EXAMPLES OF GOOD PRACTICES
IN THE AREA OF
EDUCATION, TRAINING, PROJECTS
AND OTHER PROGRAMMES FOR NGOS

THE BENCHMARKING REPORT
PART II

REALIZED BY UNIVERSITY OF HUMANITIES AND ECONOMICS IN LODZ
UNDER THE PROJECT FUTUR3

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INTRODUCTION

The objective of the FUTUR3 project is to help third-sector employers, employees and educational organisations that train professionals in the field to identify future skills needs in the sector and to prepare for them. Here the third sector refers to civil society organisations like associations, NGOs, trusts or foundations that are non-profit. This project focuses on organisations with volunteering activities, and the main target group is professionals working with volunteers: volunteer managers, coordinators and so on.

Throughout Europe, third-sector employees’ educational and employment backgrounds are diverse. Differences between EU Member States are vast, as the third sector is more structured in some countries than others. Occupational standards for professionals working with volunteers have been developed in some countries (e.g. the UK), but in most countries they do not exist. In some countries occupational standards are more directly linked with educational qualifications than in others.

Along with the growing complexity of volunteering, changes in service structures create urgent needs to update the competences of personnel. Employees in the sector believe that the most pressing future skills needs concern ICTs and social media, cooperation with a range of partners and dealing with uncertainty in e.g. funding and volunteering. Universities, VET centres, and other educational institutions need information on future skills needs to prepare students for employment in the third sector. Many employees in the sector work in the field of inclusion (poverty, unemployment, migrants, disability...). Focusing on future skills needs will help to modernise the sector as an employer, in line with the Europe 2020 strategy on inclusive growth. A skilful workforce is able to help volunteers tackle the challenges of exclusion.

By engaging stakeholders, experts and futurologists, the FUTUR3 project address these needs. Through its benchmarking and peer learning activities, it offers a model for foresight activities for effective collaboration and capacity-building. It aims to increase understanding of skills needs in the third sector on a European level and to discuss them from a future perspective. The project discuss education-work life correspondence in this field of employment. The educational and professional diversity of the European third sector calls for a cross-national benchmarking process to better understand the inter-country differences and to map out common future needs.
CHAPTER 1.
THEORETICAL FRAMEWORK

KEY TERMS

**Third sector**

For Amitai Etzioni, the third sector is a specific community distinct from state and market. While the activity of state structures is based on the principle of administrative hierarchy, the action of companies is directed towards maximizing earnings, the action of the third sector refers to the voluntary involvement of individuals as based on common values, and various forms of communication.

Neither Etzioni's concept nor contemporary definitions of the third sector allow for a clear demarcation of the subjective scope of this sector.

Determining its borders is connected with institutional and socio-cultural contexts of the country or region. For the purposes of comparative research on the third sector often is used operational definition of non-profit sector, which sector - depending on local conditions and their interpretation - is considered to be the whole or a central part of the third sector.

The non-profit sector as an illustration

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Definition of the non-profit sector has developed as part of the Johns Hopkins Comparative Non-profit Sector Project, which in the 1990s was attended by over 30 countries. This definition has since then been applied in the Statistical Office of the United Nations manual - Handbook on Nonprofit Institutions in the System of National Accounts. According to it, the non-profit sector includes entities with these common characteristics:

1. They are adequately formalized (e.g. as a result of registration with the relevant office), or at least their objectives, operation and structure are persistent,
2. They are institutionally separate from government,
3. They are non-profit (non-profit work and do not distribute any surplus among their members, employees, etc.)
4. are self-governing (authorities and courses of action are defined within the organization)
5. They characterized by the voluntariness of participation in the activities of the organization²

The specific features of a European approach to the third sector can be summarized on the basis of three parameters:
- the type of organizations involved,
- the intermediary nature of the third sector within a ‘welfare pluralism’ or a plural economy,
- and a sociopolitical dimension that is as important as the economic dimension.

Because of these different components, classificatory interpretations of the third sector’s importance that measure its contribution to the economy of a country according to a set of definitions and criteria need to be complemented by a historical–dynamic approach, which is essential for understanding the system’s potential in European societies³.

**Benchmarking:**

Benchmarking compares an organization’s practices, processes and products against the world’s best⁴. Comparing current levels of performance to the highest standards, identifying who performs at spectacular levels helps set a standards towards we can aspire⁵.

The process of benchmarking involves:
- Finding best practice
- Studing it in detail
- Planning to exceed that performance

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Identifying benchmark standard helps ensure the new information, new ideas and new perspectives will be improved, and that standards not considered possible before may become realistic.

**METHODOLOGY**

Implementing the research project under the FUTUR3 project we wanted to achieve two main goals:

1. Setting a list of skills and educational needs that will allow people working in third sector to develop competences of working with volunteers.

2. Gathering examples of good practices in this field, which can become a practical guide for organizations in our countries.

**Such examples can be a source of inspiration for our NGOs and contribute to their development or cooperation with educational institutions (schooling companies, schools, universities).**

Both goals can result in other valuable outcomes:

- reinforcing the self-awareness of specialists working in the voluntary sector,
- enrichment the discussions over the direction of development of the non-governmental sector
- encouraging cooperation between specialists working within the non-governmental sector on a national and international level,
- creating a publication that would serve self-discovery and development inspiration for NGOs working in countries benefiting from the project.

The base of the desk research analysis constitutes an analysis of existing materials, which include the data gathered by the researchers themselves during the work within the term (reports, analyses, conclusions from previous researches) and/or public information from such resources as:

- book publications,
- reports from sector analyses conducted by umbrella organizations⁶,  
- press articles and thematic magazines,
- web pages,
- laws, legal records,

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⁶ Non-governmental subjects are such that specialize in actions with the goal of supporting the development of the sector, and are often umbrella organisations or similar. The tasks and missions of umbrella organizations include shaping the working environment through, among others: creating and facilitating cooperation, easing actions of organizations, reinforcement of professionalism, delivering information about parameters of the sector's development, creating representation, creating work standards.
• public documents and statistics, reports, analyses and publications, statistical yearbooks etc.

Resources shared on special request by various institutions, such as statistic offices, state universities, research companies and trade organizations can serve as help as well.
CHAPTER 2.
GOOD PRACTICE EXAMPLES

GOOD PRACTICES

Is there any educational offer (at universities, companies provided corporate coaching, umbrella organizations) for people employed in non-government sector?

Are there any examples of good practice in the area of development of cooperation between NGOs and volunteers? Are there any training programmes with a similar scope or projects testing new solutions?

For these question we have tried to answer in the benchmarking process. In this report we have presented 20 good practices from 10 European countries prepared by using the same template\(^7\) include training, projects and programmes, that develop:

- **universal skills** – administration, team work, fundraising,
- **technical skills** – social media, internet communications, work in internet,
- **multicultural skills** – breaking cultural stereotypes, work with migrants, work in multicultural environment,
- **cooperative skills** – networking, self-help.

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Best practice template:

- **Summary of practice.**
- What is it that makes this a good practice (e.g. it motivates volunteers, it has saved us costs etc.)
- Who does this practice involve and who does what? (E.g. volunteers, volunteer managers, beneficiaries etc.)
- Description of the process. Write a step-by-step description of the practice, focusing on its essential parts. Think about the practice as an activity so that the description focuses on the actual action.
- Results. What kinds of results have you achieved with this practice? How do you know that it works? How have you applied it somewhere or promoted it?
- **Contact details:** name of contact person, organisations, email address, webpage.
BULGARIAN CASES

CASE 1

Summary of practice
The overall objective of Steps 4 LIFE project is to introduce and to set the prerequisite for applying non-formal and informal education in the work with youngsters in pilot Partner countries like Mexico, Vietnam, Nepal, Indonesia, the Philippines and Uganda. Non-formal and informal methods in youth work are very powerful tools to enhance creativity, to enrich the personal and the professional experience and to create multiple-choice opportunities for young people.

What is it that makes this a good practice?
This project targets to address the following concrete aims:
To build up the capacities of youth workers in Partner countries through introducing innovative methods of work that will diversify their services;
To boost the potential of young people in Partner Countries through applying non-formal and informal education in youth work as a tool for effective and successful realization;
To foster and strengthen the long term sustainable cooperation between youth organisations from Programme and Partner countries building upon the previous experience;
To contribute to the process of development of quality training programmes and methodologies for youth;
To build up the capacity of youth organisations from Partner countries with the purpose of contributing towards the process of sustainable community growth.

Who does this practice involve and who does what?
The project addresses the one main target group, namely youth workers and leaders from NGOs form the 6 pilot Partner countries who are ready to transfer and apply the non-formal educational methods into their work with young people, with the idea to help the boost their potential and develop their personal and professional skills.
The beneficiaries of the project were young people who use the services of these organisations as well as other partner NGOs who can benefit from the project results.

Description of the process
The project included the following activities divided in several phases.

Phase I. A series of international training courses for multipliers (three training courses) - one on each continent (Mexico, Indonesia and Vietnam).
Each partner organisation sent 2 representatives to the training courses. Bulgaria sent 5 participants (3 representatives from IIC, 1 from Open Education Centre and one from Hope Association). Each training course consisted of several stages. After the 5-day training the participants divided into 4 small mixed teams and prepared a two-day training programme on a certain topic to test and apply the concepts that they have learned and the skills that they have acquired during the training.
Phase II. Delivery of national training courses to a selected group of youngsters using NFE methods immediately after each international training.
Each national training was 5 days and composed 25 youngsters or representatives of NGOs or educational institutions. The process of preparation was supported by NFE experts by all means of communication (skype, phone, e-mails, etc.)

Phase III. Creating liaisons with university in each country in order to introduce NFE

Phase IV. Developing NFE educational programmes/modules.

Phase V. Development of online tools for introducing NFE

Phase VI. The big event in Bulgaria – Non-formal Education Forum (NFE Forum)

Results
Preconditions and prerequisites for introducing and transferring non-formal and informal education in Partner countries set up;
Capacity of Partner organisations to network and cooperate on international level increased;
Capacity of Partner organisations to work with different groups of youngsters by applying diverse creative and innovative methods and successfully address specific social needs increased;
Awareness and understanding about the importance of NFE for the personal and professional development of young people raised;
Intercultural, interethnic and interreligious dialogue between target countries promoted and initiated;
Flow of information and sharing of experience in the field of youth development between Programme and Partner countries stimulated;
Cross-sectoral cooperation with universities and other relevant educational institutions enhanced.

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CASE 2

Summary of practice
Boulevard of Christmas Trees – the boulevard of Christmas trees is a volunteer initiative organized by IIC since 2011. Every year in the beginning at December, we gather our local volunteers (of all ages) to organize the boulevard of the Christmas trees and inviting the local community (schools, kindergartens, local businesses, NGOs, groups of friends, families etc.) to decorate their own (live) Christmas tree in a specific and unusual and creative way. The trees are placed in the centre of Razlog in a form of boulevard so everyone can pass through it and enjoy the trees and feel the Christmas mood.
What is it that makes this a good practice?

This is good practice because we are promoting active citizenship in society and motivating people to make their own town to look more beautiful and colourful during the Christmas holidays. Every year on the event more than 600 people are involved in Christmas trees decoration.

Who does this practice involve and who does what?

The practice involves people from all ages, volunteers, kids, school children and teachers, managers and employees of different of businesses. The IIC team and the volunteers organize all the event with the logistic support of Razlog municipality. Everyone else has the task to decorate their own tree using their creativity and unconventional thinking to decorate the tree.

Description of the process

The first phase of the initiative is the preparation – planning, contacting people and inviting them to take part and supplying the trees. The initiative starts 2 months before the event. All of our team is writing invitation letters and promoting the Boulevard among the local community, arranging all the matters with the municipality (exp. the place for the trees, the light of trees etc.). On the day of the event in the early morning we place the trees and the people start coming and start decorating their trees using their own decorations. More than 600 people at the same time are decorating their trees in unusual way (hand-made decoration, sausages (from the local meat company), fruits, animal leather (from the cookery groups), bread figures, cheese, sweets and even condoms (from an NGO dealing with HIV/AIDS prevention)). The decoration continues all day until the night comes when the town Christmas tree is illuminated.

Media promotion is done during the whole initiative.

Results

The results of this practice are that the people are encouraged to be more active citizenship and motivate to do different things from their daily life activities. We also provoke them to think outside of the box and to decorate the trees using their imagination. The practice works really well because during the years more and more people are attending the event and every year we increase the number of the trees. In 2011 the trees were around 55 and in 2015 the trees were more than 80. We think to continue with this practice and every year to try to increase the number of the participants and the trees.

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FINNISH CASES

CASE 1

Summary of practice
Humak university of Applied Sciences and The Finnish Association of People with Physical Disabilities (NGO partner) have worked in cooperation to develop their work. The aim of the partnership has been to develop a national model of vital local associations together with the Finnish Association of People with Physical Disabilities. This has lasted for over 10 years and focused on the strategic goals set by our partner. The partnership began as a project to develop local associations, during which NGO partner staff and students from Humak spoke to local activists all over the country. The aim of these meetings was to identify good practices and areas of development, and to choose a development target. During the following year we met the larger associations in southern Finland. The ‘field’ activity was followed by volunteer leadership training courses, which included similar development activities. Each participant had a mentor from their own association. As an example of strategy-driven development, there were innovation workshops with the youth disability network Seitti by the theme “young people are now”.

There is a task force to develop the local activities of the NGO partner, which comprises activists from all around the country. The task force exists to share expertise in order to create healthy local associations. As a result, both partners wish to find and share mutually useful information and practices, webinars, publications etc. Humak students have been involved in this real-world development process right from the start.

What is it that makes this a good practice
Our cooperation has always been based on engaging activists. In local associations, they have had opportunities to benchmark each other and share their good practices. This supports our motto Human Connections, which means engagement and equality. This activity increases the university’s understanding of the functions of strategy-based development, which in an NGO is planned centrally and realised in local activity. This project offers Humak and our students in the Civic Activities and Youth Work training programme an authentic learning and development environment. Our cooperation benefits both parties greatly. It offers a real opportunity to develop contacts between universities and NGOs both nationally and locally. Our work brings together the work of paid staff and volunteers, helping partners to find solutions to both.

Who does this practice involve and who does what?
At The Finnish Association of People with Physical Disabilities (NGO partner), this project has involved many people from the staff and trustees at the national level to local activists. Staff who work on organizational development and training have taken a key role, which has helped us in mainstreaming this activity and to organise training that meets the identified development targets. At Humak, we have had one named
person (a senior lecturer or lecturer) responsible for this project. Duties and responsibilities have been identified in a contract signed once every year or biannually.

**Description of the process**

People-based development projects in local associations nationally

- Training to support development activities, volunteer leadership training in particular
- Young people’s innovation workshops
- Development task force activities. Concrete result: defining audit criteria for healthy local associations
- joint webinars, training events and publications (including bachelor’s and master’s theses)

**Results**

Associations that have taken part have adopted need-based development activities and have received support in their regions. Our long-term partnership has in the long term enabled us to follow the results and do benchmarking. The agreement has offered many students, who will later on work for the third sector, insight into how to develop a nationwide NGO at all its levels, and many have also written their thesis as part of these projects. Both partners have been able to share new information and build their expertise. The continuity of this partnership enables both partners to develop their activities for the future and to support volunteers and activists in a changing world.

**Contact details**

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**CASE 2**

**Summary of practice**

Mannerheim League for Child Welfare (MLL): Nationwide Volunteer Leadership Training (VJK)

MLL is an NGO that advocates the well-being of children, young people and families. The national Volunteer Leadership Training course (VJK) offers an interesting way to develop one’s skills in volunteer management and development. The course is aimed for chairs and vice-chairs at the organisation’s local associations. The aim is to build leadership that enhances interaction between the local, district and national levels of the organisation and creates a lively organisation. We developed the course in a joint project with Sivis Study Centre in 2007-2009.
What is it that makes this a good practice?
The course is run for the fourth time in 2016. It’s based on the organisation’s strategy, and the training also functions as a key streamlining activity. The course is based on the values of community and joy, and the process is built on participants’ expectations and needs. Working methods draw on participants’ existing knowledge, experience and skills, and they are highly interactive: discussions in changing groups and sharing experiences about development activities undertaken locally in one’s own association. An essential part of the learning is a development task implemented in one’s local association.

We use people who have taken the course already as mentors, which adds to the depth. The course is accredited with 3 ECTS credits and run in cooperation with the Sivis Study Centre, which oversees its quality. There is proof that it is well received. It has improved our internal dialogue, created new activities and enhanced the impact of our local associations.

Who does this practice involve and who does what?
The course is managed by staff at the headquarters, and involves many staff members and volunteer leaders. It is mainly organised through regional workshops that focus on interaction and sharing the results of participant’s development tasks. The course also takes place on moodle and uses training materials taken from the organisation’s own intranet.

In practice the training course is organised by four trainers at the organisation’s headquarters, and a work counsellor who is hired from the outside. We use a range of our employees and outside experts in the training as well. What is special in this training is that we have former chairpersons of the local associations who have taken this course before as mentors. Each of them (6 in total) takes responsibility for mentoring one regional training group.

Description of the process
The course takes around 7 months to complete. Participants first work on learning activities prior to the course. There is a national seminar and then the participants break into regional groups. The groups meet three times, and in between participants have tasks to develop themselves as leaders and their local associations. When this part of the activity is finished, the group meets once more for a joint seminar. The first seminar and final seminar are organized nationally and bring all participants together to a big event.

The course focuses on three themes:

1. Volunteer leadership in MLL
   This part focuses on leading people and good governance. Participants gain competences in developing their leadership skills and interacting with different kinds of people respectfully. The contents focus on practical needs in volunteering leadership and management, especially when the leader is a volunteer, and also on governance and industrial relations with staff.

2. MLL and well-being
The second part focuses on the practical work of the local associations: its goals, organisation and development. It offers tools to motivate and keep improving the work. A specific focus is on sharing good practices at local level. Themes include strategy, evaluation, giving feedback and motivating.

3. MLL advocacy
The last part is about advocacy. The aim is that participants gain an understanding about advocacy in MLL and how they could be part of it. A specific focus is on work to influence decision makers and authorities at local and national level. Themes include children’s rights, advocacy methods, communication and networking.

Results
In MLL volunteer leaders come and go (because the majority are parents of small children and when they grow up, parents start volunteering elsewhere), and so there is a constant need for this course. We have trained over 300 leaders who have used their new competences in many walks of life. The course is easy to adapt to other NGOs. What is special is the cooperative learning process enabled by the course. We have also learned that it’s good to coach the participants to also work in networks, not only in their own associations.

We have an ongoing feedback system for the course. Student feedback allows us to evaluate the success of the course and the contents, methods, trainers and practical arrangements. We use both pre- and post-course surveys to assess the learners’ competences and our success. These are done electronically. We know that many former participants have been able to use this course to their advantage in looking for a job, and have added it to their cvs.

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HUNGARIAN CASES

CASE 1
Best Practice of ÉK ASSOCIATION

Summary of practice
EK Association is a cultural organisation with main interest in the field of architecture in general, monuments, preservation of heritage and sustainable architecture. Another important area is education and training related to these themes. The best practice of the association comes from this common interest of the members and associated partners as all these volunteer persons are fully involved even to the selection of themes realised by the organisation.

What is it that makes this a good practice?
Through their real forming impact on the directions and themes of the association, the volunteers of EK have real personal connection to the issues in which they get involved – so they can study their very special themes of interest, which might provide the best benefits in their professional career and personal life. Naturally based on same interest, individuals can later be involved in highlighted themes, either talking about an event (exhibition, conference or workshop) or a more detailed and larger project with different forms of outcomes (studies, educational tools, homepages etc.)

Who does this practice involve and who does what?
Each theme has project managers (basically the initiators of the specific project), who can recruit, involve and deal with further volunteers in order to achieve the best results in the specific question or field of interest. Themes are selected together by the members of the association, searching for the best strategies for the association. Still even from outside of the membership it is possible to suggest and initiate new projects based on new ideas. The projects can have separate target groups with different sort of beneficiaries who might be partly the same persons as the volunteers themselves.

Description of the process
Planned project management and volunteer work as part of APPROACH Project: Current main project of EK Association - Applicable Representation of City Centres with Heritage Importance (APPROACH) involves volunteer architects, students of universities and vocational schools. The project’s main theme is the creation of a homepage with freely accessible 3D educational tools showing the development of 4 cities (Edinburgh, Budapest, Lublin and Granada) through earlier time periods until current modern phase. The project with its not-for-profit outcome plans to help architectural students to gain better and clearer understanding how cities evolved and what reasons stood behind this evolution. Another important reason to start the project was to raise awareness to urban analysis science through this educational, heritage and touristic application. The idea came partly from former projects, partly from a great interest in BIM systems used as part of education among some of the members of the association,
paired with common interest of heritage and urban analysis. The idea received funding from Erasmus+ and acts as a European partnership project now with partners from different countries who involve their staff and further volunteers to the project. The project manager partly coordinates the project and partly all the workers who are mainly modellers of the great 3-dimensional city maps. Involved volunteers are members of the association (architects, modellers), students from VET institutions and universities who have interest in taking part of the building process.

The whole process requires a well set up system of guidelines, good skills in CAD and BIM technologies and a teamwork system which allows volunteers to contribute to the creation of the maps directly from their homes, their educational institutions or from shared workspaces provided by the association.

Communication takes place mainly through the Internet (mail, chat applications), guidelines are shared online and access is given to the Teamwork server through private mails. Within the Teamwork application of the architectural planning software there are further possibilities for communication and for sharing the workspace and distribution of tasks within the very same common project file that collects all modelling contribution from the volunteer workers.

Later, further phases of map creation are developed in smaller groups which involve visual artists and IT professionals who work on texturing the model and to add interactions to the parts of the models and finally to place and embed everything to the final homepage.

Volunteers are recruited through Facebook and homepage of the organisation which requires a constant communication on these platforms so that the possible participants can get informed easily.

**Results**

EK’s practice basically comes from the professional work of the members practising as architects, which requires well-structured and organised teamwork, distribution of tasks, the perpetual changes in project plans – but all within an available time frame determined by deadlines of actual contracts.

Participating in projects which allows accesses to virtual shared workspaces give a chance for learning a lot, to gain newer skills for the workers as well – who collect new experiences by common project work developed together in the virtual space of the Teamwork.

(Professional architectural online shared workspaces – Teamwork – is an available, well-developed feature of ARCHICAD, a software designed in Hungary for Building Information Modelling.)

**Contact details**

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CASE 2

Yumeiho Therapy for Hungary

Summary of practice
1. Objectives of the Association
2. Introduction of the Yumeiho massage therapy in Hungary created by the Japanese dr Saionji Massayuki.
3. Providing the necessary personal and objective conditions in practice.
4. Popularizing the role of Yumeiho massage therapy in healthcare and health restoring issues.
5. Regional teaching centres were established to provide an excellent training in learning the therapy.
6. Course books and educational packages were compiled according to international norms.
7. The communication language of the Yumeiho massage therapy is the Esperanto.
8. Strong connection is maintained with more than ten countries within the international organization.

What is it that makes this a good practice?
Having worked together with the Association in a number of events we can say that we know their well-organized and successful work very well. They constantly keep people informed and involve volunteers into their activity. Their results in healthcare have become well-known among people. Anybody from infants to aged people or families can take part in their public programs. These programs popularize the healthy way of life which is a very important task since the general health indicators of Hungarians draw a very bad picture. The question of health prevention has become a central task in Hungary.

Who does this practice involve and who does what?
The bodies of the Association: Members’ meeting, Presidency and Supervisory Board
Members’ meeting: The decision-making body of the Association. Decisions are accepted with simple majority public votes
Presidency: The managing body of the Association elected by the Members’ meeting for five years.
President: Manages the operation of the Association, represents it, calls the Members’ meetings and Presidency sittings.
Internal vice President: Has supervisory power. Organizes and improves the relationship with national civil and state organizations.
International vice President: Supervises the Association’s international relations.
Representative for economic affairs: Responsible for administrative issues.
Supervisory Board: Monitors and controls the Association’s operation and financial activity.
Supporting members: Help the Association’s work.
Volunteers: Give help with the preparation and fulfilment of the programs organised by the Association.
Description of the process

A member of the Association can be a Hungarian citizen who accepts the rules of the Association and is not prohibited on public affair. Membership comes into existence with joining the Association. The Presidency makes the decision on the admission of the candidate for membership. Yumeiho Therapy can be taught for members only.

Members have access to educational materials on various levels in order to learn the basic theory of Yumeiho therapy. There are courses for new members to learn the therapy in practice. The massage therapy is based on various level modules so the higher degrees can be achieved through the modules. Secondary medical qualification and knowledge of anatomy are compulsory as conditions for being allowed to start a course. Those who are not in possession of it are required to pass the medical module before finishing module successfully. Only therapists verified as having at least 3 degree of the therapy method can work as therapists. Using of the Community Trade Mark of Yumeiho is subject to authorisation.

Members have a statutory responsibility to participate in further theoretical and practical trainings. Yumeiho can be taught only by a member of the Association. Regulations and norms are based on international standards in the educational system. The highest degree to obtain as a Yumeiho therapist is 7th degree (7dan of Yumeiho Therapy) on the basis of the International Rules of Procedure. Therapist achieving at least level V is considered as ‘Master’ internationally.

The Association organizes central professional training courses for members 2-3 times a year. Every two years congresses are held within the international organization always in a different country. The Association helps its members participate at congresses.

Voluntary work plays an integral part in the preparation and arrangement of local and international events.

As a charity work the Association assists sportsmen/women in preparing for competitions and treat future expectant mothers within the infertility framework.

The Association is a non-profit organisation, the amount of income is used in order to achieve its goals. The Association manages its finances independently according to its annual budget.

The assets of the Association consist of the membership fees, other voluntary payments of the sponsors, supporting and honorary members, and the fees of courses and educational materials.

Results

The Seat of the Hungarian Yumeiho Association is in the city of Hodmezovasarhely. Ms Katalin Farago plays an outstanding role in making Hungarian people acquainted with the therapy. The Yumeiho Therapy Coursebook used by the Association was translated by her and was published in 1996. She is the author of the teaching modules as well. The Hungarian Yumeiho Association was founded in 2000. We have reason to believe that, without her efforts, it would not have been established.

She is the only Hungarian and the first woman in the world to be awarded with danVI Master degree. There are only three people with the same title in the whole world. She works very effectively. Today there are seven dan5, eight dan4 and thirty-nine dan3 Yumeiho therapists in Hungary as the result of her educational program.

Katalin Farago has organized four European Congresses and three World Congresses.
with the help of volunteers so far. She is regularly among the lecturers of world congresses. Last time she held a speech in April 2016 in Tokyo. Her lecture on “Connection between thyroid gland illnesses and infertility” proved the success of her fifteen-year long work. As the result of her program 106 women became pregnant and 104 babies were born.

Local and national community programs are held which can be visited by everybody. Various forms of media are used to inform people about the events. There is a constantly growing community of members and volunteers in the Association.

Contact details
Ms Katalin Farago-the official representative of Yumeiho Therapy for Hungary Faragó Katalin 6800 Hódmezővásárhely Móricz Zsigmond u. 4/c. fsz. 1.
farago.kata@espmed.hu
yurefam
www.yumeiho.hu
ITALIAN CASES

CASE 1

Summary of practice
SPICeS - School of International Policy, Cooperation and Development
It is a high post-graduate training programme on development cooperation, projects and volunteers management. The SPICeS, could be a one-year “specialisation school” or a two-year “University Master” integrating the “school” with exams at the local university.

What is it that makes this a good practice?
Because it offers complementary and different points of view about the issues of sustainable development and least developed countries, and it opens among the 68 NGO federated to FOCSIV a wide spectrum of possible collaborations, volunteering and employment.

Results
www.focsiv.it
http://www.focsiv.it/spices-3/

Contact details
Focsiv
Federico Buttinelli FOCSIV- spices@focsiv.it

CASE 2

Summary of practice
National Civil Service professional training
This is a professional training proposed by CO.P.E. (Cooperazione Paesi Emergenti) for all civil service volunteers who have been selected for a year of volunteering in the CO.P.E. offices in Italy. The training is based on topic such as cooperation, project management, fundraising and communication

What is it that makes this a good practice?
It is a good instrument for newcomers on the cooperation world who wants to continue working in this sector, to receive training and improve their skills. It promotes exchange of knowledge and experiences and opens a space for possible collaborations, volunteering and employments.

Results
www.cope.it
http://www.serviziocivile.gov.it/

Contact details
CO.P.E. Cooperazione Paesi Emergenti
Piermauro Manmano serviziocivile@cope.it
LATVIAN CASES

CASE 1

Summary of practice
“SIF” project. The project is mainly about the integration of long-term patients into the job market by providing ICT skills acquisition. It has been done by motivating and supporting target group to learn new different level IT skills during the illness.

What is it that makes this a good practice?
The main benefit will be the development of a new IT long-distance learning programme through which long-term patients will be able to learn the basic and advanced computer skills. To take full advantage of this programme, 4-month-long training programs have been organised for the representatives of NGOs and social workers for programme acquisition and patient motivation, followed by piloting the programme for six months in various Latvian health care facilities.

Results
It is possible to get more information on the project`s webpage (http://www.fondssabiedribai.lv/lat/ikt-prasmes) or contacting “Foundation for Society” directly.

Contact details
Nodibinājums “Fonds Sabiedrībai” (Foundation “Fund for Society”)
Reg. number: 40008149529
Address: Raiņa bulv. 2-3, LV-1050
www.fondssabidribai.lv

CASE 2

Summary of practice
“United, not split” project. 153 third-country nationals in Ventspils, Jelgava and Daugavpils have mastered the Latvian language and integration which, complemented by discussions and tours to Riga - Latvian Occupation Museum, the War Museum and the open-air museum.

What is it that makes this a good practice?
With help of this project it is possible to get integrated into Latvian society. Moreover, it is a good example and even a platform to be launched in other countries using this successful example.

Results
CASE 3

Summary of practice
“Go and Return” project. The project aims to pay attention in the Baltics to the ever-increasing problem of young people’s migration from the Baltic states. In particular - to seek means and opportunities to educate new professionals to promote return migration back to the Baltic States after education abroad.

What is it that makes this a good practice?
36 young people from the Baltic countries will be involved in the project’s realisation. Getting acquainted with the real situation and developed laws, these young people will look for ways to creatively address emigrated young people and develop realistic proposals, based on their own views and the need for events in the Baltic countries that should be taken to motivate young specialists in order to boost return migration.

Results
You can find more information here:
http://www.fondssabiedribai.lv/lv/go-and-return
http://goandreturn.wordpress.com/
and social networks - the project Facebook page
https://www.facebook.com/pages/Go-and-Return/506021139409808

Contact details
Nodibinājums “Fonds Sabiedrībai” (Foundation “Fund for Society”)
Reg. number: 40008149529
Address: Raiņa bulv. 2-3, LV-1050
www.fondssabidribai.lv
POLISH CASES

Summary of practice
The project "Cyber - Hand Leader. Supporting the Leaders of Social Change in Poland" is aimed at graduates of Lower Silesia universities who can under the project go to non-governmental organisations to learn. There the first hold a two-month internship and work for half a year. Their salary is funded by the project. The period of the internship and employment precede a two-month training course.

What is it that makes this a good practice?
The project promotes employment in NGOs, suggests new avenues of cooperation between volunteers and members of the organization (e.g. cooperation in the form of online participation). It enables the development of knowledge about the sector – as part of the training. It enables collaboration between organizations - by directing volunteers and interns. Through the involvement of trainees in the process of preparing applications to the EU, organisations can save costs, increase the pool of ideas and enable the potential employment of interns on the project in the future.

Who does this practice involve and who does what?
Such actions should be implemented by non-governmental organizations, which have their own preferences as to the skills of future employees, interns and volunteers. The project was preceded by a diagnosis of the potential of the NGO sector as an employer and staffing needs of the sector. The research was also aimed at finding factors that may motivate individuals to take up employment in the sector.

The target audience of the project were university graduates. In Poland, the beneficiaries of the project may be in particular young people NEET.

Description of the process
During the project, participants take part in numerous meetings, workshops and group trips, they also have the opportunity to go on an internship abroad. Half of the participants of the first cycle of the project found permanent employment in their chosen organisations, another twenty five percent continues to work with NGOs in another form.

Results
In the course period, they launched a number of new initiatives other than the training course, including the appointment of new non-governmental organisations, managed by young leaders from Lower Silesia.

Contact details

http://www.tratwa.org/2012/htdocs/kontakt#mid_115
http://www.fise.org.pl/x/204163
CASE 2

Summary of practice
Gajusz Foundation - Centre of volunteerism. Gajusz Foundation provides a stationary and a perinatal hospice for children. Thanks to hospices, patients can spend their most valued days in the comfort of their homes, with their parents by their side. The foundation provides around-the-clock free medical, psychological, and social care. The Foundation provides relief, alleviation, and support for sick children and their families, mainly from the Lodz region and surrounding areas.

What is it that makes this a good practice?
The Foundation works by engaging volunteers, who take care, provide help, company and entertainment to terminally or chronic ill children staying at the public healthcare institutions as well as by organising legal and psychological support for children who fell victim of communication accidents.

Who does this practice involve and who does what?
Everyone who is at least 18 years old and wants to help.

Description of the process
Gajusz Foundation - Centre of volunteerism organise free trainings for volunteers in the following areas: hospice volunteerism, hospital volunteerism, action volunteerism, fundraising volunteerism.

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PORTUGUESE CASES

We chose two different best practice, the 1st one is a Project called Join4Change promoted by ISU - Institute of Solidarity and University Cooperation and CPV - Portuguese Confederation of Volunteering.

The ISU is a Non-Governmental Organization for Development (NGO), founded in 1989, pursuing the global development goal, believing that this is based on the sum of the achievements of individuals, from the stimulus of their abilities and skills. Working with people in poverty and social exclusion and demand, through training and ongoing projects, and adjusting your action to identified needs. It does so without imposing standardized paths or replacing people in their decision-making role. Thus seeks to transform individuals to be more capable and more autonomous for one’s own benefit and the community.

The action of the ISU takes place in 4 intervention areas: Volunteer, Social Intervention, Cooperation and Education for Development. In addition to the development of various intervention projects, it seeks to sensitize civil society on issues related to the spirit of solidarity and mutual cooperation. Thus, the ISU sees volunteering as a form of active participation in society, cooperation, multiculturalism and tolerance. This is the underlying nature to UIS areas of action that are different projects with own goals. It founded the Training Centre for Volunteering in 1999 and since then has been a reference in the training of people and organizations.

The CPV - Portuguese Confederation of Volunteering is a Non-Governmental Organization Portuguese integrating thirty-two (32) private corporate bodies established or activity in the country, representing or promoting volunteering. The organization was established on 19 January 2007 and aims to "represent volunteers from Portugal and their organizations, whatever their field of activity, and contribute to the protection of the respective rights and interests", by essentially exercising related activities, among others, preserving and updating the identity of volunteering; cooperation with federated organizations; the intensification of the volunteer's role in Portugal; promoting and conducting studies on volunteering.

The 2nd best practice it’s a school of volunteering called Pista Mágica, was created in 2008. It’s the 1st volunteering school in Portugal and their mission is "Educating for the exercise of a volunteer to effectively solve the problems of vulnerable people and the world". They offer their services such: training courses; conferences; seminars (some of them without cost associated) for different target people.

CASE 1

Project Join4Change [http://www.join4change.net/pt/](http://www.join4change.net/pt/)

Summary of practice

Join4Change project [http://www.join4change.net/pt/](http://www.join4change.net/pt/) was a two-year project ran until February 2016, was developed by ISU - Institute of Solidarity and University Cooperation and CPV - Portuguese Confederation of Volunteering intended to contribute to improving the involvement of Civil Society Organizations (CSOs) in
promoting volunteering strategies, through training its agents, the availability of online resources and encouraging the sharing of experiences.

What is it that makes this a good practice?
The project allowed the empowerment of CSOs to mobilize volunteer management through actions to develop social skills, personal and relational leaders, employees with coordination and leadership roles, and sharing of best practices fostering the creation of new synergies.

Who does this practice involve and who does what?
This project involved: volunteers; companies; NGOs: associations and foundations: 100 CSOs showed interest in participating in the project and 62 CSOs were identified to the path of reflection, research, education and training in respect of the Volunteer; 80 people from 44 CSOs participated on five actions of training workshops; 55 national CSOs, 3 Norwegian CSOs, 5 state entities, foundations and 3 companies participated on the International Seminar.

Description of the process
The project has three main phases:
1st – Mobilization and Diagnosis in this phase the project was disseminated throughout the country to get the information to the largest possible number of organizations that could be interested in participating, then 62 organizations were identified to continue the path of reflection, research, education and training in respect of the Volunteer Management. During 2 months took place workshops whose themes were initially identified;
2nd. Training and Monitoring five training workshops were held - built based on the needs identified in the previous phase. 80 people from 44 CSOs participated in these workshops, which included 200 training hours. At the same time also a toolkit was developed (1 Manual for Trainer, 1 Manual for Trainees and 1 Tool Box Volunteer).
3rd. Networking and Recognition enlargement and dissemination of project through an online platform which enhances the connection and interaction of stakeholders / the theme and an International Seminar which enhances moments of reflection for present persons and entities and was attended.

Results
The number of institutions that showed interest in participating in the project (100); the number of organizations participating in all activities (62); the feedback and involvement of all participants.

Contact details
Organization: ISU- Institute of Solidarity and University Cooperation
Email adrex: geral@isu.pt
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Phone number: +351 965 002 058
Address - Rua Maria Alice, nº9 | 1750-350 – Lisboa
Organization: CPV - Portuguese Confederation of Volunteering
CASE 2


Summary of practice

Pista Mágica [http://www.pista-magica.pt/Pista_Magica/Inicio.html](http://www.pista-magica.pt/Pista_Magica/Inicio.html) is a non-governmental organization that is characterized by a volunteering school. Their mission is to educate for the exercise of volunteering, creating bases for volunteering under the assumption: “that volunteering is the way of the fight against inequalities in Portugal and in the World”.

Pista Mágica develops several activities to promote the spirit of volunteering, some activities has no associated costs and are developed by volunteers members of the association.

What is it that makes this a good practice

It’s a good practice because its scope of activity and the range of services offered by the organization, such as:

a) Promoting courses targeted at volunteer agents, be they volunteers, aspiring volunteers, managers / volunteer coordinators, organizational leaders;

b) Development of lectures such as conferences, seminars in educational organizations (schools, universities);

c) Providing consulting services in the areas of the courses held;

d) Providing free access to the library specializing in volunteerism, with a focus on volunteer management;

d) Promotion of educational activities for volunteering in schools and libraries for the children, youth and university population.

Who does this practice involve and who does what?

This practice involves the association members (they also are volunteers) carry out the activities; the public that receiving activities (children, young people and adults); associations and institutions using the services and the community in general.

Description of the process

The association promotes server training courses such as:

a) Initiation to volunteer (12 hours) - directed to people who want to start volunteering activity and those with previous experience, but who have never had the opportunity to previous training. Contents: understanding the types of Volunteering; Legislation and official documents; Reflection for action and work in the field (teamwork, interpersonal communication and conflict resolution);

b) Training for trainers in the volunteering field (24 hours) - directed for those who have the function to train the novices volunteers in nonprofit organisations. Contents: the trainer’s role in introduction to volunteering; the voluntary contributions to a
better world; historical review of volunteering; volunteering in the world, in Europe and in Portugal; the requirements for the exercise of volunteering; definitions and types of volunteering; Portuguese legislative information and other official international documents; ethical voluntary code; reflection for action; work in the field;

(c) Volunteer management training course (36 hours) – directed for those who want to work in development and management of volunteer programs. Contents: introduction to volunteering; planning volunteer programmes; organization of volunteer programmes; development of voluntary post profiles; recruitment of volunteers; interview and selection of volunteers; orientation and training of volunteers; supervision of volunteers; voluntary assessment; recognition of volunteers.

d) Audiovisual techniques for non-profit organisations (24 hours) – this training provides basic knowledge for the development and dissemination of training materials. It addresses audiovisual tools to institutional promotion, recruitment and training of volunteers. Contents: the important of communication; the power of video in building skills; how to make a video: image capture, editing and finishing and a study cases.

e) Workshop on how to create an association (6 hours) – this workshop allows its participants the opportunity to access compiled and organized content of how to create an association in Portugal. In addition to all legislative theme, they are provided - in a pragmatic way - the necessary steps to give the constitution of the Association process.

f) How to design projects (local or national project) (12 hours) - Designing social projects at local or national level. Contents: develop local projects of short duration; develop national media projects / long term and Practical cases.

g) Strategic planning course in non-profit organisations (12 hours) – this training course provide the tools for the preparation of the strategic planning of non-profits organizations. Contents: create a mission statement; create a declaration of strategic vision; setting strategies and goals; preparation of the annual activity plan; and work in study cases.

Results
After each activity they make the assessment and the feedback are very positive and are published on their webpage http://www.pista-magica.pt/Pista_Magica/Testemunhos.html

"The training was very useful for the acquisition of new perspectives and ways of acting and face of volunteering activity."

"I think this training was extremely important and well organized. They were focused on very specific aspects of situations that can be found in a very clear way. I congratulate the organization of the School and Trainer."

"I consider a very important training for those who take responsibility in volunteer management. It allows you to open new horizons of creativity and application of innovative concepts around volunteering."

Contact details:
Organization:
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Address - Centro Empresarial de Matosinhos, Edifício Nova Centralidade, Praça da Cidadania, 95 - Gabinete 4, 4465-266 S. Mamede de Infesta
ROMANIAN CASE

CASE 1

Summary of practice
A Youth centre in a village from Transylvania has been created in an old house of. It creates projects for the local community and different groups that are coming to the centre from all over Romania and Europe. It involves a lot of volunteers from all over the world for all the tasks in the centre.

What is it that makes this a good practice
The centre has 100 volunteers/year now from more than 10 countries and it has just 2 employees. It uses more platforms and programmes to attract and sustain the volunteers, for example EVS and workaway.

Who does this practice involve and who does what?
The centre’s volunteer manager is making sure that all the people involved have a good time, enjoy and also learn from their experience in the scout centre. Every day the volunteers are choosing their daily tasks and projects and every evening they have a debriefing and share their experience with the team.

Description of the process

The volunteers are recruited by different methods:
- EVS – using our external partners from different countries
- Workaway.info
- Helpx.net

Our website with a campaign in social media for summer volunteers helps to bring Romanian volunteers for a short term in the summer. Volunteers from different countries like Argentina, Spain, France, Denmark, Italy, New Zealand, South Africa, USA, Germany, Portugal, Czech Republic, Costa Rica, Denmark and Romania joined the Nocrich Scout Centre volunteering programme for couple of days or even months. Short term volunteers are contributing with a fee of 3 euro/day to be able to sustain their food. Who can participate? everyone who wants and who is over 15 years old. Accommodation for the summer volunteers is done in tents at Nocrich, work is similar to fun and knowledge and you will have the chance to learn new things, make new friends and explore the nearby Saxon
villages. The volunteers are split and can take part in more teams like: **Animation & Programme Team** – this involves taking part in the organization and implementation of the activities for the kids from the village. The volunteers can develop their skills as a scout leader and share experience in order to offer the kids an international and diverse image of what scouting is. The activities are very diverse, ranging from typical scout meetings with games, to challenges, village quests, camps. **Pottery and Artistic Team** – we opened a pottery and ceramics workshop. Here, with the guidance of a potter who comes pretty often during the summer, the volunteers can learn more about this craft and also experience it. Moreover, painting the pots has become a daily task. **Administrative Team** – We have a lot of groups doing the summer camp, so one of the task of the volunteers is to be sure the groups have everything they need and to support them when needed. Another task will be cooking for all the members of the team of volunteers – Nocrich Family. The manual work involves ensuring the wellbeing of the scout centre and keeping it up. Cleaning, organising, (re)building, painting, mowing the lawn, shopping for food.

All volunteers have volunteering contracts or activity agreements.

**Results**

- 30 kids in the local community actively involved in non-formal education programmes and with a significant improvement of English language skills
- One pottery workshop that is working now and able to provide educational activities and a small production
- A camping site with 7000 metres square of camping that can be opened for the summer season
- More than 5 big educational events for the summer created by the volunteers

**Contact details**

Diana Sutea
Nocrich Scout Center  H.C. Habermann
nocrich@scout.ro www.nocrich.scout.ro
TURKISH CASES

CASE 1

Summary of practice
LOSEV. This is an example of one of the biggest charitable foundations in Turkey which is a non-profit NGO, mainly aiming to provide educational and emotional support, financial assistance and health services for children who have leukemia or chronic blood disorders, in order to help them cope with a life-threatening illness. The foundation is providing service with about 2.5 million volunteers and is a great example of volunteer management, cooperation, communication, volunteer work commitment and training.

What is it that makes this a good practice?
This example is useful and is a great example for third sector who works mainly with volunteers. It promotes exchange of knowledge and experiences and new methods to manage the volunteer coordination.

Results
http://www.losev.org.tr/v2/tr/default.asp

Contact details
Public Relations - Volunteers Communications Studies Department losev@losev.org.tr

CASE 2

Summary of practice
The Foundation of Disability Education, Culture and Health
This example is about providing private education for the persons with disabilities, and to secure their employment for vocational education. The foundation also implements studies by planning similar fields for the development of persons with disabilities.

What is it that makes this a good practice?
This example is useful because if offers a different experience to work with disadvantaged groups. The volunteers in Foundation of Disability Education, Culture and Health are also involved in abroad assignments. This makes new possibilities for new collaborations, volunteering and employment.

Results
www.engellivakfi.org

Contact details
The Foundation of Disability Education, Culture and Health
Abdurrahman KURTASLAN
info@engellivakfi.org -- engellivakfi@gmail.com
UK CASES

CASE 1

Summary of practice
Investing in Volunteers (IiV) is the UK quality standard for all organisations which involve volunteers in their work. IiV is owned by the UK Volunteering Forum.

What is it that makes this a good practice?
Investing in Volunteers has been designed to be an effective and rigorous process to ensure that volunteers receive the best possible management support and organisations receive maximum benefit from their volunteers’ contribution.

The standard is based on the four areas of volunteer management:
- Planning for volunteer involvement
- Recruiting volunteers
- Selecting and matching volunteers
- Supporting and retaining volunteers.

Who does this practice involve and who does what?
Over 800 organisations have achieved this quality accreditation throughout the UK, ranging from small community groups that are totally volunteer-led to large national multi branch charities that have thousands of volunteers.

Description of the process

Step one: Getting started
The organisation works with their Country Manager to agree how they will work together to complete the IiV process. After registration, they are ready to begin the process. There is an introductory workshop or briefing session where the Advisor explains the steps to achieving the award. By the end of the workshop, the organisation will have developed a provisional timetable to achieve the award.

Step Two: Self-Assessment
A Self-Assessment Checklist to benchmark where the organisation currently is in relation to the standard will be completed and be sent to the Advisor with three pieces of written material evidence. Based on the written evidence submitted, the Advisor will check that the ratings seem appropriate.

Step Three: Development
The organisation will establish a development plan using the template provided. This is forwarded this to the Advisor for approval.

Step Four: Assessment Visit(s)
The date(s) for the assessment visit(s) are mutually agreed. The Assessor’s purpose at the assessment visit is to gather sufficient information so that they can judge whether the practices in the organisation meets the IiV standard. During the assessment visit, the Assessor will interview the main contact person, volunteers and other stakeholders using the agreed schedule and may wish to look at documentary evidence.

Step Five: Local and national quality assurance
After the assessment visit, the Assessor will submit their report to the quality assurance panel for verification.

**Step Six: Achievement of the Award**

The organisation will be contacted regarding the outcome of the Quality Assurance Panel. Successful organisations are given a certificate and plaque to display for three years.

**Results**

Investing in Volunteers demonstrates real achievement measured against a rigorous national standard. Achieving Investing in Volunteers benefits an organisation in many ways, including:

- Enabling them to publicly demonstrate their organisation’s commitment to volunteering and effective volunteer management
- Increasing volunteers’ motivation and enhancing their experience
- Encouraging more people to volunteer
- Enhancing the organisation’s reputation in the local community and with funders
- Minimising any potential risks arising from the involvement of volunteers.

A total of 21 organisations across the UK were accredited or successfully renewed the standard in April 2016. These are:

**England**
- Bristol Drugs Project
- Citizens Advice Plymouth
- Imperial College Union
- Leeds Beckett Students’ Union
- Nottingham Trent Students’ Union
- Nottinghamshire Office of the Police and Crime Commissioner
- Ormiston Families
- Pennine Care NHS Foundation Trust
- Plymouth Domestic Abuse Services
- Staffordshire Fire and Rescue Service
- South West Yorkshire Partnership NHS Foundation Trust

**Northern Ireland**
- Laganvalley Regional Park
- Holywood Family Trust
- Foyle Search and Rescue
- Brain Injury Matters (previously Headway Belfast)

**Scotland**
- Broomhouse Health Strategy Group
- Changeworks
- Volunteer Edinburgh
- Care and Repair Edinburgh

**Wales**
- DASU (Domestic Abuse Safety Unit)
- Glasgow Homelessness Network

**Wales**
- DASU (Domestic Abuse Safety Unit)
- Glasgow Homelessness Network
Contact details
  Contact details for the five development agencies that are delivering the Standard across the UK and Republic of Ireland

NCVO
IiV Manager
Address: NCVO, Society Building, 8 All Saints Street, London, England N1 9RL
Telephone: 020 7520 2438
Email: iiv@ncvo.org.uk
Website: www.ncvo.org.uk

Volunteer Now
David Fitzsimons, Training & Development Officer
Address: Volunteer Now Enterprises Ltd, 34 Shaftesbury Square, Belfast, BT2 7DB
Telephone: 028 9081 8330
Email: david.fitzsimons@volunteernow.co.uk
Website: www.volunteernow.co.uk

Volunteer Scotland
Anne Hislop, IiV Manager
Address: Volunteer Scotland, Jubilee House, Forthside Way, Stirling FK8 1QZ
Telephone: 01786 479 593
Email: anne.hislop@volunteerscotland.org.uk
Website: www.volunteerscotland.org.uk

Wales Council for Voluntary Action
Fiona Liddell, Volunteering Development Officer
Address: Wales Council for Voluntary Action, Baltic House, Mount Stuart Square, Cardiff, Wales
Telephone: 02920 431730
Email: fliddell@wcva.org.uk
Website: www.wcva.org.uk

Volunteer Ireland
Terri O’Brien, Quality Standards & Training Officer
Address: Volunteer Ireland, 18 Eustace Street, Temple Bar, Dublin 2
Telephone: +353 (01) 636 9446
Email: terri@volunteer.ie
Website: www.volunteer.ie
CASE 2

Summary of practice
NCVO has been running an internal peer to peer digital skills programme since June 2015 to build the skills and confidence of all staff.

What is it that makes this a good practice?
97% of attendees have learned something new from the session they attended and 95% feel more confident about the subject. 85% of the six month survey respondents could articulate at least one thing they've done differently since attending a session.

Who does this practice involve and who does what?
People at NCVO generally had a good level of digital literacy, some lacked the confidence to try new tools and approaches. Many also lacked the time to attend external training.

Description of the process
We considered using external trainers to deliver sessions, however we felt a peer to peer approach would provide a valuable opportunity for the digital and communications team to develop their presentation, facilitation and communication skills, save time and money, and make digital more approachable to our less digitally confident members of staff.

Using in-house resource meant asking members of the digital and communications team to design, write and deliver content on top of their existing workload. This, and asking members of staff working to full capacity to take time out of their already packed schedules to attend sessions, and then implement what they've learnt, presented a potential challenge.

The Learning Lab was designed with all of this in mind: as an informal, peer to peer learning opportunity, delivered in one hour sessions to small, mixed groups. Sessions are optional and staff could attend as many or as few as they wanted.

Results
Staff particularly like the length, delivery, content and tone of the sessions as well as the opportunity to interact with colleagues they may not usually interact with.

We've had three fantastic blog posts from staff who have shared what they've learnt and enjoyed about the Learning Lab:

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HELEN RIDGWAY Online Engagement Manager at NCVO
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Society Building
8 All Saints Street
London
N1 9RL
CONCLUSIONS

Similar issues concerning the third sector have emerged simultaneously all over Europe from both a professional and volunteering perspective. This has left many third-sector organisations with increasing learning and professional development needs. At the same time, the sector has assumed greater responsibility for service provision all over Europe, which places increasing demands on organisations’ operations and personnel needs.

In collecting and presenting data covering a wide range of different aspects of the European third sector, the benchmarking includes 10 countries. The size, scope and structure of the sector vary between the countries, but its importance as an employer is growing everywhere. E.g. in Finland and the UK, the sector and volunteering have a long tradition and is highly structured, but its role as an employer has expanded rapidly since the 1990s. The same has happened all over Europe, for instance in Portugal the sector employed around one third more people in 2007 than in 1997. In Italy, the number of permanent staff in third-sector organisations grew by ca. 10% between 2001 and 2011, but of employers in fixed-term employment by over 100% . Also in more recent EU Member States, where volunteering and the third sector have emerged relatively late, such as Latvia and Hungary, growth has been fast.

The report presents 20 good practices from 10 European countries and including training, projects and programmes, that develop universal skills as administration, team work, fundraising; technical skills as using social media, internet communications, work in internet; multicultural skills as breaking cultural stereotypes, work with immigrants, work in multicultural environment and cooperative skills as networking or, self – help as well. Each presented case study includes a summary of the good practice, justification of choice, description of the practice, participants and results and also contact details.
REFERENCES


