



European Year of Volunteering 2011

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Lesson guide

VOLUNTEER FOR TOMORROW



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TABLE OF CONTENTS

INTRODUCTION	4
PROJECT PARTNERS	6
Who is Sillamäe Society for Child Welfare?	6
Peace Child Estonia	7
Tallinn Sport and Youth Department.....	8
Vaivara Commune Administration	9
VOLUNTEER WORK	10
Estonia	11
Important resources on volunteering:	12
REAL LIFE STORIES	13
YOUTH OUTREACH STRATEGY IN VOLUNTEERING.....	17
Main Action Routes	18
Action route 1: State	18
Action route 2: Local government	19
Action route 3: NGOs	20
Action route 4: School and the education system.....	21
LESSON PLANS.....	23
I Part: Ice-Breaking.....	25
II Part: Activation and motivation	28
III Part: Full Plans.....	31
Evaluation form	44
Projects.....	46
VOLUNTEER CERTIFICATE	48
BIBLIOGRAPHY:.....	51

INTRODUCTION

The present edition is a lesson guide that has been completed in the framework of the project “Volunteer for tomorrow”, carried out in cooperation with Sillamäe Society for Child Welfare, Tallinn Sport and Youth Department, Vaivara Commune Administration and NGO Peace Child Estonia and supported by European Commission. The purpose of the project was to raise awareness of volunteering itself, motivate and empower young people to become volunteers as well as coordinate youth outreach in volunteer work.

Among project’s main activities there were information seminars held in each county across Estonia, a 3-part Young Volunteer Conference Series in Tallinn and Estonian Young Volunteer Action Week lasted from October, 24th till October, 30th 2011. All those events offered not only opportunities for theoretical discussions but also possibilities to gain practical experience on volunteering. The project’s main outputs are as follows: a selection of electronic resources, e-strategy for the coordination of youth outreaches in volunteering and effective young people involving; the present lesson guide for schools, youth centres and other institutions; and a project initiative database created to ensure the implementation of the strategy and as a source of illustrative examples. All project’s outcomes are available on the project’s official website on <http://vabatahtlik2011.sscw.ee>.

This lesson guide is aimed for use in schools, youth centres, in NGO work and for other educational institutions and organisations that regularly use non-formal methods in their activities and wish to promote volunteering and its values. The guide includes some theoretical background on volunteering, real life stories, the youth outreach strategy developed in the frames of the “Volunteer for Tomorrow” project and lesson plans with instructions that can be used during workshops/seminars/etc or to supplement formal education.

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All the schools, youth centres and other non-governmental organisations, local governments that participated in the project through information Seminars, Conference series and the Young Volunteer Action Week

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PROJECT PARTNERS

„Volunteer for tomorrow!” - European Year for Volunteering flagship project in Estonia - led by Sillamäe Society for Child Welfare was initiated together with four partners.

Who is Sillamäe Society for Child Welfare?

Sillamäe Society for Child Welfare (SSCW) is a public interest nongovernmental organisation that was created December, 8th in 1989. During these years SSCW has been working actively towards creating a child and youth friendly environment in our society. Each year we have broadened the reach of our activities to initiate broad-based and society-wise noticeable initiatives. Today SSCW has conducted and supported more than 75 projects not only on the county but also on country and lately on an international level.

Mission: defend children's rights and empower young people

Vision: just and inclusive society, where children and young people are treated as equals

SSCW is presently involved in the following programs:

- **Active citizen program**
- **Gender equality and empowerment program**
- **Integration program**
- **Youth involvement and co-management program**
- **Sustainable development program**
- **Volunteer work program**
- **International cooperation in the European and Arab regions**
- **Children's rights program**
- **Children and family centre „Notice the child“ in Sillamäe – its operating and developing**

SSCW is working in cooperation with partners/special interest groups like the Government of the Estonian Republic, European Commission, Council of Europe, League of Arab States, UN Agencies, national and international foundations. More information is available at the official website www.sscw.ee

Peace Child Estonia

Peace Child Estonia is a youth-led non-governmental organisation. The purpose of the Organisation is to include and empower the children and young people, developing child welfare and youth initiatives, taking part in designing and implementing youth policy and standing for the joint rights of the Organisation's members. Peace Child Estonia started out as an official Estonian representative of UK organisation Peacechild International, but has since broadened its scope and operates on the international as well as on the local level. PCE works in cooperation with governmental institutions, other private or public institutions, participates in joint projects and programs as well as organises seminars, training-courses and informative events with topics varying from intercultural dialogue, non-formal education and project management to gender equality and empowerment.

Peace Child Estonia is a growing organisation with a developing program and many supportive members. Its leaders are highly motivated and participate actively in regional development, state-led initiatives as well as work in conjunction with other organisations in developing projects on the international level and they have been working in close cooperation with Sillamäe Society for Child Welfare, Tallinn City Sport and Youth Department and Estonian National Youth Council since their inception.

Tallinn Sport and Youth Department

Tallinn Sports and Youth Department is a public sector organisation in Tallinn City whose main tasks include:

- comprehensive development and management of youth work and youth sports;
- creating opportunities for the city's residents for leisure activities;
- creating and coordinating opportunities for recreational activities for young people, organising training;
- contributing to the activities of non-profit associations, foundations, hobby schools and private schools that deal with youth sport and youth work, including consultations, granting financial support and purchasing their services;
- creating and administering a sports and youth work information network;
- cooperation with other towns, Estonian and international sports organisations and youth work structures and participating in national and international projects;
- supporting the organisation of citywide and international sports and youth events;
- designing and implementing a policy for developing and operating the network of sports facilities belonging to the City of Tallinn;
- supporting the organisation of youth camps, including work, holiday and specialty camps;
- creating a system of open youth centres, whose main activities include youth integration policy and its development and coordination;

The department has Head Office in Tallinn City with staff of 20 members that are divided between the Sports Department and the Youth Department, and it falls under the direction and management of the Tallinn City Government.

Vaivara Commune Administration

Vaivara Commune Administration is a local governmental structure run by Vaivara Commune Governor and is independently in charge of running and directing local life in accordance with the needs and interests of its inhabitants, upholding the legal order of the Commune and creating such an environment that allows its inhabitants and enterprises to flourish. The Administration as an executive institution approved by Vaivara Commune Council and the administrative centre resides in the borough of Sinimäe. Among the Commune Administration's administrative units there are the local schools, kindergartens, libraries and other bodies that do not execute public authority but are financed from the Commune's budget.

VOLUNTEER WORK

It is not easy to define what volunteer work is, but to clarify the notion, we will bring out here a definition to frame our discussion:

Volunteer work signifies giving your time, energy and skills voluntarily without getting any financial compensation in return, mainly in service of public interest and for the benefit of the society. Helping your family members or giving monetary or itemised donations is not considered as a volunteer work.

Volunteer work plays an important role in the development of a democratic society: it enhances active citizenship, volunteers raise the capacity and the quality of service in NGOs and volunteer work has remarkable socio-economic impact and value. The importance of volunteering is increasingly recognised on the international level and in Estonia as well. Volunteer work is based on people's own initiative without financial gain. Still, volunteer work organising requires resources, politics and strategies. In the process of supporting and organising volunteer work public, private and third sector share complimentary roles and opportunities.

Volunteer work is unique - it provides an opportunity to gain new experiences, knowledge as well as widen perspective and meet people who you wouldn't have otherwise met and take part in activities you wouldn't have normally even thought of. Volunteer work is also a practical activity that enhances self-assertion, communication skills, responsibility, the skill to work in a team, and through common activities also helps overcome national boundaries and create a more open and tolerant society.

Estonia

In Estonia there are ca 1 million people between ages 15-74. 27% of them have consciously acted as a volunteer. Volunteers contribute most in the fields of charity, environmental protection, advancing local life and animal welfare. At the same time in Estonia there is a rather large percentage of people (20%) who have taken part in campaigns, clean-up actions etc, but who do not acknowledge these activities as volunteer work. Considering this one could say that nearly half of Estonian population has at least once during a year acted as a volunteer.

Compared with non-volunteers – most active participants registered were the young people aged 15–24 and least active were the elderly aged 65 and more. The minor group of volunteers was represented by less educated people, those on maternity leave and seniors. Yet, highly paid people participated in volunteer work more actively.

78% of all volunteers choose to take part in the event with a concrete assignment. For that group, the feeling of being needed and a possibility to spend time in profitable to others manner is crucial. They regard volunteering as a positive experience and their interaction with coordinating organisations have generally also been positive. The representatives of this group are not aware of economic viability of organisations and many believe that the organisations are actively searching for new volunteers. Almost all people in this group are ready to act as a volunteer in the future, but only when an opportunity presents itself. In addition, the state draws criticism – more legal regulation of the field and more recognition of the value of volunteering are expected.

(source: Volunteering in Estonia 2009)

Important resources on volunteering:

1. Vabatahtlike Värav (Gateway to volunteering) <http://www.vabatahtlikud.ee>
Estonia's main info portal on volunteering is ""Vabatahtlike värav", specially created to promote volunteering. One can find news, piece of advice, analysis, stories and opportunities to volunteer. The portal is maintained by Volunteer work development centre (Vabatahtliku Tegevuse Arenduskeskus).

On the website you can find both ads from organisations searching for volunteers and events where the volunteers are welcomed. Thus, it gives the best idea of what is happening in volunteering around you. If you wish to participate www.vabatahtlikud.ee is your first stop for additional information and advice.

2. "Volunteer for Tomorrow" official website <http://vabatahtlik2011.sscw.ee>
This project is one of the biggest projects on volunteering in recent years in Estonia and through the course of our activities we have compiled a long list of useful theoretical material and practical examples that can be used to refine your own ideas. All materials have been posted on the project's official website <http://vabatahtlik2011.sscw.ee>.

3. Peace Child Estonia's Tallinn based resources <http://tallinn-data.peacechild-estonia.org>
In addition, Peace Child Estonia has developed resources for Tallinn-based volunteers that have been posted on <http://tallinn-data.peacechild-estonia.org>

REAL LIFE STORIES

Before we get to the educational part of this lesson guide, we have asked several participants of our project to share their experiences in the field of volunteering to help us show the real effect that volunteering can have.

Liina Rüütel, “Estonian Youth Council”

My name is Liina Rüütel. I am young at heart activist, who is always smiling☺.
I was in the 6th grade when my teachers informed me of a youth council that operated in my native city - Kuressaare City Youth Council. Back then I thought it is a good idea to go and see what decisions are made behind the city government’s desk by these young people, who consider them to be young adults. To my surprise, already after our first meeting I grew to like it very much. So that I can say that I came, saw and stayed. I stood for elections and became a member of the management of the council and acted as the council’s secretary from the very beginning. In addition, I have been twice a member of Saaremaa County’s Student Council direction, and a member and mentor of Saaremaa County’s Youth Council. Being busy I still found time for many other hobbies and interests and also have been active in writing different projects and helping organising events. For over 6 years I have been volunteering in different events in Kuressaare city, starting with city birthdays and ending with UNICEF’s Blue Week. Regardless the fact that these days it is common to think: “All work must be paid!” to me the feeling and experience I get from a job done, is the most important.

Now that I am no longer an activist in my home town I still work with young people and youth councils, as I am the councils’ coordinator in Estonian Youth Council and am able to affect many youth councils now, not just a couple.

I encourage all young people to do what their heart desires – I did so and I have no regrets☺!

As a youth council young person I have gained a lot of experience and thanks to it I am today the person that I am☺ - the one who does what she loves!

If you have questions or concerns, you can always turn to me at: liina.ryytel@enl.ee or 53425177.

Anton Reingoldt – Pärnu Secondary School student

In September 2011 Sillamäe Society for Child Welfare and their volunteer trainers came to our Secondary School in Pärnu. They conducted trainings and info-seminars around Estonia about volunteering in the framework of the project “Volunteer for Tomorrow” during which we received information on the project and how to participate in it.

After their visit to our school, I wrote to the organizers because I wanted to use a chance to take part in the conference series that they had planned to start next month. This is how I become a volunteer. So, from 21-22nd October 2011, I participated in the first Conference titled: “Volunteer work – from whom and why”. On this conference I got a lot of interesting information, new networking opportunities and met friends from around Estonia contributing to the preparation of “youth outreach strategy 2012-2015”.

To the next conference (that was the third in line in the Conference series, because the second was intended for experts only) in the series I went together with my friend Andrei, because he had also become interested in volunteering. On the conference we discussed main problems of youth, government institutions and society as they are those who are dealing with volunteer work development in Estonia, and also we helped make step-by-step proposals on how to implement the “youth outreach strategy 2012-2015”

Vassili Golikov, Sillamäe Society for Child Welfare

I would not be able to imagine what the world would be like without volunteer work as it is one of the most important and valuable things in life. But you might ask why it is so?

Volunteer work has definitely changed my lifestyle. As a teenager one could say I was not at all that socially active. But when my mother started the NGO Sillamäe Society for Child Welfare, she encouraged me to help her participating and organising events for the NGOs like children-youth summer campuses, seminars and day to day work of the office. Through the years with the NGO I have come to understand that volunteering in NGO Sillamäe Society for Child Welfare gave me a lot, not just new friends, skills and knowledge that I could use in the future, but also a way to live that I enjoy and can be proud of.

Like most others, I started out small. For example I remember cleaning the office every evening after school. It was not necessarily pleasant work, but it was an important first step on a long road. During my volunteering and NGO work, I was dealing with and still do many varied activities such as organizing info seminars on different topics, running youth campuses and seminars, conducting negotiations with media, business partners, updating information on the webpage and editing. Later being a student in the university the experience and networks that I got during my volunteer work came very helpful in organizing different student events and also advanced me professionally and helped to find a job.

Finally, volunteer work is not only needed for your own development and social life, but also it changes our world for the better. So, if you are thinking whether to do volunteer work or not I would suggest to try! Be a volunteer – change the world!

If you have any questions or suggestions please do contact me at basil.golikov@gmail.com or +372 55602993

Marten Lauri – Estonian Ministry of the Interior

I never imagined myself as a volunteer. Five years ago my priority in life was to reach the top (like we all?), to be successful myself, not to help others to become successful. But somewhere along the line the attitude changed. I started to think and believe that in order to achieve my goals, I have to help others achieve their goals. One may think that this is somehow egocentric approach. Maybe it is, but it is a win-win situation. Maybe I just grew up.

I started off with simple steps – in 2008, after I had just turned 18, I donated blood for the very first time. I must admit that it was a bit frightening – to donate blood in the mid-summer while its 28 degrees Celsius outside and the whole procedure took place in a military tent (read: there was even hotter inside the tent). But it all played out well. I've donated blood 10 times now and I plan to continue doing it. I'd compare donating blood with doing a restart to your body – very refreshing!

Today, I help some non-profit organisations to design their brochures, leaflets and even quarterly magazines. I should mention that even though volunteering is a lot of fun and actually makes you feel warm inside, you shouldn't get too carried away with it. I don't consider it very wise to give every second you've got to volunteering. I mean - first accomplish your own daily assignments and then when you've got some spare time – volunteer! No, really – volunteer!

To sum it up – what have I got from volunteering? Excellent opportunities to try my strengths, not only to learn new but also to train my existing skills, find new contacts (!) and to have a feeling that I'm not a free rider, but I can actually change something.

YOUTH OUTREACH STRATEGY IN VOLUNTEERING

Project's main outcome however, was called "Youth outreach strategy in volunteering 2012 - 2015" that was developed in the frames of the project and aimed at different social institutions.

Main strategy development occurred during the project's 3-part Young Volunteer Conference series where both the experts on volunteering in different fields and young people themselves participated. In order to ensure that the strategy spreads as wide as possible we added to this document comments and ideas offered as a result of public discussions by wider audience. In the process of strategy development we combined youth opinions and expert knowledge, thus, in future the strategy should increase not only the value of volunteering but also youth knowledge about volunteering and motivation to participate.

The sequence of conferences:

1. Young Volunteer Conference I (Preparation) 21-22 October 2011 – sub-heading „Volunteer work – to whom and why? “. It was oriented on young people.

5 working groups were formed. Every working group had a leader and every group should find the answer to the main question „How to involve and motivate young people to participate?“ regarding five different fields:

- a) Volunteer work and its importance; (What is volunteer work? Do young people know what volunteer work is? Why is volunteer work important?)
- b) Volunteer work in school and in the education system; (how and why should a young person participate in school life, would it be necessary to change the education system for it?, non-formal education in schools, developing volunteering etc)
- c) Involving people in volunteer work; (How and why should young people be involved in volunteering? Is there enough information? How to develop networking for involving young people in volunteering better? etc.)
- d) Volunteer work and the public sector; (participating in the activities of the local governments, cooperation between young people and elders, youth projects and participation in committees)
- e) Volunteer work recognition; (Is volunteer work valued? How should volunteer work be recognised?)

The purpose of the group work was to define main challenges and offer solutions.

2. Young Volunteer Conference II (Evaluation) 3. November 2011 sub-heading „Volunteer work through the perspective of an expert“. The purpose of the conference was to develop and evaluate the results of the first conference. Among the participants there were school teachers, local government employees, youth workers and other experts directly connected to youth work in Estonia.

Work was conducted through two main methods:

- a) SWOT analysis
- b) Value-based analysis in larger groups

The purpose was to frame youth proposals and present expert's strategic suggestions.

3. Young Volunteer Conference III (Action) 13-14. December 2011 sub-heading „Youth – the future of volunteering? “ The final changes to the strategy were made during the third conference.

Main Action Routes

The synthesis process, taking into account all preliminary work results, was aimed to create a strategic framework consisting of four main action routes. In other words, we should define the main question: “How to involve and motivate young people to participate in volunteering?” in the context of the Estonian state, local governmental level, NGO context and the school system.

Action route 1: State

FIELD OVERVIEW:

In Estonia, today, we are missing the legal definition of volunteering and legal regulation mechanisms that would be jointly understandable and enforceable. The Civil Society Development Plan has set for one of its purposes volunteer work advancement and development.

Volunteer Work Development Centre and the Ministry of the Interior are the main actors that work towards supporting CSOs in involving volunteers in their activities on the state level. In September 2010 with the support of National Civil Society Foundation, five county volunteering centres were opened. In addition several of the ministries and CSOs coordinate volunteering in their specific fields.

THE STRATEGIC PURPOSE:

Power structures develop volunteering through creating a beneficial legal environment and supporting youth organisations which involve volunteers.

STRATEGIC CHALLENGES:

- **Legal framework of volunteering.** Volunteering is missing a clear legal framework. Its creation requires greater cooperation between the ministries.
- **The valuing of volunteer work on state level.** Studies have shown that volunteer sector's reputation is generally good. The importance of the subject with the general development of civil society has taken central position, but a lot of work remains to be done.
- **Finance system that ensures youth organisations' activities effectiveness and sustainability.** Volunteer work requires state financing. Third sector financing by governmental institutions has been constantly increasing, but still it is project based that makes it more difficult to make future plans.
- **Volunteer work reward system.** We need to work out a state wide bonus system to acknowledge, reward and value. Acknowledgement inspires and motivates volunteers and stimulates volunteering initiatives.
- **Favouring the implementation of non-formal education in the education system.** Through legislation and educational programs changings.

RECOMMENDED ACTIVITIES:

The last chapter aims to suggest the steps and concrete activities actors working on this field should take to achieve the purposes of their field and the strategy in general.

- **Increasing state financing to youth organisations and youth initiatives**
- **State-led activities to spread information about volunteering.**
- **Initialising state level acknowledgement events.**
- **State level benefits for acting as a volunteer off your work time.**
- **Using state finances to advance volunteer work – like enabling rooms for seminars etc.**

Action route 2: Local government

FIELD OVERVIEW:

There are very different local governments in Estonia, in terms of the number of residents and financial opportunities, which also means that there are big differences between regions in terms of structure and number of volunteer organisations.

A large section of CSOs are active on the local level and are involved in regional development. The Government of the Republic has approved the conception drawn up by the Ministry of the Interior called „The ways of delegating public services to NGOs“. That kind of contract based cooperation is a relatively spread practice on local government level, with nearly 60% participating especially in the social, sport, cultural and youth work fields.

In addition, a new tradition of city and county youth councils is gaining traction in Estonia. This year alone witnessed the creation of 26 new youth councils with support of Estonian Youth Council. However, it is difficult to find information about their activities as well as how effective they truly are. Also such councils often involve some affiliated youngsters, which may skewer the outcome.

FIELD PURPOSES:

Local governmental structures are open to dialogue with youth representatives and cooperation with youth organisations as well as ready to involve young people in regional development.

STRATEGIC CHALLENGES

- **Local governments, in addition to youth councils, should not only to provide wider regular dialog basis such as community forums but also to strengthen the current ones.** To help enforce direct communication between CSOs and local government leaders and spark more cooperation.
- **Involving volunteers in local government's activities and creating volunteer clubs at local governments.** Studies have shown that only 3% of volunteers work in the public sector.
- **Favour youth volunteering by making the schools' restrictions and guidelines more flexible.** Especially when it comes to the use of school premises and restrictions of the school curriculum.
- **Supporting the youth organisations that work on local level and developing cooperation.** The majority of NGOs work on the local level and they need the support of

their local government, both financially and content wise, to work out in close cooperation solutions that fit everyone.

RECOMMENDED ACTIVITIES:

The last chapter aims to suggest the steps and concrete activities actors working in this field should take to achieve the purposes of their field and the strategy in general.

- **Create youth councils by all local governments and support the work of existing ones.**
- **Increase the funding of youth organisations and youth-led initiatives.**
- **Create information campaigns on volunteering**
- **Hold regular meetings in local government's premises (once in a quarter) and organize information exchange with groups.**
- **Assign a person to the local government whose task is to coordinate volunteering.**
- **Volunteer acknowledgement on the local governmental level.**

Action route 3: NGOs

FIELD OVERVIEW:

95% of volunteers are active in the third sector and 3% in the public sector. Therefore NGOs are especially important in the volunteering development process.

Estonia is a small country, but with a large number of NGOs – the 2010 report presented to the European Commission showed that in Estonia there are over 26 thousand of NGOs and close to 800 foundations. Since the independence regaining the number of NGOs has been rising continuously. Close to 1400 -1500 NGOs are created annually. The biggest leap was in 2001 with the approval of Estonian Civil Society Development Concept.

At the moment there is no way to find out how many NGOs involve volunteers and how many do not. At the same time, a crucial indicator to reflect current situation is that only about one third of all the NGOs have paid employees, which makes us believe that NGOs operate on volunteer basis and are often led by volunteers.

FIELD PURPOSES:

NGOs that involve volunteers, are capable of dealing with youth questions and open to cooperation with local governments and educational institutions.

STRATEGIC CHALLENGES

- **Information on volunteering.** One of the main challenges on volunteer work development is little volunteering awareness among young people, which can be increased through NGO activity.
- **Advocacy.** Civil society's role in policy design has increased through advocacy. NGOs and youth organisations are valuable in advancing youth questions on local and national level.
- **Involving volunteers in NGO activities.** Smaller NGOs are largely based on volunteer work, but all NGOs can through their activities offer opportunities to become a volunteer, whether on a part-time or on a full time basis.
- **Cooperation with schools and other educational institutions.** For example, such pilot program of the Ministry of the Interior's as „CSOs into schools – information events for students“. It is important that NGOs are active in seeking out cooperation.

- **Cooperation with local governments in youth work.** Within the framework of public services and joint cooperation programs and projects.

RECOMMENDED ACTIVITIES:

The last chapter aims to suggest the steps and concrete activities actors working in this field should take to achieve the purposes of their field and the strategy in general.

- **Organizing info days in order to inform people about their offers.**
- **When possible assign someone to be the volunteer manager in the organization.**
- **Carrying out trainings, seminars and other events on volunteering**
- **Distribute practical and concrete information on volunteering in all media sources**
- **Enforce cooperation with student councils**

Action route 4: School and the education system

FIELD OVERVIEW

A young person spends a majority of his or her time in school. It is almost like a second home. Thus, the school system occupies a unique position and is able to create a value system required for volunteering and advancing active youth and through that also the habit of volunteer work.

One opportunity for that is citizen education classes. 2001 study (Tomey-Purta, Lehmann, Oswald, Schultz) showed, that 60% of citizen education program is devoted to acquiring knowledge, and only 20% to advancing participation and values. 2006 study by Anu Toots, Tõnu Idnurm and Maria Sveljova on youth citizen culture showed that the effect of formal citizen studies on raising an active citizen is minimal. Only 1/3 of teenagers are ready to participate in charity action.

Most, although not all, schools have student councils, and they are one of the best tools for active participation promotion. Estonian Union for Student Council has 204 members as of 12.06.2011. It is the largest student advocacy organisation in Estonia, representing about 100000 students.

FIELD OVERVIEW:

School is a place that advances and supports young person acting as a volunteer and in becoming an active citizen.

STRATEGIC CHALLENGES

- **The education system that is open to non-formal education.** The curriculum is still very subject-centred and doesn't involve enough values and attitudes. Schools however have an option for individual curriculum that can be used for advancing volunteering.
- **Integrating volunteer work to citizen studies and valuing volunteer work.**
- **Maximising schools own resources for advancing young people's citizen culture.** Schools have the room and the people.
- **A school that is open to young volunteer activities.** This would not only enable both young people to meet on school premises after classes but also local NGOs to carry out projects in schools and involve young people in different activities.
- **Strengthening school student councils and supporting and advancing their work.**

RECOMMENDED ACTIVITIES:

The last chapter aims to suggest the steps and concrete activities actors working in this field should take to achieve the purposes of their field and the strategy in general.

- **Involve young people in carrying out school events.**
- **Create and support such possibilities as school radio and school paper**
- **Recognize active students in schools.**
- **Implement in schools feedback boxes that would enable students to present opinions and suggestions**
- **If possible realize youth ideas**
- **Bring NGO or local government-led projects into schools and enable school youth participate actively.**

LESSON PLANS

LESSON PLANS:

The following is a detailed description of individual lesson plans that can be used as a part of the official curriculum in a school environment or as separate interactive exercises in a non-formal learning environment. They have been comprised of the material used during the activities conducted in the frames of “Volunteer for Tomorrow” project and were supplemented with contributions from the beneficiaries and partners who have longstanding experience not only in the field of youth work but also in conducting exercises like the ones envisioned for the present lesson guide.

The main purpose of creating the lesson plans was to assemble into one guide handy tools towards promoting knowledge about volunteering, motivation, activation, social skills and other crucial capacities that are necessary for the advancement of volunteer work.

The following section contains the exercises and has been divided into three parts. The first part is a selection of ice-breakers to choose from; the second one offers simple activation and motivation exercises to get participants involved; the third includes full lesson plans that are more time-consuming.

Notes to the facilitator:

- Choose the activities for each session carefully.
- Read the instructions fully, preparing thoroughly, considering the cultural context and be flexible.
- Be clear in your aims for the workshop.
- Make sure you know how many participants you will be working with.
- Get comfortable with the activities you have chosen, practice beforehand to see what works well.
- Adjust the activities according to the age group.
- Explain how each activity works.
- Good time keeping is ESSENTIAL. Make sure you start and finish on time, without skipping parts of the activity.
- Think about what kind of group you are working with; young, old, only girls, only boys or is it a mixed group?
- Find a good place for the workshops/trainings.
- If you want to run the workshop/training at a school think about the time and the schedule. For example, the end of the term may not be a good idea. Still, it depends on the school system you have in your area so make sure you have checked this in advance.
- Ensure you have clear communication with the teacher. Negotiate the amount of time allocated to you in advance.
- As a facilitator it is important to be neutral.

Encourage the participants to contribute on their own - don't put words in their mouths.

- HAVE FUN!!

I Part: Ice-Breaking

The exercises that are used during the first part of each interactive lesson are devoted to ice-breaking and help participants relax and get to know each other in a more informal way. The detailed exercises are the part of this lesson guide. The list of potential ice-breaking exercises could be longer. Here we offer just a few examples. You can use one or many according to your specific needs and time constraints.

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1. THREE QUESTIONS GAME

Everyone in the group writes down 3 discussion provoking questions they would like to ask others in the group. Not the normal "what's your name" type questions but something like, "What is the most interesting place you have ever travelled to" or "Name a topic you feel absolutely passionate about".

- Give them time to mingle, and to ask three different people in the group one of their three questions.
- Get back together and have each person stand and give their name. After that ask the group to tell what they know about this person.

2. THE POCKET PURSE GAME

Everyone selects one (optionally two) items from their pocket or purse that has some personal significance to them. They introduce themselves and do a show and explain why the selected item is so important to them.

3. THE SHOE GAME

When entering, everyone must take off one shoe and leave it in a pile at the door. They keep the other shoe on. After everybody takes their places the host will randomly distribute the shoes. When instructed, everyone must find the owner of the shoe they got and get some info about him/her. Then they introduce their new friend to the group.

4. THE INTERVIEW GAME

Break the group in groups of two (have them pick a partner that they know the least about). Have them interview each other for about twenty minutes (You can also prepare questions beforehand or provide general guidelines for the interview). They need to learn for example, what each other likes about their job, past jobs, family life, hobbies, favourite sport, etc. After the interviews, reassemble the group and have each team introduce their team member to the group. This exercise helps them to learn more about each other.

5. HUMAN KNOT GAME

Divide into groups of 6-10 people. Each group forms a tight circle, standing facing each other. Everyone extends their hands into the circle and by tangling their arms, grasps hands with other members of the group. Instruct people to "be sure that the two hands you are holding do not belong to the same person". The groups' goal: untie the hand knot they got. Member of the group physically climb over/ under/ through each other's arms to untie the knot of bodies. Note: It's RARE but it is possible for a knot to be unsolvable or end in two separate circles.

6. FIND SOMEONE GAME

Each person writes on a blank index card one to three statements, such as favourite colour, interest, hobby, or vacations. Pass out cards so everyone gets someone else's card. Have that person find the person with their card and introduce themselves.

7. BIRTHDAY GAME

Have the group stand and line up in a straight line. After they are in line, tell them to re-arrange the line so that they are in line by their birthday. January, 1st on one end and December, 31st at the other end. The catch is that they must do all this without talking or writing anything down.

8. PAPER AIRPLANE GAME

Everyone makes a paper airplane and writes their name, something they like and dislike on it (You may also want to add additional questions). One by one everyone throws their airplane around the room. If you find an airplane, pick it and keep throwing it for 1-2 minutes. At the end of that time, everyone must have one paper airplane. This is the person they must find and introduce to the group.

II Part: Activation and motivation

The following are a few examples of practical exercises that are good for activating and motivating participants and also offer good opportunities for finding common ground among the members of the team (or class etc).

1. LETTER GAME

Ask each group member to individually fill out the following grid with terms associated with youth volunteering that begins with the letter shown. Following that allow each participant read a term letter by letter.

V
O-
L-.....
U-
N -
T -
E -.....
E -.....
R -
I -
N -
G -

2. SIDES

This exercise is a good tool for increasing self-awareness and dealing with different beliefs, attitudes and values.

- a) Divide the room into two sides: on the wall at one side attach a sign saying „I agree! “, and on the other wall „I disagree!“
- b) Devise sentences
- c) Read them out and have participants choose a side
- d) At the end divide them into small sub-groups, where they find arguments on why they agree or disagree.
- e) Sides take turns in presenting arguments
- f) Switch the sides and have participants experience what it is like to be on the opposing side.

3. LINES

It is a good tool for finding out how a person relates to a situation. Also this is a good means of dealing with resistance. Show the beginning and the end of the line of an imaginary scale in the room. Set maximum and minimum. If there is not enough space you can imagine a curved scale.

4. GROUPS

The purpose is to get ready to receive information. Put the groups in different places in the room (in four corners for example).

Then you can ask them to describe:

- What kind of person am I, which word describes me in a best way: antique, renaissance, baroque, classism, gothic, roman, modernism, postmodernism, etc.
- What mythological character I remind of: warrior, god-king, magician or a lover.

Groups form a small circle and talk about why they like it. Could there be something they don't like? Groups then formulate a common stance and present it to other groups.

5. MAPS

The aim: positioning in a wider perspective, discovering and presenting values

- Imagine a laid out of county/city map. We locate our present position and then set the north and the south. Position yourself on the map according to where you live in the county/city/country? What is the role of local governments in Estonia?
- Imagine European map, world map etc. If you could decide, what country's language would you study? If you could choose one thing in the world built by people what would you go see?

III Part: Full Plans

The following section is devoted to full scale lesson plans that require more thorough preparation and are more time-consuming. Volunteering is a wide topic that has some degree of connection to different sectors of the society. Therefore, we can promote volunteering as a topic for lesson plans. It is possible to use various topics, aspects and perspectives. Thus, the following is a selection of possibilities to choose from depending on your more specific needs.

1. WHAT DO YOU KNOW ABOUT VOLUNTEERING?

Objective:

- To brainstorm what people know about volunteering

Time: 10-15 minutes

Facilitation Tips:

- Get acquainted with volunteering as a topic and try to anticipate the responses to guide the discussion.

Materials:

Post-it notes, Pens, Board wall, flipchart paper

Step-by-Step:

1. Give out 3 post-it notes to each individual.
2. Ask the question: What are the first three words that come up to your mind when you say the word “Volunteering”?
3. Ask them to write one word on each post-it note.
4. Get everyone to stick their notes onto a board, wall, or piece of flipchart paper.
5. Start the discussion: Which words are repeated the most? Is there consensus on what people think about Volunteering?
6. Now write up the words Society, Economy and Education on the board.
7. Brainstorm how each of these relate to Volunteering?

2. COMMUNITY MAPPING

Objective:

- To find out what can be done at a community level to achieve greater level of volunteering.

Time: 60 minutes

Facilitation Tips:

- Use sticks, stones, leaves, grass, etc to create maps outside on the ground or inside on flipcharts with markers.
- Each individual should have their own stickers, and they do not need to agree about where they will put their stickers.

Materials:

Green, yellow and red stickers, Flipchart paper and markers (optional)

Step-by-Step guidance:

1. Divide participants into groups.
2. Ask the group to draw a map of their school or community they live in ask them to include the following elements:
 - Roads, Offices, Schools, Residences, Places of worship, Business centre, Parks and green space, Libraries, Restaurants, Community centres, Stores, Post offices, Local transportation.
 - Once the maps have been drawn, ask the question:
 - a) How do the different sites or elements on the map contribute to a community?
 - b) In what way do these sites make a positive and/or negative contribution to volunteering?
 - Give each student two green stickers, two yellow stickers and two red stickers. They should then place their stickers on the map to represent the following:
 - **Green:** A space that is making a positive contribution to the community's social and economic life.
 - **Yellow:** Needs improvement - a space that is not destructing, but is not having a positive impact either.
 - **Red:** Actively destructing.
 - They can put stickers of any colour anywhere, even if someone else has put one of a different colour there.
3. After the map has been finished, ask them the following questions:
 - a) What makes the places fit to one or the other colour stickers?
 - b) Have any places been identified with multiple colours? What do they think this means?
4. In pairs pick two of the spaces that have a red or yellow sticker on them. Think of 5 actions that could be done to improve.

3. PROBLEM TREE: The “why?” exercise.

Objectives:

- To get to the root of a problem in order to tackle it in an appropriate way.

Time: 30 minutes

Facilitation Tips:

- Choose the problem carefully. Take into account that the problem should allow deeper reflection and not exhaust itself quickly.

Materials:

Flip chart, Markers, Pens

Step-by-Step guidance:

- 1. “But why?”** - Identify the primary problem that you want to address and find the causes of. Start asking yourself why this occurs and try to find at least two possible reasons. Each time you identify a cause keep asking “but why?” until you can go no further. What you will end up with is a web of causes that display the various roots of the problem you are trying to address.
- 2. Intervention** - Decide which of the many causes you can address and the type of intervention they would require.
- 3. Adding effects** - Think of the negative consequences the problem has and add branches to the tree. Each consequence will lead to other effects, so the branches go higher and higher. Decide which of the many short term consequences you can address to lessen the effects of the problem. Write your causes and effects on post-it notes so you can move them (or remove them!) go as necessary.

4. ROAD MAP

Objectives:

- Identify problems and define goals.
- Analyse the causes of the problems and reflect on what makes goals achievable.
- Discuss in depth the problems they face.
- Mapping allows participants to define an action plan.

Time: 30-40 minutes.

Facilitation Tips:

- Ensure each participant gets the chance to express themselves.
- Use visuals and drawings in the designing of the roadmap.
- Make sure to give the groups 5 separate flip chart papers
- Make a mock-example of the end-product.
- Try modifying the activity, looking at personal or individually based responses.

Materials:

Flip chart, Markers, Pens

Step-by-Step guidance:

1. Divide participants into groups and give them 5 numbered flip chart papers/ flip chart paper numbered from 1 to 5.
2. Tackle the papers in this order:
 - *Paper 1- Challenges:* On paper labelled 1 they brainstorm the problems and challenges (in two different columns) related to the subject chosen.
 - *Paper 5- Ideal Solution:* brainstorm what the ideal situation would look like – always related to their specific subject.
 - *Paper 2- Barriers and roots of the problem:* reflect on the barriers /causes of the problems identified in paper 1
 - *Paper 3- Tools and strategies:* what tools /strategies would enable the perfect situation (5).
 - *Paper 4- How to achieve it:* HOW? – Plan how to get from paper 1 to paper 5? What needs to be done to get from one point to the other?
3. As a whole group, share and discuss the different road maps.

5. SILENT DISCUSSION

Objectives:

- Discuss controversial issues in a peaceful way.
- Create a space for sharing where all voices are equally heard.
- Generate a collective knowledge.

Time: 30-40 minutes.

Facilitation Tips:

- Choose questions carefully, avoiding broad questions or statements.
- Be clear and precise.
- Manage the time of the activity as it can be lengthy.
- The activity can be used in two different ways;
 - to highlight broad/general issues
 - to focus on a specific issue that you wish to tackle.
- Study the background of your statement or question before the workshop
- Examples of the Question/statement you could make:
 - What is volunteering?
 - Why should you volunteer?
 - Is volunteering important for our society?
 - Is volunteering work a waste of time?

Materials:

Flip chart, Markers, Post-it notes of three different colours or coloured papers, pens

Step-by-Step guidance:

1. Write a statement/ question on each piece of flip chart paper and place them on the floor or wall.
2. Give each participant two post-it notes and ask them to write an answer/opinion about the statement and stick it underneath.
3. Give participants a further two post-its notes (different colours). Read the first round comments and respond to them on the new post-it note, then stick them on the flipchart paper. Depending on time, do several rounds of this.
4. Each flip chart paper is given to a group who must read the “discussion” and provide feedback and a conclusion (but NOT their own personal opinion).

6. AD BUSTER

Objectives:

- An enjoyable way to put across the message on volunteering

Time: 15 - 20 minutes (depending on the number of participants).

Facilitation Tips:

- Can be used to break up a long session.
- It doesn't need any writing skills and is suitable for any age group.
- Not good if you are short of time.

Materials:

Flip chart paper, Markers

Step-by-Step guidance:

1. Divide participants into groups of 3-6 people.
2. Each group has to 'sell' the message of volunteering to a group of advertisers. The advertisers probably don't care and are very busy.
3. The groups have to put across their message – either by acting out a slogan/ message or by using posters and drawings.
4. You can act and use poster/drawings, BUT you cannot speak!
5. Each group receives a flip chart paper and pens.
6. Allow 10 – 15 minutes to prepare the presentations.
7. Each group then presents to the whole group.
8. Discuss afterwards, try to convey the core message of each group.

7. KNOWLEDGE POOL

Objectives:

- Identify how much the participants know about issues in the community.
- Raise awareness on various issues in the community.

Time: 20 minutes (depending on the number of participants)

Facilitation Tips:

- Be encouraging and mindful that not all participants find it comfortable to speak in front of the group.
- You can ask the topics to stay centred on volunteering or add adjacent themes

Materials:

Pieces of paper, Pens, Bowl/Box

Step-by-Step:

1. Make a list of topics that you want the participants to talk about. Write the topics on the pieces of paper fold them up and put them in a bowl.
2. Ask participants to pick out a piece of paper, and think about the topic (2 mins).
3. Ask the participants to come up and talk about the topic for a minute.
4. Remember to stress the fact that when they talk about the topic they can also add what they think of the topic and suggest solutions to a problem.

8. WHO IS A VOLUNTEER?

Objective:

- The aim of this activity is to explore the meaning behind the word “volunteer” and what does it mean to be a volunteer.

Time: 30 minutes

Facilitation Tips:

- This exercise can be used to analyse different concepts

Materials: Large room, Flip chart paper, Small pieces of paper.

Step-by-step guidance:

1. Divide the participants into groups of 5-6.
2. Give each of the participants a piece of paper and a pen. Tell them to write on to the paper the word VOLUNTEER. Tell the group to think, individually, of terms and features that come into their minds with that concept and to write them down. Give them five minutes.
3. Then distribute one flip chart paper and a marker per group. Tell the class to discuss what they wrote down individually with the group and amongst the group to come up with a joint list and write it down on the paper. Give them 10 minutes.
4. One person from each group presents the flipchart of their group and their reasoning behind their choices.
5. Finish with a group discussion on the results, observing and discussing the positive or negative connotations have emerged and why.

9. HOW MUCH DEPENDS ON YOU?

Objectives:

- To consider different degrees of involvement and participation.
- To reflect on factors which impede or facilitate youth participation.
- To empower young people to participate more actively in local life

Time: 80-90 minutes

Facilitation Tips:

- Get acquainted with the Ladder of Participation. Versions can be found on the internet
- Make sure that the ladder is visible to everyone and that the different levels are understandable.

Materials: The Ladder of Participation, paper and markers

Preparation Make copies of the Ladder of Participation and invite 6 pairs (or small groups) to prepare a short role-play (2-3 minutes) before the session, each one based on one of the levels of participation.

Step-by-step guidance:

1. Ask the group to think about why they think that low participation is thought to be a problem: what do they consider to be the symptoms of low participation, particularly in relation to young people? Write their suggestions on a flipchart.
2. Introduce the 'Ladder of Participation' briefly and explain that this is one model for thinking about different levels of participation. Then invite the six pairs to present their role-play in turn. Allow questions or time for comments.
3. Ask people to work individually for 5 minutes, trying to find examples in their own lives for as many of the 6 levels as they can.
4. Invite participants to share their ladders in small groups of 4 - 5 people. Ask each small group to try to come up with 2 general lists:
 - **Obstacles** (things that stop me from moving up the ladder)
 - **Enabling** factors (things that help me to move up the ladder)
5. Bring the groups back together and use the feedback to create one list of obstacles and one list of enabling factors for the whole group.
6. Go through the general list with participants and get them to mark those **items that depend on themselves**, as opposed to **external factors that are felt to be out of their control**. Help them to bring as many items as possible within the first category (dependence on themselves). Return to the flipchart created under point 1, and discuss whether there are things the group could do to increase its own participation in local life.

10. BOXES)

Objectives

- To use movement as a catalyst for reflection.

Time: 20 minutes

Facilitation Tips:

- The letters on the boxes should be visible
- You can choose the size of the boxes according to what is available to you.

Materials: 15 cardboard boxes, Black markers.

Preparation Prepare each of the boxes (except 2) with a black marker so each of the boxes reads a letter and one of them is an exclamation mark. Together they should read BE A VOLUNTEER! In addition prepare a simple song that everyone could join in, which can be “Row boat”. If you wish you can take the tune of it and make up your own lyrics to fit the theme of volunteering.

Step-by-step guidance:

1. Position boxes at different ends of the room beforehand and assign an assistant to help you in the other end of the room.
2. Remind the participants the importance of taking initiative and being active and involved when it comes to volunteering.
3. Introduce the song. If possible put a visual aid on the wall (like a power point presentation) that contains the lyrics to the song. Walk among the participants and pick people to briefly sing the song for others.
4. Divide the group into halves. Have one half begin the song and the other start theirs in the middle to make sure everyone is acquainted with the song.
5. Have everyone stand up. The assistant begins handing out the boxes. Tell participants to hand the boxes over to each other, until each participant has touched every box. After they have begun, instruct them to sing the song while doing it. Then take the boxes up front and assemble the word.

This is a good little exercise that is the best when combined with others or used as an active break in the middle of a long training session.

11. MEETING A CELEBRITY

Objectives:

- To widen your role scope and advance empathy.
- To gain feedback and directions on your development.

Time: 30 minutes

Facilitation Tips:

- You can constrict the selection of the celebrity to fit the overall theme of your workshop etc.
- You can facilitate yourself or assign a facilitator from the group. When you assign a facilitator, it may be advisable to conduct a first round

Materials: 2 chairs on stage

Step-by-step:

1. Have everyone think about who would be the person from history, society or concrete event whom they'd wish to meet. Assign someone as the facilitator of the meeting and select two participants to sit on the chairs.
2. One of the participants is the celebrity. The facilitator asks the celebrity to introduce themselves (describe age, appearance, beliefs, principles etc)
3. The facilitator asks the two to switch positions. The other student now introduces themselves as the celebrity as the previous person had done.
4. The facilitator asks the original participant now in their own position to ask something of the celebrity about themselves. They do.
5. Then the facilitator asks the two to switch positions again.
6. The facilitator asks the participant to now answer the question.
7. The roles are switched again and the other answers the same way.
8. When everyone has had their turn on the stage, follow that up with the general discussion to help participants reflect on why the meeting spoke to them.

12. LEARNING FROM TEXT

Objectives:

- To reflect on ability to ask questions and frame discussion and introduce your own point of view.

Time: 45 minutes

Facilitation Tips:

- You need to prepare texts on volunteering in different fields – for example society, economy, third sector. They can be newspaper articles, reports etc.
- The specific contents of the text may vary according to your possibilities.

Materials: 3 separate texts in 2-3 copies, papers, pens

Step-by-step guidance:

1. Divide the participants into three groups according to the themes. Distribute texts among the group members
2. Individual phase – Have each participant read through the text and bring out the key words that most describe their texts.
3. The group now works together to come up with a joint list of key words that most exemplify their topic and text.
4. The groups are rearranged so each new group now contains one member of each topic. Depending on the number of the participants you may have to form many groups. Each member now introduces the topic and the key words of their group.
5. All original groups reform and then come up with a list of questions about their topic.
6. The facilitator gathers together the questions
7. Participants answer individually to the questions (except of those that are about their topic) and the group checks the answers
8. Discussion round: participants talk about what they learned.

Evaluation form

Participant Information

Name _____

Age _____

Organisation _____

Profession/Occupation _____

Additional information _____

Place (country and city) _____

Content and Effect

Title of Activity: _____

The content of the activities/methodology: _____

Do you feel you received enough information on the topics covered? _____

If not, then what kind of additional information would you require? _____

What was your main reason for taking part? _____

Were your expectations met? _____

Has taking part helped you to develop your competence in any way? If yes, how? _____

How much did you know about volunteering prior to this session? _____

Will you use the information gained at a professional or personal level? _____

Practical Arrangements

Do you have any remarks concerning the practical arrangements? _____

How would you describe the organization of the activities? _____

Other comments: _____

Assessment of whole event from 1 till 10 (Poor 1-3, Good 3-6 , Very Good 6-8, Excellent 9-10) _____

Date:

Signature:

Projects

If after reading the previous information and gotten acquainted with possibilities you have developed an interest in developing your own idea or assisting young people with developing theirs, then a good way to do that is through creating your own projects. There are many ways to also apply for funding for your projects.

Why? – Project is a real activity its purpose is to change a situation or solve a problem.

How? – Project writing depends on the conditions set in a concrete application round or program

When? – It is advisable to write a project within 1 month before the end of the deadline

The following is a few useful directions when writing your project:

PROJECT MANAGEMENT 10 PRINCIPLES

- Assessing the needs
- Prioritising the needs
- Completing a team and reviewing the skills of your team members
- Brainstorming and selection of the project
- Completing the budget and timetable and reviewing financial sources
- Building partnership relations – selecting leader
- Collecting financial resources and means
- Project implementation – project management = managing personnel, time, money effectively
- Outside project monitoring and evaluating
- Completing the report – thinking through and reviewing and celebration

ADDING TO PROJECT MANAGEMENT

P.A.R.C (P+3T)

- **Planning**
- **Action**
- **Reflection**
- **Celebration**

S.M.A.R.T. goals

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Time – bound**

S.M.E.A.C

- **Situation**
- **Mission** – what do we have to do to fill the needs
- **Execution** – When? Where? How? What's needed? etc?)
- **Administration** – who does what? The role of each member?
- **Communication** – how to spread information about the project in your community.

VOLUNTEER CERTIFICATE

As an additional educational resource we have included in this booklet a form known in Estonia as „vabatahtliku pass“ which could be directly translated as “volunteer passport”, but for clarity we call it “volunteer certificate”. One of the main issues that arose constantly throughout the activities of the project was acknowledgement of volunteering and the need to develop some kind of reward system (perhaps bonus points or something like that) through which the value of volunteering could be boosted.

Right now, in Estonia, the only real means of documenting volunteering is the volunteer certificate but the awareness about its existence and uses is very low. Therefore the certificate has limited influence.

What is it?

Volunteer certificate is intended for each volunteer who wishes to document the knowledge, skills and experiences. As an ordinary certificate doesn't prove all knowledge and skills, this one offers a framework for your volunteer activity and it can be used with your CV on the job market or in studies. The knowledge and skills covered may include social, organisational, or be speciality-based.

Volunteer certificate has been comprised by Volunteering Development Agency in cooperation with Estonian Ministry of Interior.

Additional information: <http://www.vabatahtlikud.ee/et/Vabatahtlik-tegevus/Vabatahtliku-pass>

Volunteer (name).....

My aim as a volunteer (Write here, why are you a volunteer, what is it that you wish to achieve, what experiences to acquire etc.)

.....
.....
.....
.....

The name of the organization / project / action (Where you work(ed) as a volunteer?)

It is (delete what doesn't apply):

- Volunteer work in an organisation
- Independent volunteer work

and

- regular (long-term) volunteer work
- one time (short-term) volunteer work

Volunteer work duration (fill one or more choices)

Timeframe:

Nr of days:

Nr of hours:

Main assignments and activities as a volunteer (What did you do as a volunteer? To assist: I came into contact with field; communicated with seniors, children, in a foreign language,; organised ...; lead/directed; in the team my role was; I participated in; solved problems etc)

Volunteer self-evaluation/-analysis (List down main successes, challenges, what you learned from your experiences, how you can use your skills and knowledge in the future.)

List your social skills that you have acquired/advanced

- a)
- b)
- c)

List organisational skills that you have acquired/advanced

- a)
- b)
- c)

List language skills that you have acquired/advanced

- a)
- b)
- c)

List special skills that you have acquired/advanced

- a)
- b)

c)

List computer skills you have acquired/advanced

a)

b)

c)

List other skills you have acquired/advanced

a)

b)

c)

The organisation's characterization of the volunteer (How did the volunteer handle his/her assignments, personal traits, recommendations for further etc?.)

.....
.....
.....

Organisation's contact

Name:

E-mail:

Position:

Signature :

Volunteer's opinion of the organisation (How volunteering was organised, what could be different etc.)

.....
.....
.....
.....
.....
.....

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9



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VOLUNTEER FOR TOMORROW