier.

Tip:

If you have the opportunity use more than one room, especially when participants work in small groups. This makes the training more active, participants communicate and connect better, and it gives them more opportunities to network and to exchange expertise. Changing the room can be a pleasant diversification of learning, getting to know and an opportunity to network, which is a pleasant side effect of any training.

Refreshment

It is advisable to prepare refreshments for the participants because the training always takes more than an hour. It depends on which group the training is intended for, but the minimum standard is the supply of drinking water. Higher is the offer of drinking water flavored with lemon, herb, hot drinks, biscuits, fruits. Whenever you provide refreshments, think of what people have to do for you. It is also good to serve fruits.

If you are doing all-day training, we recommend arranging lunch together, via delivery. Be aware of the schedule ahead of time so that people can arrange and also be aware of the special diets available for some participants. When eating together, there is room for conversation and reflection.

Tip:

It has proved very useful to offer our female participants a healthy alternative to biscuits, such as nuts, dried fruits, small fruits that can be easily consumed (grapes, strawberries, etc.).

Training evaluation, monitoring

At the beginning of each module in the guide, you will find out what is the goal and also what skills, knowledge and competences a participant or participants should acquire.

In order to evaluate the progress of participants in individual areas, we recommend implementing the Input and Output questionnaire, which is attached at the end of the handbook. This questionnaire is relevant in the implementation of the ProVol overall training cycle.

Conclusion

We believe that this guide will help volunteer coordinators and volunteers to improve their knowledge, skills and competences by enjoying their work.

0. ECVET QUALITY ASSURANCE

In order to measure learning outcomes and learning progress, we have decided to proceed systematically along the ECVET framework. However, since each country has its own system, ECVET is not intended to be used for grading or in calculating credits. It is used as a framework for training and competence assurance. This document describes the individual steps, provides templates and describes the entire training system.

1. DESCRIPTION AND DEFINITION OF TERMS RELEVANT TO ECVET QUALITY ASSURANCE

1.1 Learning outcomes

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process.

Learning outcomes may be acquired through a variety of learning pathways, modes of delivery (school-based, in-company, etc.), in different learning contexts (formal, non-formal and informal) or settings (i.e. country, education and training system …). Learning outcomes are defined in terms of knowledge, skills and competence.

1.2 Description of knowledge, skills and competences

- **Knowledge** means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge;

- **Skills** means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and Instruments);

- **Competence** means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

2. HOW ARE LEARNING OUTCOMES FORMULATED?

The following basic principles can make it easier to reach an understanding between the mobility partners when describing learning outcomes:

- **Use of active, clearly understandable verbs** Verbs should describe measurable or observable actions, e.g. "explain", "represent", "apply", "analyze", "develop", etc. It may prove useful to develop a taxonomy table. Verbs such as "to be familiar with" should not be used.

- **Specification and contextualization of the active verb** It should be described what the knowledge and ability refer to in concrete terms, or what type of activity is involved. The learning outcomes formulation should consist of a verb and the related object as well as an additional (part of a) sentence describing the context.

- **Avoiding vague, open formulations** Learning outcomes should be described briefly and precisely, complicated sentences should be avoided, learning outcomes should not be formulated in too general or in too concrete terms; clear (simple and unambiguous) terminology should be used as far as possible. Not: He/She knows the *regional* products and is able to prepare *simple* meals.

- **Orientation towards minimum demands for achieving learning outcomes** Learning outcomes should comprehensibly describe the minimum demands for achieving/validating a unit of learning outcomes, i.e. all learning outcomes which are necessary for fulfilling the tasks in the sense of a complete vocational activity should be listed.

- **Qualifications-/competence level is described comprehensibly** Formulations, particularly verbs and adjectives should reflect the level of qualification/competence (EQF or sectoral framework) of a unit of learning outcomes. The learning outcomes description should comprehensibly depict whether the vocational competences can for example be applied under supervision, autonomously or responsibly and competently.

3. HOW ARE UNITS OF LEARNING OUTCOMES ASSESSED, VALIDATED AND RECOGNIZED?

- **Assessment of learning outcomes** means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;

- **Validation of learning outcomes** means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification;

- **Recognition of learning outcomes** means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.

3.1 Examples for formulating learning outcomes

3.1.1 Examples Knowledge:

He/she is able to

... describe structural characteristics which are responsible for the behaviour and properties of a chemical substance

... differentiate between separation and mix principles and corresponding procedures

... describe the functioning of components, assemblies and systems of a vehicle

... assign the necessary documents for service and maintenance

... explain regulations concerning the handling of hazardous substances

3.1.2 Skills:

He/ she is able to

... receive orders and plan own procedural steps

... analyze data and present it as a basis for decisions

... use information and communication technologies taking into account data protection requirements

... develop a marketing plan and use marketing and PR instruments

... select chemical agents and production procedures and make up formulas

3. HOW ARE UNITS OF LEARNING OUTCOMES ASSESSED, VALIDATED AND RECOGNIZED?

3.1.3 Competence (in the sense of taking over responsibility and autonomy):
He/ she is able to

... calculate production and service costs and analyze profitability

... apply problem solving strategies

... reflect upon his/her own action

... cope with and withstand strain and stressful situations in a way that is not harmful to health

... communicate with appreciation with patients, family members/reference person groups involved in the care process

... express and receive situation-based criticism

4. ASSESSMENT PROCESS FOR ProVol

The outcome of the process is reflection on the learning objectives of each module.

In ProVol we have decided:

• To develop and perform a pre- and post-assessment to interrogate skills and competences. The assessment can be found at the end of this book as annexures.

• Develop a knowledge test per module.

4.1. Description of the learning objectives per module
The learning outcomes to be achieved after each module are divided into:

• Knowledge gained

• Skills obtained

• Competence

<table>
<tr><td colspan="4" align="center">ProVol Training for Coordinators</td></tr>
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Title of the qualifica-tion	Professional volunteer coordinator			**Requirements / Entry**
Level of EQF	**4**	**Level of NQF**	**3 for German NQF (DQR)**	• **Working with volunteers** • **Management responsibility**

Learning Units	
Module 1	**INTRODUCTION TO VOUNTEERING**
Module 2	**DEFINITION OF GOALS**
Module 3	**PROJECT AND TIME MANAGEMENT**
Module 4	**BASICS OF COMMUNICATION**
Module 5	**MANAGEMENT OF VOLUNTEERS**
Module 6	**PUBLIC RELATIONS FOR NON PROFIT ORGANIZATIONS**
Module 7	**EVENT MANAGEMENT**
Module 8	**NETWORKING**
Module 9	**FINANCES, TAXATION AND FUNDRAISING**
Module 10	**LEGAL ISSUES**

General aim of the training: graduates (volunteers' coordinators) will be able to work with volunteers, who are empowered active citizens more, professionally and effectively.

Learning Unit 1 / Module 1	INTRODUCTION TO VOUNTEERING	
She/he is able to explain main characteristics of volunteering and its importance in society and apply knowledge about new trends in volunteering in working with volunteers.		
Knowledge	**Skills**	**Competence**
She/he is able to • list different definitions/ understanding of volunteering. • describe the volunteering system in their country. • explain how social-economic and political development shapes or impacts volunteering.	She/he is able to apply knowledge about new trends in volunteering in a work with volunteers, specifically • list the most popular areas of volunteering within the community. • identify and outline the types of volunteer works available for volunteers in their community. • identify the main motivations for volunteering. • narrate the importance of volunteering to the society and national economy. • encourage/motivate volunteers and volunteering. • analyze the impact of socio-economic and political stance on volunteering. • identify (new) trends in volunteering.	She/he is able to • supervise and recruit volunteers. • coordinate volunteer activities. • adapt volunteer work to socio economic and political trends. • manage volunteer office.

MODULE 1 : TRAINING FLOW

Topic	Aim	Method	What we need	Trainer	Time allocated
Introduction to the training	to name the objectives of the training	Presentation	Flipchart paper	T1, T2	10 min
Get to know better	to know the names and short characteristics of participants	Name game, personal presentation	Paper bodies	T2	30-60 min
Expectations and fears	to express expectations and fears regarding the training	Presentation, discussion	Post-its	T2	30 min
Defining rules during the training	to agree on common rules during the training	Discussion, group work	Prepared rules on the paper	T2	30 min
Definition, main characteristics of volunteering and new trends in this area	to be able to define volunteering and describe volunteering in country and new trendy in this area	Quiz about volunteering and group work	Prepared quiz	T1	60 min
Quality standards in volunteer management	to know the quality standards in volunteer management and why they are important	Case study and group work	Prepared case studies	T1, T2	25 min
Reflection of module	to reflect process of learning during the module and to give the feed back	Personal presentation	Different pictures	T1, T2	10 min

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Learning Unit 2/ Module 2	DEFINITION OF GOALS	
She/he is able to set up goals on different levels.		
Knowledge	**Skills**	**Competence**
She/he is able to • explain the importance of setting and define project/activity goals • outline and explain different stages in project planning/ implementation • describe methods/strategies towards project conception and implementation	She/he is able to • demonstrate how to develop goals • set concrete project goals • identify project resources/ requirements such as time, funds, people • design a feasible project execution plan	She/he is able to • Use/employ project conception methods such as SMART to define, plan, and verify project feasibility • apply different project implementation strategies to achieve project goals • able to adjust project methods (when necessary) to achieve project goals

MODULE 2 : TRAINING FLOW

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Topic	Aim	Method	What we need	Trainer	Time allocated
Importance of goals	To understand importance of goals	Group discussion		T1	15 min
Defining the goals on tree levels	To describe the difference between different levels of goals	Presentation	Examples of different levels of goals	T1	60 min
SMART method	To setup the goals according to the presented methodologies (SMART, triangle….) on different levels (leading goal, goal of action, goal of method) and able to use it for their own organization and working with volunteers	Presentation and individual work	Flipchart with SMART explanation	T1	60 min
Reflection of module	to reflect process of learning during the module and to give the feed back	Personal presentation	Different pictures	T1	15 min

Topic	Aim	Method	What we need	Trainer	Time allocated
Experiences in project management	To reflect experiences of participants with the project management	Individual work		T1	10 min
Project cycle and steps in project management	To know the project cycle and steps in project management	Group work	Table with the project management steps	T2	10 min
Knowledge and skills in project management	To reflect existing level of knowledge and skills in project management	Individual work, reflection	Pos-it	T2	15 min
Project planning	To know steps in planning of real project and rules in planning	Presentation + group work		T2	90 min
Reflection of time management	To reflect experiences of participants with the time management	Individual work	Flipchart	T1	25 min
Multitasking	To understand multitasking and risks of multitasking	Presentation and individual work	Handout	T1	10 min.
Set up priorities	To understand how important is to set up priorities	Presentation	Stones, sand, cup, beads	T1	5 min.
Time management matrix	To understand time management matrix, to try this tool and reflect own time management	Presentation and individual work	Handout	T1	20 min.
Decision tree of time management	To evaluate own reserves in time management and to try to plan the time more efficient	Presentation and individual work	Handout	T1	40 min
Thieved of time	To identify thieves of time and how to eliminate them	Brainstorming, individual work and group work	Handout	T1	40 min
Tips for time management	To reflect tips for time management	Presentation and discussion	Handout	T1	10 min
Reflection of module	To reflect process of learning during the module and to give the feed back	Personal presentation	Different pictures	T2, T1	10 min

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Learning Unit 3 / Module 3	PROJECT AND TIME MANAGEMENT	
She/he is be able to identify what steps to take to manage the project effectively and how to plan a project to achieve goals. She/he is able to use her/his own time efficiently.		
Knowledge	**Skills**	**Competence**
She/he is able to • illustrate the importance of setting and managing time (project period) for every project. • explain advantages and disadvantages of failure to set project period (time) in project management. • explain the main characteristics of a project and a project cycle. • list core steps for a project development. • describe methods for project (idea) conception. • explain methods for priority setting as past of time management. • describe methods/strategies towards project implementation and management.	She/he is able to • define project activities in terms of time. • identify project resources/requirements such as time, funds, people. • set project priorities. • identify thieves of time (distractions) and how to eliminate them • design a feasible project execution plan	She/he is able to • develop a simple project concept. • Use project management methods and strategies conceptualize project time and verify project resources. • apply different project implementation strategies to achieve project goals • able to adjust project methods (when necessary) to achieve project goals • manage people, time and resources throughout project conception to its realization.

Learning Unit 4 / Module 4	BASICS OF COMMUNICATION	
She/he is able to use adequate communication in different situations and to prepare and present simple speech.		
Knowledge	**Skills**	**Competence**
She/he is able to • narrate their understanding of what communication is and what it entails. • list and explain different communication theories. • explain the basic requirements of a good speech • explain different methods of questioning. • list rules on giving feedback. • explain different functions and processes of moderation and facilitation.	She/he is able to • detect different forms of communication among people • analyze failed communication and reasons for failure • listen actively. • participate in active discussion • use the 'I' statement.	she/he is able to give constructive feedback on communication. • communicate effectively in different environments and with different social groups using different (appropriate) communication style (form) • prepare good speech and deliver the speech • explain reasons for communication failure

MODULE 4: TRAINING FLOW

Topic	Aim	Method	What we need	Trainer	Time allocated
Get to know better	To get to know better each other	Painting of fac-	Paper A4	T1	15 min
Self-knowledge as a precondition of effec-	To increase self-knowledge	Johari window, individual work	Handout M4 – Johari window	T1	20 min
Rules of communication	To know rules of successful communication	Group work	List of rules of communication	T1	15 min
Verbal communication, active listening	To understand the importance of verbal communication and asking right questions	Work in pairs	Handout M4	T1	20 min
Feedback	To know rules for giving feedback	Group work	Handout M4	T1	15 min
„I am" in communication	To know how to use „I am" form in communication	Individual work	Handout M4 Statements	T1	20 min
Self-presentation	To know rules of presentation	Individual presentation		T1	30 min
Styles of communication	To know different styles of communication	Group work	Handout M4 – communication	T1	20 min
Barriers in communication	To know barriers in communication	Group work	Handout M4 – barriers in com-	T1	15 min
Reflection of module	To reflect process of learning during the module and to give the feed back	Personal presentation	Cord, seizer	T1	10 min

MODULE 5 : MANAGEMENT OF VOLUNTEERS

Learning Unit 5/ Module 5	MANAGEMENT OF VOLUNTEERS	
She/he is able to involve volunteers in organization and support them in volunteer work. She is able to work as a part of a		
Knowledge	**Skills**	**Competence**
She/he is able to • list steps in volunteer management. • explain techniques in matching volunteers with field of activities. • Outline attributes of a good team • explain steps in team building. • explain the importance of task/role assigning in a team. • identify types of conflicts, typology, causes and conflict phases. • explain different strategies for handling conflicts.	She/he is able to • define organizational needs and resources for volunteers. • identify skills, potentials and interest in volunteers. • illustrate how to assign roles based on volunteer skills, interests or potentials. • explain different stages of the team cycle.	She/he is able to • identify organizational needs and resources for volunteers. • match volunteer skills, interests or motivations with tasks/activities. • create a team and work with the team to achieve project goals. • recognize potential conflicts and be able to descalate them. • resolve conflicts without affecting the team or the project.

MODULE 5 : TRAINING FLOW

Topic	Aim	Method	What we need	Trainer	Time allocated
Introduction	To reflect experiences with volunteer management	Individual presentation	Thermometer from paper	T1	15 min.
Personal management	To create the concept in the topic	Presentation and discussion	Flipchart	T1	30 min
Steps in volunteer management	To know the volunteer management steps	Group work	Volunteer management steps on papers, dixiet cards	T1	15 min
Create volunteer position	To develop skills in creating volunteer position	Individual work	Handout volunteer position	T1	30 min
Motivation in volunteering	To identify own motivation for volunteering	Individual work, discussion	Test of motivation in volunteering	T1	30 min
Problematic volunteers	To train communication with problematic volunteer	Role play	Description of problematic volunteers	T1	30 min
Team work	To understand importance of teamwork	Group work	List of tasks for teams	T1	20 min
My team role	To reflect own team role	Individual work, discussion	Belbin test	T1	30 min
Conflict situations	To handle conflict situations	Group work	Description of different conflict situation, presentation	T1	20 min
Evaluation	To give the feedback and to reflect process of own learning.	Individual presentation		T1	15 min

Learning Unit 6 / Module 6	PUBLIC RELATIONS FOR NON PROFIT ORGANIZATIONS	
She/he is able to prepare and operate good public relations and communicate with media.		
Knowledge	**Skills**	**Competence**
She/he is able to • differentiate between PR; communication strategy and marketing strategy. • identify and categorize different types of media and PR work. • Outline and describe key interesting points for media • explain copyrights laws, data protection and rights and limits to use data for different situations. • explain the role of and strategies to working with media. • explain the importance of internal communication as part of communication strategy. • Explain the importance of building and maintaining good relations with media, authorities and the community.	She/he is able to • identify organizational mission and objective within projects for marketing and media. • identify key messages for a project and adapt it for media. • identify appropriate means of communication and marketing for specific projects and for appropriate target groups.	She/he is able to • promote organization activities and projects using appropriate language and media (depending on the target group and the project) • prepare newspapers articles and press release. • identify and use strategically, available methods of PR to recruit volunteers.

MODULE 6 : TRAINING FLOW

Topic	Aim	Method	What we need	Trainer	Time allocated
Introduction	To get to know better each other, to name expectations and connect presentation with logo of organization.	Individual presentation	Flipchart paper, pens, A4 paper	T1	15 min.
What is it PR	To understand differences between PR and advertisement and to know basics of PR.	Presentation, group work	Flipchart paper, pens, A4 color paper	T1	30 min.
Who is our target group	To understand position of organization towards different target groups and to find out suitable communication tools.	Presentation, group work	Flipchart paper, color pens, A4 paper	T1	30 min.
Relations between journalists and PR managers	To know how to build relation with journalists. To understand how should PR cooperation be develop.	Presentation, group work	Papers, pens, mobile internet	T1	15 min.
Preparation of press news	To know how to prepare good press news.	Presentation, group work		T1	30 min.
Image of organization	To understand why is image of organization important and what are the elements of image.	Presentation, group work	Examples of elements of image in organization	T1	45 min.
Social networks and Facebook	To understand how to build relations with public trough social media.	Presentation, group work	Internet	T1	45 min.
Evaluation	To give the feedback and to reflect process of own learning.	Individual presentation		T1	15 min

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Learning Unit 7 / Module 7	EVENT MANAGEMENT	
She/he is able to plan an event.		
Knowledge	Skills	Competence
She/he is able to • list key questions for preparing an event. • explain key points for preparing an event. • explain how to prepare a risk analyzes. • list key cost categories for events.	She/he is able to • find solutions for risks factors. • set up the priorities of the event.	She/he is able to • concept the event. • plan an event. • draw up a budget for an event. • manage event (activities, people, PR and finances).

MODULE 7 : TRAINING FLOW

Topic	Aim	Method	What we need	Trainer	Time allocated
Introduction	To name expectations and to define the public event for further work.	Individual work	paper	T1	10 min.
Strategy of public event	To define the aim of the event, target group and plan the concept of public event	Individual and group work	Handouts for planning an event	T1	60 min
Event organization	To name steps in organizing the event and timeline of the event	Individual and group work	Handouts for planning an event	T1	20 min
Risk analyzes	To identify possible problems and solutions	Individual and group work	Handouts for planning an event	T1	30 min
Budget	To set up budget for the event	Individual and group work	Handouts for planning an event	T2	20 min
Tips in organizing the event	To know tips for organizing the event	Individual and group work	Handouts for planning an event	T2	10 min
Evaluation	To know the feedback and reflect process of learning	Individual and group work		T2	15 min

Learning Unit 8 / Module 8	NETWORKING	
She/he is able to identify own networks and create a network.		
Knowledge	**Skills**	**Competence**
She/he is able to • explain the meaning of "networking". • list benefits and characteristics of the networking. • differentiate between network and organization. • list basic principles and conditions of network. • explain the role of the networker. • list tools to network with people. • explain how to initiate a network and keep it running. • explain why networks fail.	She/he is able to • identify own networks and maintain them. • be aware of balance in giving and receiving in a network.	She/he is able to • design a networking process. • develop useful networks to advance organizational and or project objectives.

Topic	Aim	Method	What we need	Trainer	Time allocated
Introduction to the topic	To involve participants into the topic	Group work	presentation	T1	10 min
Definition of network	To define the network	Group work	presentation	T1	10 min
Differences between network and organization	To explain differences between network and organization	Group work	flipchart	T1	15 min
Advantages and disadvantages of network	To reflect advantages and disadvantages of network	Group work	flipchart	T1	20 min
Creating the network	To create the network on concrete topic	Group work		T1	60 min
Evaluation	To know the feedback and reflect process of learning	Individual and group work		T1	15 min

Learning Unit 9 / Module 9	FINANCES, TAXATION and FUNDRAISING	
She/he is able to prepare the financial plan for the organization and plan fundraising initiative.		
Knowledge	Skills	Competence
She/he is able to • list costs categories • list resources needed for fundraising • list core pre-conditions to support fundraising • list tax requirements and necessary documentations and proof of expenses • classify different tax regulations according to national law • explain the process of fundraising	She/he is able to • identify needs of organizations and possibilities of sources for covering the needs • match the fundraising strategy with organization needs • match fundraising strategy with resources and recognize/identify suitable resources	She/he is able to • prepare a financial plan (budget) for the organization • prepare a fundraising initiatives • Prepare and execute fundraising strategies and activities

MODULE 9 : TRAINING FLOW

Topic	Aim	Method	What we need	Trainer	Time allocated
Introduction to the topic	To involve participants into the topic	Group work	pictures	T1	15 min.
Budget	To create budget.	Group work	Handout	T1	45 min.
Financing	Think about different possibilities of financing.	Group work	Handout	T1	45 min.
Accounting and financial management	Define accounting, financial management, legislation, sources of information.	Presentation and discussion	Presentation	T1	30 min.
Fundraising	Define fundraising and different forms of fundraising.	Presentation and discussion	Presentation	T2	30 min.
Elevator speech	Prepare elevator speech for the project presentation	Individual work		T2	15 min.
Giving	To practice giving and learn about giving and motivation of donors.	Individual work, discussion	Handouts	T2	30 min.
Evaluation	To know the feedback and reflect process of learning	Individual and group work		T2	15 min

Learning Unit 10 / Module 10	LEGAL ISSUES	
She/he is able to explain the legal basis of volunteer work and related safeguarding issues.		
Knowledge	Skills	Competence
She/he is able to • list the key regulations needed to be taken into account when people work on volunteer basis • list key points for establishing an NGO • define rights and duties of volunteers • explain an insurance system for volunteers and volunteer work • list different types of legal entities of NGOs and their pros and cons	She/he is able to • to prepare a volunteer contract • describe organizational rights, duties and liabilities	She/he is able to • develop a safe guarding concept for volunteer projects with volunteers, especially with volunteers from vulnerable groups

MODULE 10 : TRAINING FLOW

Topic	Aim	Method	What we need	Trainer	Time allocated
Introduction to the topic	To involve participants into the topic	Group work		T1	10 min
Rights and duties of volunteers	To reflect rights and duties of volunteers	Group work	List of rights and duties of volunteers	T1	20 min
Legal issues of volunteering	To know the Law on volunteering	Presentation and discussion	Presentation	T1	60 min
Types of NGOs	To know different types of NGOs	Group work	Table with features of different types of NGOs	T1	30 min
Setting up civic associations	To know how to set up civic association	Group work	Paper	T1	45 min
Evaluation	To know the feedback and reflect process of learning	Individual and group work		T1	15 min

4.2. Captured skills and competencies

In order to grasp the skills and competencies, we decided on an assessment procedure, where at the start, the competences and abilities were questioned as well as at the end of each module/ training series.

 (see Annexure 1: Pre- and Post Assessment Template)

The results of the pre- and post assessment are evaluated to determine learning development.

4.3. Knowledge acquisition

For the acquisition of knowledge a questionnaire was developed per module.

(see Annexure 2: Knowledge acquisition questions for each module)

ProVol - self-assessment skills and competences (pre and post assessment)

Please tick the most appropriate!

Nr.	Statement	1 Strongly disagree	2 Disagree	3 Partly agree	4 Agree	5 Strongly agree
1	I can explain the goals and tasks as well as the limits of volunteering					
2	I know the main fields of volunteer work					
3	I can describe the motives and expectations of volunteers					
4	I understand the roles and responsibilities of volunteer work					
5	I can explain goals and strategies and know how to formulate them					
6	I can create an organization plan					
7	I can identify different team roles					
8	I can create job profiles for volunteers					
9	I can set priorities					
10	I know how to develop and implement projects					
11	I can moderate talks and meetings					
12	I can formulate the ´I´statements					
13	I can use the communication technique active listening					
14.	I can prepare speech					
15.	I know how to motivate and appeal to volunteers					
16.	I can inspire volunteers					
17.	I can handle conflicts in a group					
18.	I can write a press release					
19.	I can use different methods of public relations					
20.	I can design, plan, execute and follow up an event					
21.	I can build networks and cooperations					
22.	I know what it takes to start an association					
23.	I know the rights and duties of the association members					
24.	I can plan and create budget for projects					
25.	I know the legal and insurance obligations of volunteer work					
26.	I know the promotion landscape for volunteer activities					

Assessment for Module 1

Question 1

What does volunteering mean?

Question 2

Which four characteristics characterize volunteering?

Question 3

What motives do people in your country or community have to work voluntarily?

Assessment for Module 2

Question 1

What is the difference between key objectives, intermediate goals and action goals?

Question 2

Name at least 4 indicators for a good goal formulation

Question 3

Define "volunteering" and describe what distinguishes volunteer work from a full-time job.

Question 4

What is meant by a "triangle" of role-finding?

Assessment for Module 3

Question 1

Please list the most important basic steps for a successful project implementation.

Question 2

Please describe at least two creative tools for collecting ideas and define key features.

Question 3

Please explain the Pareto principle and when to use it.

Assessment for Module 4

Question 1

Each message is understood by the communication square, the four sides of a message on four levels, which are these?

Question 2
Why is the awareness wheel important for successful communication?

Question 3
Which three statements contains a detailed ´I´ message?

Question 4
Name three feedback rules

Assessment for Module 5

Question 1

How can volunteers be addressed?

Question 2

How can volunteers be motivated to work?

Question 3

What needs to be done to be a volunteer?

Question 4

Which phases for team development are there?

Assessment for Module 6

Question 1

Describe the three steps to creating a press release

Question 2

What are core questions for good public relations?

Question 3

What does SMART mean? Or PURE? Or CLEAR?

Question 4

Which media channels are there?

Assessment for Module 7

Question 1

What are core questions when planning an event?

Question 2

What costs can be incurred at an event?

Question 3

Which security questions arise at an event?

Question 4

List at least 4 most important questions you have to answer before planning an event concept

Assessment for Module 8

Question 1

How would you define a network?

Question 2

What are the principles of good networking?

Question 3

What is a stakeholder analysis?

Question 4

Which network failures can you determine?

Assessment for Module 9

Question 1

Classify different tax regulations according to national laws

Question 2

Describe important aspects in preparing a financial plan (budget) for an organization

Question 3

What are important questions/considerations in preparing a fundraising initiative?

Assessment for Module 10

Question 1

What are essential core elements of association statutes?

Question 2
Who is liable for an association?

Question 3
What does charity mean at an association?

INPUT QUESTIONNAIRE

The questionnaire serves for the research verification of the current state and consequently the development of the competences of the ProVol training participant. Data from the questionnaire will only be used for research purposes and processed anonymously.

Your code

(Provide your mother's initials and the last three numbers of your phone number)

Mark on a scale from 1 to 5 of your present level of individual competences (0 is not developed at all, 1 is very poorly developed, 2 poorly developed, 3 medium-developed, 4 developed and 5 highly developed knowledge, ability, skill, attitude)

Nr.	Your competences (knowledge, ability, skills, attitude)	0	1	2	3	4	5	I don´t know
1.	Ability to explain what volunteering is and related contexts. *It means to know what volunteering is, who is a volunteer. To learn historical context and the current context of volunteering. To be oriented in the social and legislative frameworks as well as in the law on volunteering.*							
2.	Ability to get orientated in the volunteering infrastructure. *It means to know important volunteer service organizations in a city and a country. Focus on options and tools for involving volunteers. To know the Ethical code of volunteering.*							
3.	Skills encouraging recognition of education acquired by volunteering. *Meaning knowing how to define the skills acquired by volunteering and the volunteer experience in the biography.*							
4.	Ability to adequately explain what is the objective. *It means to know how to define objectives and clearly distinguish objectives from the role, activity and methods.*							
5.	Ability to set the project goals. *It means to learn and know how to use at least one method to define a goal. Know how to set the goal of a volunteer project and activity.*							
6.	Ability to adequately explain project management components. *It means to know how to define a project, project management and other project components. Understanding the benefits and opportunities of project management.*							
7.	Skills in project preparation *It means to master and experience the progress of the project preparation and the project cycle. To manage at least one method aimed at creating the baseline situation of the project and its preparation.*							
8.	Ability to manage projects. *It means to plan, organize, manage, lead and evaluate projects aimed at achieving specific goals.*							

Nr.	Your competences (knowledge, ability, skills, attitude)	0	1	2	3	4	5	I don´t know
9.	Ability to manage your time. *It means to know how to determine the priorities in the work organizing, to be able to consider his/her time capacities. Experience with selected time management tools.*							
10.	Critical considering attitude to the "thieves" of time. *It means to be able to identify "thieves" of time and work on their elimination.*							
11.	Ability to listen to others actively. *It means to listen to others, to understand them and to respond appropriately to them.*							
12.	Ability to present and promote. *It means to be able to speak to the public, to present results of his/her work, to use audiovisual tools effectively to present and promote different kinds of activities.*							
13.	Ability to provide feedback. *It means to provide effectively feedback and to manage principles of providing feedback.*							
14.	Ability to conduct an interview with the volunteer. *It means effectively engage volunteer in interview, to know to identify communication's barriers in working with volunteers. To be able to express an opinion properly, to provide arguments appropriately, to lead a constructive conversation.*							
15.	Knowledge in the field of volunteer management. *It means to know and understand an importance of volunteers' management, to understand the content and the steps of successful volunteers' management. To distinguish individual roles in management and their use in working with volunteers.*							
16.	Ability to use communication skill in form of „I-statements". *It means to know the "3-sentence-message" and being able to evaluate a conflict situation and to use the „I-Statement" method as one of forms of conflict resolution.*							
17.	Knowledge of Conflict Management. *It means to control a typology, causes of conflicts. To understand different phases of conflicts and know more strategies for dealing with conflicts.*							
18.	Negotiating skills. *It means to know individual negotiation skills, making prudent decisions (interests and attitudes), defending them, becoming accountable for his/her decisions, and evaluating results of his/her actions.*							
19.	Knowledge of PR management and public relations. *It means to know and to have an overview of individual PR methods, to know trends and local specifics in this area of public relations. To control of copyright in the context of PR, recognizing the target groups in the PR context.*							
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21.	Event management skills. *It means to know how to identify risks and opportunities of a particular activity / event. To control one of the tools (for example "task list") when preparing an event. An independence in preparation, event planning.*							

Nr.	Your competences (knowledge, ability, skills, attitude)	0	1	2	3	4	5	I don´t know
22.	Ability to network resources and organizations. *It means to identify benefits and importance of networking. To have an initiative, active and innovative attitude in the area of interconnecting needs, problems and resources. To learn basics of networking and creating networks.*							
23.	Knowledge of financing activities and projects of non-governmental organizations. *It means to have an overview of the possibilities of financing activities or projects, as well as individual resources for non-governmental organizations.*							
24.	Ability to fundraise. *It means to have an overview of fundraising tools and fundraising principles. To know how to select and present important information about organizations by one of fundraising methods (e.g. "Elevator speech")*							
25.	Ability to create a budget. *It means to know principles and system of budgeting and knowing how to use it to build a real budget. Focus on budget items as well as on other related concepts of budget preparation.*							
26.	Orientation in legislation on the protection of personal data. *It means to know the Law on Personal Data Protection, to review obligations of NGOs in relation to the law and to know practical examples.*							
27.	Orientation in the legal regulation of non-governmental organizations. *It means to have an overview of forms of non-governmental non-profit organizations, their creation, functioning, specifics and responsibilities, know the basic legal standards concerning to non-governmental organizations and related administrative acts.*							

From the list of knowledge, skills, attitudes that are in the previous table, select at least 4 to 6 that you would like to develop within the PROVOL training and enter them in the following table:

Within the PROVOL training, I would like to develop following knowledge, skills, attitudes:	
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3	
4	
5	
6	

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