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of Girl Guides
and Girl Scouts

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Eclaireuses

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World Association
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Association mondiale
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Asociación
Mundial de las
Guías Scouts

FACILITATING AND IMPROVING THE VOLUNTEERING ENVIRONMENT

5

steps for Volunteering in Girl Guiding
and Girl Scouting

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FACILITATING AND IMPROVING THE VOLUNTEERING ENVIRONMENT

5 steps for Volunteering in Girl Guiding and Girl Scouting

INTRODUCTION

Why WAGGGS has produced this toolkit

The World Association of Girl Guides and Girl Scouts (WAGGGS) is the official umbrella organization for 145 national Girl Guide and Girl Scout associations throughout the world. WAGGGS values-based, non-formal education programmes enable Girl Guides and Girl Scouts to develop life and leadership skills which empower them to become responsible and active citizens ready to speak out on issues affecting them, and to work together to change lives and build a better world.

Volunteerism is an integral part of the Girl Guide/Girl Scout educational method. Volunteering helps young people strengthen their motivation, commitment and sense of identity, develop core competences in leadership, decision-making and other life skills, and gain intercultural and intergenerational understanding. It also provides them with opportunities to get actively involved in their local communities and form life-long habits of civic engagement.

For the past 100 years, Girl Guiding/Girl Scouting has supported the development of girls and young women as active citizens and “agents of change”. But just as importantly, WAGGGS has supported the development of the volunteers who lead our young people and contribute to the quality and development of our Movement.

Girl Guiding/Girl Scouting could not exist without our 1.5 million volunteer leaders who:

- fill management and governance roles at local, national, regional and global levels
- train and support adult members and volunteers
- fundraise
- design and help deliver our educational programmes provide service to the organization through involvement in external events, partnerships, campaigns and community projects

- provide opportunities that contribute to our members’ self-development as active and responsible citizens.

It is because of the importance of volunteering in Girl Guiding/Girl Scouting that the Europe Region WAGGGS, which brings together Girl Guiding and Girl Scouting associations in 39 European countries, joined other volunteering organizations to successfully advocate for 2011 to be named the European Year of Volunteering (EYV). The Europe Region was also an active member of the European Year of Volunteering Alliance, which co-ordinated and supported the civil society contribution to the Year.

Volunteering is one of the strategic priorities of the Europe Region WAGGGS in the current triennium (2010-2013) and as part of the follow-up to EYV 2011, we want to empower all WAGGGS members to take action to improve voluntary participation and recognize and support our volunteers in Girl Guiding and Girl Scouting. This toolkit has been designed to facilitate the transfer of knowledge and experience of supporting and promoting volunteerism and the development of an enabling volunteer environment. It also provides tools to enable Girl Guide and Girl Scout associations to discuss how volunteers are supported in their organizations and to develop volunteer policies and practices on different aspects of volunteering including recruitment, quality of volunteering and recognition of the skills and competences gained through volunteering. In this way, we can ensure there is a lasting legacy from the European Year of Volunteering.

The Europe Region WAGGGS would like to thank the European Youth Foundation of the Council of Europe for their continuing financial support, which made the production of this toolkit possible, and for recognizing the importance of activities that aim to strengthen the organizations providing young people with volunteering opportunities.

How to use this toolkit

This toolkit aims to:

- discuss concepts of volunteerism;
- discuss the role of volunteering in Girl Guiding/Girl Scouting;
- support Member Organizations in the development of strategies to manage volunteers in their organizations and provide practical tools to help in this process;
- explore the key volunteering policy issues at European level and how Girl Guides and Girl Scouts can advocate for change;
- describe the main outcomes of the European Year of Volunteering and understand their relevance for Girl Guiding/Girl Scouting
- highlight materials and resources to help Girl Guide and Girl Scout associations develop and support volunteering.

Use the toolkit to

- Encourage individuals in your association to learn about volunteering, its values and history, and why individuals should get involved. It is important to start by introducing the concept of volunteering and developing a common understanding of what it means in your country, in general, and your association, in particular.
- Explore different topics such as volunteer management, how to advocate to improve the environment for volunteering and volunteering organizations or how to introduce the outcomes of the European Year of Volunteering into your association. If you have activities you would like to share on the themes of the toolkit or examples of how you are supporting volunteering in your organization, please send them to the Europe Office at volunteering@europe.waggs.org
- Organize seminars, workshops and round tables to analyse the various aspects of volunteering in your country or your organization, alone or in partnership with other associations, families, friends, teachers, community leaders or with local and national government and decision-makers. Let the Europe Office know about any actions you undertake.

In each section there are “**Questions to discuss**” to help you focus on issues related to the experience of volunteers in your own country or organization. In the “**Take action**” section there are activities to help you develop the volunteering experience in your own association.

An on-line version of the toolkit is available at <http://volunteering.waggs.org> where you can also find the latest news about developments in volunteering.

Information about the terms used or organizations mentioned can be found in the Glossary. The main references are hyper-linked but you can also find the web links in the resources section.

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1. UNDERSTANDING VOLUNTEERING

1.1 Defining volunteering

What does the word “volunteering” mean to you? There is no one-size-fits-all definition. It means different things to different people and what people understand by volunteering is a function of the history, culture, politics, and religion of the particular country or community. What may be valued as volunteerism in one country may be considered low-paid or labour-intensive work in another.

One way we can define volunteering is to identify some basic features¹ of what we understand by voluntary activity. These are:

1. Reward. While volunteering is generally understood to be an unpaid activity, it does offer rewards to the individuals taking part such as training or accreditation of the skills gained. However, it is typically understood that financial gain is not the main reason for the activity and that any financial reimbursement should be less than the value of the work provided.

2. Free will. That time and energy are given freely is an essential element of volunteering. However, there are grey areas. For example, how do we define school community service schemes that encourage, and sometimes require, students to get involved in voluntary work? Or, should citizen service schemes that offer a community service alternative to military service be defined as volunteering?

3. Who benefits? Some definitions argue that the beneficiary of the voluntary activity should be a stranger to the volunteer, while others allow neighbours or friends to be the recipients. Most definitions, however, exclude caring for dependent relatives as a voluntary activity.

4. Organizational setting. Some definitions insist that volunteering can only take place in a formal non-profit or voluntary organization. Other definitions include activities undertaken within the public or corporate sector or carried out informally such as helping a neighbour or picking up litter.

5. Level of commitment. Some definitions allow for one-off voluntary activities while others exclude occasional voluntary actions.

1.1.2 Existing definitions of volunteering

In 2002, the European Council offered the following definitions in the Council Recommendation on Common Objectives for Voluntary Activities among Young People:

“Voluntary activities are all kinds of voluntary engagement. They are open to all, unpaid, undertaken by the individual’s own free will, educational (non-formal learning aspect) and offer added social value.”

“Voluntary service is part of voluntary activities and is characterised by the following additional aspects: fixed period; clear objectives, contents, tasks, structure and framework; appropriate support and legal and social protection.”

“Civil service is a voluntary service managed by the State – or on behalf of the State – e.g. in the social field or in civil protection.”

“Civilian service can be undertaken as an alternative to compulsory military service in some countries, but this is not a voluntary experience.”

The European Youth Forum believes that an activity can only be defined as volunteering when:

- “[it is] an activity undertaken of a person’s own free will and involves the commitment of time and energy to actions of benefit to others and to society as a whole;
- the activity is unpaid but can include reimbursement of expenses directly related to the voluntary activity;
- it is for a non-profit cause and is primarily undertaken within a nongovernmental organization and therefore cannot be motivated by material or financial gain;
- volunteering should not be used to substitute or replace paid employment.”²

The UN International Labour Organization, in its Manual on the Measurement of Volunteer Work³, offers a slightly different definition:

“Volunteerism is an activity or work. Volunteering is a contribution in kind (i.e. time, skills, or services) and should be distinguished from donations in goods, cash, or other valuable assets.

Volunteerism is done by people. Volunteers may act individually, as groups, or through associations and other

¹Volunteering and Social Development: A Background Paper for Discussion at an Expert Group Meeting New York, November 29-30, 1999 United Nations Volunteers

²European Youth Forum Position Paper on Volunteering November 2004

³International Labour Organization Manual of Volunteer Work www.ilo.org/global/statistics-and-databases/meetings-and-events/international-conference-of-labour-statisticians/WCMS_100574/lang-en/index.htm

formal organizations; but in all cases, a “volunteer” is a human being.

Volunteerism is done *willingly*. Individuals must make a free choice to volunteer. If an individual is compelled or coerced, then he or she is generally not considered a volunteer.

Volunteerism is done *without pay*. In some contexts volunteers would not be expected to receive any kind of monetary compensation whatsoever, while in other places volunteers might be entitled to stipends intended to help cover their living expenses or reimbursements of expenses incurred (such as the cost of traveling back and forth to the volunteer location).

Volunteerism is done to *promote a cause or help someone outside of the volunteer’s household or immediate family*. Volunteer activity is usually done to benefit the larger community, an organization representing community interests, a public body, or the common interest. While the individual volunteer’s household or family might benefit from the volunteer work, some other person outside the family should benefit as well.”

Voluntary organizations working at European level also emphasise the importance of distinguishing between long-term voluntary commitment and short-term voluntary service, linking the former to the development of citizenship and active participation in society.

Some languages have several words for the English word “volunteering”, with the particular translation depending on the type of activity to which it refers. For example, in French and German, the Association for Voluntary Service Organizations (AVSO) distinguishes between:

- Bénévolat/Ehrenamt – activities which are open to all, unpaid, undertaken of one’s own free will, educational (non-formal learning aspect), occasional or regular, usually part-time rather than full-time, and
- Volontariat/Freiwilligendienst – specific, full-time, project-based voluntary activities carried out on a continuous basis for a limited period of time, with appropriate support and legal and social protection.

The main elements of the volunteer concept in laws and regulations adopted by EU Member States describe actions that:

- are performed with the free will of the individual;
- are developed in the framework of non-profit, non-governmental organizations;
- have no professional character;
- are unpaid;
- are carried out for the benefit of the community or a third party⁴.

When volunteering is defined in legislation, it is generally described as “activities performed by individuals, based on their free will, for the benefit of another and without compensation.” Accordingly, a volunteer is generally recognized across Europe as a person who, in a free and responsible way, commits himself/herself to carry out a voluntary service.

Traineeships and internships

Traineeships and internships are often confused with volunteering. While they can be an important step in the transition from education to professional life and help young people gain practical skills and experience, they are quite different experiences. However, as with volunteering, it is important that young people taking part in traineeships/internships have a quality experience.

The European Youth Forum has developed the European Quality Charter and Internships and Apprenticeships - you can find out more information at <http://qualityinternships.eu>



What is your personal definition of volunteering? Write it down and check it against the definitions above or any that may exist in your association. How do they differ? Why?

Is there a legal definition of volunteering in your country?

Does it matter that there is no one common definition of volunteering?

If there are laws on volunteering in your country, how well do they support volunteers and voluntary organizations?



Ask volunteers in your association to suggest words or phrases that describe volunteering and use them to create a definition.

⁴Volunteering in the European Union, Final Report submitted by GHK 17 February 2010 http://ec.europa.eu/citizenship/pdf/doc1018_en.pdf

1. UNDERSTANDING VOLUNTEERING

1.2 Types of Volunteering

What kind of activities do we mean when we talk about volunteering?

At least four types of volunteering⁵ have been identified when we talk about voluntary activities and there is an overlap between them. All of these elements can be found in voluntary activities occurring in a Girl Guiding/Girl Scouting setting.

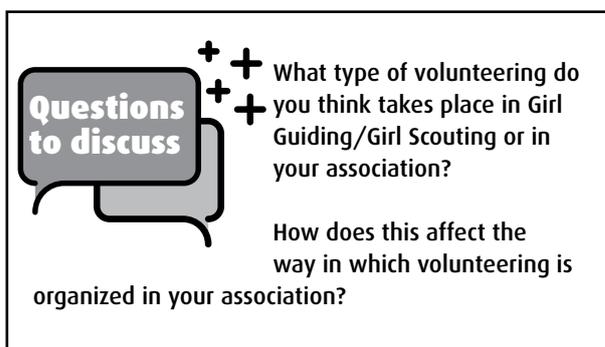
- **Mutual Aid or Self-Help**
In many parts of the world mutual aid is the main source of social and economic support for a majority of the population and for the welfare of communities. In industrialised countries it often exists as organizations dedicated to solving particular problems, such as unemployment or a specific illness. Although self-help falls within the definition of volunteering, its practitioners rarely describe what they do as 'volunteering'.
- **Philanthropy or service to others**
This refers to services rendered to the community as a whole rather than to a specific group within the community, and often involves visiting, befriending, teaching, or mentoring others. Much of this type of volunteering is carried out through non-profit and statutory organizations, and is therefore more widespread in industrialised countries, where such organizations are more numerous.
Social services in Europe depend significantly on the contribution of volunteers. Examples of these are:
 - visiting services for socially isolated people
 - day centres for older people or those with long-term physical and mental illnesses
 - homes for children in need of special care
 - organizing holidays for people with disabilities or chronic diseases
 - assistance to drug users and prisoners
 - assistance to people living with HIV/AIDS
 - assistance to women threatened by domestic and/or gender-related violence.

- **Participation**

This refers to people taking actions that affect communities or societies and could include the work of elected representatives or members of statutory consultation bodies. It is found in all countries although it is most developed in advanced democracies and countries with a strong tradition of civic society.

- **Advocacy or campaigning**

This can range from lobbying governments to change legislation affecting the rights of young people to joining global campaigns to end poverty or fight climate change.



Questions to discuss

- + + What type of volunteering do you think takes place in Girl Guiding/Girl Scouting or in your association?
- + + How does this affect the way in which volunteering is organized in your association?

⁵Volunteering and Social Development A Background Paper for Discussion at an Expert Group Meeting New York, November 29-30, 1999 United Nations Volunteers

1.3 Some common misunderstandings about volunteering

The first State of the World's Volunteerism Report, published in December 2011⁶ to mark the UN's International Year of Volunteering+10 identified some common misunderstandings about volunteering. Take part in the quiz below - tick TRUE or FALSE if you agree or disagree with these statements - you can find out the answers on the next page.

| | Question | True | False |
|---|--|------|-------|
| 1 | Volunteering occurs only through legally recognized, formal and structured NGOs, usually in developed countries, with some type of agreement between the volunteer and the organization. | | |
| 2 | Volunteerism only takes place in the civil society sector. | | |
| 3 | Volunteerism is only for the wealthy and well-educated, who have plenty of spare time and disposable income. | | |
| 4 | Volunteers are unskilled, inexperienced amateurs. | | |
| 5 | More women volunteer than men. | | |
| 6 | Young people do not volunteer. | | |
| 7 | Volunteering takes place face-to-face. | | |
| 8 | Governments should not interfere in volunteerism or voluntary activities. | | |
| 9 | Volunteerism is free. | | |

⁶State of the World's Volunteerism Report United Nations Volunteers 2011 www.unv.org/swvr2011.html

1. UNDERSTANDING VOLUNTEERING

Misunderstanding 1: Volunteering occurs only through legally recognized, formal and structured NGOs, usually in developed countries, with some type of agreement between the volunteer and the organization.

False. In reality, much of the volunteerism taking place throughout the world happens in small local groups, clubs and associations or outside of formal organizations, especially in countries where the creation of formal civil society organizations is not encouraged.

Misunderstanding 2. Volunteerism only takes place in the civil society sector.

False. Volunteer activities take place in every aspect of life. Volunteers are active in schools and hospitals and support emergency services such as the police or fire departments. Volunteers get involved in immunization and literacy programmes, and contribute to formal employee volunteer and giving programmes.

Misunderstanding 3. Volunteerism is only for the wealthy and well-educated, who have plenty of spare time and disposable income.

False. In fact, research indicates that many volunteers are actually people on low incomes.

Misunderstanding 4. Volunteers are unskilled, inexperienced amateurs.

False. This misunderstanding comes from the belief that professional knowledge and behaviour is only associated with a paid job. However, many volunteers, such as medical doctors or lawyers, use their professional skills and experience to support a range of voluntary activities.

Misunderstanding 5. More women volunteer than men.

False. While studies show that women are slightly more likely to volunteer than men, men and women contribute roughly the same number of volunteer hours. This misconception occurs because women are more likely to volunteer in social or health care settings.

The report argues that volunteering can reinforce gender roles as women's volunteer work often occurs in areas that have lower status in the paid-labour market. For example, there are typically more men in decision-making roles in voluntary organizations while women take more front-line roles.

The United Nations has called for volunteering opportunities in all sectors to be open to both women and men, taking into account their different levels of participation in different voluntary activities.

Misunderstanding 6. Young people do not volunteer.

False. Studies show that young people are actively engaged in the development of their societies in a wide range of activities. However, it's true that many young people find participating through formal organizations less attractive and prefer to get involved in non-formal, less-structured activities.

Misunderstanding 7. Volunteering takes place face-to-face.

Developments in digital technology mean that more people, from all social and economic backgrounds, are using mobile phones and the Internet to volunteer.

Misunderstanding 8. Governments should not interfere in volunteerism or voluntary activities.

False. Policies and legislation can support volunteering and enable it to flourish. Cooperation between voluntary organizations and governments can have mutual benefits such as increasing the efficiency of government programmes, promoting the participation of individuals in their local communities and increasing well-being and social cohesion. However, care should be taken that volunteerism is not used to meet shortfalls in public services or the basic needs of citizens.

Misunderstanding 9. Volunteerism is free.

False. Time given through volunteering may be freely given, but it is not cost-free. Voluntary organizations that create and manage voluntary opportunities and provide information, training and support to volunteers require financial and human resources to ensure their activities are efficient and effective.



Questions to discuss

Do you agree with these misunderstandings? What other misconceptions about volunteering exist in your country or in your association?

1.4 The situation of volunteering in Europe

Many European countries have long-established traditions of volunteering, mutual self-help and civic participation and strong and active voluntary sectors. In others, however, the voluntary sectors are much less advanced. Part of this discrepancy can be explained by an individual country's history or type of welfare system. Also, the less economically developed the country, the less formal its volunteering structures are likely to be, leading to less organized volunteer activity.

It is estimated that there are **100 million volunteers in the European Union**⁷ - if they lived in the same country, they would make up the largest member state in the EU! Three out of 10 Europeans take part in volunteering activities and 80 per cent say that active participation in society is a crucial part of their lives.

Although there is still a lack of data and comparable statistics, research suggests that there has been a general upward trend in the number of volunteers active in the EU over the past ten years. This is due to an increased awareness of social and environmental issues, more volunteers getting involved in the delivery of public services, increased involvement of older people, and changing public perceptions of volunteering, particularly in the new EU Member States.

However, the statistics still tell us that seven in ten Europeans do not volunteer. Common barriers to volunteering include lack of information on how to get involved, time pressure, and scarce economic resources. Other factors include the negative image volunteering still has in countries where it was once a "compulsory duty"; discouraging legal provisions or an absence of a legal status; a lack of protection for volunteers; and visa restrictions or other barriers for non-EU citizens. All these factors play a role in preventing people from getting involved.

As part of its preparations for the **European Year of Volunteering**, the European Commission carried out a study⁸ to gather facts and figures about volunteering in each EU Member State. National studies on volunteering showed that the level of volunteering was:

Very high in Austria, the Netherlands, Sweden and the UK, where over 40 per cent of adults are involved in voluntary activities.

High in Denmark, Finland, Germany and Luxembourg, where 30 per cent to 39 per cent of adults are involved in volunteering.

Medium high in Estonia, France and Latvia, where 20 per cent to 29 per cent of adults are engaged in voluntary activities.

Relatively low in Belgium, Cyprus, the Czech Republic, Ireland, Malta, Poland, Portugal, Slovakia, Romania, Slovenia and Spain, where 10 per cent to 19 per cent of adults carry out voluntary activities.

Low in Bulgaria, Greece, Italy and Lithuania, where less than 10 per cent of adults are involved in voluntary activities.

Volunteers tend to be employed and well educated. Men outnumber women in 11 EU countries, and the numbers are roughly equal in a further nine countries. Volunteering in sport activities attracts the most volunteers in the EU, followed by the social and health sectors, and helping disadvantaged people.

Check out the infographic produced by the European Parliament which shows the main areas of voluntary activity in the European Union⁹.

However, many factors inform these statistics such as:

- whether a country has a legal framework for volunteering
- the ways a country supports volunteering
- whether volunteering is recognised in the education system
- the historical context.

These elements affect how volunteering is promoted and supported across Europe and the world and outcomes differ. For example, in some European countries governments are looking to include volunteering in the educational curriculum as a way of supporting the development of the idea of citizenship among young people. Yet in others, parents may see volunteering as an activity that will have a negative impact on their children's education.

⁷Special Eurobarometer European Social Reality European Commission 2007 http://ec.europa.eu/public_opinion/archives/ebs/ebs_273_en.pdf

⁸Volunteering in the European Union Educational, Audiovisual & Culture Executive Agency (EAC-EA) Directorate General Education and Culture (DG EAC) February 2010 http://ec.europa.eu/citizenship/pdf/doc1018_en.pdf

⁹EU Citizens on volunteering www.europarl.europa.eu/news/en/headlines/content/20120601FCS46167/4/html/Removing-barriers-to-cross-border-volunteering

1. UNDERSTANDING VOLUNTEERING

1.4.1 Volunteering infrastructure in Europe

The volunteering infrastructure of a country can be defined as the organizational structures and support mechanisms that encourage and reinforce volunteer involvement. These can include laws that support volunteers or volunteering, the level of financial support for volunteering from the public authorities and how volunteering is recognized.

The European Centre for Volunteering (CEV) has developed an online resource “Volunteering Infrastructure in Europe” to gather information on the situation of volunteering in 29 European countries: Albania, Austria, Belgium, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Denmark,

Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Macedonia, Malta, Moldova, Montenegro, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Switzerland and the United Kingdom.

You can download either the full CEV report or individual country reports. Find the link in the resources section of the toolkit.

These reports are the start of a long-term project to document the development of the infrastructure for volunteering in different European countries and to increase understanding of the strengths and weaknesses in the structures that support volunteering in Europe.

| VOLUNTEERING INFRASTRUCTURE IN EUROPE | |
|--|--|
| Country Name | |
| Name of person completing this form | |
| Association | |
| Position of person completing this form | |
| Email address | |
| What is the concept of volunteering in the country? | |
| Describe the volunteering landscape. Is there a legal definition of volunteering? | |
| What statistics are available? | |
| What legislation supports volunteering? | |
| Describe the structure of the volunteering sector in the country | |
| Which stakeholders are involved in volunteering? | |
| What funding is available to support volunteering? | |
| What statistics or research is available? | |
| How is information on volunteering opportunities circulated? | |
| What additional information would you like to share about volunteering in the country? | |
| What recommendations would you make to improve volunteering in the country? | |



If no information currently exists about volunteering in your country, this online resource may inspire you find out how volunteering is defined, its legal framework, its extent, and how it is supported and funded. If you have

information you would like to add to the reports, please complete the form below and send it to the Europe Region WAGGGS at volunteering@europe.waggs.org. Your input can add to this important resource.



Make a table identifying the pros and cons of volunteering in your country.

What is the situation of volunteering in your country?

There is still a lack of research and comparable data covering the full spectrum of volunteering across the world. However, surveys carried out as a result of the European Year of Volunteering are a good starting point to understanding the situation in different countries.

Questions to discuss

Are there any surveys on volunteering that have been carried out in your organization? If so, what do these tell you about your volunteers?

Does your country have any policies or guidelines that promote and support volunteering?

Is voluntary work respected or valued in your country?

What barriers prevent people volunteering for your organization?

Do people donate money to volunteering organizations?

Is it easier to get a job if you are a volunteer?

What do you think is different about volunteering in your country compared to other countries? Why do you think the situation is like that?

What do older people, like your grandparents, think of volunteering? Have opinions about volunteering changed over time?

1. UNDERSTANDING VOLUNTEERING

1.4.2 Volunteering policy in Europe

Volunteering has gradually become an important issue for policy-makers and now appears regularly in various European policies. You can find the links to the main documents mentioned below in the Timeline: European and Global Initiatives on Volunteering at the end of the toolkit.

Volunteering as part of EU youth policy

The EU introduced the European Voluntary Service (EVS) programme in 1996, and opportunities for youth volunteering are supported through the current Youth in Action programme.

In 2001, as part of the White Paper on Youth, voluntary activities were identified as one of four key pillars for the development of youth policy in Europe.

In the EU's Renewed Framework for European Cooperation in the Youth Field – the EU Youth Strategy 2010-2018 – youth volunteering is one of eight fields of action. This framework calls for governments to develop more voluntary opportunities for young people, removing obstacles to volunteering, recognizing learning acquired through volunteering, and supporting the opportunities for young people to volunteer in different countries.

Volunteering to promote active European citizenship:

Volunteers engage in their communities, without motivation for financial gain, for the benefit of other individuals and for society as a whole. In 1997, Declaration 38 on Volunteering, attached to the final act of the Treaty of Amsterdam, recognized the important contribution of voluntary activities to the development of social solidarity and encouraged the European dimension of voluntary organizations.

The Council of Europe has promoted voluntary activities for many years. It has recommended that Member States define voluntary service at national level, emphasised its educational aspects and importance to society, called on Member States to “identify and eliminate, in their laws and practice, any obstacles which directly or indirectly prevent people from engaging in voluntary action.” In 1997 it developed a recommendation which in 2003 became a Convention on Transnational and Long-term Volunteering for Young People and voluntary activities are also supported in the Council of Europe's Agenda 2020 - the Kiev Declaration on the Future of European Youth Policy agreed by Youth Ministers of the Council of Europe in 2008.

Volunteering, as an expression of “Active European Citizenship”, has been recognized by the European Institutions in a number of areas, especially through the EU's Europe for Citizens programme. Voluntary engagement at local level can also be seen as a way to spread European values of solidarity and mutual understanding and create

more ownership of the European project.

Volunteering to promote social and economic cohesion

Volunteering is a way that people can feel useful and connect with society. The role volunteering plays in reaching out to those who are socially excluded and bringing together people from different backgrounds to work on common projects has also been recognized at European level.

Volunteering as a tool for lifelong learning

Volunteering contributes to personal development and the learning of skills and competences that enhance employability. It has been recognized as making an important contribution to the growth of the European economy and efforts are now being made, at European level, to promote the links between employability and recognizing and validating the skills and competences gained through non formal education and volunteering.

Volunteering also touches on other policy areas such as sport, external relations and international development (e.g. the development of the new EU Voluntary Humanitarian Aid Corps) and the environment.

The European Year of Volunteering

The European Year of Volunteering in 2011 was a highlight in the development of volunteering policies at European level (find out more in section 5). However, despite the attention volunteering has received over recent years, there still lacks a comprehensive strategy at European level to recognize, promote, facilitate and support volunteering so that it can realise its full potential. At national level, only a handful of countries have developed a clear and consistent national strategy for volunteering or have a legal definition and specific legal framework.



Questions to discuss

In your country, in which kind of policies is volunteering mentioned? Why is it important that the role of volunteering is recognized in these different policies? Why is it important for Girl Guiding/Girl Scouting?

You'll find more information about European initiatives to develop better volunteering policies and how you can get involved in sections 4 and 5 of this toolkit.

1.5 Volunteering as a global force

The United Nations (UN) believes that volunteering benefits both to volunteers and their communities, and makes important economic and social contributions to the wider society, particularly in the areas of peace and development. The United Nations Volunteers (UNV) programme promotes and supports volunteering at global level.

UNV advocates for the recognition of volunteers, working with partners to integrate volunteerism into development programming, and mobilizing an increasing number and diversity of volunteers, including experienced UN volunteers. UNV embraces volunteerism as universal and inclusive and recognizes in its diversity and values free will, commitment, engagement and solidarity.

The UN General Assembly proclaimed 2001 the International Year of Volunteers with the aim of recognizing, facilitating and promoting volunteer service. Since then more than 70 countries have adopted or introduced new laws or policies on volunteering.

In 2011 the United Nations celebrated the International Year of Volunteering+10 (IYV+10), which aimed to demonstrate how volunteer action can support development, especially when governments, the development community and civil society work together and integrate volunteer action into their work.

UNV brought together partner NGOs and civil society organizations, including WAGGGS, to develop and contribute to activities during IYV+10 in order to:

- celebrate volunteering as a way of building respect, trust, understanding and solidarity and to share a common vision of volunteering;
- raise volunteerism on the development agenda, especially its contribution to the achievement of the Millennium Development Goals (MDGs);
- build partnerships;
- create an enabling environment for volunteers through the development of volunteering policies, legislation and other infrastructure.

As well as organizing regional conferences and establishing national volunteer committees, UNV produced the first global report on volunteering – the State of the World's Volunteerism Report – to coincide with a special General Assembly session on volunteering and its impact on achieving the MDGs.

Volunteering continues to be high on the global agenda. Recognizing the contribution of volunteers to fighting climate change and promoting sustainability was an important element of the discussions during the 20th anniversary of the Earth Summit in Brazil in 2012 (Rio+20). How volunteering is contributing to the achievement of the MDGs and the role it can play in the new framework for development after 2015 is also being discussed.

The UN Secretary General, Ban Ki-moon, recognized the importance of volunteering for young people's education, employment, political participation and rights when he announced the development of a new youth volunteer programme in 2012 as part of his next five-year agenda.

1. UNDERSTANDING VOLUNTEERING

1.6 Global trends in volunteering reveal a changing landscape

Volunteering is practiced in many countries throughout the world and while methods vary according to a country's history and culture, there are common volunteering trends and developments. As a volunteer-involving and volunteer-led movement, Girl Guiding/Girl Scouting must understand these trends and identify strategies to deal with their effects.

A trend can be defined as a general development or change in a situation or in the way people behave. Below are some trends which can affect how volunteers are involved in Girl Guiding/Girl Scouting.

1.6.1 More 'professional' volunteering

In many European countries, volunteering is increasingly seen as a way of gaining skills and experience to improve employability or access higher education, particularly for young people. This has become even more marked as a result of the current economic crisis. Skilled professionals may look to voluntary organizations as a way of providing opportunities for career development. Voluntary organizations are becoming more professional too, offering more training opportunities and tailoring volunteer opportunities to meet the needs of its volunteers.

However, the more professional voluntary organizations become, the harder it can be for less skilled volunteers to see how they can make a contribution. Tasks may require specific competences and skills, volunteer roles may require a greater time commitment, and a more formal structure may limit their ability to be creative and innovative.



Questions to discuss

- What are the skills and competences volunteers can gain by participating in different activities in your association?
- How does your association support volunteers to develop different skills and competences to meet the needs of the volunteer and the organization?
- How does your association acknowledge volunteers' existing skills and competences?
- How do you ensure there is a good match between a volunteer's experience, the requirements of the volunteer role and the needs of the volunteer?
- How can your association support volunteers to recognize the skills and competences they gain by volunteering for Girl Guiding/Girl Scouting?
- How can Girl Guiding/Girl Scouting provide a professional experience for volunteers without losing its identity, 'spirit' and uniqueness?
- How can your association ensure that volunteering is still a fun and sociable experience?

1.6.2 Changing demographics

In most European countries, the number of young people as a proportion of the general population is steadily declining, due largely to falling birth rates and longer life expectancy. However, an increase in immigration could reverse this trend¹⁰. In other parts of the world, the number of young people aged 15-24 is still rising as a proportion of the general population, for example, by 2050 Africa's share of the world's adolescents and young adults is projected to rise to 31.3 per cent¹¹.

In the short term, there may be an increase in the number of newly retired people available as potential volunteers. However, in the longer-term, in many European countries the introduction of age discrimination legislation and the rise in the retirement age may lead to a fall in the number of older people with time available to volunteer. And while people will be living longer, age-related illness may affect older peoples' ability to volunteer.

¹⁰EU Youth report 2012

¹¹www.imf.org/external/pubs/ft/fandd/2012/03/bloom.htm



Questions to discuss

Do you have different age groups taking volunteer roles in your association?

Are your volunteers concentrated in a specific age group?

How will changing demographics impact on your association?

How can your association take advantage of the growing pool of 'young seniors' with skills, mobility and more time than younger adult volunteers, while also ensuring that the Movement remains a relevant organization for girls and young women?

How can your association ensure that new immigrants are aware of volunteer opportunities in Girl Guiding/Girl Scouting?

How does your association ensure that immigrant populations feel welcome in the organization?



Questions to discuss

How will a decrease in the amount of time available to people impact on your association?

How could your organization provide flexible opportunities

to enable time-poor volunteers, and volunteers with non-conventional hours of availability, to meaningfully contribute to the organization?

How could your organization coordinate volunteering activities with family duties like raising children or caring for older relatives?

Certain roles in your association, particularly leading volunteer roles, may require a large commitment of time. Is it possible to adapt these roles, or develop less time-consuming short-term roles to fit the needs of volunteers with less time to give?

Could your association use new technology to enable people to volunteer from a distance, or at non-conventional times?

1.6.3 Busier time-poor lives

Our work culture is changing. There are more casual, part-time and shift workers, and new technology means that employees are connected to work for more hours each day. Traditional nuclear families are disappearing, resulting in more time-challenged parents/guardians. While people talk about the need for a work-life balance, they increasingly believe that they do not have enough time to do everything they want to do.

Lack of time is frequently mentioned in surveys investigating why people do not volunteer. At the same time there is a shift towards short-term or project-based volunteering, which implies that people are either less able or less willing to commit their time to volunteering over a longer period.

1.6.4 Greater youth mobility

For various reasons, fewer young people are following a linear path from education to employment. Instead, particularly in the 27 Member States of the EU, many follow career paths that combine education with part-time work or require them to move back and forth between education and employment. Switching between learning and work in this way may mean they have less time for volunteering. It may also colour their attitudes towards remaining with and progressing through a single organization, preferring instead to move around as their personal interests and situations dictate.

Young people are becoming increasingly geographically mobile - for example in the European Union there is a general growth in the number of young people choosing to live in a different Member State¹². This can mean that people have looser ties to their local community. The growth of online communities and advances in globalization, media and technology also mean that people can easily get involved in causes and activities far away from where they live.

¹²EU Youth Report 2012 http://ec.europa.eu/youth/news/20120910_en.htm

1. UNDERSTANDING VOLUNTEERING

Questions to discuss



How can Girl Guiding/ Girl Scouting tailor management/ administrative structures to enable easier access to and mobility within the organization?

How do you involve volunteers who move away from your area? How do you integrate volunteers that are new to your area?

What systems and processes does your association need to manage volunteers who live more mobile lives?

1.6.5 Changing technology

New technology is changing our lives. It has changed the way people interact with one another – instant communication and expansive networking is replacing dated hierarchical communication channels. It has changed the way people learn – continuous learning is replacing formal teaching.

It has even changed what people do in their leisure time – ever been to a chat room? People who have grown up in this environment don't easily tolerate old-fashioned methods of communication, learning or administration.

E-volunteering or online/virtual volunteering is a growing trend that allows people to volunteer from their home or office using computers and the internet. They can either provide services online, or do work that can be submitted without their physical presence. In this way, they can use their time more flexibly.

Questions to discuss



How is your association using technology to reach and engage new volunteers?

How can you use new technology to ease the workload of current volunteers and streamline communication to your members?

How is your association using technology to facilitate continuous learning for your volunteers?

Can you divide tasks into smaller parts so that your volunteers can use new technology to complete them in the amount of time they have available?

1.6.6 Motivation and reward

"a desire to help other people or to support a cause"

"a chance to meet new people and build social networks"

"opportunities to gain personal and professional experience"

"the desire to feel useful"

"the chance to use their skills to help others"

"to use free-time in a productive way"

These are just some of the reasons volunteers gave when asked why they get involved in an organization or support a particular cause. However, more and more people are also asking what an organization can offer them in return for their participation such as the chance to learn new skills or enjoy different experiences. Volunteers today often expect more quality and choice in the volunteering opportunities they are offered.

Questions to discuss



What does your association offer volunteers in return for their time?

How do you ensure your association provides "quality" volunteering opportunities?

Do you know why volunteers choose to volunteer in your association? Are these reasons changing?

Why will people choose to become volunteers in Girl Guiding/Girl Scouting in five or ten years' time?

1.6.7 Changing ideas about volunteering

In most European countries, volunteering has always been seen as an activity that can change people's lives for the better and improve their communities. However, there is an increasing recognition by politicians of the important role volunteering can play in improving individual well-being and social cohesion and how it contributes to the development of common European values such as active citizenship, democracy, solidarity, sustainable development, human dignity and equality, and promoting a European identity¹³. Volunteering has been acknowledged as playing a crucial role in the achievement of the MDGs¹⁴, tackling unemployment and contributing to a country's GDP.

While voluntary organizations welcome the increased recognition of the significant contribution volunteering makes, there is a risk that the nature of volunteering and why people volunteer may change.

¹³The role of voluntary activities in social policy - Council Conclusions October 2011 http://consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/124863.pdf

¹⁴UN State of the World's Volunteerism report 2011

Questions to discuss



Do you know why volunteers choose to volunteer in your association?

Are these reasons changing? How is the contribution of volunteering

recognized in your country?

Does the government or public authorities offer support to voluntary organizations that could help your association?

How can you use the different European policy documents (or the equivalent in your country) to promote the value of volunteering in your country?

1.6.8 Global volunteer trends and Girl Guiding/Girl Scouting

The table below summarises some of the changing trends in volunteering. If you imagine a line between the two extremes, where on the spectrum do these trends lie in your country?

| | CLASSICAL EXPERIENCE OF VOLUNTEERING | NEW TRENDS |
|------------------------------------|---|--|
| Cultural frame of reference | Opportunity for people to come together ← | Individualised experience → |
| Motivation | Desire to help others ← | Personal interests → |
| Length and intensity of commitment | Long term Regular ← | Short term Occasional Few hours → |
| Organizational attachment | Strong ties Unconditional Membership-based ← | Weak ties Conditional Programme-based → |

Questions to discuss



What opportunities and challenges do these volunteer trends bring?

Some of these trends can be opportunities, but they can also become barriers to volunteering. When you have discussed each of the trends identified above, consider if they present an opportunity or challenge for your association.

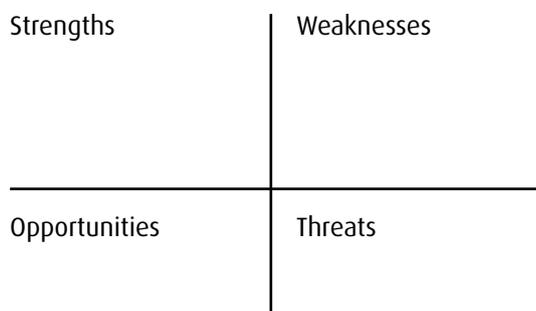
Which of the trends are most important for your association?

| | Important | Not important |
|-----------------------------------|-----------|---------------|
| More 'professional' volunteering | | |
| Changing demographics | | |
| Busier time - poor lives | | |
| Greater youth mobility | | |
| Changing technology | | |
| Motivation and reward | | |
| Changing ideas about volunteering | | |

1. UNDERSTANDING VOLUNTEERING

When you have identified the most important trends, you can carry out a SWOT analysis

SWOT stands for Strengths, Weaknesses, Opportunities, Threats



A SWOT analysis is often a helpful method of understanding your current circumstances and assessing the opportunities or challenges your association may face due to these trends.

Strengths and weaknesses refer to the current situation within your association and the resources you already have. Opportunities and threats refer to what is happening outside your association. Looking at these aspects together will help you identify strategies to tackle these trends in your organization so you can benefit most from volunteers.

A PESTLE analysis is another useful tool for analysing the situation in your association and the factors that could influence how volunteers are involved.

There are six parts to a PESTLE analysis:

1. Political factors: e.g. what is the current political situation? How is volunteering supported by the government or public authorities?
2. Economic factors: e.g. how does the economic situation affect people's ability or motivation to volunteer?
3. Social factors: e.g. what social factors affect volunteering?
4. Technological factors: e.g. how can you use technology to help manage volunteers?
5. Legal factors: e.g. is there a legal definition of volunteering in your country?
6. Environmental factor: e.g. what physical or geographical factors influence volunteering?

The outcomes of your PESTLE analysis can also be used in the opportunities and threats section of the SWOT analysis. When you have carried out your analysis, ask the following questions:

- What do you need to improve?
- What do you need to do differently?
- How can you manage the opportunities and threats?
- What actions can your association take to influence or respond to these trends?

2. VOLUNTEERING IN GIRL GUIDING/GIRL SCOUTING

2.1 The Role of Volunteering in Achieving the WAGGGS Mission and Vision

Our Mission and Vision

WAGGGS is the largest volunteer-led organization in the world dedicated to girls and young women and volunteerism plays an important part in achieving our Mission and Vision.

The Mission of the World Association of Girl Guides and Girl Scouts is:

To enable girls and young women to develop their fullest potential as responsible citizens of the world

WAGGGS Vision 2020

All girls and young women are valued and take action to change the world

Through the Mission and Vision, WAGGGS aims to empower girls and young women, and enable them to develop leadership and life skills which they can use in other aspects of their lives. WAGGGS is committed to instilling in each Girl Guide and Girl Scout a strong commitment to community service. Making a difference through volunteer activities encourages WAGGGS members to become active and responsible citizens with a commitment to improve their lives and the lives of others, and to build a better world.

Without the expertise, skills, interests, life experience, and commitment of the nearly 1.5 million volunteers around the world, Girl Guiding and Girl Scouting could not happen. Volunteers are crucial to help us reach more girls and young women and enable them to benefit from our educational programmes and community and advocacy projects on issues that directly affect their lives.

Volunteers in Girl Guiding/Girl Scouting:

- Bring a fresh, different point of view
- Bring unique local knowledge and skills
- Help increase diversity
- Provide access to a greater range of professional skills
- Act as role models to youth members
- Become advocates for the organization and its Mission

2.1.1 Volunteering underpins the principles of Girl Guiding/Girl Scouting

The Girl Guide/Girl Scout programme is based on a number of key principles, all of which are strengthened through the use of volunteers to deliver activities and opportunities to young people. Adult volunteers provide Girl Guides and Girl Scouts with opportunities for experiential learning or 'learning by doing'. They promote intergenerational learning, whereby young people and adults cooperate together and learn with and from each other. Volunteer leaders are role models to young people, demonstrating the fun and personal satisfaction that can come from providing service to the community. This encourages members to become engaged with their communities, and fosters a sense of social responsibility. Volunteers in Girl Guiding/Girl Scouting also facilitate (and demonstrate) progressive self-development – this enables young people to progress individually through non-formal educational programmes by choosing their own route and proceeding with their own chosen activities at their own pace. Cross cultural volunteer opportunities provide intercultural learning and international experiences which promote respect, mutual understanding and tolerance for others.

As a volunteer-led and volunteer-involving organization, activities within WAGGGS rely on the active decision making, participation and initiative of its volunteers. Volunteers are crucial to help the Movement reach more girls and young women so they can benefit from WAGGGS' educational programmes, and play a role in community and advocacy projects on issues which directly affect their lives.

2.1.2 Volunteering exists at all levels in Girl Guiding/Girl Scouting

The youngest members of Girl Guiding/Girl Scouting are introduced to volunteerism through community service projects. These can range from collecting litter in a local park to becoming a peer educator to raise awareness on social issues relevant to girls and young women. From an early age, Girl Guides and Girl Scouts learn to become agents of change and to give their time freely without expecting something in return.

Adult volunteers work with young people to deliver the Girl Guide/Girl Scout programme, and promote the act of giving service to others through all that they do. This is translated through the structure of the youth programmes – where Patrol Leaders also learn to mentor and offer their time and skills to help others.

2. VOLUNTEERING IN GIRL GUIDING/GIRL SCOUTING

Volunteers also play a vital role in the management structure of all national organizations – at community, regional and national levels. They contribute to the six core areas of organizational development (educational programme, training, structure and management, membership, relationship to society and finance) to ensure high quality Girl Guiding/Girl Scouting.

At a global level, volunteers can contribute to WAGGGS through Regional Committees, the World Board, and WAGGGS working groups. Volunteer programmes also exist at each of the four World Centres – in the United Kingdom, Switzerland, Mexico and India. Volunteers join the World Centre working teams for specific periods of time, and can get involved in many different areas of work – from the up-keep and management of the centres, to planning and delivering the programmes and activities on different WAGGGS themes.

Volunteers at all levels in the Movement also ensure that girls and young women have their voices heard on issues that affect them. Volunteers may represent WAGGGS at meetings of the United Nations, or Regional or national conferences, committees etc. They deliver WAGGGS message – the voice of 10 million girls and young women; and work with WAGGGS' partners to raise the profile of WAGGGS as an organization that speaks out on issues important to girls and young women.

2.1.3 Empowering girls and young women through volunteering

UN Resolution 56/38 Recommendation on Support for Volunteering¹⁵, which was passed by the UN General Assembly following the International Year of Volunteering in 2001, recognized “the potential positive effect of volunteering on the empowerment of women”.

Through volunteering girls and young women have the opportunity to contribute to the community and the chance to learn new skills. Participating in volunteering activities often strengthens self-esteem and empowers young women to become active members in their community. Volunteering can also provide opportunities for girls and young women to experience activities that challenge traditional gender roles, particularly in developing countries. Volunteerism can contribute to the development of gender equality, not only through providing opportunities for men and women volunteers, but by directly addressing gender issues in all volunteering activities. Girl Guide and Girl Scout associations can play an important role in developing the skills of girls and young women and can provide them with by giving them greater access to policy and decision-making roles in the voluntary activities in which they get involved.

¹⁵www.worldvolunteerweb.org/fileadmin/docdb/pdf/2007/N0147881.pdf

2.1.4 Developing leadership skills through volunteering

Leadership in WAGGGS is a process by which knowledge, skills, values and attitudes are fostered, individuals empowered and the learning spirit within the organization promoted and upheld. Volunteering provides many opportunities to gain experiences, knowledge, and develop relevant skills that which will contribute an individual's leadership skills. Planning, critical thinking, organization, delegation, teamwork and interpersonal and communication skills, for example, relationships are all important aspects of leadership that can be developed through voluntary activities. Some of the leadership skills developed through volunteering are outlined below.

People skills:

Working side by side with others from sometimes very diverse backgrounds enables the development of interpersonal skills and opportunities for strong communication, mutual respect, shared planning, and cooperation related to working towards common goals.

Self-confidence:

Volunteering provides opportunities to try new challenges, expand individual skills and gain confidence.

Planning/organization skills

Volunteers learn to plan effective meetings, organize events and coordinate other volunteers. They learn how to set goals, define actions and monitor results – skills which are transferable to a range of professions.

Mentoring skills

In Girl Guiding/Girl Scouting we rely on other adult volunteers are role models and mentors to the girls and young women that they lead. They also have the opportunity to mentor and advise other volunteers - to share information and knowledge as they take on new and different roles.

Communication skills:

Leadership requires clear, concise and organized communications. Volunteer activities within Girl Guides/Girl Scouts typically provide opportunities for individuals to improve the effectiveness of their communication skills.

Time management skills:

Volunteering demands that individuals learn how to juggle their work, family and volunteer priorities. In order to maintain a reasonable balance, volunteers learn how to manage their time.



**Questions
to discuss**

How do you convey to your volunteers the importance of their role in WAGGGS achieving its Mission and Vision?

How do you promote international volunteering opportunities in your association?

How do you promote different volunteer roles in your organization? And find the 'right' volunteer for the 'right' role?



Hold a volunteer fair and invite Girl Guides/Girl Scouts who have volunteered for WAGGGS and/or international volunteer organizations active in your country to give presentations to your members.

The series of T-Kits produced by the European Commission and the Council of Europe includes a T-kit on International Voluntary Service and is aimed at trainers and young people interested in such activities and projects.

3. PROVIDING A QUALITY VOLUNTEERING EXPERIENCE

Your organization is providing opportunities for quality volunteering when volunteers are enabled and supported on your association. Underpinning this quality volunteering experience is a rights-based approach to volunteering (you'll find more information about this in section 4).

3.1 Why we need a Volunteer Management Programme in Girl Guiding/Girl Scouting

A 1998 study conducted by the UPS Foundation found that two out of five volunteers stopped giving time to an organization because they were not managed effectively.

There should be volunteer management in any organization that uses volunteers. As a volunteer-involving and volunteer-led organization, Girl Guiding and Girl Scouting must manage its most important resource effectively at all levels. Good volunteer management is essential if we want the movement to grow and develop, and to ensure that we can deliver our non-formal educational programmes to more girls and young women.

A volunteer management programme will help to develop and maintain a positive volunteer environment. It should be suitable to your needs and reflect the ways in which volunteers are involved in the association. It should explain where volunteers are involved and how tasks are managed.

You may already have established informal structures, systems and relationships to manage volunteers in your association. Although these may work well, more formal structures will help both the organization and the volunteer better understand their relationship. Good volunteer management means:

- you know what motivates each volunteer
- volunteers know what their roles are and what sort of training they can expect
- volunteers know how their contribution fits in with the association's goals
- volunteers know who to approach for help and support
- volunteers receive validation and recognition for their contributions.

As the need for volunteers increases and their expectations of voluntary organizations evolve and become more demanding, it is more important than ever that volunteers are managed effectively and have a good experience.



Questions to discuss

- Why does your association involve volunteers?
- Where do volunteers sit in the overall structure of your association?
- Is your association committed to the involvement of volunteers?
- Do you know what motivates people to volunteer and why they stay?
- Can you match volunteers to the right volunteer opportunities?
- Does your association validate the contributions volunteers make?
- Are you able to build a team that values the contributions made by all members?
- Can you ensure that tasks are carried out efficiently at the same time as meeting the needs of volunteers?
- Can you deal with any problems that arise?

The answers to these questions will help you to assess how you currently manage volunteers and where you need to focus your efforts to support volunteering in your association.

3.2 Essential Elements of a Volunteer Management Programme

WAGGGS Policy and Guidelines on Adult Training, Learning and Development identifies the key stages in the management of volunteers in an association.

Through the recruitment process, the Girl Guide/Girl Scout association should identify the needs and expectations of the volunteer and communicate its own expectations of the role through induction, training, and further on-going support.

An organization should:

- identify its needs before recruiting volunteers
- create a job description for all roles
- design a process of on-going evaluation for all roles
- identify success indicators for tasks and roles
- set length of appointment, renewal and re-appointment guidelines for all roles

- prepare a comprehensive and on-going system of reward and recognition for valuing contributions by volunteers
- build a support structure that focuses on meeting the needs of volunteers
- have a clear scheme for the induction and training of new volunteers
- publicise support options such as coaching, mentoring and further training
- identify whether a trainer/facilitator is needed to facilitate agreed training opportunities.

In this section we will explore some of these points in more detail and highlight five steps for providing a quality volunteering experience in your association. This will include providing some ideas on how you can include these essential elements in your volunteer management programme.

3.2 1. Understanding volunteers' needs and motivations

Before looking at these different elements of a volunteer management programme, it's important to consider why people volunteer. Understanding your volunteers' needs and motivations should be the basis for developing your volunteer management programme.

Understanding why people volunteer makes it easier to find volunteers, organize their work, and recognize their contributions.

In the first EU report on volunteering published in 2010¹⁶, volunteers themselves gave the following reasons for becoming volunteers:

- desire to help other people
- meet new people and build social networks
- opportunity to gain personal and professional experience
- belief in the cause for which they are volunteering
- opportunity to feel 'useful'
- opportunity to learn new skills
- use free-time as productively as possible
- enjoy themselves and have fun
- opportunity to use their own skills.

3.2.2 What volunteers want from their volunteering experience

In addition to understanding the motivation why a volunteer joins your association, you will also need to meet their on-going needs, including providing:

- good working conditions
- a sense that they are valued
- opportunities for personal growth and to use their skills
- challenging tasks
- friendship and the opportunity to feel part of a team
- recognition for work well done.

3.2.3 Motivating young volunteers: FLEXIVOL

As a youth organization Girl Guiding/Girl Scouting should look at the needs of young volunteers and ensure they are taken into account when planning how to involve young volunteers in the organization.

Following the 1997 National Survey for Volunteering in the United Kingdom, the Institute for Volunteering Research published the report *What Young People Want from Volunteering*¹⁷

The report contained a 'wish-list' for volunteering called FLEXIVOL. It summarises what 16-24 year olds want from their volunteering experience and is now used by many volunteer organizations across Europe as a framework for developing their volunteer programmes. FLEXIVOL stands for:

Flexibility: The most important factor in terms of time and commitment. The pressures and demands on young people as well as all the activities open to them, make it hard for them to find the time to make a long-term commitment to volunteering. Taster sessions, casual and 'drop-in' volunteering, short-term and one-off challenges, and recruiting a large pool of young people so you can rotate their input are all strategies you can use to ensure flexibility.

Legitimacy: Creating a positive image of volunteering encourages young people to volunteer. Girl Guiding/Girl Scouting has a role to play to ensure that our young members are educated from an early age on the positive results of volunteering, and to overcome negative stereotypes. Introducing young people to the world of volunteering and the opportunities available to them is an important way to raise awareness.

¹⁶Volunteering In The European Union GHK, February 2010

¹⁷www.ivr.org.uk/youngresearch.htm

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Ease of access: Many young people simply don't know how to volunteer or who to contact. More information, more encouragement and easy points of entry into an organization would help break down these obstacles. You'll find more information on how to involve more volunteers, including young volunteers, later in this section when we look at recruiting volunteers.

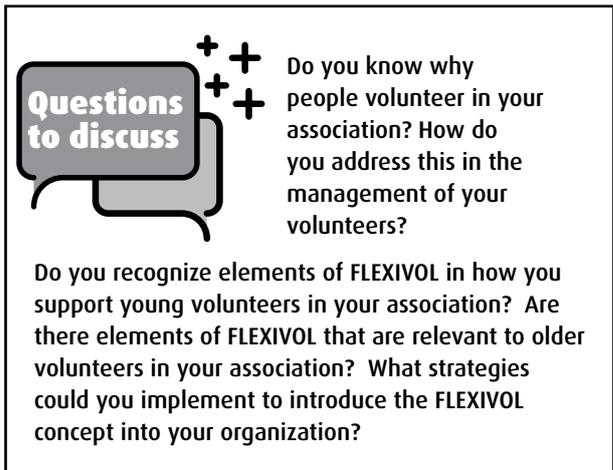
eXperience: Young people want relevant, useful experience and the chance to learn new skills. They want exciting opportunities in areas that interest them and the chance to explore different careers and to get work experience.

Incentives: This is not about providing financial reward (although expenses should be reimbursed wherever possible) but about how volunteers are recognized and rewarded such as by giving references validating their volunteer activities or certificates and qualifications attesting to their achievements. You'll find more information in the section "Recognizing Volunteer Achievements".

Variety: Does your association offer variety in the types of volunteer roles it offers based on age, commitment and responsibility? Providing a range of options will attract the widest possible range of young people.

Organization: Young people report that it's important volunteer organizations have a relaxed environment where they feel welcomed and valued but which is not over-organized or heavily supervised. They also want support when needed, the chance to progress when they're ready, and the ability to monitor their achievements and the outcomes of their activities.

Laughs: Volunteering should be an enjoyable and satisfying experience. Most young people like to socialise and are more likely to continue as volunteers if they are enjoying themselves. How can you create a positive atmosphere and ensure there is opportunity for laughter and fun?



Questions to discuss

Do you know why people volunteer in your association? How do you address this in the management of your volunteers?

Do you recognize elements of FLEXIVOL in how you support young volunteers in your association? Are there elements of FLEXIVOL that are relevant to older volunteers in your association? What strategies could you implement to introduce the FLEXIVOL concept into your organization?

3.3 Developing a volunteer management programme in Girl Guiding/Girl Scouting

3.3.1 A vision for volunteering in your association

Before you start planning how volunteers are managed in your association, you need to have a Vision. This is a

Step 1: Who are the key players?

List the individuals in your association responsible for the various aspects of volunteering. This could include those responsible for managing volunteers or developing volunteer policies. Gather them together to answer the questions in Step 2 -5.

Who are the relevant individuals responsible for managing volunteers or developing volunteer policies in your association?

statement about where you want your association to be in the future. It forms the framework for all your strategic planning and should provide the inspiration for your association to achieve your long-term goals.

Creating your Vision

Use the steps below to develop a vision for volunteering in your association.

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Step 2: What is the current situation?

Before you can decide where you want to go, you need to understand where you are. Below are some questions to start your discussion.

| What is the present situation? |
|---|
| Why are volunteers involved in your association? |
| How many volunteers are active in your association? |
| How old are they? |
| Where are they most active? |
| In which areas do you lack volunteers? Why? |
| How were they recruited? |
| Why do they leave? |
| Do you have enough volunteers to meet your current and future needs? |
| What is the rate of volunteer turnover in your association? (Number of volunteers leaving divided by number of volunteers in the association at the beginning of the year). Do you know the reasons for this level of turnover? |
| Do they receive regular training? In what other ways do they receive support? |
| How is their contribution recognized? |

Step 3: Identify the ideal situation for volunteering in your association

What is the ideal situation for volunteering in your association?

Consider on your answers in Step 2. What is working well? What needs to change?

What kind of experience would you like volunteers in Girl Guiding/Girl Scouting to have in your association?

How would you like volunteers in Girl Guiding/Girl Scouting to describe their experience of volunteering in your association?

How would you like volunteering in your association to be in five years' time?

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Step 4: Where do you want to go?

List the key concepts or themes from your answers in Step 3. Which are the most important to your association?

Step 5 Develop your Vision

Summarise the priorities you have identified and how you want volunteering to develop in your association over the next five years.

You have now developed your Vision! Use it as the basis for developing or revising your volunteer management programme.

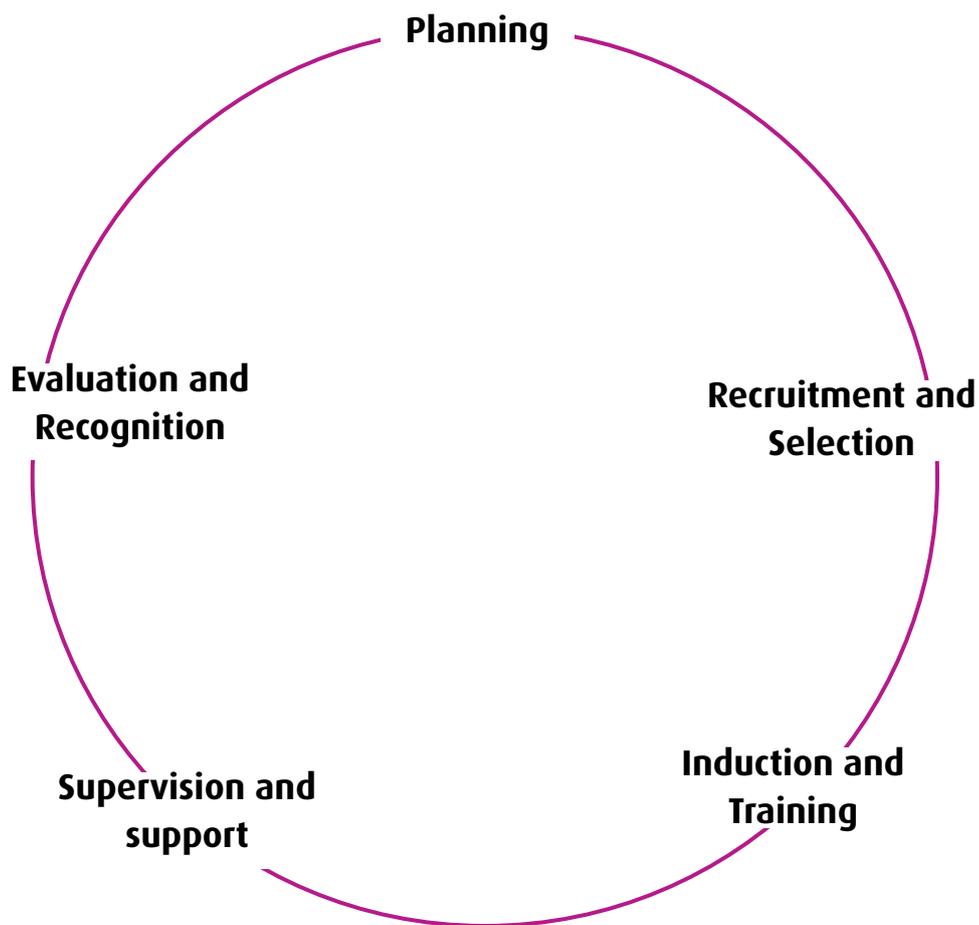
Now that you have developed your vision for volunteering, you can compare it to how volunteers are currently

managed in your association, and use it as reference point as you continue to develop a programme for managing volunteers in your association.

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3.4 Stages of a volunteer management programme

Regardless of the structures or size of your association, volunteer management generally follows the cycle below:



We will look at each of these steps in turn

3.4.1 Step 1: Planning

Good planning ensures a solid foundation for your volunteer management programme. It involves:

- obtaining support
- designing volunteer positions
- developing volunteer policies and procedures
- educating others in the organization about involving volunteers.



Is your association ready for volunteers?

Below are some typical situations that can arise when involving volunteers in an organization. Does your association have policies or procedures in place to deal with these? What other situations might occur?

Even if you already have a volunteer management programme, the checklist might help you identify any gaps.

For each of the situations below, ask yourself how your association would respond?

| | What would normally happen? | If you don't know, where could you find out? | Could this response be improved? |
|---|-----------------------------|--|----------------------------------|
| A prospective volunteer telephones the association to ask how they can get involved | | | |
| A volunteer attends their first meeting as a new leader | | | |
| A volunteer drives 210 km and asks for their costs to be reimbursed | | | |
| A volunteer has an idea for new activities in the educational programme | | | |
| A volunteer wants to know how to use their volunteer experience to apply for a job | | | |
| A volunteer needs training before they can take on a particular role | | | |
| A volunteer shares confidential information with another organization | | | |
| A volunteer celebrates their first anniversary as a leader in the association | | | |
| A volunteer is injured during a camp | | | |
| A volunteer has organized a successful event for 5000 young people | | | |

Does your association have policies or procedures to deal with these situations or others which might arise?

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3.4.1.1 What is a volunteer policy?

Policies are a set of guidelines, rules and principles formulated by an organization to reach its long-term goals. It defines the ethos and values of an organization, and the limits in which individuals or the organization can operate. They provide guidance for what to do in certain situations, clarify roles and responsibilities, help the decision-making process and contribute to the strategic development of your association.

3.4.1.2 Why does your association need policies on volunteering?

- All organizations make policy decisions but often they are not called policies or are properly documented. Therefore, writing policies can be a simple matter of formalizing decisions that have already been made.
- Many policies are developed as a result of crises or problems. Often it is only when something goes wrong that it becomes apparent that a position or policy is needed, either to solve the problem or to prevent it from happening again. Policies can help your association decide what actions to take and set limits on those actions.
- Policies clarify responsibilities and define lines of communication and accountability.
- Policies provide a structure for sound management. Since they often identify the 'what' and the 'how,' they can bring about group or organizational improvements and increase effectiveness.
- Policies ensure continuity and consistency over time. This is important for organizations where volunteers are regularly involved in the implementation of key decisions since there can be a more rapid turnover of volunteers than with paid staff.
- Policies can help establish values, beliefs and directions for volunteer involvement in your association. They link your volunteer programmes to the aims and objectives of the association.
- Volunteer policies highlight the importance of volunteers in your association and contribute to the recognition of their role in delivering quality non-formal educational programmes for young people. They can also contribute to improving volunteer satisfaction and productivity, and enhance volunteer retention.

- Policies can be a source of pride and satisfaction. They highlight the importance of volunteers and form an important, concrete, on-going element of volunteer recognition. In this way they contribute to increased volunteer satisfaction and productivity, and enhance volunteer retention.
- The development of volunteer policies contributes to the development of a rights-based approach to volunteering (you can find more information about this approach in section 4).

3.4.1.3 What should be included in your volunteer policy?

Recruitment and selection, Induction and Training and Recognition are some elements of volunteer management that could be included in a volunteer policy. In addition to the topics discussed throughout the remainder of this section, a volunteer policy should also include:

Working conditions

- Insurance: What is the level of cover? Are there any limits on this cover? (age, location, type of cover, etc.)
- Expenses: What expenses will be covered?
- Health and safety: What is the level of your duty of care towards volunteers? How is information regarding health and safety communicated to volunteers?
- Confidentiality: What is required of volunteers? Does your association have a statement of confidentiality that volunteers are required to sign? How is the personal information of volunteers protected?

Problem Solving/Grievance Process

- What processes are available to enable volunteers to raise issues they are concerned about?
- How are problems with the work or management of volunteers addressed?

3.4.2 Step 2: Recruiting Volunteers

Girl Guiding and Girl Scouting cannot grow without more volunteers. How can your association attract more volunteers into the Movement?

A good place to begin the recruitment process is by gathering information related to:

- understanding your target market
- understanding the situation of volunteering in your country
- understanding why your current volunteers have chosen to become involved in Girl Guiding and Girl Scouting.

3.4.2.1 Understanding your target market

Which segments of your society do you think would be interested in becoming a Girl Guide or Girl Scout volunteer?

Do you know:

- the top five areas of work for women under the age of 40 in your country/region/community?
- the percentage of the female population that is working, the percentage searching for work, and the number of working women taking care of children?
- aside from work or education, what are the top five ways young people over 18 spend their time?
- the average disposable income of young people in your country?
- the percentage of young people, in total and per age group, who already volunteer regularly?
- the top reasons why people volunteer in your country?

3.4.2.2 Understanding volunteering in your country

In section 1 we discussed the state of volunteering in Europe and suggested where you can find further information on the situation in your country. This is important because how volunteering is perceived can impact on your association's ability to recruit volunteers. For example, do cultural or historical reasons prevent the government or society from supporting volunteering? Can your association raise awareness of the benefits of volunteering in your country by organizing media campaigns or discussions? Your association can play a leading role in changing negative attitudes.

You can also find out who the leading organizations for volunteering in your country are and how they recruit volunteers. What attracts volunteers to these organizations?

In section 2 we identified the trends that affect people's capacity to volunteer and the types of volunteering in which

they like to get involved. What impact do these trends have on volunteering in your country? Collaborate with other volunteering organizations to help your association keep up to date with these trends.

3.4.2.3 Understanding why people choose to volunteer in your association

At the beginning of this section we identified some of the reasons people volunteer. Which of these apply to your association? Survey your current volunteers to find out why they chose your association. What do they enjoy? Use the answers to inspire your recruitment campaign. The level of knowledge and awareness about Girl Guiding and Girl Scouting in your country and your external image will also determine how volunteers are attracted to the idea of volunteering in your association.

(Further assistance on carrying out research can be found in the tool kit, *How to Use Research in Guiding and Scouting*, produced by the Europe Region WAGGGS and the WOSM European Region).

3.4.2.4 What kind of volunteers do you need?

Volunteers in Girl Guiding/Girl Scouting take on a wide range of roles. In an association you'll find volunteers who:

- develop the educational programme and/or implement the specific activities
- are experts in different programme/activity areas
- train and support other volunteers in their roles
- carry out administration, do the accounts, and ensure the legal requirements of the association are complied with
- are responsible for planning and strategic development
- develop and maintain internal and external communications, or are responsible for public and external relations
- are responsible for fund development.



Questions to discuss

- What other roles do volunteers have in your association?
- Do you think volunteers in Girl Guiding/Girl Scouting need special skills or talents to volunteer? Can anyone be a volunteer in Girl Guiding/Girl Scouting?
- What time commitment do the different roles require?
- Consider how the answers to these questions impact who you should be targeting in a particular recruitment campaign.

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What are the benefits, to the individual and the community, of volunteering in Girl Guiding/Girl Scouting? Make a leaflet or poster inviting young people to volunteer, highlighting the benefits of volunteering in your association.

WAGGGS Membership Toolkit describes in detail how to plan for and recruit volunteers but here are some top tips to incorporate into your recruitment strategy:

1. Prepare 'job' descriptions for each volunteer role you are seeking to fill.
2. Ensure you are aware of the purpose and responsibilities of each volunteer role - what value will the volunteer gain from taking that role?
3. Develop an application and screening process. Do you have an induction and training programme for volunteers who have been successfully recruited? Don't start recruiting volunteers until everything is in place.
4. Ensure everyone knows who is responsible for dealing with responses to your campaign.
5. Reply promptly, preferably with 24 hours.
6. Your publicity should answer the question "Why should I volunteer for you?" rather than "Why you should volunteer for us".
7. Give clear information about what volunteers will be doing, where and how often.
8. Reassure volunteers that they will receive training and support.
9. Don't use words like "desperate" and "need" in your publicity materials - you might scare potential volunteers away.
10. Ensure you use all available relevant media to publicise your campaign including leaflets, posters, newspapers, local volunteer centres and social media. *Communication for the Next Generation*, produced by the UK Media Trust, provides practical tips and advice for NGOs on using new media. Community festivals and events, national or local volunteer events, talks and presentations to local groups or employers are other places where can spread your message.
11. Personal contact or word-of-mouth can be your most effective method of volunteer recruitment; current volunteers can be great ambassadors for your association to their families, friends, and professional and social networks. Remember, many people do not volunteer because no one ever asked!

3.4.2.5 Ensuring diversity

We live in increasingly diverse societies and Girl Guiding and Girl Scouting should reflect this diversity, not only in the young people who take part in our programmes but also in the volunteers who serve them. Having a diverse team of volunteers enables your association to:

- be representative of the wider society in which you are working
- understand and respond to the needs of your local community
- develop new ideas and benefit from different perspectives
- profit from a wider range of skills and experience
- have confidence in working with young people from diverse backgrounds.



Does your association's volunteer team reflect the community in which you are working?

What can your association do to ensure that volunteering in Girl Guiding and Girl Scouting is open to all?



The Europe Regions of WAGGGS and WOSM have developed a range of materials to help Guide and Scout associations reach out to young people and adult volunteers regardless of their backgrounds. Many associations have developed materials to increase the level of diversity in their association and to grow the Movement. To find out more visit <http://growth.europak-online.net/> and <http://overture.europak-online.net/>

3.4.3 Step 3: Induction and training

3.4.3.1 Induction

Induction is the process of preparing volunteers to build a relationship with your association.

Prior to reaching this step in your volunteer management programme, the volunteer needs of the organization have been identified, a position description has been documented and a suitable volunteer – with the right skills, motivation and availability – has been found. The initial induction process and the on-going training of your new volunteer are important rights to help them carry out their tasks effectively.

The induction process should make them feel at ease and confident, provide specific information about their volunteer positions and ensure they understand your association's history, ethos, structure and procedures. At the same time it helps your association understand the volunteer's skills, interests, availability and what motivates them. A good induction process and on-going training also helps volunteers to realize their responsibilities to our young members and to your association as they undertake their volunteer role.

The induction process should help to answer to the following questions:

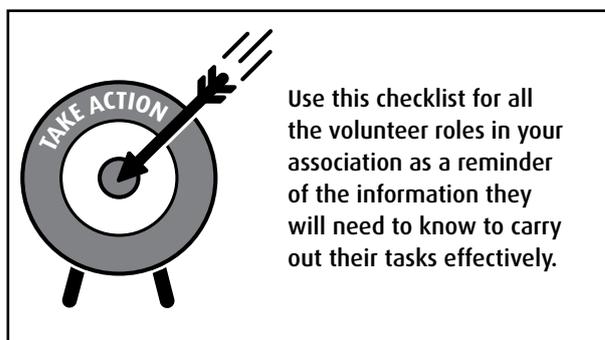
- Why should I be working here? (What is the 'cause' all about?)
- What will I be doing here? (what are the volunteer's responsibilities and tasks?)
- How will I be working? (What are the operational procedures and tools available to the volunteer?)
- Where do I fit in? (What is the social environment and volunteer management structure in which the volunteer will work?)

It can be an intimidating experience to join a new group where everyone knows each other very well. Use the induction process to start to develop good personal relationships and begin to build the new team.

Induction is also an opportunity for new volunteers to explore roles in different areas of the organization, and to discuss their effectiveness in them afterwards. People often like to start with smaller responsibilities and build up to more challenging tasks once they've gained confidence. Involve your volunteers in the programme planning so that they will know in advance what their contribution is to be. Help new volunteers to have fun!

A good induction programme should include the following topics:

- history, mission, vision and values of your organization
- health and safety issues and procedures
- work procedures and the process for reimbursement of expenses
- legal and statutory policies
- codes of acceptable behaviour
- probationary periods and conditions, if applicable
- clarification of role – including responsibilities, timeframes, deliverables, etc.
- training programmes specific to the volunteer's task or which support their development
- how volunteering activities are recognized and rewarded
- the levels of support and supervision volunteers can expect
- how they can report concerns and discomforts
- the volunteer structure and reporting lines of authority, accountability and communication
- introductions to other volunteers and staff
- information about appraisal systems
- debriefing and feedback, questions and answers.



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| | Must know (Information crucial for volunteers to undertake their roles) | Should know (Information necessary to ensure volunteers carry out their roles effectively) | Could know (Additional information that could improve a volunteer's ability to perform their role but is not essential) |
|---|--|---|---|
| General information (Information about the organization, volunteer policies, etc.) | | | |
| Job-specific information (Information about the role) | | | |

Develop a volunteer manual, which should include all the information your volunteers receive during the induction. They can use this as a reference during their time as a volunteer in your organization.

One of the aims of the induction process is to ensure clear agreement of expectations and roles between the volunteer and the association. In some cases it may be appropriate to develop a 'contract' that clearly states the expectations and responsibilities for both the volunteer and the organization and can:

- make the volunteer feel important
- encourage them to stay until the end of their contract
- encourage volunteers who are "time-poor" to get involved, as they are agreeing to make a commitment for a limited period.

However, for some, contracts may be too formal and rigid and make the volunteering experience seem more like a job. It may be useful to have a frank conversation between the new volunteer and the person responsible for their training on expectations and responsibilities to find the most effective solution for the volunteer and your association.

3.4.3.2 Tips for a successful induction programme (RETAIN)

Resist overloading the volunteer with too much information at one time.

Energise volunteers by helping them recognize how their roles contribute to the development of young people. .

Train through a variety of methods and exercises.

Attend to key information regarding safety and security, risk management and other essential information.

Interact with groups of volunteers in order to make the training experience more effective.

Note concerns from volunteers and allow plenty of time for questions and answers.

3.4.3.3 Training

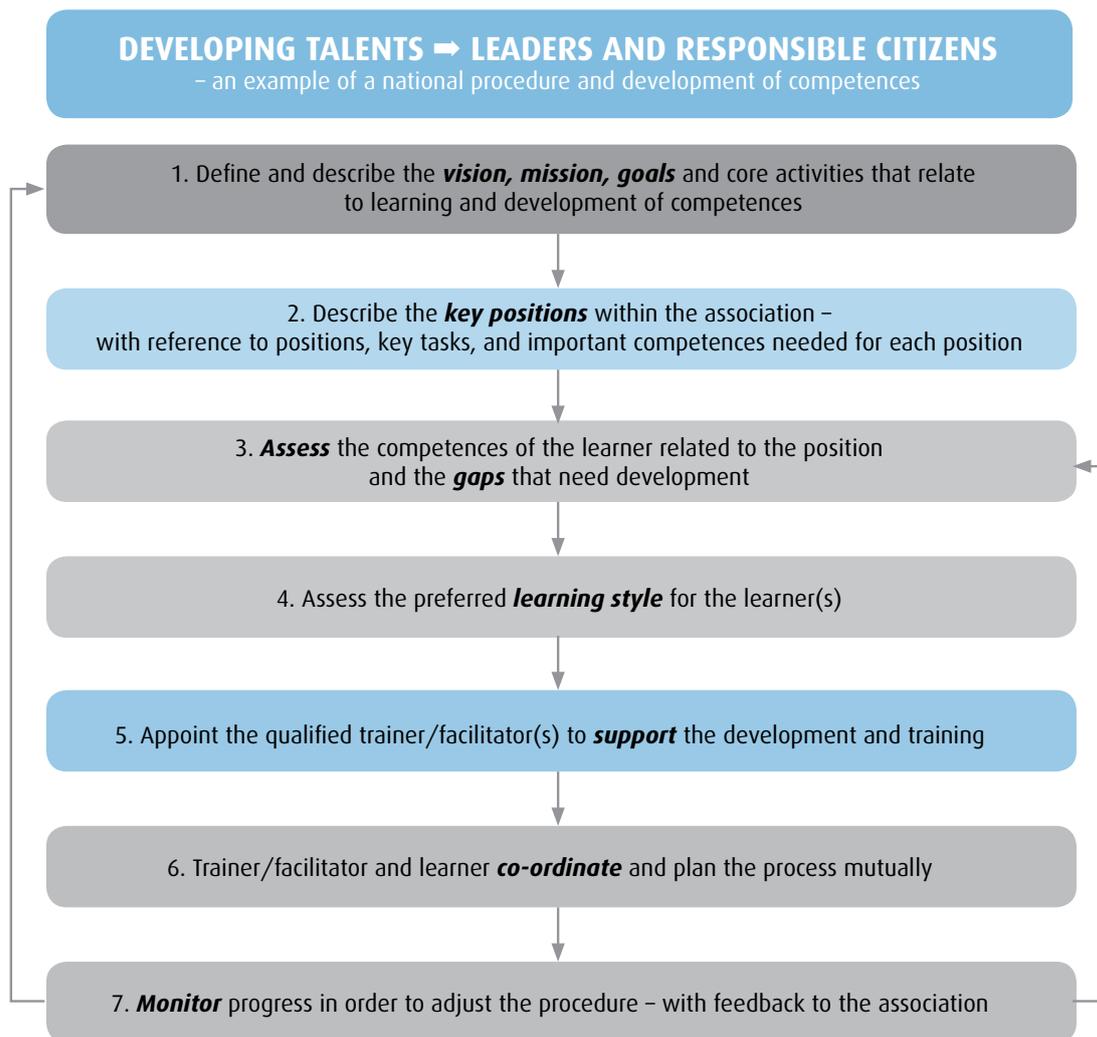
Girl Guide and Girl Scout volunteers play an essential role in fostering the growth and development of girls and young women by acting as role models and by sharing their commitment to lifelong learning.

Training provides volunteers with skills, knowledge, attitudes, experiences and other learning opportunities needed to be effective in their roles.

The WAGGGS Guidelines on Adult Training, Learning and Development focuses on learner-centred training, which

recognizes the adult learner as a person with knowledge, perspectives and unique learning needs based on their life experiences and their current role as a volunteer. Learning is a life-long process and an effective training scheme will help to support the need of many volunteers to also learn from their volunteering experiences.

The chart below outlines the process that an association should go through to develop its Adult Training, Learning and Development Strategy.



The above flowchart highlights that the successful training of a volunteer requires organizational support and management; active trainers and facilitators and engaged volunteers willing to learn.

More information on ensuring that your training strategy complies with WAGGGS Guidelines and is meeting the needs of your volunteers can be found in this document. Remember: although the aim of training is to help participants to become more self-confident in their roles as

volunteers, training may also be the opportunity to identify new roles for a volunteer.

Questions to discuss

How does training help volunteers in your association in their development (both within and outside the organization)?

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3.4.4 Step 4: Supervision and Support

Volunteers should receive the level of supervision appropriate to their task, depending on the level of complexity or the level of risk involved. Regular supervisory meetings are opportunities to provide positive feedback and constructive criticism. It is also an opportunity to identify areas where the volunteer might need further support (possibly using mentoring or coaching techniques) or training to be as effective as possible.

Managing volunteers demands a wide range of skills with a high level of complexity. Whatever the size of your association, you must ensure that those responsible for volunteers have the necessary skills, experience and support.

As with paid staff, volunteers need to hear how they are doing. If they are performing below requirements, or putting themselves or others at risk, they must be told. Regular, as well as informal, performance reviews can provide an opportunity to recognize and thank volunteers for their efforts.

In an ideal situation, each volunteer should have a coordinator/mentor who understands their needs, motivation, time constraints and commitments and who offers support, availability, advice and encouragement.



How are volunteers supervised and supported in your association? Does your association provide this through people? structure? resources? – or a combination of these?

Do the volunteers in your organization believe they receive adequate supervision and support?

WAGGGS' toolkit on succession planning, *Growing leaders in WAGGGS*, has many ideas that you can use to support this area of volunteer management.

3.4.4.1 Coaching

Coaching is developing a person's skills and knowledge so that their job performance improves, leading to the achievement of organizational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual's private life. It usually lasts for a short period and focuses on specific skills and goals.

There are many applications of coaching, ranging from sport to business to niches such as teenage coaching. It may take place one-to-one, in a group setting, in person, over the telephone or by mail.

Coaching to support an individual's development as a leader can be:

- everything a leader/consultant/coach does to unlock the potential in other people
- a method/technique that uses questioning to make the "coachee" find the answers in her experiences, dreams and values
- an attitude that expresses the values behind everything a volunteer does in their role, and a general set of values behind good leadership

Coaching helps identify the skills and capabilities within the person thus enabling them to use these to the best of their ability. It also helps to increase their independence and reduce reliance on others.

Coaching is a powerful tool that helps people pursue and achieve the success they dream of and articulate during the coaching process. It can be practiced in a comprehensive coaching session aimed at overall training or, as is often the case, by using selected tools or steps to improve a defined outcome. Whether it is a full coaching experience or coaching elements, a conscious coaching attitude and behaviour is essential.

For WAGGGS, coaching can be used to support:

- a member or volunteer to improve or achieve a specific and articulated goal
- a volunteer to develop and carry out their leadership tasks and responsibilities
- a group to achieve a mutually set goal.

Coaching underpins WAGGGS' role as a values-based learning organization, motivating its member to discover and develop their fullest potential in life. It can help build confidence among volunteers, provide a sounding board for ideas and help smooth interactions between different organizational cultures. It creates the space to discuss problematic situations and find innovative solutions.



EXPLORING COACHING

Part 1: Discuss the benefits, strengths, weaknesses and potentials of using coaching in your organizational environment. Give examples of situations suitable for coaching.

Part 2: Are there situations where coaching may not be suitable? Discuss and compare situations where you have either learned or supported another person's learning by:

- instructing
- giving advice
- mentoring
- learning by doing
- coaching
- self-instruction/manual reading
- other means.

Discuss the benefits, strengths, weaknesses and potential of using each of these methods in your Girl Guiding/Girl Scouting environment. Give examples of situations more suitable to coaching than other learning support methods.

Part 3: Create a list of the key benefits from the perspectives of:

- established volunteers
- new volunteers
- your association
- individual members
- WAGGGS as an organization.

3.4.4.2 Mentoring

One of the key principles of Girl Guiding/Girl Scouting is the patrol system, a group organization of young people working together to achieve and improve personal development and leadership for all. According to the theories of teamwork, the person who is most experienced in a given task will often lead the patrol and knowledge and learning experiences are shared with other members of the group.

Mentoring is defined as “the appreciative communicative relationship between an experienced person or group and a less experienced person or group – with a specific task or position to improve – to support the development and to achieve a defined stability and quality of a task wherever in the organization.”

Mentoring can be used to support volunteers as they develop into their role. With a balance of intervention, appreciation, and mutual trust, mentoring can be a useful way for volunteers to gain experience and build self-esteem, especially if they are new to their volunteer role.

Mentoring is about supporting individuals so that they develop more effectively. It is a partnership between a mentor (the person giving guidance) and a mentee (the person receiving guidance) designed to build competences and confidence in the mentee.

The mentoring partnership can include sharing knowledge and learning opportunities, experimenting and developing skills. The results of mentoring can be measured in terms of the skills, attitudes and competences gained by the mentee.

Mentoring differs from coaching in that the mentor, who is competent and experienced in the particular area, offers advice and shares their experiences and perspectives in that area. It is usually a long-term process.

Formal mentoring programmes to support volunteers work to recreate the informal partnerships that have always existed in work or organizations. Introducing mentoring into an organization can also encourage an organizational culture that recognizes the value of self-development and reflection, and encourages decision-making in an inclusive way.

Mentoring can help volunteers:

- plan their career path
- gain the right experience
- seek out new opportunities
- understand the organization from the perspective of a more senior leader
- learn from someone else's experience
- deal with day-to-day challenges
- develop confidence and self-belief.

You'll find more information about mentoring and how to set up a mentoring scheme in the publication *Mentoring in a Nutshell*, produced by the Europe Region WAGGGS.

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3.4.5 Step 5: Evaluation and Recognition

3.4.5.1 Evaluation

Regular evaluation provides opportunities for the volunteer and their supervisor to assess how the volunteer placement is going and if changes need to be made to improve the volunteer's satisfaction or performance; or to better meet the needs of the organization.

As with paid staff, volunteers need to hear how they are doing. If volunteers are performing below requirements, or putting themselves or others at risk, they must be effectively managed. Regular formal, as well as informal performance reviews can provide an opportunity to recognize and thank volunteers for their efforts.



Do you have a system to regularly review your volunteers' performance, document the skills they have gained and identify if they'd like to move onto a new role?

Does your organization regularly review the effectiveness of individual volunteer roles in meeting the needs of the organization, and adjusting these as required?

WAGGGS Toolkit on succession planning "*Growing leaders in WAGGGS*" has many ideas which you can use to support this area of volunteer management.

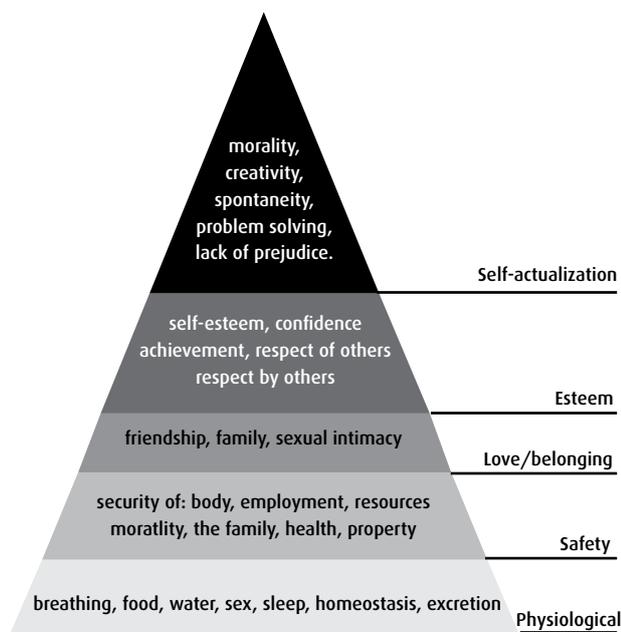
3.4.5.2 Recognition

Recognition of volunteers is the process of acknowledging and rewarding the contribution a volunteer has made. Good recognition systems also help volunteers to better understand their roles and responsibilities through reward of desired results. Consequently, a culture of recognition of volunteering should be developed throughout the organization.

While recognition is often not the first thing to cross people's minds when they get involved in volunteering – they want to support an organization or cause, meet new people, or gain new skills – recognizing a volunteer's contribution, achievements and newly gained skills is one of the most important parts of a volunteer programme. Studies show that it makes them feel valued and thus more likely to continue to volunteer in the organization.

3.4.5.2.1 Theories of Motivation

It is important to understand what motivates your volunteers to work with your organization. Good recognition systems are based on correctly identifying the needs of the volunteers. The hierarchy of needs is a theory in psychology outlined by Abraham Maslow in his paper, *A Theory of Human Motivation* (1943), and can be an important starting point when considering how best to recognise the contribution of volunteers.



According to Maslow's theory, human motivation is based on people seeking fulfilment and change through personal growth. It proposes that there are five categories of needs and each must be satisfied before an individual moves to the next.

Needs met by recognising a volunteer's contribution fall into the "esteem" category and can be met by addressing the personal needs of the individual volunteer. For example, one volunteer might like their achievements recognised by being given more challenging tasks; another by receiving a card or personal gift at a group event; a third by receiving a certificate from an external authority that they can use to support their CV.

To meet these needs, volunteer recognition schemes might simply say "thank you" at the right moment, present a card on a birthday or special anniversary, or organize a social event for the volunteer team. More formal recognition methods could include award schemes, nominations for outstanding volunteers or certificates or badges honouring length of service or contribution.

The motivation life cycle of a volunteer

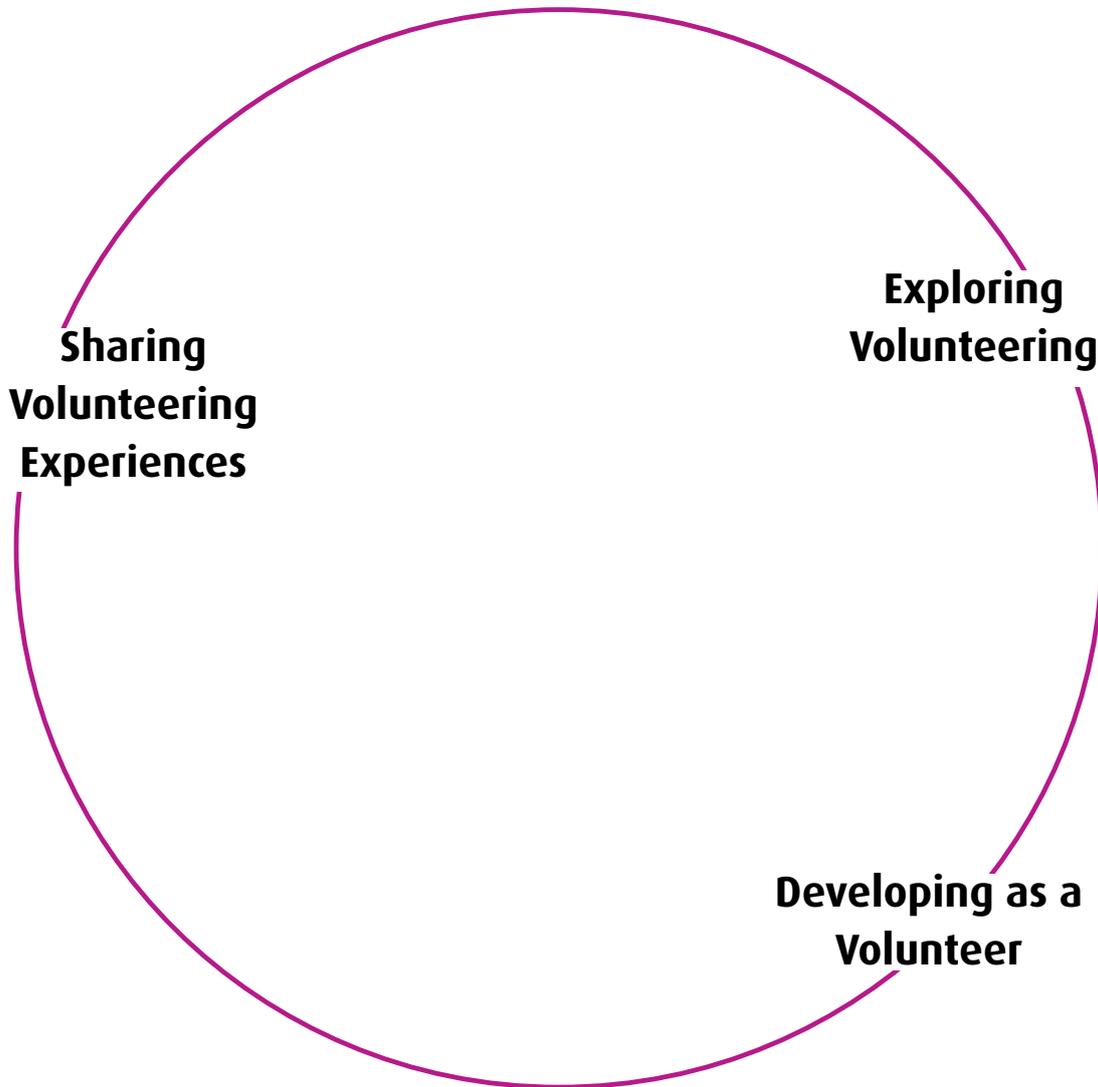
Paula Beugen, in 1985, proposed that volunteers progress through a motivation life cycle as their needs and motivations change over time. The stages she identified are:

- **Exploring volunteering:** new volunteers are still exploring the possibilities of being a volunteer, trying out their roles and, if all goes well, making a commitment to the organization.
- **Developing as a volunteer:** volunteers are developing themselves and their roles by analysing what they are doing and how they can improve their performance. As they get more involved, they become more committed, gain new skills and develop confidence.
- **Sharing volunteer experiences:** volunteers are ready to share their skills and knowledge and to support and lead other volunteers. Here it is crucial to recognise the skills they have developed so they don't lose interest or motivation. At this point volunteers might like to expand their roles or move into new roles altogether.

Note that recognising the skills volunteers have gained is a necessary part of matching them to the right role in the organization. Studies show that one of the main reasons volunteers leave is because they don't feel valued or appreciated.

3. PROVIDING A QUALITY VOLUNTEERING EXPERIENCE

The motivation life cycle of a volunteer



Questions to discuss



How do you say “thank you” to the volunteers in your association? How do you identify the most appropriate way to recognize each of your volunteers?

Can you apply these theories to how volunteering is recognized in your association?

For each of the three stages in the “Volunteer Life-Cycle” what kind of support do your volunteers need? What kind of support can you offer?

3.4.5.2.2 Recognition of professional skills and competences gained through volunteering

Through volunteering individuals can gain vocational and life skills or competences they can use to improve their personal development, employability, educational achievements, or development in other areas of voluntary work or as an active members of their communities. Consequently, an important aspect of recognition is acknowledging the skills and competences gained through volunteering. In Pathways 2.0 towards Recognition of Non-formal Learning/education and of Youth Work in Europe developed by the Partnership of the European Commission and the Council of Europe in the Field of Youth, skills and competences are recognized at various levels:

- **Self-recognition** means the assessment by the individual of learning outcomes and the ability to use these outcomes in other fields.
- **Social recognition** means that social players such as employers or further education providers acknowledge the work done within volunteer activities and the value of the organizations providing the work.
- **Formal recognition** means the validation and certification of learning outcomes or processes through the issue of certificates or diplomas formally recognizing the individual's achievements.
- **Political recognition** means the recognition of non-formal education in legislation and/or its inclusion in political strategies, and the involvement of non-formal learning providers in these strategies. (You'll find more information about this process in section 4).

The 2007 National Survey of Volunteering and Charitable Giving in the UK found that 46 per cent of volunteers aged 16-24, and 19 per cent for all age groups, volunteered to learn new skills¹⁸. Another UK survey¹⁹ found that lack of recognition of the skills gained from volunteering prevented volunteers from getting more involved.

However, there are still many employers who don't recognize these skills gained through volunteering. Individual volunteers are also unaware of or unable to communicate the learning achieved through their volunteering or non-formal education experiences. Appropriate recognition from a volunteer organization can help communicate the skills and competences that have been gained by the volunteer to external audiences. The European Youth Forum report produced in October



How do you help Girl Guide and Girl Scout volunteers in your association to gain recognition of their professional skills they gain through these roles?

Your association has a role in encouraging media support for activities intended to raise public awareness about volunteering and its value and impact on society. How do you promote volunteering in your country to the world outside Girl Guiding/Girl Scouting so that volunteer skills and competences are better recognized by external audiences?



Answer the questions below to understand what your association can do to recognize skills and competences gained through volunteering²⁰.

1. Individual level

- How can you help your volunteers recognize their own competences (developed inside and outside your association)?
- How can you help your volunteers make those competences visible to the outside world so they can express their learning?

2. Organizational level

- How can your association evaluate and validate competences learned outside your association?
- How can competences learned in other organizations or other countries be evaluated and validated (transferability of learning)?

3. National level

- How can your association help volunteers get their competences accredited by their national educational system?
- How can your association help volunteers get their competences validated and evaluated by employers?

¹⁸www.ivr.org.uk/component/ivr/helping-out-a-national-survey-of-volunteering-and-charitable-giving

¹⁹The Morgan Inquiry: An Independent Inquiry into Young Adult Volunteering in the UK (2008) www.morganinquiry.org.uk

²⁰Adapted from Policy Agenda on Volunteering in Europe EYV Alliance 2011 www.eyv2011.eu/images/stories/pdf/EYV2011Alliance_PAVE_copyfriendly.pdf

3. PROVIDING A QUALITY VOLUNTEERING EXPERIENCE

2012 “Study on the impact of Non-Formal Education in youth organizations on young people’s employability”, is a valuable addition to the growing body of evidence that volunteering or non-formal education experiences play a key role in providing young people to gain a wide range of skills and competences which support their transition into employment. The report also makes recommendations towards the different stakeholders, including youth organizations, on actions to improve recognition of the skills and competences gained. You can download the report at http://issuu.com/yomag/docs/reportnfe_print

Top Tips when developing tools to assess learning gained through volunteering

Tools to assess learning should focus on:

- raising awareness of the kinds of skills and competences that can be acquired
- recognizing the particular skill or competence acquired
- assessing the level of skill or competence achieved.

It is important to remember that some volunteers won’t want to take on the additional workload of gathering evidence to identify and evaluate the skills and competences they have gained. They may be volunteering to escape the element of success or failure that accreditation can bring. The process should therefore be sensitive to the needs of the individual volunteer.

Other ways of recognizing the skills and competences gained through volunteering include²¹:

Training certificate

A good training certificate should state the contents of the training, length of training, level attained (which could be related to an external accreditation system such as the European or national qualifications framework), and a reference to the training institute.

Testimonial

A good testimonial gives a description of the work the volunteer did, their responsibilities and their level of autonomy (for example, did she/he receive support, work independently, or hold an executive position). It should mention the duration of the activity, the number of hours spend per day/week/month, and contact details of a reference.

Voluntary work on your CV

When applying for jobs, do your volunteers list their voluntary work under “hobby/free time” or “work experience”? Can they relate their voluntary work to the job they are applying for?

Competence profile

A competence profile is a list of competences individuals acquire in a volunteer role. It helps the volunteer to reflect on their own development and relates the voluntary work to the labour market or vocational education.

Self-assessment

Self-assessment enables volunteers to assess the competences they have acquired and explore their usefulness outside the particular voluntary work. This can be done by:

- defining the level at which the competences were acquired comparing the competence with an external standard.

Assessment by others

Assessment by others [for example 360° feedback] can support and strengthen, or nuance and position relatively, the outcomes of the self-assessment. It can be done by the volunteer’s manager, members of her team, or the clients or members for whom she worked.

Portfolio for volunteers

A portfolio is an organized collection of the work the volunteer has done in voluntary roles, and may contain personal information. The idea comes from the world of art, where artists use portfolios to show examples of their work. These can be actual photos, papers and objects or digital.

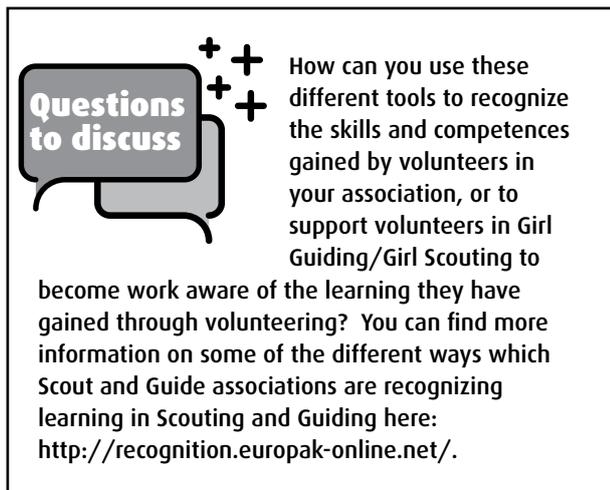
Council of Europe Portfolio for Youth Leaders and Youth Workers

The European Portfolio for Youth Leaders and Youth Workers is an initiative of the Council of Europe in cooperation with experts and partners such as the European Commission and the European Youth Forum. It provides youth leaders and youth workers in Europe - volunteers or professionals - with a tool that can help them identify, assess and describe their competences based on European quality standards. By using the portfolio, youth leaders and youth workers will contribute to the recognition of their experience and skills as well as helping to increase the recognition of youth work and non-formal education and learning.

²¹Adapted from Policy Agenda on Volunteering in Europe EYV Alliance 2011 www.eyv2011.eu/images/stories/pdf/EYV2011Alliance_PAVE_copyfriendly.pdf

The portfolio tries to address the many different realities of youth work in Europe and it can also be adapted to the user's own circumstances.

Agreement with institutes for formal recognition
Institutes providing formal recognition vary depending on the country. Some countries have national award systems; in others the individual must contact the relevant educational or employers institutes.



Questions to discuss

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- +

How can you use these different tools to recognize the skills and competences gained by volunteers in your association, or to support volunteers in Girl Guiding/Girl Scouting to become work aware of the learning they have gained through volunteering? You can find more information on some of the different ways which Scout and Guide associations are recognizing learning in Scouting and Guiding here: <http://recognition.euopak-online.net/>.

3. PROVIDING A QUALITY VOLUNTEERING EXPERIENCE

3.5 Evaluating your Volunteer Programme

Evaluation of your volunteer programme is also necessary to ensure you are on track to achieve your vision and the aims and objectives you have developed. Evaluation of your programme involves:

- reviewing goals and objectives
- identifying results achieved
- obtaining feedback from current volunteers and beneficiaries of their activities
- collecting and reviewing both quantitative and qualitative data about volunteer involvement
- assessing the performance of volunteers
- conducting exit interviews for departing volunteers.

The findings from the evaluation should be fed back into the planning cycle.

4. ADVOCATING FOR BETTER VOLUNTEERING POLICIES

People choose to volunteer for various reasons, but most do so simply because they personally want to make a difference and contribute to a common good. However, the benefits of volunteering can go further than aiding only those directly involved. Volunteers can contribute to the economy, build social cohesion and solidarity or provide innovative solutions to challenges in society. There are many reasons why volunteering matters and should be supported by governments, public authorities and the wider society.

4.1 Why volunteering policies are important for Girl Guiding/ Girl Scouting

As a volunteer-led participative youth organization, volunteering policy is a key issue for Girl Guiding/Girl Scouting and it is important that our experience, knowledge and expertise are taken into account when policies on volunteering are being decided. WAGGGS was an active member of the European Year of Volunteering, and continues to work to shape European policies and ensure the voice of Girl Guiding/Girl Scouting is heard in the discussions. It is also important that WAGGGS Member Organizations take action on national level. Some of the issues we feel are important for Girl Guiding/Girl Scouting are:

Legal: the definition and legal status of volunteers can vary from country to country and there is often no framework clarifying their rights and responsibilities. At the same time, legislation at European or national level may have the unintended effect of restricting volunteers from participating in voluntary activities, preventing voluntary organizations from functioning effectively or voluntary activities from happening.

Mobility: Volunteering in Europe is not only about European citizens but also volunteers coming from outside EU borders. We want to ensure that volunteers from outside Europe are able to travel freely to take part in volunteering opportunities.

Recognition and reward for volunteering: The contribution of volunteers to supporting communities, building social cohesion or contributing to economic growth is often not acknowledged. The time spent by volunteers is free of charge but its impact is priceless. We want all volunteers to be recognized for their actions within their communities and organizations. The skills they acquire through volunteering and taking part in non-formal education programmes need to be better recognized (the recognition and validation of personal, cultural or social competences that volunteers gain and the skills that contribute to employability).

Information and perception: There is a lack of information available to citizens – especially young people – about the possibilities and benefits of volunteering, which can prevent their participation.

Resources: Voluntary organizations such as Girl Guide and Girl Scout associations are core actors in the volunteering movement. They help create and manage the provision of voluntary opportunities, and provide information, training and support. However, the nature of such organizations often means that they lack adequate financial or human resources to support and develop their capacities, particularly to reach out to disadvantaged and socially excluded young people.

Your association may already be trying to influence decision-makers for new or better policies to support volunteering in your country. If not, it is probably time to consider playing a role in this debate. Girl Guiding and Girl Scouting organizations need to influence their governments or local authorities for sustainable funding for voluntary organizations, laws to protect volunteers, and for greater recognition of the skills and competences gained through volunteering.

As the largest volunteer-led and volunteer-involving movement for girls and young women, Girl Guiding and Girl Scouting has an important role to play in advocating for policies that will create better conditions for volunteering and volunteering organizations. We can advocate to remove barriers to volunteering, improve recognition of the skills and competences gained by volunteers; and ensure that volunteering is supported, promoted and valued. Without volunteers our movement would not exist as we know it. Volunteering is an issue on which we can certainly speak out, take action and be involved!

A number of policy issues supporting volunteers and their volunteer organizations have been discussed at European level for many years. These conversations include issues also relevant for your association to work on at national level. Unfortunately, it may be years still before they are fully implemented, particularly at national or local level. It is therefore important for your association to become involved and add its voice.

Many of these issues are also linked to the Policy Agenda on Volunteering in Europe (PAVE), which is described in more detail in section 5. You can refer to the eight-step guide to using PAVE when discussing policies to work on at national level. If you decide to take action on any of these topics, follow the eight steps to advocacy described in the WAGGGS Advocacy Toolkit to develop your advocacy plan.

4. ADVOCATING FOR BETTER VOLUNTEERING POLICIE

4.2 Everyone should have the right to volunteer! A rights-based approach to volunteering

Most European countries lack a legal framework for safe and sustainable volunteering. Legal and financial barriers prevent people who want to volunteer from volunteering. In most European countries volunteers cannot contribute to pension schemes and have no social protection in terms of health care and liability insurance. Difficulties in obtaining visas or having a precarious legal status are just two of the issues facing individuals who want to volunteer abroad. Expenses incurred through volunteering activities are often not reimbursed. These are just some of the issues facing volunteers or those who would like to volunteer.

Consultations among the almost one hundred volunteer-involving national youth councils and international non-governmental youth organizations of the European Youth Forum (YFJ) have concluded there is a need for a common legal framework to define the basic rights and responsibilities of volunteers. The European Youth Forum believes that a rights-based approach towards volunteering would create a framework that would integrate the norms, principles, standards and goals of volunteering, while acknowledging the specific context and different forms of volunteering which exist across Europe. This is expected to improve the situation of volunteers, and support Europe-wide volunteering.

During the European Year of Volunteering, the European Youth Forum, working with volunteer-involving organizations like the Europe Region WAGGGS, other stakeholders and individual volunteers, developed a European Charter on the Rights and Responsibilities of Volunteers. The Charter is an appeal to local, national and European authorities to design and update their policies relating to volunteering. It gives guidance on the rights and responsibilities that volunteers and volunteer providers should assume and defines the roles of authorities at all levels.

The European Youth Forum, in cooperation with volunteers and their organizations, is now advocating for the adoption and implementation of the European Charter on the Rights and Responsibilities of Volunteers by public authorities.

The European Charter creates a common definition of volunteers, volunteering activities and volunteering providers from local to European level. It outlines a common set of basic rights for volunteers and volunteering providers such as a legal status for volunteers, the right to obtain a

visa through an open, accessible and transparent process, the right to social protection, insurance and training, and the right to recognition of the skills and competences gained through volunteering. It is also an appeal to design and update policies related to volunteering on all levels, which can be taken up by all stakeholders involved in volunteering.

The Charter defines the responsibilities of the volunteer towards their volunteering organization and stakeholders, such as to respect the commitments they make. It also describes the obligations of the stakeholders, for example, to foster quality assurance, transparent and accessible information, clear task descriptions and guidance through training programmes and other support mechanisms. Finally, it specifies the role of public authorities in supporting the volunteering organizations to ensure sustainable funding and support the creation of an enabling environment for volunteering.

The European Charter was launched by the European Youth Forum in the European Parliament in September 2012, and the YFJ will use the Charter to advocate for improved policies and laws for volunteers at national level.

You can download the European Charter on the Rights and Responsibilities of Volunteers here. <http://issuu.com/yomag/docs>



Questions to discuss

- Does your association support a rights-based approach to volunteering?
- How are the rights of volunteers supported and their responsibilities recognized in your association's volunteer policies?
- Is there a legal framework for volunteering in your country? Does it meet the needs of volunteers in your association?



TAKE ACTION

Use the European Charter on the Rights and Responsibilities of Volunteers as a basis for developing the volunteer policies in your association.

Join the campaign at national level, as it is developed, for a national Charter on the Rights and Responsibilities of Volunteers.

4.3 Valuing volunteering – the European Volunteer Measurement Project

Education, community activities, defending human rights, fighting climate change, advocating and campaigning, visiting sick people in hospital, fundraising: these are just some of the activities volunteers get involved in on a daily basis. A 2004 study of volunteering in 37 countries, by John Hopkins University²³, estimated that there were 140 million volunteers worldwide – if they all lived in the same country, it would be the 9th most populous nation in the world – and their activities contributed US\$400 million to the global economy.

However, until recently there has been very little data about volunteering; currently there is no way to update the available statistics on a regular basis and, as definitions of volunteering differ from country to country, data cannot easily be compared.

In March 2011 the United Nations International Labour Organization (ILO), together with John Hopkins University, published the *Manual on the Measurement of Volunteer Work*. It enables countries to assess and compare volunteering by establishing common criteria and procedures for measuring the amount and economic value of volunteer activity. Using information gathered through a survey of households and labour forces, it answers questions such as:

- How many volunteers are there in each country?
- Who they are?
- What do they do?
- What is the value of the time they donate?
- To which parts of the economy do they contribute?

Measuring the economic value of volunteering can:

- demonstrate the contribution volunteers make
- validate the work volunteers do
- encourage governments to take volunteering seriously
- increase the visibility of an aspect of the labour force usually excluded from labour statistics
- clarify the economic impact of volunteering.

Regular collection of comparable data helps volunteering organizations to develop evidence-based policies on volunteering and supports them in managing their volunteers.

However, governments need to be convinced of the importance of the manual to measure volunteering. That is why the European Volunteer Measurement Project (EVMP) was set up. A collaboration between the European Volunteer Centre, Centro di Servizio per il Volontario del Lazio, and the UN International Labour Organization, it seeks to encourage governments to implement the manual throughout Europe.

EVMP calls on civil society organizations across Europe to bring the ILO manual to the attention of statistical authorities, to encourage and monitor its implementation and to help spread the results. The project also hopes to extend the survey prescribed by the manual to answer questions such as what motivates volunteers, the barriers they face and the impact of activities on volunteers themselves.

The statistics offices of Poland, Norway, Italy, and Hungary have already agreed to implement the manual, but more countries need to get involved for a true picture of volunteering across Europe to be developed. Imagine how your association could use this information to recruit and retain volunteers!



Questions to discuss

How is the level of volunteering measured in your country?

Do you think it is important to collect statistics on the level of volunteering in your country?



If you think it's important to gather reliable, regular information on volunteering in your country, your association can support the project in the following ways:

Join
Send a "Declaration of Support" to the project. The Declaration outlines the actions supporters are willing to undertake, the roles they are able to play in the promotion effort and what they can expect from the EVMP partners over the course of this project.

Communicate
Get the word out about the ILO manual. Bring this new tool to the attention of your network and to the statistical agency in your country through newsletters,

²³Johns Hopkins Center for Civil Society Studies(CCSS) through their Comparative Nonprofit Sector (CNP) and UN Nonprofit Handbook

4. ADVOCATING FOR BETTER VOLUNTEERING POLICIE

blog entries, emails, and personal visits to the labour force survey personnel in your country's statistical office.

Mobilise allies

Get friends, colleagues and contacts involved. Spread the word about the manual to members of your government, civil servants responsible for volunteering and other influential people or organizations. To contact the project partners and find opportunities for collaboration email evmp@cev.be

Contact statistical officials

Begin a conversation with labour force statisticians and people in charge of the statistics department. Initiate a letter-writing campaign.

Spread the results

Make the results widely known. Once data is available, it is important the results are spread widely so that they become known and used – the more feedback they receive, the more likely the statistical agencies will update the data

4.4 Recognizing learning gained through volunteering

Volunteering is an important way in which individuals can develop new skills and competences in a non-formal setting. The four kinds of recognition of those skills and competences, identified in section 3, are formal recognition, political recognition, social recognition; and self-recognition.

Although learning outcomes gained through volunteering are not generally recognized or certified, encouraging recognition of these has become an area for action in the development of education and training policy at European level. The Council of Europe and EU have made a number of policy recommendations to promote the recognition of non-formal education and youth work to ensure young people's access to training, education and employment²³. Some important milestones include:

- the development of the Council of Europe Portfolio for Youth Leaders and Youth Workers to help identify, assess and describe competences based on European quality standards;
- the publication of European Guidelines on the Validation of Non-formal and Informal Learning, in 2004, by the European Centre for the Development of Vocational Training (CEDEFOP), which provided a tool for the development of certification practices that also take account of the voluntary sector.
- the Council Recommendation on the Mobility of Young Volunteers across the European Union, in 2008, which asked EU Member States to promote appropriate recognition of learning outcomes of voluntary activities. It further encouraged the use of instruments at EU level to promote cross-border voluntary activities by ensuring the transparency of qualifications such as Europass, Youthpass and the European Qualifications Framework.

However, as validation of non-formal learning is organized differently across Member States, there are enormous differences as to how this policy to recognize youth work and non-formal education can be developed and implemented at national level.

In general, there are three groups of countries:

- those with national systems that make validation an integral part of their education, training and employment policies;
- those with some systems of validation, which have legal and institutional frameworks for future development of education, training and employment policies;
- those where validation remains low on the political agenda. an overall strategy is lacking and there are few concrete initiatives.

Validation of non-formal and informal learning has become a greater priority because of the current economic crisis, and as part of the EU 2020 Strategy (setting targets for economic growth and employment in the EU by 2020), has been included in flagship initiatives from the European Commission such as Youth on the Move. A proposal from the European Commission, in September 2012, for Member States to establish national systems of validation for learning gained outside formal education is the latest step on the path to validation of non-formal learning. The European Commission is also developing a tool – the European Skills Passport – where voluntary work experience and skills acquired through volunteering can be recorded and presented to potential employers as part of a Europass CV.



Do you think it is important that the skills and competences of volunteers in Girl Guiding and Girl Scouting are recognized outside the Movement? Why?

How are the skills and competences that individuals gain through volunteering recognized in your country?

How are the skills and competences of Girl Guide and Girl Scout volunteers recognized in your association?

Are there other actions Girl Guides and Girl Scouts can take to improve the validation and recognition of volunteers' skills, taking account of the different kinds of recognition described above?

²³Pathways 2.0 towards recognition of non-formal learning/education and of youth work in Europe Partnership of the Council of Europe and the European Commission in the field of youth

4. ADVOCATING FOR BETTER VOLUNTEERING POLICIES



Provide tools to help young people assess and recognize their skills.

One action that youth organizations like Girl Guiding/Girl Scouting can take to increase social and self-recognition is to provide tools to help their members

assess and recognize the skills they gain through Girl Guiding and Girl Scouting.

For example, Scouts et Guides de France have developed a tool, "Valorise-toi", which enables Guides and Scouts to assess the skills and competences they have developed as a result of their voluntary experiences in Guiding and Scouting and translate them into language that employers can more easily understand. Scouts et Guides de France shared their expertise in a project²⁴ organized by Scouting Nederland to develop and implement methods of recognition of learning acquired through Scouting and Guiding in nine European countries.

Work with other youth and voluntary organizations to develop a common understanding and joint strategy for recognition and validation of non-formal learning.

The youth sector is varied and diverse, and the voluntary sector even more so. Youth and volunteering organizations must work together to develop a common understanding of what should be recognized, who should be involved, and how.

Assure quality and training in non-formal education/learning

If youth organizations can show they are providing quality volunteering experiences, employers and other organizations will be more confident in recognizing the skills and competences individuals gain through these activities. How do you assess and communicate to others the quality of the Girl Guide and Girl Scout programmes you provide?

Involve stakeholders of the employment sector

Link up with employers and employers' networks in your country and develop a common understanding and language of the skills and competences volunteers acquire through Girl Guiding/Girl Scouting. This enables the employers to better judge the kind of skills young people develop as a result of their Girl Guide/Girl Scout experience and their employability.

Youth organizations can contribute to political recognition through advocacy and participation in policy processes.

Find out how the different initiatives on recognition developed at European level are being implemented in your country. Lobby and campaign to ensure they meet the needs of your members. If you are from an EU Member State, get involved in the discussions on validation and recognition of non-formal learning that will begin in 2013 when Member States start to set up their own validation systems.

²⁴www.scribd.com/doc/99197340/Summary-Projectplan-Recognition

4.5 Engaging in employee volunteering

Many companies across Europe are increasingly developing corporate social responsibility (CSR) policies and recognizing the benefits of volunteering for their employees. Simply speaking, CSR is the way in which the business sector manages its impact on the local community and society as a whole.

For employers, the benefits of employee involvement in volunteering include improved performance, attitude and morale; increased job satisfaction; and more opportunities to develop teamwork and leadership skills.

There are many ways in which employees can engage with their communities through volunteering. These include:

Employee fundraising:

Raising funds for volunteering organizations that employers then support through matched funding or lending employee time.

Leadership and governance:

Supporting volunteering organizations by helping them to develop or review their governance processes or support their long-term strategic development.

Mentoring

Providing support to individuals in a volunteering organization to help them develop their skills.

Secondment

An employer 'lends' an employee to a volunteering organization to carry out a specific task.

Skills-based volunteering

An employee acts as an expert resource to a volunteer organization, sharing skills and experience without charge

Team projects

Employees get involved in specific projects as part of a volunteering action day.

Personal volunteering

Any activity done on a personal basis that is supported by the employer.

There are obvious benefits for volunteering organizations from engaging in employee volunteering schemes. However, the volunteer organizations should ensure that the needs of the employers are taken into account and that the participating employees have a quality volunteering experience. Employee volunteering schemes developed together with volunteering organizations can have a positive impact in the community.

It is also important that employers recognize the contributions their employees make through volunteer work done outside their employee volunteer schemes, for example, in Girl Guiding and Girl Scouting. This can help volunteers to get time off for their volunteering activities or have the skills and experience they gain acknowledged when their career development is discussed.



How does your association engage with the business community at local or national levels?

How does your association help your volunteers get support for their volunteering experiences from their employers?

How does your association help your volunteers communicate the skills and experiences they have gained through volunteering in Girl Guiding and Girl Scouting to their employers?



Connect with employers or employers' networks to persuade them to support employee volunteering schemes, especially the type of long-term, personal volunteering that takes place in Girl Guiding and Girl Scouting.

Connect with employers or employers' networks to improve the recognition of skills and competences gained from volunteering, and to include volunteering experiences as part of the usual management of career development.

Connect with employers' and employer networks' to develop employee volunteering schemes that provide quality volunteering experiences and take into account the needs of beneficiaries.

4. ADVOCATING FOR BETTER VOLUNTEERING POLICIES

4.6 Experiencing international volunteer opportunities

The opportunity for Girl Guides and Girl Scouts to experience international volunteer opportunities is an important part of belonging to a global movement. However, everyone should be able to volunteer outside their home country.

There are many ways individuals can volunteer abroad, for example, work camps, short-term volunteering projects and longer-term voluntary service.

Unfortunately, there are many barriers to a successful volunteering experience overseas. These include:

- lack of adequate information (e.g. available opportunities, cost, insurance)
- lack of language and intercultural training
- financial obstacles (e.g. some programmes cover only travel or accommodation costs);
- experiences that do not provide work that is valued or offer opportunities to learn lack of a common agreement on the legal status of volunteers, which makes it difficult for volunteers to obtain visas or residence permits.

At European level there has been a focus on the mobility of young volunteers as volunteering in another Member State is seen as a form of non-formal learning that helps young people gain valuable skills they can transfer to the labour market. The EU currently promotes the mobility of young volunteers through Youth in Action programmes such as youth exchanges and the European Voluntary Service and flagship programmes such as Youth on the Move, which recognizes the mobility of young people as an important element in achieving the EU's 2020 Strategy

Questions to discuss



Why is it important to ensure that Girl Guides and Girl Scouts are able to cross borders to experience voluntary activities?

Does your association face challenges in supporting

Girl Guides and Girl Scouts to experience international volunteering opportunities?

Is there adequate support to enable young people to participate in international volunteering opportunities?

Do people from disadvantaged or excluded backgrounds have the possibility to experience international volunteering opportunities in your country?



Have young people in your association been unable to volunteer overseas because they have been unable to get a visa? Gather evidence and collect examples.

Many volunteering organizations are calling for a special visa category

for volunteers with a fast-track, free of charge visa procedure. Get involved in their campaigns.

Find out what your government or public authorities are doing to support the mobility of young volunteers and if their actions are meeting the needs of Girl Guide and Girl Scout volunteers.

Find out more about international opportunities for volunteering both within and outside Girl Guiding/ Girl Scouting in Annex 4.

5. OUTCOMES OF THE EUROPEAN YEAR OF VOLUNTEERING AND IYV+10

In November 2009, the Council of the European Union agreed to make 2011 the "European Year of Volunteering (EYV) following a two-year campaign by a number of civil society organizations including the Europe Region WAGGGS and the World Organization of the Scout Movement (WOSM) - European Region. The aims of the year were outlined in the Council Decision, which established the legal basis for the Year; EYV 2011 was an opportunity for governments, voluntary organizations, volunteers and other stakeholders to work together to:

- work towards an enabling and facilitating environment for volunteering in the EU
- empower volunteer organizations and improve the quality of volunteering
- reward and recognize volunteering activities

raise awareness of the value and importance of volunteering.

Through activities at European, national and local level, the Year aimed to enable greater understanding of the needs of volunteers and voluntary organizations, provide more opportunities for volunteering, and tackle barriers that prevent individuals from getting involved.

A number of European networks came together to campaign for EYV 2011, and by the end of year 39 European organizations, representing all areas of the volunteering sector, were working together in the European Year of Volunteering Alliance, supporting the promotion and implementation of the Year, developing policy recommendations and lobbying for change.

5.1 What were the outcomes of EYV 2011?

5.1.1 From the European Institutions

At European level, the European Commission organized the EYV Tour (a road show on volunteering that visited the 27 EU Member States), funded several flagship projects and organized high-level conferences that brought together voluntary organizations and policy-makers to discuss the needs of volunteers and how they could be supported. At national level, Member States set up national coordinating bodies (NCBs), which acted as focal points for volunteering for the implementation of the Year. Similar "campaign committees" were established for the International Year of Volunteering+10.

In the EU, the EYV 2011 resulted in three policy papers, which set out EU policy in the area of volunteering:

1. **2011 EC Communication on EU Policies and Volunteering: Recognizing and Promoting Cross-border Voluntary Activities in the EU.** The communication outlines key challenges and policies designed to improve recognition and promotion of volunteering in the EU including the development of the European Skills Passport and the new EU Humanitarian Aid Corps.
2. **2011 Council Conclusions on Volunteering and Social Policy.** These state that volunteering must not replace paid employment and that voluntary activities cannot replace the overall responsibility of the state to ensure and provide economic, social and cultural rights. There is also a strong emphasis on the role of volunteering in promoting social inclusion and cohesion.
3. **2011 Council Conclusions on the role of Voluntary Activities in Sport** underlines the fact that voluntary activities in sport are among the most attractive forms of engagement in Europe and belong to the social heritage of sport. These voluntary activities contribute to active citizenship, the growth and strengthening of social capital, mobility of citizens through building competences and developing the European identity, and promoting EU values.

5. OUTCOMES OF THE EUROPEAN YEAR OF VOLUNTEERING AND IYV+10

5.1.2 From EU Member States

At the end of 2011, the NCBS produced the **Warsaw Declaration for Sustainability of Action on Voluntary Activities and Active Citizenship**. This called for all stakeholders involved in volunteering to continue their efforts in promoting and supporting volunteering and active citizenship, and for the European Commission to develop adequate structures for exchange and cooperation of all stakeholders and civil society in the field of volunteering.



If your country participated in EYV 2011, or the IYV+10, what do you believe were the main outcomes of 2011 for volunteers and volunteering organizations?

How could you work on the issues raised during EYV 2011 even if your association is not based in an EU Member State?

Will the outcomes of EYV 2011 and IYV+10 support Girl Guide and Girl Scout volunteers? In what ways? What further changes would you like to see your government, local authorities, national organizations and communities make to support volunteering in your country?



Find out which public authorities or bodies are responsible for volunteering in your country. If your country took part in EYV 2011 or IYV+10, find out how the authorities are planning to follow up on the outcomes of the Year. Build this into your

planning when you discuss how to work on the Policy Agenda on Volunteering in Europe, which is discussed later in the section.

5.1.3 From European Civil Society: The Policy Agenda on Volunteering in Europe

For the European Year of Volunteering (EYV) Alliance, the Year was an opportunity to raise awareness of the possibilities, scope, value and impact of volunteering in Europe and highlight its contribution to society at every level. The EYV Alliance also aimed to demonstrate the need for a volunteering infrastructure at local, regional, national and European levels including a legal framework for volunteering that enables everyone to participate in society through volunteering, regardless of their background or economic circumstances.

By celebrating and recognizing volunteers and volunteer organizations, and showcasing best practices and successful projects involving volunteers, the EYV Alliance aimed to highlight the value of local volunteer action in building a European identity and the work being undertaken to achieve a comprehensive EU policy agenda to support, promote and recognize volunteering and its various roles. By promoting volunteering, the EYV Alliance aimed to draw attention to the barriers and discrimination people may face when trying to volunteer, and to encourage EU Member States to exchange good practice concerning volunteering policies and to define common elements of an enabling environment that will allow volunteering to flourish in all European countries.

During EYV 2011, the EYV Alliance also brought together 100 experts in volunteering from Alliance member organizations to develop policy recommendations on the Year's four aims. These recommendations were directed at European level decision-makers, EU Member States, social partners such as business organizations and trade unions, and voluntary organizations and reflected the need for everyone with a role in volunteering to work together to create an enabling environment to support volunteers, volunteering, volunteer-involving organizations and their partners.

The Policy Agenda on Volunteering in Europe (PAVE) calls for:

- Policies that create an enabling and facilitating environment for volunteering. This requires the development of a volunteering infrastructure with secure and sustainable funding and support mechanisms, appropriate organizational structures, suitable legal frameworks and clearly identified rights and responsibilities for volunteers and volunteering.
- Improved quality of volunteering, which includes training and good management of volunteers, and quality assurance systems that support volunteers and can increase the rate, impact and value of volunteering across Europe.
- Recognition of volunteering to acknowledge and reward the individual and collective achievements of volunteers; enable volunteers to better apply the skills, knowledge and experience achieved through volunteering; and recognize how volunteering contributes to life-long learning. The goal is to develop a culture of recognition across Europe, with re-enforcing positive public awareness messages, through the media, that show volunteering as a driving force that puts European values into practice.
- Policies that acknowledge the value and importance of volunteering in promoting solidarity and social inclusion, building social capital, and which provide opportunity for creative and innovative solutions to common challenges and contributing to economic growth. These policies should also seek to improve data collection to provide a foundation for evidence-based policy-making and increase the rate, impact and value of volunteering across Europe.

5. OUTCOMES OF THE EUROPEAN YEAR OF VOLUNTEERING AND IYV+10

5.1.3.1 Using PAVE to support the development of volunteering in Girl Guiding/Girl Scouting

PAVE identifies sixty-eight specific recommendations that the EYV Alliance believes are necessary for the development of volunteering in Europe. Many of the recommendations, while aimed at employers, trade unions and voluntary organizations in EU countries, may be relevant to the development and strengthening of volunteering in non-EU countries.

PAVE can be used:

- as a political document to influence discussions on volunteering at local and national levels
- as an operational document to show a commitment to volunteering in your association
- to promote volunteering and the importance of volunteering in the networks in your association.

The EYV Alliance also developed the eight-step guide on how organizations can use PAVE, *8 Easy Steps to Communicating PAVE*, to help members develop volunteering in their own countries or organizations. The steps below, which have been reproduced and adapted to help Girl Guiding/Girl Scouting organizations to understand what they can do to support the implementation of the PAVE.

Many of the recommend actions are linked to the issues being discussed at European level described in section 4. Others are for volunteering organizations themselves. When you are identifying the issues which you think are important in your association in the following exercise, you could also consider the policy initiatives discussed in section 4.

Note that, this exercise is similar to the exercise described in section 3, except now you are developing your vision for volunteering in your country. By taking part in these discussions, you can help to build a better environment for volunteering in your country, which will also support the volunteering taking place in Girl Guiding/Girl Scouting and help the Movement to grow.

Step1: Identifying the key players

Bring together the individuals in your association responsible for the different aspects of volunteering. Ask them how PAVE might support their work and use their experiences to identify the most important issues related to volunteering.

Which individuals are responsible for volunteers and developing volunteer policies in your association?

5. OUTCOMES OF THE EUROPEAN YEAR OF VOLUNTEERING AND IYV+10

Step 2: Identifying the ideal situation and how to get there

| |
|--|
| Discuss the following questions: |
| A. What is the ideal situation regarding volunteering in your society? What is your association's vision for how volunteering is supported and recognized in your country? |
| |
| B. What is the present situation? [Questions to start the discussion could be: How well are volunteers or volunteer-involving organizations supported by the government or local authorities? How is volunteering recognized or valued? What legislation exists to support volunteers and volunteering?] |
| |
| C. What can your association do to get from Point A to Point B? List as many ideas as possible. |
| |

Step 3: Rate the recommendations in PAVE according to the priorities you have identified in Step 2.

For this step you will need to refer to the Policy Agenda on Volunteering in Europe

Look at the recommendations on pages 2-19. How do you think each of them will help your association achieve its vision of volunteering in your country or in the organization you identified at Step 2A? How can each recommendation support the actions you identified at Step 2C? Use the table below to help you decide how relevant each recommendation is, with 1 being the least important and 5 being the most important.

| 2. Recommendations to all stakeholders (the European Union, national governments, employers, trade unions and voluntary organizations). | | | | | |
|---|---|---|---|---|---|
| 2.1 Work towards an enabling and facilitating environment for volunteering in the EU. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 2.1.1 | | | | | |
| 2.1.2 | | | | | |
| 2.1.3 | | | | | |
| 2.1.4 | | | | | |
| 2.1.5 | | | | | |
| 2.2 Empower organizers of voluntary activities to improve the quality of voluntary activities. | | | | | |
| 2.2.1 | | | | | |
| 2.2.2 | | | | | |
| 2.3 Recognize voluntary activities in order to encourage appropriate incentives for individuals, companies and volunteer-development organizations. | | | | | |
| 2.3.1 | | | | | |
| 2.3.2 | | | | | |
| 2.4 Raise awareness of the value and importance of volunteering. | | | | | |
| 2.4.1 | | | | | |
| 2.4.2 | | | | | |
| 3. Recommendations for the European Institutions. | | | | | |
| 3.1 Work towards an enabling and facilitating environment for volunteering in the EU. | | | | | |
| 3.1.1 | | | | | |
| 3.1.2 | | | | | |
| 3.1.3 | | | | | |
| 3.1.4 | | | | | |
| 3.1.5 | | | | | |
| 3.1.6 | | | | | |
| 3.1.7 | | | | | |
| 3.1.8 | | | | | |
| 3.2 Empower organizers of voluntary activities to improve the quality of voluntary activities. | | | | | |
| 3.2.1 | | | | | |
| 3.3 Recognize voluntary activities in order to encourage appropriate incentives for individuals, companies and volunteer-development organizations. | | | | | |
| 3.3.1 | | | | | |
| 3.3.2 | | | | | |
| 3.3.4 | | | | | |

5. OUTCOMES OF THE EUROPEAN YEAR OF VOLUNTEERING AND IYV+10

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 3.4 Raise awareness of the value and importance of volunteering. | | | | | |
| 3.4.1 | | | | | |
| 3.4.2 | | | | | |
| 4 Recommendations for EU Member States. | | | | | |
| 4.1 Work towards an enabling and facilitating environment for volunteering in the EU. | | | | | |
| 4.1.1 | | | | | |
| 4.1.2 | | | | | |
| 4.1.3 | | | | | |
| 4.1.4 | | | | | |
| 4.1.5 | | | | | |
| 4.1.6 | | | | | |
| 4.1.7 | | | | | |
| 4.1.8 | | | | | |
| 4.1.9 | | | | | |
| 4.2 Empower organizers of voluntary activities to improve the quality of voluntary activities. | | | | | |
| 4.2.1 | | | | | |
| 4.3 Recognize voluntary activities in order to encourage appropriate incentives for individuals, companies and volunteer-development organizations. | | | | | |
| 4.3.1 | | | | | |
| 4.3.2 | | | | | |
| 4.3.3 | | | | | |
| 4.3.4 | | | | | |
| 4.4 Raise awareness of the value and importance of volunteering. | | | | | |
| 4.4.1 | | | | | |
| 4.4.2 | | | | | |
| 4.4.3 | | | | | |
| 5 Recommendations for Employers and Trade Unions (social partners). | | | | | |
| 5.1 Work towards an enabling and facilitating environment for volunteering in the EU. | | | | | |
| 5.1.1 | | | | | |
| 5.1.2 | | | | | |
| 5.2 Empower organizers of voluntary activities to improve the quality of voluntary activities. | | | | | |
| 5.2.1 | | | | | |
| 5.3 Recognize voluntary activities in order to encourage appropriate incentives for individuals, companies and volunteer-development organizations. | | | | | |
| 5.3.1 | | | | | |
| 5.3.2 | | | | | |
| 5.3.3 | | | | | |
| 5.3.4 | | | | | |
| 5.3.5 | | | | | |
| 5.3.6 | | | | | |
| 5.3.7 | | | | | |

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 5.4 Raise awareness of the value and importance of volunteering. | | | | | |
| 5.4.1 | | | | | |
| 5.4.2 | | | | | |
| 5.4.3 | | | | | |
| 5.4.4 | | | | | |
| 6 Recommendations for civil society. | | | | | |
| 6.1 Work towards an enabling and facilitating environment for volunteering in the EU. | | | | | |
| 6.1.1 | | | | | |
| 6.1.2 | | | | | |
| 6.2 Empower organizers of voluntary activities to improve the quality of voluntary activities | | | | | |
| 6.2.1 | | | | | |
| 6.2.2 | | | | | |
| 6.3 Recognize voluntary activities in order to encourage appropriate incentives for individuals, companies and volunteer-development organizations. | | | | | |
| 6.3.1 | | | | | |
| 6.3.2 | | | | | |
| 6.3.3 | | | | | |
| 6.3.4 | | | | | |
| 6.4 Raise awareness of the value and importance of volunteering. | | | | | |
| 6.4.1 | | | | | |
| 6.4.2 | | | | | |
| 6.4.3 | | | | | |

Step 4: Identify your short, medium and long-term goals

The recommendations you have identified as the most important (those you rated 4 or 5) are the ones you will probably want to work on immediately, but it may take several years before they are achieved.

Use the table below to divide them into the desired time period. For example, you could divide them into one-, five- or ten-year timescales, or create your own.

| This year we will work on these recommendations | During the next five years we will work on achieving these recommendations | During the next ten years we will work on achieving these recommendations |
|---|--|---|
| | | |

5. OUTCOMES OF THE EUROPEAN YEAR OF VOLUNTEERING AND IYV+10

Step 5: Identify your partners

The next step is to identify the partners or allies that can help you achieve your goals. Working in partnership with other organizations shows policy-makers you have wide support for the changes you would like to achieve, and coordinated efforts often have greater impact

than those carried out by a group or association working on its own.

Use the table below to help you identify, for each recommendation, people, organizations and institutions currently working on those issues who could support you achieving your goals. Write these in Column B.

Step 6: Identify your audience

Who do you need to influence to bring about the changes you believe will improve the situation for volunteers and volunteer-involving organizations in your country? Identify policy and decision-makers you need to influence and write them in Column C. It would help to have a good understanding of the local or national political context and policy process.

You'll find more information about Steps 5 and 6 (Working with Partners and Identifying your Audience) in the WAGGS Advocacy Toolkit

| A - What we will do | B - Who could support us (partners) | C - Who do we need to influence - the audience |
|---|-------------------------------------|--|
| Year 1 we will work on 1) 2) 3) | | |
| During the next five years we will work on 1) 2) 3) | | |
| During the next 10 years we will work on 1) 2) 3) | | |

Step 7: Identify your message

Your message to the people you are seeking to influence must be clear, concise and strong to be effective. Use the table below to identify your key message for each recommendation you have chosen to work on. You should also develop a support statement describing the issue, why it is important and the change you would like to achieve.

| |
|--------------------------|
| Recommendation |
| Key message |
| Support Statement |

As well as considering the content of your message you need to consider what kind of language you'll use, who will communicate it and how, when and where this will be done.

Consider what style to use when approaching each of your targets. It could be:

- co-operative – for example, working with government to find solutions.
- persuasive – presenting evidence in the hope of getting your targets to recognize the merits of your argument.
- confrontational – forcing an issue onto the agenda through mass mobilization, media campaigns etc.

Which of these is most appropriate for your context?

You'll find more information on how to plan this stage in the WAGGGS Advocacy Toolkit.

Step 8: Identify your approach

There are many different methods you can use to deliver your message. How you decide to do this depends on the answers to the following questions:

- What will be the scope of this action?
- Who will carry it out?
- When will the action take place, and for how long?
- Do we have the resources to make it happen?
- What resources are available?

- Which allies or new supporters should be involved?
Which individuals and organizations might oppose?

Here are some common advocacy activities you can use to deliver your message – again more detailed information on planning your activities can be found in the WAGGGS Advocacy Toolkit.

Look for events and opportunities

To make the most impact, you need to be on the look-out for conferences, events or news opportunities for getting your issue on the agenda. Such events can be hooks to which you can link your advocacy and use them to draw attention to your messages. For example, the annual UN International Volunteer Day on 5th December is an opportunity to highlight the benefits which young people gain from volunteering, the contribution which volunteering makes, and the support which volunteering organizations require to ensure that more young people can access these opportunities.

Sharing good practice

Sharing good practice and providing evidence that the solutions you are proposing actually work are the most convincing arguments you can make to persuade others to adopt a particular course of action. Have your evidence ready and in a format that will inform and impress. If possible, show that your solutions worked when applied elsewhere.

5. OUTCOMES OF THE EUROPEAN YEAR OF VOLUNTEERING AND IYV+10

Action research

Action research involves using research methods to investigate possible new solutions to a problem, usually through a pilot study. The work needs to be carefully monitored, with clear baseline information to allow subsequent evaluation. If the research indicates a good solution, work to have policies that implement it put in place. Where possible, include decision-makers in your project from the outset, for example, by having them sit on a steering committee or visit the site of your research.

Policy analysis

Policy analysis is an effective approach if you share the results with the right audience in the right way. The intention is to contribute to the professional policy debate. This means engaging with the concepts, language and approaches of those responsible for developing public policy. By getting involved you may also help make the policy process more transparent, increase accountability and generally democratise the way decisions are taken and policies put into practice.

Policy analysis is challenging; you need the resources to carry out independent research, and the expertise to judge the information and reports produced by governments or multinational agencies. Establishing networks to share expertise and resources can help.

Awareness-raising

Raising awareness of an issue is a gradual process and much depends on whose awareness you want to raise. If your audience is small you might reach it effectively in a relatively short time. However, raising awareness levels among the general public may take much longer. The advantage of raising the general level of awareness about an issue is that it tends to put the issue on the agenda of decision makers, making it more likely they'll listen to your advocacy messages.

Raising awareness is about providing information to your target audience, arguing your case and making it understood. This might involve producing your own publications and taking part in meetings and debates.

Campaigning

If decision- and policy-makers see that your advocacy initiative is supported by a large number of people in your community or country, they may be persuaded to change their decisions or policies.

Campaigning is sometimes called 'indirect lobbying'. When you campaign you try to use the pressure of public opinion to persuade decision-makers to listen and take action.

To build a large base of public support, you need to provide a range of actions and opportunities to interest and engage people. These could be organized events (debates, rallies, silent marches, concerts), petitions, letter writing, volunteering or fundraising. The key is to be clear and specific about what you are asking people to do and how they should do it.

Lobbying

Lobbying means trying to influence the policy process by working closely with the individuals in political and governmental structures. You might lobby to get information about forthcoming initiatives, to become involved in informal discussions at an early stage of policy development or to have someone speak up for your point of view. To be effective at lobbying you have to have the right contacts, which can take considerable time and effort. Good lobbying requires both sides to feel they benefit from working together.

The media

The media is a key part of any advocacy effort as it gives you the potential to reach huge or specific audiences 24 hours a day, through print, radio, TV and the Internet.

Today's media has an increasing power to raise awareness of your issues. It can change attitudes as well as stimulate or provoke action at the local or national level. You can use the media to influence public opinion which, in turn, can influence decision-makers. For Girl Guides/Girl Scouts, the media can be used to promote awareness of issues and generate debate, dialogue or pressure.

The media you target will depend on the ultimate target of your advocacy efforts and must be selected accordingly. Are you aiming to educate the public or put pressure on policy-makers? Do you need newspaper or TV coverage or will a poster and flyer campaign do? Educating the media about your issue is essential if you are going to use it to spread your message.

Now put your plan into action!

Now that you have identified the most relevant PAVE recommendations for your association, you can put your plan into action. On the EYV Alliance website you'll find useful resources to support your activities including the online version of PAVE, sample letters you can send to stakeholders to ask for their support and a PowerPoint presentation on PAVE. For additional support please refer to the policy documents developed at the European or global level – see them listed in the timeline in the appendix.

ANNEX 1 - EVALUATING THE TOOLKIT

We hope that the toolkit has provided you with information and volunteering and ideas about managing volunteering in your association.

You can find an electronic version of this form at <http://volunteering.waggs.org/en/introducingvolunteering/howtousethiswebsite>

We would appreciate your suggestions about how we can improve and add to the toolkit. Please take some time to answer the following questions:

or it can be returned by email to volunteering@europe.waggs.org or by post to Europe Region WAGGGS, Avenue de la Porte de Hal 38, Boite 1, Brussels1060, Belgium

Please rate your answer on a scale of 1 – 5, 5 being excellent, 4 very good, 3 good, 2 average, 1 poor

| Question | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| How easy did you find the toolkit to use? | | | | | |
| Has the toolkit improved your understanding of volunteering? | | | | | |
| How useful was the toolkit in helping you to develop a volunteer management programme? | | | | | |
| How useful did you find the “questions to discuss” and the “take action” sections in each part of the toolkit? | | | | | |
| What is your opinion of the following sections of the toolkit? | | | | | |
| Definitions of volunteering | | | | | |
| The situation of volunteering in Europe | | | | | |
| Global trends in volunteering | | | | | |
| Volunteering in Girl Guiding/Girl Scouting | | | | | |
| Essential elements of a volunteer management programme | | | | | |
| A vision for volunteering in your association | | | | | |
| Planning a volunteer management programme | | | | | |
| Recruiting volunteers | | | | | |
| Induction and training | | | | | |
| Supervision and support | | | | | |
| Evaluation and recognition | | | | | |
| Advocating for better volunteering policies | | | | | |
| Outcomes of the European Year of Volunteering | | | | | |
| Using the Policy Agenda on Volunteering in Europe in Girl Guiding/Girl Scouting | | | | | |

| Any other comments you would like to make |
|---|
| |

ANNEX 2 - GLOSSARY

Advisory Council of the Council of Europe: This is the consultative body for non-governmental partners, which takes part in the co-management process in the youth sector of the Council of Europe. It is composed of thirty members who are representatives of international non-governmental youth organizations, national youth councils or other structures working in the field of youth.

Civil Society organizations (CSO): Citizen associations providing benefits, services or political influence to specific groups within society include business forums, faith-based associations, local community groups, non-governmental organizations (NGOs), philanthropic foundations, and think tanks.

Committee of Ministers of the Council of Europe: The highest decision-making body of the Council of Europe. It comprises the foreign affairs ministers of all the member states or their permanent diplomatic representatives in Strasbourg. It is both a governmental body where national approaches to problems facing European society can be discussed on an equal footing, and a collective forum where Europe-wide responses to such challenges are formulated.

Corporate Social Responsibility (CSR): The continuing commitment by business organizations to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large. The European Commission defines CSR as “a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis”.

Council of Europe (COE): Founded in 1949 to promote human rights, democracy, the rule of law, and cultural co-operation, it has 47 member states representing 800 million citizens across Europe.

Council of the European Union: The Council represents all Member States and its meetings are attended by one minister from each of the EU's national governments, depending on the agenda. For example, if youth issues are to be discussed, the youth ministers will attend.

Employee Volunteering:

- Applies to all employers regardless of sector, be that profit, non-profit, public or private.
- Is carried out during working hours.
- Is employer enabled/induced.
- Has to have a social benefit.
- Is not unpaid work.
- Is voluntary and not enforced by employer.
- Is not employer-supported volunteering outside working hours.

EU 2020 Strategy: the targets which have been set for economic growth and employment by the European Union

Europass: A collection of documents developed in the EU to help people communicate their skills and qualifications to prospective employers.

Europass Skills Passport: A supplement to the Europass where people can record the skills and competences they have gained through traineeships, non-formal education activities or volunteering.

European Council: Meeting of the heads of state or government of EU Member States to discuss political priorities in the EU.

European Centre for the Development of Vocational Training (CEDEFOP): Supports the development of European policies to promote vocational education and training and responsible for developing the Europass

European Commission (EC): Executive body of the European Union. It is responsible for proposing legislation, implementing decisions, upholding EU treaties and the general day-to-day running of the EU. The Commission operates like a cabinet government, with the 27 commissioners (one from each member state) responsible for different areas of work. Commissioners are bound to represent the interests of the EU as a whole rather than their home state.

European Qualifications Framework (EQF): The EQF aims to relate different countries' national qualifications systems to a common European reference framework to help understand and compare the qualifications levels of different countries and different education and training systems

European Union (EU): Economic and political union of 27 member states in Europe. The EU was established by the Treaty of Maastricht on 1 November 1993. The EU has developed a single market ensuring the free movement of people, goods, services and capital. It maintains common policies on trade, agriculture and fisheries – foreign policy is still largely decided by each member state, but countries belonging to the EU try and develop common positions on a number of issues such as trade or international development. The main policy or law-making bodies are the European Council, the European Parliament and the European Commission. The European Economic and Social Committee and the Committee of the Regions can advise and be consulted on European policies.

European Voluntary Service: the European Voluntary Service (EVS) provides young Europeans, aged 18-30, with the opportunity to take part in full-time voluntary activities in a foreign country within or outside the EU.

European Youth Forum: The European Youth Forum is the European platform for almost 100 national youth councils and international non-governmental youth organizations. It serves to channel the flow of information and opinions between young people, youth organizations and decision-makers (mainly the European Union, the Council of Europe and the United Nations) on issues that are important for young people and youth organizations.

Member States: Countries that are full members of the European Union and their policy/legislative structures.

Open Method of Co-ordination: A method of developing policies based on benchmarking and spreading best practice so that EU Member States can converge towards common objectives in areas such as employment, economic reform and social cohesion. The Open Method of Co-ordination has four stages:

- EU ministers agree on policy goals
- Member States translate these guidelines into national and regional policies
- Ministers agree on benchmarks and indicators to measure and compare best practice within the EU and world-wide
- Member States' performances are assessed through evaluation and monitoring in relation to each other and to their declared goals.

Partnership between the Council of Europe and the European Commission in the Field of Youth: The Council of Europe and the European Commission signed the first of a series of agreements in November 1998 to develop a training programme for youth workers based on the promotion of common values such as human rights, democracy, the rule of law, active citizenship and European co-operation. In 2005 they established a single partnership agreement to provide a lasting framework for the joint development of a strategy in the field of youth worker training, youth policy and youth research. Together they organize a range of activities to support the development of youth work in Europe. For further information see [HYPERLINK "http://youth-partnership-eu.coe.int/youth-partnership/"](http://youth-partnership-eu.coe.int/youth-partnership/)["http://youth-partnership-eu.coe.int/youth-partnership/](http://youth-partnership-eu.coe.int/youth-partnership/)

Recommendation: A recommendation is a non-binding statement, which defines objectives and makes political declarations. The European Council's resolutions set the direction of future policy initiatives. Resolutions may

be used by the EU Court to interpret laws. They may be referred to as a form of 'soft law'.

Stakeholders: Volunteering stakeholders are people or groups of people from the public or private sector who are or who could be affected by volunteering or have an interest in volunteering.

United Nations (UN): An international organization whose stated aims are assisting co-operation in international law, international security, economic and social development, human rights and the achievement of world peace. The UN was founded in 1945 after World War II to stop wars between countries, and to provide a platform for dialogue. One hundred ninety-two Member States belong to the UN, and a number of different agencies have been set up to implement its policies and campaigns.

UN Volunteers: Based in Bonn, Germany, and active in 130 countries, the United Nations Volunteers (UNV) programme is the UN organization that promotes the contribution of volunteering to peace and development worldwide.

Volunteer-involving organizations: Includes all organizations that involve and/or provide opportunities for volunteers and can include those that are volunteer-led, offer support to volunteers or rely on volunteers to deliver their objectives.

White Paper: European Commission White Papers are documents containing proposals for Community action in a specific area. In some cases they follow a Green Paper published to launch a consultation process at European level. When a White Paper has been approved by the Council, it can become an action programme for the EU in the area concerned.

White Paper on Youth: Launched in 2001, the White Paper on Youth made proposals for the development of youth policy at European level, focusing on four areas: participation of young people in decision-making; better information for young people; voluntary service for young people; and getting a better understanding of issues which affect young people.

Youth on the Move: a package of policy initiatives on education and employment for young people in Europe developed as part of the EU 2020 strategy.

Youthpass: a tool for participants of projects funded by the Youth in Action Programme to describe what they have done and to show what they have learnt

ANNEX 3 - TIMELINE AND GLOBAL INITIATIVES ON VOLUNTEERING

Timeline: European and global initiatives on volunteering

1983

European Parliament Resolution on Voluntary Work
www.eyv2011.eu/resources-library/item/436-resolution-on-voluntarywork-european-parliament-1983

1992

The Maastricht Treaty:
established the concept of European citizenship.
www.eurotreaties.com/maastrichtec.pdf

1996

European Union introduces European Voluntary Service.
http://ec.europa.eu/youth/youth-in-action-programme/european-voluntary-service_en.htm

1997

Treaty of Amsterdam: recognized the contribution of volunteering and encouraged the European dimension of voluntary organizations.
www.europarl.europa.eu/topics/treaty/pdf/amst-en.pdf

2001

White Paper on European Governance: stresses the importance of the active involvement and participation of the EU.
http://eur-lex.europa.eu/LexUriServ/site/en/com/2001/com2001_0428en01.pdf

White Paper on Youth: recognized as a key element of youth policy.
http://ec.europa.eu/youth/archive/whitepaper/index_en.html

Council of Europe Parliamentary Assembly Resolution Improving the Status and Role of Volunteers in Society: a contribution by the Parliamentary Assembly to the International Year of Volunteers.
<http://assembly.coe.int/Main.asp?link=/Documents/WorkingDocs/Doc01/EDOC9274.htm>

2002

United Nations General Assembly Resolution 56/38 Recommendations on support for volunteering. www.worldvolunteerweb.org/fileadmin/docdb/pdf/2007/

N0147881.pdf
Council resolution on the added value of voluntary activity for young people in the context of the development of community action on youth.
http://europa.eu/legislation_summaries/education_training_youth/youth/c11076_en.htm

2003

Council of Europe, Convention on the Promotion of a Transnational Long-term Voluntary Service for Young People.
<http://conventions.coe.int/treaty/en/Treaties/Html/175.htm>

2006

EESC Opinion on Voluntary Activity: its role in European society and its impact.
http://eescopinions.eesc.europa.eu/EESCopinionDocument.aspx?identi_er=ces\soc\soc243\ces1575-2006_ac.doc&language=EN

2007

White Paper on Sport called for the promotion of volunteering and active citizenship through sport.
http://ec.europa.eu/sport/white-paper/doc/wp_on_sport_en.pdf

2008

EP report on the role of volunteering in contributing to economic and social cohesion.
www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A6-2008-0070+0+DOC+XML+V0//EN

Council Recommendation on the Mobility of Young Volunteers across the European Union
www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/104211.pdf

2009

Council of Europe Conference of INGOs recommends a joint CoE/EU EYV 2011.
www.coe.int/t/ngo/Articles/CONF_PLE_2009_REC3_voluntary_action_en.asp

EESC opinion on European Year of Volunteering 2011.
http://eescopinions.eesc.europa.eu/EESCopinionDocument.aspx?identi_er=ces\soc\soc366\ces1716-2009_ac.doc&language=EN

Treaty of Lisbon: New legal basis for volunteering: Article 149(1) concerning sports,
Article 149(2) concerning participation of young people in democratic life in Europe and
Article 188(5) on the Voluntary Humanitarian Aid Corps.
www.consilium.europa.eu/uedocs/cmsUpload/cg00014.en07.pdf

2010

PACE Resolution 1778
<http://assembly.coe.int/main.asp?Link=/documents/adoptedtext/ta10/eres1778.htm>

PACE recommendation 1948
<http://assembly.coe.int/main.asp?Link=/documents/adoptedtext/ta10/erec1948.htm>

Committee of the Regions Opinion on the European Year of Volunteering 2011.
http://coropinions.cor.europa.eu/CORopinionDocument.aspx?identi_er=cdr\ecos-iv\dossiers\ecos-iv-039\cdr273-2009__n_ac.doc&language=EN

2011

UN General Assembly Resolution 66/67: Tenth anniversary of the International Year of Volunteers.

EC Communication on EU Policies and Volunteering: Recognizing and Promoting Crossborder Voluntary Activities in the EU.
http://ec.europa.eu/citizenship/pdf/doc1311_en.pdf

Council of Europe Committee of Ministers response to recommendation
<http://assembly.coe.int/Documents/WorkingDocs/Doc11/EDOC12723.pdf>

Council Conclusions on Volunteering and social policy
www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lisa/124863.pdf

Council conclusions on the role of voluntary activities in sport in promoting active citizenship.
www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/126411.pdf

European Commission Communication on Corporate Social Responsibility.
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0681:FIN:EN:PDF>

EYV 2011 Alliance Policy Agenda on Volunteering in Europe (PAVE).
www.eyv2011.eu/resources-library/item/501-policy-agenda-on-volunteering-in-europe-pave-eyv-2011-alliance-2011

UN Resolutions leading to IYV+10.
www.worldvolunteerweb.org/iyv-10/resources/doc/resolutions-leading-to-iyv-10.html

2012

UN Secretary General's 5 Year Agenda - Announcement of the creation of a global youth volunteer programme under the umbrella of UN Volunteers.
www.un.org/sg/priorities/women_youth.shtml

European Economic and Social Committee Opinion – EU Policies and Volunteering.
www.eesc.europa.eu/?i=portal.en.soc-opinions.20520

European Parliament Report on recognizing and promoting cross-border voluntary activities in the European Union.
www.europarl.europa.eu/sides/getDoc.do?type=REPORT&language=EN&reference=A7-0166/2012

European Parliament Resolution on recognizing and promoting cross-border voluntary activities in the European Union.
www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P7-TA-2012-0236+0+DOC+XML+V0//EN

2013

European Year of Citizens
http://ec.europa.eu/citizenship/european-year-of-citizens-2013/index_en.htm
<http://ey2013-alliance.eu>

ANNEX 4 - OPPORTUNITIES FOR INTERNATIONAL VOLUNTEERING

Interested in international volunteer opportunities? Find out below some of the opportunities which are available.

Within WAGGGS there are a range of volunteer opportunities where young people can get involved and support the development of Girl Guiding and Girl Scouting on a regional or international level.

International opportunities within WAGGGS or outside the Movement include:

Volunteer at one of WAGGGS World Centres

WAGGGS has four World Centres: Pax Lodge (London, UK); Our Chalet (Adelboden, Switzerland); Sangam (Pune, India); and Our Cabana (Cuernavaca, Mexico).

Volunteering at a WAGGGS World Centre gives members the opportunity to develop communication, leadership and project management skills in an intercultural environment and to become involved in event management, programme development, centre management or organizing adventure activities.

The World Centres can be contacted at:

- Our Cabana: www.ourcabana.org/en/jobs/volunteers
- Our Chalet: www.ourchalet.ch/en/people/volunteer_opportunities
- Pax Lodge: www.paxlodge.org/en/people/volunteeropportunities
- Sangam: www.sangamworldcentre.org/en/jobs/volunteer

Become a WAGGGS expert

WAGGGS is looking for experts to develop its advocacy and programme activities on topics we believe are important to girls and young women. Training, research, and strategy development are just some of the skills we need to support our activities. If you know someone who might be interested, they can get involved by sending their details, including Girl Guiding CV, to comms@waggs.org

Join the advocacy network for WAGGGS' global campaign 'Stop the Violence: Speak out for girls' Rights' WAGGGS is building a global movement of people committed to ending violence against girls and young women. The advocacy network will support girls and young women to take action on issues important to them, and will help build capacity and resources in Member Organizations.

Network members will take action in their communities to help stop the violence and seek to involve others to do the same.

Are you an expert on violence against girls and young women? Do you want to help support your Member Organization grow its advocacy work? WAGGGS will support network members with the appropriate skills and resources and will send them regular campaign updates and consultation opportunities. There may also be opportunities to attend events as an advocacy network member.

You'll find more information here. www.waggs.org/en/take_action/violence/whatyoucando

Become a WAGGGS representative in the Europe Region Better recognition of non-formal education; Policies to tackle youth unemployment; Equal opportunities for young women and men – these are just a few of the topics you could be discussing at international events or meetings if you become a WAGGGS representative at European level. If you are interested in working to develop better policies for young people and becoming a WAGGGS volunteer external representative for the Europe Region, contact [HYPERLINK "mailto:rosemary@europe.waggs.org" rosemary@europe.waggs.org](mailto:rosemary@europe.waggs.org) for more information.

Become a WAGGGS representative at the United Nations If you live or study in one of the six UN cities (Geneva, Nairobi, New York, Paris, Rome and Vienna) and have Girl Guiding/Girl Scouting experience or an interest in issues that affect girls and young women, you could join one of our UN teams. Find out more here www.waggs.org/en/about/WAGGSPartnerships/unitednations/UNteams

If you are interested, please contact comms@waggs.org

Become an EVS Volunteer

The European Voluntary Service (EVS) provides young Europeans aged 18-30 with the opportunity to take part in full-time voluntary activities in a foreign country, within or outside the EU. For more information, download the EVS Guide (www.evsguide.eu) which explains what EVS is, how it works, and the criteria and conditions on how to participate.

International Cultural Youth Exchange

The International Cultural Youth Exchange (ICYE) is a non-profit, international youth organization coordinating youth exchange and voluntary service programmes in 34 countries worldwide. Volunteer placements are usually in social work,

education, youth work, health education and environmental work. Visit their website ([HYPERLINK "http://www.icye.org"](http://www.icye.org) www.icye.org) for a searchable database of placements.

OXFAM

Oxfam is an international confederation of 17 organizations networked together in more than 90 countries. As part of a global movement for change, it works directly with local communities to build a future free from the injustice of poverty. For information on how to get involved go here www.oxfam.org/en/getinvolved/volunteer

United Nations Volunteers

United Nations Volunteers (UNV) is the UN organization that contributes to peace and development through volunteerism. To learn more about volunteer options and how to apply, and to read about the experiences of former volunteers go here www.unv.org

United Nations Volunteers – Online Volunteering Service

This service is for volunteers who want to get involved in a development project without leaving home, and organizations looking for online volunteers. You'll find translated documents, articles, data and projects for helping people and communities in different parts of the world here www.onlinevolunteering.org/en/vol/index.html

Youth Challenge International

Youth Challenge International (YCI) (www.yci.org) provides opportunities to get involved in adventurous projects combining community development, health work and environmental research carried out by teams of volunteers aged 18-30.

RESOURCES

In this section of the toolkit you'll find a range of resources and links where you can explore the topics raised in this toolkit in more detail

Bibliography and References

Volunteering and Social Development: A Background Paper for Discussion at an Expert Group Meeting New York, November 29-30, 1999 United Nations Volunteers
<http://mirror.undp.org/capacity/cases/insights/volunteering.pdf>

State of the World's Volunteering Report United Nations Volunteers 2011
www.unv.org/en/swvr2011.html

ILO Manual on the Measurement of Volunteer Work
www.ilo.org/global/statistics-and-databases/meetings-and-events/international-conference-of-labour-statisticians/WCMS_100574/lang--en/index.htm

Volunteering in the European Union Educational, Audiovisual & Culture Executive Agency (EAC-EA)
Directorate General Education and Culture (DG EAC) February 2010
http://ec.europa.eu/citizenship/pdf/doc1018_en.pdf

EU Youth Report 2012
http://ec.europa.eu/youth/news/20120910_en.htm

Coyote 17 The Power of Volunteering Partnership between the European Commission and the Council of Europe in the Field of Youth July 2011
http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/Coyote/Coyote17/coyote_17_web.pdf

Pathways 2.0 Towards Recognition of Non-formal learning/ education and of Youth Work in Europe: Partnership between the European Commission and the Council of Europe in the Field of Youth
http://youth-partnership-eu.coe.int/youth-partnership/documents/EKCYP/Youth_Policy/docs/Youth_Work/Policy/Pathways_II_towards_recognition_of_non-formal_learning_Jan_2011.pdf

European Guidelines on the Validation of Non-formal and Informal Learning CEDEFOP
http://ec.europa.eu/education/lifelong-learning-policy/informal_en.htm

European Qualifications Framework
http://ec.europa.eu/education/lifelong-learning-policy/eqf_en.htm

Europass
<http://europass.cedefop.europa.eu/en/home>

Youthpass
www.youthpass.eu/en/youthpass/

WAGGGS Policy and Guidelines Adult Training, Learning, and Development

Volunteers in Scouting Toolkit (WOSM)
www.scout.org/en/information_events/library/volunteering/volunteers_in_scouting_toolkit

Induction of Volunteers
[ttp://toolboxes.flexiblelearning.net.au/demosites/series11/11_08/events_alive/home.htm](http://toolboxes.flexiblelearning.net.au/demosites/series11/11_08/events_alive/home.htm)
Community Tool Box: <http://ctb.ku.edu>

Volunteering: A Good Practice Guide www.bh-impetus.org/volunteeringgoodpractice

Policy Agenda on Volunteering in Europe European Year of Volunteering Alliance 2011
www.eyv2011.eu/images/stories/pdf/EYV2011Alliance_PAVE_copyfriendly.pdf

Policy Agenda on Volunteering in Europe Communications Toolkit European Year of Volunteering Alliance 2011
www.eyv2011.eu/press-kit/item/554-eyv-2011-alliance-pave-communication-toolkit

WAGGGS Advocacy Toolkit europe.wagggs.org/en/grab/2542/1/advocacyENG.pdf

Resources addressing different aspects of volunteering

Volunteer Trends

Volunteering in the European Union Educational, Audiovisual & Culture Executive Agency (EAC-EA)
Directorate General Education and Culture (DG EAC) February 2010
http://ec.europa.eu/citizenship/pdf/doc1018_en.pdf

Volunteering Infrastructure in Europe European Volunteer Centre 2012
www.cev.be/uploads/2012/09/Volunteering-infrastructure-in-Europe.pdf

Trends in Volunteering Looking at how societies' trends affect European Scouting.
www.scout.org/en/information_events/library/managing_adults/trends_in_volunteering

How to Use Research in Guiding and Scouting produced by the Europe Region WAGGGS and the European Scout Region
HYPERLINK "<http://europe.waggs.org/en/grab/462/1/Howtouseresearch.pdf>" <http://europe.waggs.org/en/grab/462/1/Howtouseresearch.pdf>

Volunteer Management

T-kit on International Volunteer Service: Partnership between the European Commission and the Council of Europe in the Field of Youth http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/5/Tkit_5_EN

Energizeinc - information for volunteer leaders:
www.energizeinc.com

Recruiting Volunteers

WAGGGS Toolkit on Recruitment and Retention of Membership
www.euopak-online.net/growth/images/articles/files/resources/membershiptoolkit-waggs.pdf

Support and Training for Active Recruitment and Retention: Irish Girl Guides

www.irishgirlguides.ie/images/forms/Recruitment%20&%20Retention%20Booklet.pdf

Inspiring Volunteers – A Guide to Recruitment and Communication UK Media Trust

www.mediatrust.org/uploads/128957702875264/original.pdf

Communication for the Next Generation UK Media Trust

http://creative.myspace.com/uk/impact/mdt/Communication_next_gen.pdf

Supporting Volunteers

Growing Leaders in WAGGGS: A toolkit on Succession Planning
www.waggs.org/en/grab/22192/1/1succession-planning-eng-web.pdf

Mentoring in a Nutshell: Mentoring in Girl Guiding and Girl Scouting

<http://europe.waggs.org/en/grab/670/1/MentoringInaNutshell-E.pdf>

Recognition of Volunteering

Pathways 2.0 Towards Recognition of Non-formal learning/ education and of Youth Work in Europe: Partnership between the European Commission and the Council of

Europe in the Field of Youth

http://youth-partnership-eu.coe.int/youth-partnership/documents/EKCYP/Youth_Policy/docs/Youth_Work/Policy/Pathways_II_towards_recognition_of_non-formal_learning_Jan_2011.pdf

Study on the impact of Non-Formal Education in Youth Organizations on Young People's Employability European Youth Forum October 2012

http://issuu.com/yomag/docs/reportnfe_print

European Portfolio for Youth Leaders and Youth Workers Council of Europe

www.coe.int/t/dg4/youth/resources/portfolio/portfolio_EN.asp

Going for an Oscar: A guide to why recognizing adults in Scouting's competencies is important to retaining volunteers
www.scout.org/en/information_events/library/adults_in_scouting/going_for_an_oscar

Scouts et Guides de France "Valorise-toi"
www.sgdf.fr/valorise-toi/id-menu-534

Value of Volunteering

European Volunteer Management Project <http://evmp.eu>

ILO Manual on the Measurement of Volunteer Work www.ilo.org/global/statistics-and-databases/meetings-and-events/international-conference-of-labour-statisticians/WCMS_100574/lang--en/index.htm

Value of Volunteering: Looking into what the value of volunteering is and how we could measure it. www.scout.org/en/information_events/library/adults_in_scouting/value_of_volunteering

Employee Volunteering

Toolkit on Engaging Employees in the Community
<http://engagetoolkit.bitc.org.uk/employee-community-engagement>

Volunteering Policy

European Youth Forum Policy Paper on Volunteering (2004)
<http://eyv2011.euopak-online.net/wp-content/uploads/2010/11/YFJ-policy-paper-on-volunteering.pdf>

The Legal Framework for Volunteerism: Ten Years after the International Year of Volunteers 2001

www.icnl.org/research/trends/trends2-1.html

RESOURCES

European Charter of the Rights and Responsibilities of Volunteers
http://issuu.com/yomag/docs/volunteering_charter_en

See also the timeline on European legislation and global initiatives on volunteering in Appendix 1.

European Year of Volunteering

WAGGGS AND WOSM Position Statement on Volunteering November 2009
<http://eyv2011.euopak-online.net/wp-content/uploads/2010/11/WAGGGS-AND-WOSM-position-Statement-on-Volunteering.pdf>

Council Decision of 27 November 2009 on the European Year of Voluntary Activities Promoting Active Citizenship (2011)
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2010:017:0043:0049:EN:PDF>

Policy Agenda on Volunteering in Europe: European Year of Volunteering Alliance 2011
www.eyv2011.eu/images/stories/pdf/EYV2011Alliance_PAVE_copyfriendly.pdf

Communications Kit: Policy Agenda on Volunteering in Europe: European Year of Volunteering Alliance 2011
www.eyv2011.eu/press-kit/item/554-eyv-2011-alliance-pave-communication-toolkit

EYV 2011 Alliance Yearbook
www.eyv2011.eu/yearbook-2011

Links

European Year of Volunteering – official website of the European Commission

European Year of Volunteering Alliance – official website of the network of 39 European voluntary organizations co-ordinating civil society contributions to EYV 2011.

European Volunteer Centre (CEV) is the European network of nearly 100 national, regional and local volunteer centres and volunteer support agencies across Europe. Through their network we work together to promote and support volunteering through advocacy, knowledge sharing and capacity building & training. www.cev.be

European Youth Forum www.youthforum.org

ENGAGE is an international network that brings together business and community organizations around the globe to increase the quality and amount of employee community engagement in their local communities. Their mission is twofold: to inspire, mobilize and support companies to develop sustainable community investment programmes and to provide community organizations with a network, tools and support that will help them work more effectively with business partners. www.engageyouremployees.org

International Year of Volunteering+10 www.iyvplus10.org
UN Volunteers www.unv.org
World Volunteer Web
<http://worldvolunteerweb.org>
International Association for Volunteer Effort
<http://iave.org>
Voluntary Service Overseas www.vso.org.uk