

**Iceland
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**Guide for Trainers/Teachers/Coordinators
in non-governmental organisations**

Project: Motivate. Support. Strengthen.
Educational Programme for Volunteers
Working with Children



FUNDACJA VERUM



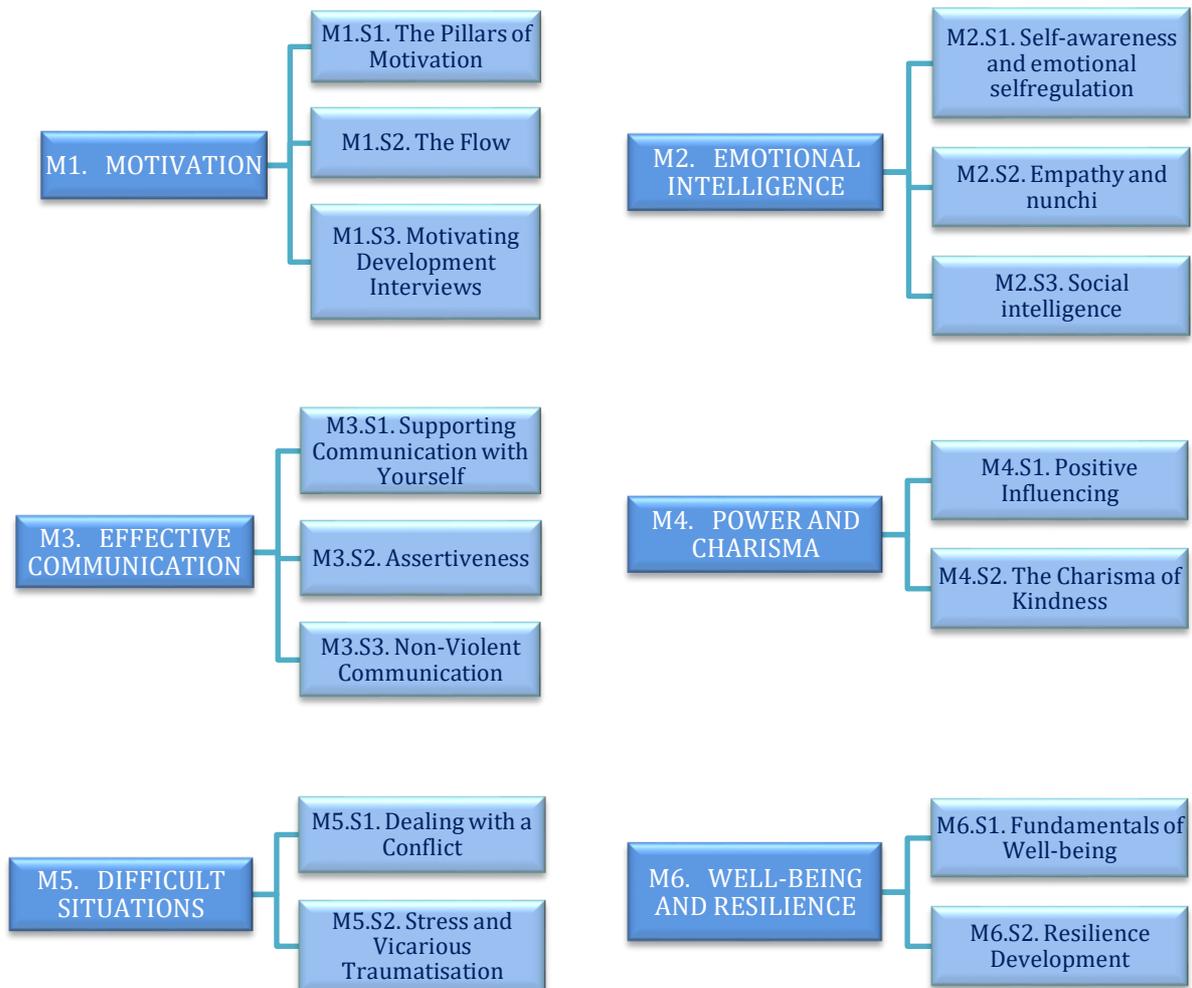
Index

| | |
|--|-----------|
| About the Guide | 3 |
| For Whom is this Guide Dedicated? | 4 |
| The Scheme of Working with the Programme | 4 |
| Diagnosis – How to Identify Problems | 5 |
| Choosing Modules | 8 |
| Application of Programme modules in training design - examples | 8 |
| Permanent Development Plan for Volunteers | 11 |
| Options for NGOs of working with the Programme | 12 |
| Job-shadowing for a coordinator..... | 12 |
| Choosing Tools for working with Volunteers | 13 |
| Individual or group work? | 13 |
| Choosing the method of work..... | 15 |
| Overview of various methods of working | 17 |
| Evaluation | 18 |
| Level 1 - Reaction..... | 19 |
| Level 2 – Training..... | 19 |
| Level 3 – Behaviour | 20 |
| Level 4 - Results..... | 21 |
| Acknowledgements | 22 |
| Copyright | 22 |

ABOUT THE GUIDE

This Guide supplements the modular training programme for volunteers working with children created in the project "Motivate. Support. Strengthen."(hereinafter referred to as "the Programme").

The Programme consists of 6 thematic modules (M) divided into segments (S) supplemented with practical exercises to be performed individually by a volunteer or in a group, according to the diagram below:



The guide includes, among others, tools for identifying problems and risks on the part of a volunteer, examining his/her needs and the methodology of optimal selection of both methods and training content from the Programme, based on the personal conditions of the volunteer, his/her needs and the type of work performed. The guide is aimed directly at people working with volunteers in NGOs, helping them to formulate individual training / development paths. In this way, people working with volunteers in an organisation can gain guidelines to better prepare volunteers for working with children in terms of mental readiness, motivation and goals.

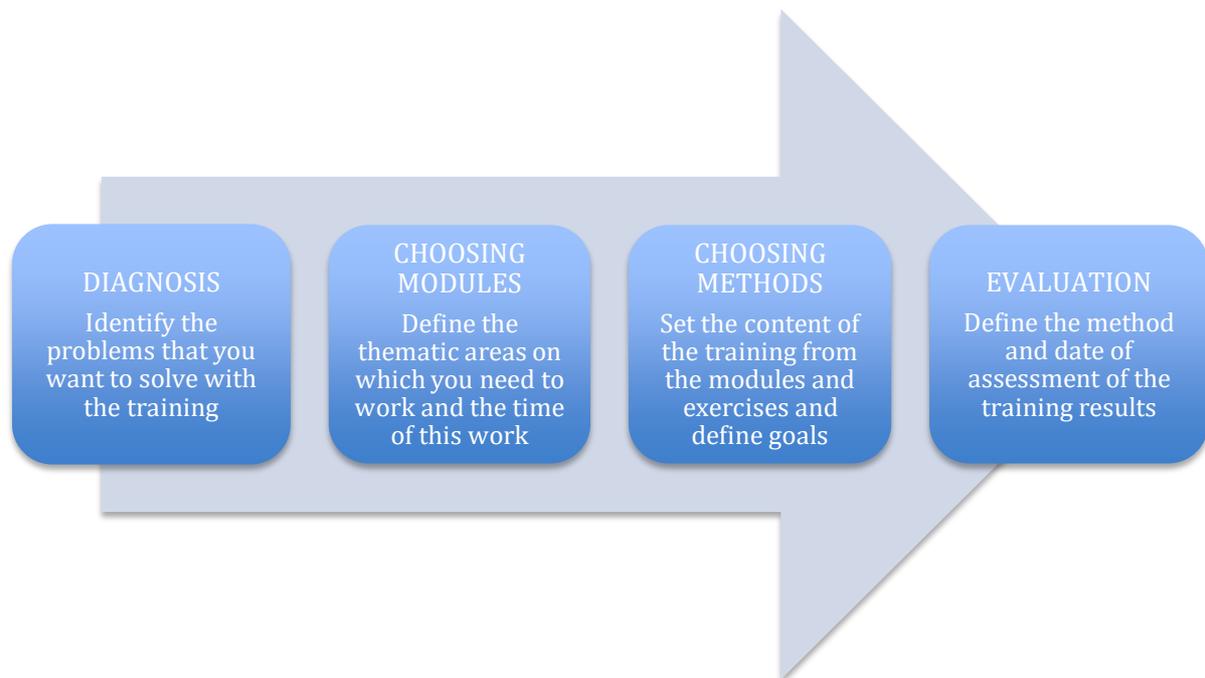
FOR WHOM IS THIS GUIDE DEDICATED?

The guide is dedicated for three target groups: trainers, teachers and volunteer coordinators in non-governmental organisations.

If an organisation has an internal trainer or collaborates with external coaches, trainers, etc. the guide will be complementary to their professional knowledge and they will most likely benefit from the section on module selection after the diagnosis.

Small non-governmental organisations usually do not have their own trainers and teachers, hence to them the presented Guide is intended to be a comprehensive guidance for using the Programme, as well as help them in individual implementation of development training for volunteers based on the Programme. The Guide focuses on this group as it needs the most support in this process. The Programme has been prepared in such a way that people with little or no experience in conducting trainings will be able - to the best of their ability - to choose the appropriate content, also taking into account their specific conditions and competences. The largest part of the information in the Guide is devoted to the diagnosis of development needs and the selection of tools for working with volunteers, as these issues are the most difficult ones for people without training preparation.

THE SCHEME OF WORKING WITH THE PROGRAMME



Thoroughly following the above four stages will help to establish a development plan for a volunteer. All four steps are discussed below. Information about the development plan itself and an example of it are included in the exercises for Module 1. Motivation.

DIAGNOSIS – HOW TO IDENTIFY PROBLEMS

It is a key process, and because it depends on the specificity of a given NGO, there is no universal and always correct model that could be used. However, some general guidelines to help diagnose problems are listed below:



Identifying training needs requires some formalisation (preparing questionnaires, arranging meetings with volunteers, arranging meetings with other people in the organisation) as well as following certain procedures in order to be as objective as possible.

On the other hand, care should be taken not to approach the entire process too schematically, as this in turn may lead to overlooking symptoms of deeper problems. Sometimes not all the problems, fears or weaknesses of a volunteer will be picked up only in the questionnaire and not all will be told to the interlocutor during the conversation, but body language, behaviour and reactions to specific questions can also tell a lot about real problems. The person conducting the diagnosis should be attentive and try to catch subtleties on a non-verbal level.

For exploration of volunteers' problems, it is necessary to prepare uniform diagnostic tools. These may be questionnaires or face-to-face meetings, but most often the best results are achieved by combining both. In such a situation, it is worth making sure that the questions are not exactly the same during the meeting and in the survey, but that they refer to the same. Example:

We want to ask a volunteer if there is anything he or she does not like about his/her work:

1. Is there anything you don't like about your volunteer work?
2. Is there anything you would like to change in your voluntary work?

In fact, we ask about the same thing but in different words. This technique is also worth using when we feel that the volunteer is avoiding answering a direct question.

It is very important to inform the volunteer about the diagnosis and its purpose. The volunteer should know and understand the details of the entire process, including for what purpose the questionnaires and their statements will be used during the interview, who will have access to the questionnaires and what the entire survey is to be used for.

If, due to the number of volunteers in the organisation, it is not possible for logistical reasons to conduct face-to-face meetings with all volunteers, the coordinator should decide to talk to at least those who have showed worrying signs of declining level of involvement. In such a situation, it is very important that the coordinator is at the disposal of the volunteers when filling in the questionnaires in order to avoid mistakes resulting from a wrong understanding/ misinterpretation of the essence of the question.

The coordinator must be well prepared for the interview. Basically, each conversation of this type should have its "script", although obviously sticking to it too hard is not advisable. For

example, if a volunteer mentions issues that the interviewer planned to raise later, do not interrupt him, indicating that it will be discussed soon. The scenario is to provide guidance and the coordinator during the interview should show wisdom and tact so as not to block the volunteer to fully implement the planned interview plan. It is in no way advisable to continuously interrupt the interlocutor due to formal adherence to the order of questions. Proper interviewing takes place when the coordinator communicates verbally and non-verbally in such a way that as a result she/he receives comprehensive and honest information from the volunteer. This requires building an atmosphere of security, trust and lack of rush. The volunteer has to be put first and she/he has to feel it himself/herself.

We can talk about a successful interview when the interviewer manages to reach the **beliefs** of the volunteer. This area is usually the most difficult to discover (and to change), but it is crucial, as only working on this level will bring tangible long-term benefits.

Examples of questions that are likely to reach the area of volunteer's beliefs are:



1. What is important to you in the work of a volunteer?
2. What is really important to you in life?
3. When do you feel fulfilled?
4. What are you most grateful for in your life?
5. Which of your skills/ knowledge are you satisfied with?
6. What is bothering you in your volunteer work?
7. What knowledge and skills would you like to gain?

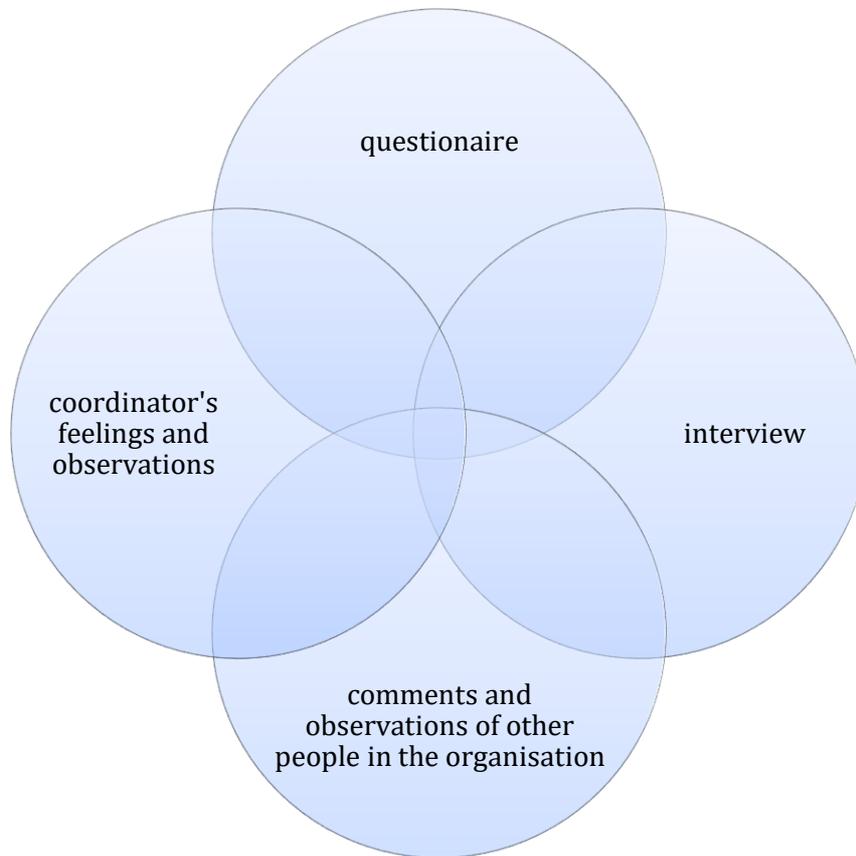
Well-asked questions of this type should give the interviewer a picture of the values that are important to the volunteer and his/her motivation.

It is also worth including elements that give volunteers the opportunity to self-evaluate (identify their weaknesses and strengths). At the same time quite hackneyed questions such as "What are your strengths and weaknesses?" are not always effective and liked, and not every person feels comfortable responding to them. It is better to ask about these issues in a slightly different way, such as "What do you think you do really well? Why do you do it well? Which of your qualities and skills contribute to it? And what are you coping with less efficiently? What do you think is the reason?" etc.

As already indicated above, the most effective diagnostic tools are face-to-face interviews and observations combined with a questionnaire. In order to get an even broader picture of the situation, it is worth seeking the opinions of other people in the organisation about the volunteer, e.g. other volunteers, employees, if possible - parents of the pupils. In conversations with people from the organisation, it is also worth asking about their own problems, the level of support provided to volunteers, observed situations that are not entirely desirable, etc. Finally, the coordinator himself/herself working with volunteers on a

daily basis should also take into account her/his own feelings and observations regarding a given volunteer.

The Diagnosis of Needs and Problems



Source: Own elaboration

After such an analysis, it will be much easier to identify specific development needs. In order to minimize the risk of bias, it is worth consulting the obtained results and conclusions with other people in the organisation.

Properly conducted diagnosis should also help define priorities, i.e. show which problems are most urgent, strongest and which are secondary. When constructing an individual training plan, the importance of particular issues determined in the diagnosis will translate into which development areas should be improved first and which later.

CHOOSING MODULES

The answers obtained in the questionnaire and during a personal interview, supplemented with the observations of other people in the organisation, including the coordinator, will allow the coordinator / trainer to assign identified problems to specific development areas in the Programme training modules.

Application of Programme modules in training design - examples

Below are examples of how the results of the diagnosis may influence the selection of modules. It should be emphasized that these are only examples and even with similar problems a given organisation may decide that other modules will be more appropriate in its specificity. Therefore, the examples should not be treated rigidly, but only as inspiration and direction.

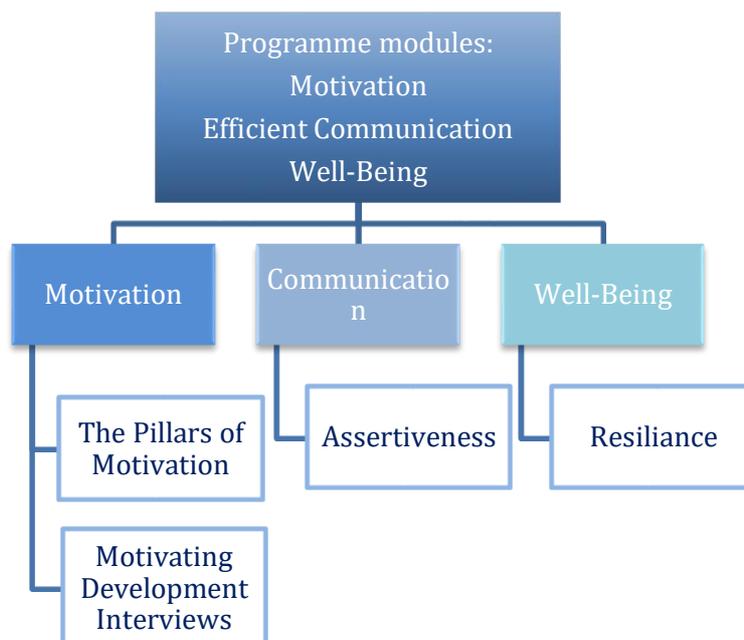
Example 1

The diagnosis carried out in the organisation showed that the volunteers:

- do not feel that they can/ are able to make decisions on their own
- cannot be assertive towards the parents of the pupils
- faced with emerging problems, they do not know how to act and who to turn to

In turn, the coordinators admitted that:

- they do not provide positive feedback to volunteers
- they don't know how to talk to volunteers to keep them engaged and motivated



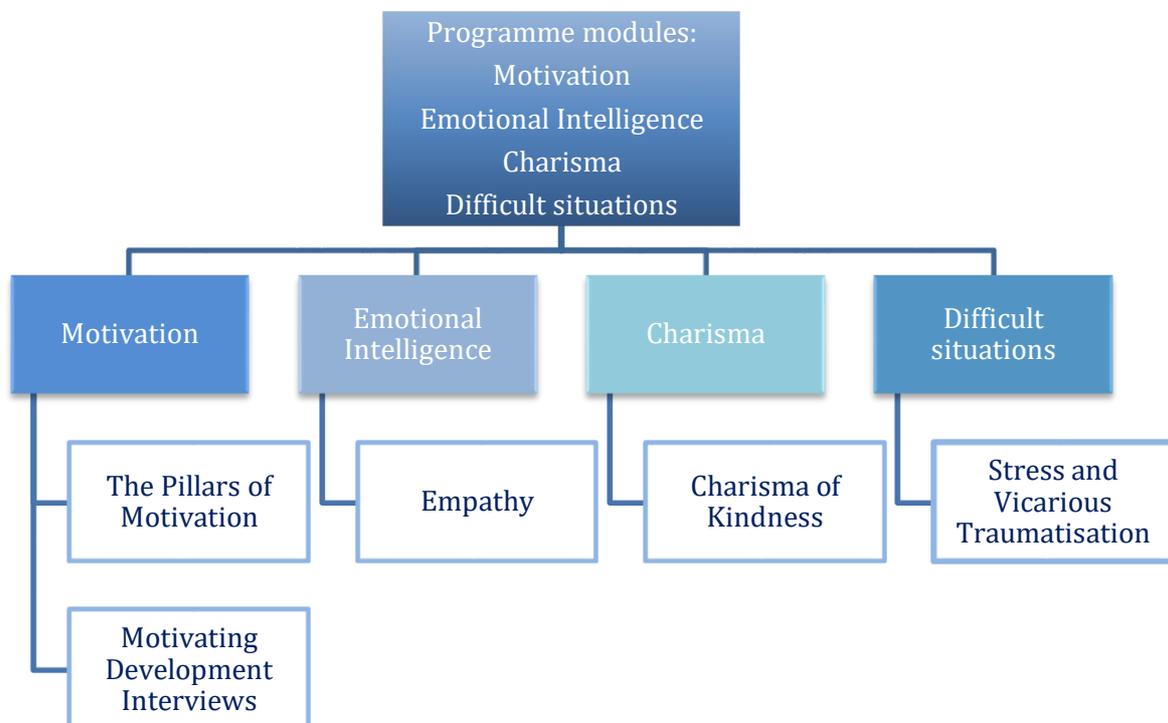
Example 2

The organisation has a small group of permanent volunteers. The diagnosis showed that:

- Volunteers sometimes experience a drop in motivation,
- Difficult stories of children sometimes overwhelm them,

In some situations, they feel that they are exhausted due to excess of empathy and kindness.

The organisation holds regular meetings with volunteers, but the coordinators themselves admit that they also need development support and the skills to support motivation.

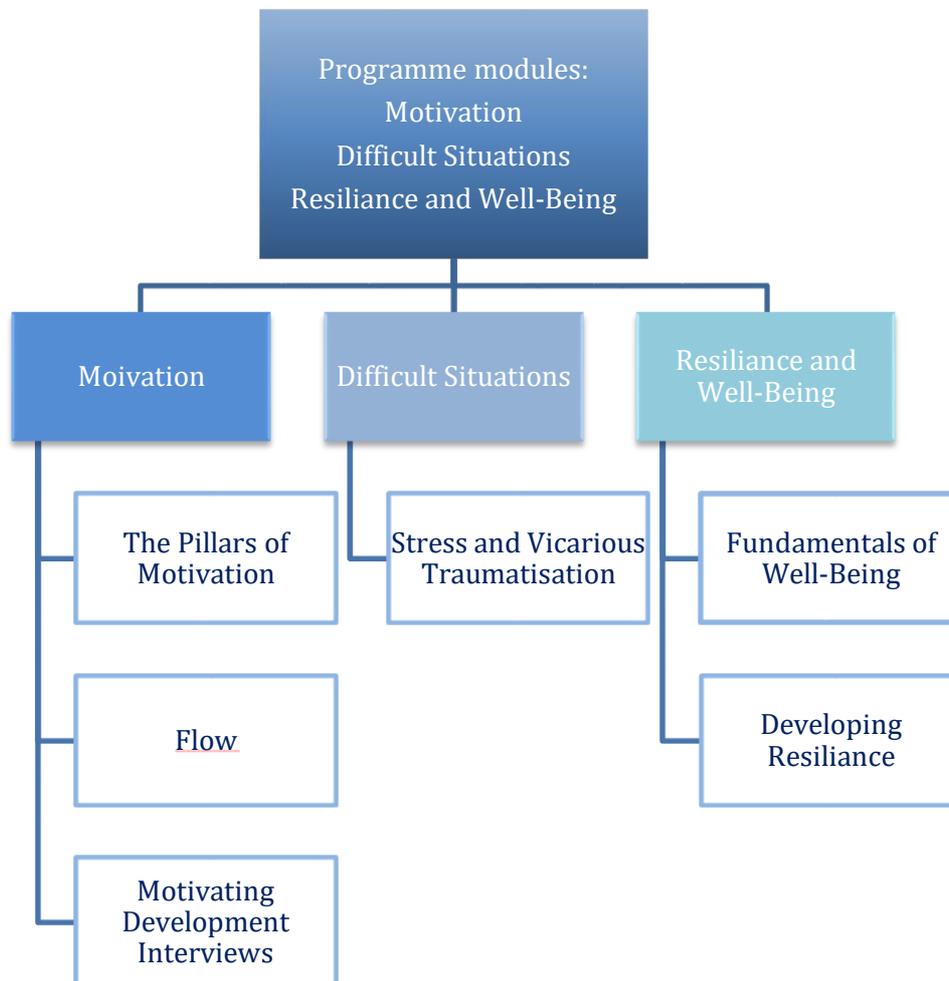


Example 3.

The organisation wants to provide permanent support to volunteers in the following areas:

- Motivation, especially internal motivation
- Coping with stress
- Building resilience
- Maintaining work-life balance

To this end, the organisation cooperates with a trainer/ coach to implement a programme that would cover every volunteer declaring a long-term cooperation. The planned training programme also provides for the implementation of a coaching style of development interviews by NGO coordinators/ leaders, according to the GROW model described in Chapter 1 of the Programme (page 12).





An alternative to the individual selection of thematic areas (modules) for a volunteer is to create, on the basis of the Programme, a permanent development plan for volunteers in a given non-governmental organisation. It differs from an individual development plan in that it is one for all. This only makes sense if the organisation is well aware of the problems faced by volunteers and they are similar among the majority.

Even then, it is worth making a diagnosis at the beginning (see page 5), whereby the diagnosis will concern all volunteers in the organisation, and also applying the Scheme of Working with the Programme on page 4.

The development areas of the Programme resulting from the diagnosed common problems, the organisation may want to implement permanently, e.g. through cyclical activities for volunteers. In other words, the implementation of a permanent development plan is based on the fact that it is included in the activities of the organisation and all current and future volunteers take part in it, and the organisation gains a more motivated and integrated team. Importantly, it supports the creation of a uniform organisational culture. Example 3 on page 10 illustrates such a situation in one organisation.

Advantages of implementing a permanent development programme:

- less time-consuming diagnosis of needs;
- standardisation of training content for a long time (subsequent training sessions are based on the same scenario) - less workload;
- stronger integration of volunteers during joint activities;
- the coordinator has a chance to master the training material.

Of course, a permanent development plan can be combined with an individual development plan for a specific volunteer, if, for example, the coordinator sees that the volunteer's needs go beyond the programme, and the organisation wants a long-term cooperation with him.

However, if the diagnosis shows that volunteers have very different problems and needs, it will be more advisable to implement individual development plans. The organisation has a lot of autonomy here, it should be guided by its goals, but always take into account real needs of the volunteers.

OPTIONS FOR NGOS OF WORKING WITH THE PROGRAMME

NGOs deciding to implement a development plan based on the Programme have different options to choose from:

1. The organisation implements the development plan based on the Programme on its own, eg. with the help of an internal trainer, volunteer coordinator or another person in the organisation who will undertake it and feel capable of carrying out the process;
2. The organisation commissions the implementation of the development plan based on the Programme to an external trainer/ coach;
3. The organisation chooses a hybrid system, in which some elements of the implementation plan are prepared by the organisation, and some are outsourced. Such a system can also take the form of learning from an experienced trainer, e.g. in the form of job-shadowing.

Job-shadowing for a coordinator

In the case of less experienced coordinators or without any experience in conducting trainings, workshops, etc., job-shadowing is a perfect solution.



Job-shadowing is learning by observing the work of others. Throughout the training period, the learner accompanies - like a shadow - the person carrying out his/her daily work.

The use of job-shadowing in an NGO may be organised when the organisation hires, for example, an experienced external trainer for one training cycle, and the coordinator (being her/ his "shadow") constantly accompanies her/ him during classes, observes and learns the techniques of work.

In this way, observing a professional in action, the coordinator gains practical experience and competences that will help him/ her conducting future training independently. Of course, job-shadowing is also a learning process and it's not just about passively watching - you can ask about certain issues, discuss and express opinions. Cooperation with an external trainer may concern the very implementation of a development plan, but if it is possible, it is also worth taking advantage of the professional's experience at the earlier stages, i.e. diagnosis, module selection, selection of techniques. When working with an external expert, the coordinator will understand why these and not other work tools have been selected, which modules should be used, etc.

CHOOSING TOOLS FOR WORKING WITH VOLUNTEERS

Individual or group work?



The Programme presents many different methods as well as specific techniques of both individual and group work. Whether a given organisation decides to work individually with each volunteer, or to work in a group with a larger number of volunteers, or maybe chooses a mixed system, is the result of many different factors. Among them, the following can be mentioned:

- number of volunteers in the organisation (for a small organisation, it may be difficult to organise workshops for group work, some of the exercises presented in the Programme require a minimum number of participants (e.g. Dragon Dreaming - see Chapter 2 of the Programme); in turn, with a large number of volunteers, it may be difficult for the coordinator to find time for individual work with everyone;
- organisation's premises conditions (small organisations may not have the space and infrastructure to conduct training/ group workshops);
- predispositions of the volunteer - if you can see that he/ she prefers individual contact, individual work may be better for him. Nevertheless, this rule should not be approached dogmatically, as often people who are more introverted will be able to open up better to work with the group during group activities and in an atmosphere of trust. Also, volunteers who have difficulties in group work and perfectly perform their activities independently, can greatly benefit from joint training;
- predispositions of the person responsible for the training, who is not a professional trainer, coach, etc. It should be taken into account here whether the person involved in the organisation in the implementation of the volunteer's development plan does not have fear of public speaking and, above all, feels able to conduct classes in this form;

- conclusions from the diagnosis of problems, and, in particular, to what extent the diagnosed problems are the same for the majority of volunteers. If a problem is present for everyone, it is worth working on this issue in a group. However, if the analysis shows that different volunteers have different problems, individual work will be appropriate.

It should be noted that this catalogue of factors is not closed.

What type of work will, in principle, be more appropriate in a given organisation is presented in the following summary:

| Situation: | | Rather consider: |
|---|--|-------------------------|
| A small number of volunteers in the organisation |  | individual work |
| We are looking for a better integration of volunteers |  | group work |
| The coordinator of volunteers does not have much experience in public speaking and does not feel well "on stage" |  | individual work |
| The coordinator of volunteers has training experience or is not afraid of public speaking and feels better in a group |  | group work |
| The diagnosis revealed very different problems and needs of the volunteers |  | individual work |
| The diagnosis showed that the problems and needs of the volunteers are similar |  | group work |
| The organisation does not have space/ room for a workshop for more people |  | individual work |
| A given volunteer feels much better in a 1: 1 relation and feels intimidated and remains closed in a group |  | individual work |
| A given volunteer feels much better in a group |  | group work |

What if the analysis showed that most of the circumstances point to group work, but the organisation does not have appropriate space for it? Then it is worth using the premises, which are sometimes offered free of charge to non-governmental organisations by institutions supporting the third sector.

It is worth remembering that the key decisive element should be the needs of the volunteers and, secondly, the capabilities and predispositions of the person responsible for the volunteers in the organisation. If they cannot be brought together, the involvement of an external trainer/ coach should be considered.

In addition, the Programme has been designed in such a way as to enable a hybrid selection of training content - intended for group and individual work. Each module includes exercises for both individual and group work; both types can be taken into account when constructing a volunteer development plan. Moreover, some exercises can be performed either individually or with a trainer (eg. exercises [Compass of Values - M.1](#), [Autonomy Development - M1](#), or [Shields of Personal Resilience - M.5](#)).

Choosing the method of work

The choice of the training method and techniques will depend, among others, on:

- the nature of the volunteer,
- the number of volunteers in the organisation,
- the technical capabilities of the organisation,
- the trainer – his/her abilities and preferences.

Normally, a qualified trainer should have no problems choosing the right method and techniques of work.

But what if the organisation does not have qualified trainers and it is not possible to use the help of an external trainer, e.g. as part of job-shadowing? Does this limit the number of options available? To some extent, yes, but the Programme has been designed in such a way that even organisations without a professional trainer can use it on their own to a lesser extent. Certainly, the choice of the method of coaching requires the involvement of a professional coach. Without a mentor, mentoring cannot be implemented. Note: A mentor may be a more experienced volunteer with a long history in the organisation and whom the organisation trusts. However, there are still many other working methods available that can be successfully used in an organisation.



It is advisable that the coordinators who undertook the preparation and implementation of the development plan should read the entire Programme in order to understand its structure, scope and links between the topics included in the modules. It also contains valuable methodological guidelines. After getting acquainted with the Programme, the coordinator will most likely know what exercises in particular development areas she/ he will be able to carry out. The exercises (in the appendix to each module in the Programme) specify the approximate duration of a given activity, the developed competences and the purpose of the work as well as the manner of its implementation (individual or group).



We encourage you to take a creative approach and adapt the material contained in the Programme in a way that best serves the volunteer and the organisation. For example, a less experienced trainer may incorporate some of the development exercises intended for individual work into group activities, as long as he or she decides that there is space for this and the circumstances will not interfere with the individual work of volunteers.

In this way, during group activities, volunteers move on to individual exercises. Such a procedure can be used, for example, with the exercises [Auto Test of Emotional Intelligence - M.2](#), [Self-test on Burnout - M.5](#), [Experiencing the State of Flow - M.1](#), [From Jackal to Giraffe - M.3](#) and others.

When using this type of a hybrid method, it is extremely important that the conducted individual exercises, and in particular the answers to the questions and reflections arising from them, are kept by the volunteers only for themselves, under no circumstances should they share them with the group and the coordinator, which should be explicitly told them at the beginning. The awareness that you will have to share your quite intimate thoughts and feelings with others practically always limits the chances of honest answers, because we only answer honestly when we know that no one will see/ hear it, and thus in no way judge. The only exception to this rule is when all participants in the group clearly and without pressure agree to share their personal reflections at the end of the exercise before starting the exercises. However, it should be ensured that it was really an individual decision of each participant, not made under the influence of the group, but resulting from her/ his true will. In such a situation, participants must be guaranteed security and absolute confidentiality. Under no circumstances should what happens during the training go beyond the training room and a contract on this should be made with the group.

In choosing the appropriate technique for a given case, the comparison of them on the next page may be helpful.

Overview of various methods of working

| | | |
|---------------------------------|---|---|
| Classroom training | Is focused on the activities of the trainer related to the transfer of knowledge, however, the activity of the participants is expected, but not dominant. As a rule, you do not reach the level of attitudes, the change takes place on the level of knowledge, sometimes skills. |  |
| Workshop | It is based on activating methods and practice. It is dedicated to building knowledge and skills as well as shaping attitudes based on experience. A well-run workshop also strongly integrates the group. It usually requires some theoretical preparation on the part of the participants. |  |
| Coaching | Its goal is to empower and support the volunteer to make the change himself/herself, based on his/her own conclusions and discoveries. It is an individual work method, resulting in a change of habits and beliefs (attitudes). It requires a lot of commitment on the part of the volunteer, the process is long (several months), led by a professional coach. |  |
| Mentoring | It is based on a master-student relationship, it is a long-term process in which, during regular meetings, the volunteer acquires the desired competences and skills from an experienced, usually senior mentor. It assumes both the transfer of the mentor's knowledge and experience, and the development of the mentee's potential. |  |
| Lecture and presentation | It mainly provides theoretical background information for further practical work. It does not require active action from the participants. There are elements in the Programme for which a theoretical introduction in this form would be advisable (see Chapter 2 of the Program, p. 3). |  |
| Group Coaching | It is work on achieving goals by group members using the wisdom of the group. The target audience is a small number of people with a similar (but not common) purpose. It activates the group, arouses self-reflection, creates group synergy. It can reach the level of attitudes (apart from knowledge and skills). |  |
| Case study | Case studies can be used to shape the skills of volunteers, they activate a group that comes to conclusions on its own through case analysis and thus gains knowledge and competences; the method stimulates teamwork. |  |

Source: Own elaboration

A detailed discussion of group work methods (lecture and presentation, workshop, training, case study, group coaching) is presented in Chapter 2 of the Programme.

A detailed description of individual work methods (coaching, mentoring) is presented in Chapter 1 of the Program.

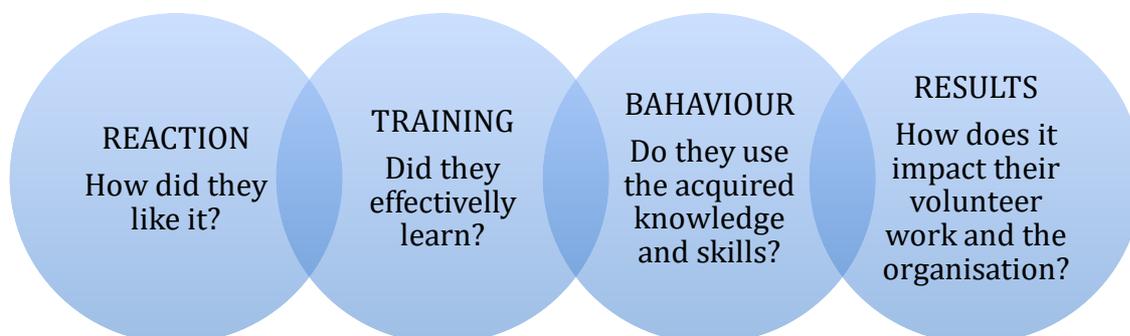
EVALUATION

Proper preparation of the Development Plan, according to the presented 4 stages, is an extremely important process in terms of supporting the goals of an NGO, as well as individual development of volunteers. This is mainly because it allows adjustment of the training methods to the actual needs of the volunteer and the organisation, and is also the basis for the subsequent checking of the effects of the implemented development plan.

The last step is to determine how and when the volunteer's progress will be verified. Evaluation is a very important part of the whole process, unfortunately sometimes overlooked, and in fact it is at its stage that we check whether the implemented programme has brought the assumed results.



When planning the evaluation, it is worth using the easy-to-understand model by Donald L. Kirkpatrick, which indicates 4 key levels of evaluation. The Kirkpatrick model makes it possible to correctly and accurately measure the quality of the development plan carried out. Each subsequent level provides more information than the previous one, but is also more laborious.



Source: Own elaboration based on Kirkpatrick, D.L., & Kirkpatrick, J.D. (1994). *Evaluating Training Programs*, Berrett-Koehler Publishers

The feedback obtained at levels 1 and 2 is related to internal factors and provides information on the level of satisfaction of participants with the completed training and the knowledge they have acquired. Levels 3 and 4 are related to external factors and concern the practical application of acquired skills and their impact on volunteers' performance (voluntary work).

Level 1 - Reaction



It is a typical measure of satisfaction, giving the answer to how the volunteers liked the training, how engaging and relevant to their needs it was and what their feelings and opinions were.

It allows you to diagnose errors and organisational shortcomings. Assessing the satisfaction of volunteers is extremely important. If the classes are conducted in an uninteresting or incomprehensible way, the chance that the volunteers will learn something during them significantly decreases.

How to evaluate the reaction?

1. Define what you want to learn from the volunteers after the training.
2. Prepare a satisfaction survey with training/ coaching, etc., including relevant questions that will give you answers to the questions in point 1. It is important that, in addition to questions with a point scale for assessing individual aspects, the survey should also be given the opportunity to present suggestions and opinions in open-ended questions.
3. Specify the minimum level of satisfaction (in %) that you consider acceptable for you to state that implemented development plan was generally liked by the volunteers (eg. 80%, 85% etc.).
4. Carry out a survey of volunteer participants after completing the development plan.

Level 2 – Training



Learning occurs when:

- the attitude of the volunteer changes
- the level of his/ her knowledge increases
- the level of her/ his skills increases.

It is enough for one of the above circumstances to exist to talk about learning.

How to evaluate the learning process?

At the outset, it should be noted that, unlike the so-called hard skills, in which specialist knowledge is transferred and professional skills are acquired, the effects of which are relatively easy to check, e.g. with a test, practical exam etc., soft skills training on less measurable issues such as communication, motivation, emotional intelligence, etc., are more difficult to assess in terms of acquired skills. However, this does not mean that this step can be skipped.

1. Assess your input knowledge and skills - before starting the development plan. For this purpose, a self-assessment sheet can be used - the volunteer himself assesses whether he has learned anything new during the training.
2. Assess the baseline knowledge and skills with the same tool (eg. worksheet with exactly the same questions) - after completing the development plan. However, add fields for the volunteer's statement in the form of open-ended questions (e.g. what she/ he did not learn, and she/ he was counting on it, whether she/he wants to pay special attention to something, etc.).
3. Analyse what has changed in the answers given and quantify the difference (eg. specify by how many per cent the given answers have changed).

Level 3 – Behaviour



This level concerns the practical use of acquired knowledge and skills. Please note that for a real change to occur, the following conditions must be met:

- the volunteer must want to change,
- the volunteer must know what to do and how to do it,
- the volunteer must work in a favourable atmosphere,
- the volunteer should be rewarded for each positive change, for example by receiving appreciation (see [M.3 Communication](#), p. 3).

At this level, we evaluate the actual behaviour of the volunteer after executing the development plan in their voluntary work. Examples: Has he started to do something different than before due to the training? Has she changed the way she responds to certain situations?

How to assess whether a change in behaviour has occurred and to what extent?

Behaviour is difficult to measure in the form of a self-assessment test, and it certainly should not be the only tool. It is also worth using techniques such as conversation and observation, because the essence of soft skills is that they are impossible to verify in a completely objective way. Observation should, if possible, be performed by at least several people to mitigate the risk of bias.

1. Determine what you want to know.
2. Define whom in the organisation you will involve in the observation process and in what period of time. Prepare a special volunteer observation sheet and meet with the selected observers to explain to them in detail what you expect from them and to what extent. Together, work out how and when they will give you their insights on the observation sheet. Also specify who will interview the volunteer himself/ herself. If you want to include self-evaluation, design a suitable form to be completed by a volunteer. The vast majority of it should consist of open-ended questions.
3. Determine the minimum level of assessment that you find acceptable to consider that the implemented development plan was successful (eg., the volunteer improved their coping skills by 20%, etc.).

4. After completing the development plan based on the Programme, make the appropriate measurements (observations, conversation, possible self-assessment questionnaire). The measurement should not be performed immediately after the plan has been completed, but some time (ideally 2-3 months) later.
5. Analyse the results obtained with all tools and quantify the observed change. Compare the obtained results with the established minimum levels (point 3).

Level 4 - Results



The results are the final effects of the volunteer's participation in the development programme. This level tells us how carrying out training in accordance with the development plan affects the volunteer and thus also the organisation.

Examples: Does the implementation of development plans result in a noticeable longer stay of volunteers in the NGO? Has the working atmosphere improved? Has the morale of the volunteers increased? Do their pupils (children) get better support because of this?

This level of assessment is the most difficult one to carry out, but in fact it gives the answer to the question whether the training had a real, deeper meaning. Certain issues are immediately noticeable, even without any formal verification in this regard.

How to evaluate the results?

When assessing the impact of the implemented development plans of volunteers on themselves and the operations of the organisation, it is advisable to obtain feedback from as many people in the organisation as possible (management, employees, other volunteers, etc.), as well as outside of it (it would be ideal, for example, to get feedback from the parents of the pupils although of course this will not always be possible). The recommended measurement tools are individual interviews, group interviews and observations. They can be supplemented with surveys of different people from the organisation.

1. First establish who in the organisation (and outside the organisation, if possible) will be involved in the assessment process.
2. Work together with these people on how and when you will receive their insights.
3. After the implementation of the development plan based on the Programme, make the appropriate measurements (observations, group and individual talks, possible surveys). The measurement should not be carried out immediately after the plan has been completed, but some time later (ideally 5-6 months) to be able to observe long-term effects.
4. Repeat the assessment process cyclically, for example every six months.
5. Compare the costs with the benefits.

ACKNOWLEDGEMENTS

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I believe that this Guide will give representatives of non-governmental organizations valuable guidance on how to make the most of the "Motivate. Support. Empower" Programme in their daily work.

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