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ABOUT THE PROJECT

ABOUT THE PROJECT

The main aim of this project is to develop professional skills of youth and youth workers for a better insertion on the labor market, through innovative volunteering and internship programs, using gamification and digital tools as new methodology in non-formal education.

Specific objectives:

O1. Increasing the professional skills and employability level of 40 youth and 40 youth workers, from 4 countries, through digital gamified volunteering and internship programs, during 6 months of constant activities in 4 local communities.

This objective is fulfilled by 2 pilot programs - one for volunteering and one for internship, applied in the 4 partner countries, during 1 year. In these pilot programs, 40 youth will experience 6 months of interactive activities for the purpose of the local community and 40 youth workers will experience what social work, personal development of you and social educator means and they are engaged in concrete activities related with the experience of the 4 partner organisations.

O2. Increasing the capacity of 4 organisations to offer structured, long term and motivational volunteering and internship programs, using digital tools and gamification as non-formal education methodology in the new digitalized and modern context.

This objective will be achieved through 2 working packages, in which the partners will develop the volunteering and internship methodology and will gamify them, in order that the youth and youth workers to be motivated to participate in several and different activities.

O3. Increasing European youth NGOs field capacity to involve more and more youth in volunteering and internship programs, in order to help them develop their professional skills in fields as social work, non-formal education, social education and youth personal development, through a new and complete methodology of selection, integration, motivation and evaluation of youth work, in an innovative and digital way.

GAMMA INSTITUTE
ROMANIA

The aim of the **Institute for Research and Study of Quantic Consciousness - Gamma Institute**, is promotion, development, research, and initiative for activities in the field of psychology, psychotherapy and mental health. Gamma targets trainees, kids, and international specialists through training programs, workshops, psychological services, counseling, and international cooperation. These missions are fulfilled through the 3 Gamma Institute departments:

1. **Gamma Training** - Offers training for specialists in psychology, psychotherapy and personal development, along with training and non-formal education for adults. Its purpose is to create a community of specialists in psychotherapy and who are making a change in the area they work, on the highest level.

2. **Gamma Clinic Psychology** - Offers clinical psychology services and individual/ couple/ family psychotherapy, on systemic approach. Its purpose is to encourage the change of the entire family system, in a way in which the target is the physical, mental, emotional and relational health.

3. **Gamma Projects & Research** - Innovative methdoologies development in psychotherapy and personal development, using fundaments of quantum consciousness theories. Its purpose is the elaboration of toolkits on different topics in the field of psychology, psychotherapy, youth, adult education, personal development and training of specialists.

Fundación ASPAYM Castilla y León starts working on 2004, twelve years after the establishment of ASPAYM in the region of Castilla y León. Its main aims are to promote autonomy, equal rights and opportunities and to increase quality of life of people with physical disabilities, allowing them a significant integration among the society. In addition, ASPAYM CyL seeks to be a leading association, providing its target users with the tools to achieve that mission. That goal is reached thank to the quality of its programs and activities, the research and the proper use of new technologies. The organization, and also the youth department, has headquarters in different cities in Castilla y León, with a special emphasis on rural areas. It includes Ávila, Burgos, Camponaraya (León), Cubillos del Sil (León), León, Matapozuelos (Valladolid) Palencia, Paredes de Nava (Palencia), Segovia, Valladolid and Villadiego (Burgos).

ASPAYM CyL has a youth department focused on activities with young people. This department is an active member of the Regional Youth Council of Castilla and Leon, and also part of the Permanent Youth Council of the Province of Valladolid, where ASPAYM is a member of the board. We are also part of the network of youth information points in the province of Valladolid, which makes it the only entity of young people with diversity that meets everything above. The youth department of ASPAYM Castilla y León develops many activities for advocacy, non-formal education, employment, leisure inclusive, etc. One of the most prominent examples is the inclusive camp developed by the entity and which has more than 25 years of experience and multiple awards, as well as the awareness project "Ponte en mis zapatos" (Put yourself in my shoes), whose main objective is the standardization of disabilities in schools, community centres, youth organizations, etc.

„Institute of animation and social development" (Fundacja Instytut Aktywizacji i Rozwoju Społecznego), the Lublin ngo working since 2012. Its headquarters is in the center of Lublin. Through the actions we are trying to initiate and support activities aimed towards the harmonious development of groups and individuals, based on values and citizenship and prosocial. To this end, we aim to identify challenges emerging with the changes and needs of society. We respond to them using methods of non-formal education, shaping the competencies needed to participate actively and responsibly fulfill its potential in the field of personal and professional.

We initiate and support activities aimed at the harmonious development of groups and individuals, based on values and civic and pro-social attitudes. We strive to identify the challenges arising along with the changes and the needs of society. We respond to them using non-formal education methods, shaping the competences necessary to actively and responsibly realize our potential in the personal and professional sphere. Our main values: friendship, empathy, sensitivity, courage, honor, understanding, honesty, care for another person, loyalty, respect, ecology, patriotism and tolerance.

In 2023, together with the TRACH Foundation - (Fundacja Animatorów i Twórców Kultury), IAiRS established an open youth space called "Prusa2", which is a meeting place for local youth. Young people can create and organize various events there and integrate their peers in these activities.

Rosto Solidário was born in 2007, promoted by the Passionist Congregation in Santa Maria da Feira and a group of laypeople from the local community, based on a long experience of supporting families in situations of social vulnerability and the experience of the Passionist Missionaries in the Missions of Angola, especially in the province of Uíge. It is a non-profit development association, recognized since 2008 as a NGDO (Non-Governmental Organization for Development) by the Ministry of Foreign Affairs, benefiting from the status of a legal person of public utility.

Rosto Solidário's objectives are aligned with the Universal Declaration of Human Rights, the Charter of European NGOs and the 2030 Agenda for Sustainable Development, as well as the Sustainable Development Goals (SDGs) and the Incheon Declaration "Education 2013: towards inclusive and equitable quality education and lifelong learning for all".

It works for development, promoting equity, human rights and equal opportunities by carrying out concrete projects focused on the education and culture of communities. It values participation and integration through volunteering, solidarity, networking and partnership.

2 DEFINING THE CONCEPTS

WHAT IS VOLUNTEERING?

"Volunteering" refers to a sector of activity whose organisations do not primarily aim to make a profit, but rather to promote social inclusion, advocacy and civic education (Rego, 2010b).

Many people all over the world face different challenges and problems. These issues include climate-related disasters, diseases, poverty, and other problems that present major roadblocks to peace and prosperity. This is why volunteering has played such a major role throughout history.

Volunteering is the act of contributing free labor to conduct community service or support a nonprofit organization. It is the principle of donating time and energy towards a greater cause. Volunteers help change the lives of those in their community as a social responsibility rather than receiving a financial reward.

Volunteering is important because it enables people to help and serve others in a selfless way. When individuals take the initiative to help people in the community and support philanthropic causes, it can improve the community as a whole by creating tighter bonds and forming lasting relationships. Plus, nonprofit organizations can utilize these groups of passionate volunteers to help achieve goals in making the world a better and safer place.

Types of volunteering

There are many different types and forms of volunteerism, and anyone can be a volunteer. That's one of the best things about volunteering; there are a variety of ways for individuals to make an impact according to their interests and skills.

For volunteer coordinator, it's important to learn about the different types of volunteerism in order to better design the volunteers profile for organizations. There are five major categories of volunteering:

- Environmental
- Animals
- Social
- Healthcare
- Sports and leisure

The reason behind volunteering:

- It empowers individuals to take action and make a difference in their communities. By giving their time, skills, and resources, volunteers exercise agency and contribute to shaping the world around them.
- It fosters social cohesion by bringing people together across diverse backgrounds, beliefs, and experiences. It promotes a sense of belonging and community, bridging divides and building connections between individuals and groups.
- It plays a crucial role in addressing social inequality and injustice by amplifying the voices of marginalized communities, advocating for policy change, and providing support to those in need.
- It contributes to building resilient communities capable of overcoming adversity and bouncing back from challenges. Through their collective efforts, volunteers strengthen social networks, promote cooperation, and enhance community preparedness and response.
- It promotes civic engagement by encouraging individuals to participate actively in the democratic process and contribute to the common good. It instills a sense of civic responsibility and encourages individuals to actively shape their communities and society.
- It transcends borders and promotes global solidarity and cooperation. Volunteers engage in international humanitarian efforts, support global development initiatives, and build bridges between cultures and nations.

In Romania, volunteer activity began to be noticed even during the communist era through associations/foundations that operated in the community's interest. Romania's communist era represented a period of restriction of human rights and strict control of the civic space. The Red Cross is undoubtedly an organization that must be mentioned in this historical context, having been active locally since 1876.

The National Organization of Romanian Scouts is another example of an organization with a history of activity dating back to 1914. After the fall of the communist regime, the civic space was revitalized in Romania, along with the appearance of external factors that contributed to the promotion of organizations and volunteer activities.

Volunteering was revived after 1989 with the arrival of the first international volunteers through organizations such as Peace Corps and Voluntary Service Overseas. Subsequently, recognized international organizations (World Vision, Habitat for Humanity) established branches in Romania, bringing experience and expertise in volunteer management.

Currently, Romania is on a fairly steep upward trajectory in terms of the development of the associative environment and volunteering as a whole. Just 20-25 years ago, large-scale volunteer activities were unimaginable, as the critical infrastructure required was in an early stage at that time. With the diversification of civil society priorities and the pursuit of international trends in the field, the Romanian civic space has developed in multiple directions of action.

A study report by the European Union on the overall image of volunteering in Romania as a member state enumerates the main sectors of activity in which Romanian citizens volunteer, as follows: religious domain – 6%, social services for disadvantaged groups (elderly, poor, disabled) – 3%, environment, ecology, and animal rights – 3%, education, music, and culture – 2%, sports and recreation activities – 2%, unions – 2%, politics – 2%, community actions (addressing poverty, unemployment, inequality) – 1%, human rights and developing countries – 1%, professional associations – 1%, youth – 1%, women's organizations – 1%, health – 1%.

The Volunteer Law, published in the OFFICIAL GAZETTE no. 469 of June 26, 2014, and amended by LAW no. 175 of October 7, 2016, stipulates several aspects that must be respected for beneficial volunteer activity.

According to the regulations, a volunteer contract is mandatory. The host organization is obliged to conclude such a contract. The contract must be signed before the activity begins.

The law also sets the minimum age at which a person can enter into a volunteer contract. The volunteer with whom the contract is concluded is a natural person, Romanian or foreign, who has the capacity to work, specifically from 16 years old or 15 years old with parental consent.

The law also stipulates some minimum rights and obligations for each of the two parties, such as those of the volunteer, listed below:

a. **The rights of the volunteer are:**
  • to carry out volunteer activity according to their capacity and availability;
  • to request the host organization to issue a volunteer certificate accompanied by the activity report;
  • the right to confidentiality and the protection of personal data;
  • the right to free time corresponding to the volunteer activity.

b. **The obligations of the volunteer are:**
  • to perform an activity of public interest, without remuneration;
  • the obligation to conduct complementary to the general objectives of volunteering - improving the quality of life and reducing poverty, sustainable development, health, disaster prevention and management, social inclusion, and combating social exclusion and discrimination;
  • to fulfill the tasks specified in the volunteer sheet and to respect the instructions stipulated in the volunteer protection sheet;
  • to maintain the confidentiality of information accessed during the volunteer activity, during the term of the volunteer contract and for a period of 2 years after its termination;
  • to notify temporary unavailability to perform the volunteer activity in which they are involved.

Starting in 2000, International Volunteer Day is celebrated in Romania on December 5. Pro Vobis (then a local volunteer center in Cluj-Napoca) organized the first county Gala in 2001 to award community involvement prizes, an event dedicated to recognizing volunteers and those who support the volunteer movement in Romania (organizations, sponsors, funders, media, etc.).

The volunteering activities started in Gamma Institute in 2016, with the entrance of students and psychologists in the area of psychoeducational group activities for the people in the community.

Since that period, the group of volunteers in Gamma Institute increased a lot and now, anyone wants to engage in the activities that we develop, can do this, no matter the specialization of the studies or work experience.

In the present, the volunteering is focused on the following activities:

- volunteering activities in Gamma Training department - on the organization of the national conferences that we host, as WPS - Systemic Practitioners Weekend (each year, in May-June) and Inspire - Gamma Institute's Days (in October - November, each ea)
- volunteering in different activities with youth and adults, in Gamma Projects & Research, in the KA2 projects. The volunteers are helping on the documentation part, but especially they are helping facilitators to held different group activities and workshops.
- volunteering in KA1 projects, helping the trainers and facilitators in trainings and youth exchanges in organizing, logistic and preparing the activities.
- graphic, promotional and marketing volunteering activities - young people, with talent on promo and graphic design are involved in developing different creative materials and helping on promoting mental health and personal development services within the local community and not only.

Our volunteers have the option to choose their activities, according to their wish and their abilities and they are coordinated by the staff of the Institute, depending on the specific of the activity. They have a volunteering contract with Gamma Institute, that can be done, as they decide, on a long-term (for the volunteers who are engaging in the activities whenever the projects and conferences are requiring their contribution) or on short-term/ project based contracts (for a very specific activity, only on the period of time required by that activity or project).

The group of Gamma volunteers is formed by 2 types of volunteers:

- young people, coming from highschool (especially from art highschool), students in psychology, ICT, public relations) or young people who participated in therapy sessions and after the end of the therapeutic process wanted to stay in Gamma for forwarding the information and development that they received
- psychologists in training on Systemic Training School, who want to be involved in psychoeducational activities and offer services for free, on the topic of psychology, psychotherapy and personal development.

According to Medina (2016), volunteering is the practical expression of solidarity and citizen social participation. In recent years in Spain, there has been a significant increase in voluntary activity, acquiring an important weight in the social action sector. Alongside this increase, there has been a diversification of the profiles of volunteers as a result of demographic, economic and social changes in society itself.

Volunteering in Spain began to be recognised as such when Law 191/1964 of 24th December 1964 on Associations (in force until 26th May 2002) was approved, when the State introduced social assistance services in the administration.

In the Spanish Constitution of 1978, specifically in Article 9.2, it is specified that "It is the responsibility of the public authorities to promote the conditions for the real and effective freedom and equality of the individual and of the groups in which they are integrated; to remove the obstacles that prevent or hinder their fullness and to facilitate the participation of all citizens in political, economic, cultural and social life". Although this is not exactly an article related to volunteering, it does establish the basis on which many of the organisations involved in volunteering are sustained.

With the democratic state, the evolution of the entities that work with volunteering decreased, but this changed as the years went by, so it can be said that in the 80s the Welfare State was established and already in the 90s volunteering increased, thus breaking its essence of welfare and charity (a curious fact is Barcelona in 1992, in which there was an increase in volunteering, with 102.000 people signing up and some 35.000 volunteers participating for the Olympic Games and 15.000 for the Paralympic Games).

Finally, in 1996, the General Law on Social Volunteering was enacted in Spain.

Since 2015, Spain has had a new Volunteering Law, the Law 45/2015, of 14th October. This law has meant a huge step forward in the regulation, protection and recognition of Voluntary Action. An example of this is the incorporation of a volunteer statute designed by and for volunteer organisations and, by and for volunteers.

In the aforementioned Law, the following are considered to be areas of action for volunteering, among others:

- Social volunteering, which is developed through intervention with people and social reality, in order to achieve a better quality of life and greater social cohesion and justice.

- International development cooperation volunteering, linked both to development education as part of the educational and transformative process, and to development advocacy in terms of humanitarian action and international solidarity.

- Environmental volunteering, which aims to reduce the negative impact of human beings on the environment and to enhance the value of the existing natural heritage, animal and plant species, ecosystems and natural resources.

- Cultural volunteering, which promotes and defends the right of access to culture and, in particular, the cultural integration of all people, the promotion and protection of cultural identity, the defence and safeguarding of cultural heritage and participation in the cultural life of the community.

- Sports volunteering, which contributes to citizen and social cohesion, combining the values of volunteering with those inherent to sport.

- Educational volunteering, which, as a planned solidarity action integrated into the educational system and community, improves the possibilities for carrying out extracurricular and complementary activities, contributing, in particular, to compensating for any inequalities that may exist between pupils due to social, personal or economic differences.

- Social and health volunteering, which combines health promotion, disease prevention, health care, rehabilitation and social care aimed at society as a whole or at vulnerable groups.

- Leisure and free time volunteering, which trains and raises awareness of the principles and values of voluntary action through the development of activities in the field of non-formal education, which promote personal and group development and growth in an integral manner.

- Community volunteering, which favours the improvement of the community, and promotes participation with greater decision-making power and initiative to solve problems and demand a better quality of life in the living spaces closest to where the volunteers work.

- Civil protection volunteering, which collaborates regularly in the management of emergencies, in the actions determined by the National Civil Protection System.

ASPAYM Castilla y León builds community thanks to the involvement and active participation of our volunteers, the ultimate expression of the belief in an inclusive society, which looks to the present and the future with enthusiasm, passion and joy to improve the quality of life of the people with disabilities we represent.

Volunteering makes the action of ASPAYM CyL possible, being our hallmark, our means of continuity and development and the ideological basis of our entity.

For us, it is essential to have processes of incorporation, training, promotion and participation of volunteers that respond to the needs of its adequate management.
The volunteering activities promoted by the organisation are related to specific collaborations, development of workshops in the residential centre, volunteering in the summer camp, accompanying members and users, among others.

We also collaborate with companies and foundations, helping them to develop their corporate volunteering and to strengthen their CSR (Corporate Social Responsibility) strategies, contributing our experience and knowledge in the third sector.

Polish law regulates issues related to volunteering in the Act on public benefit activities and volunteering. According to it, a volunteer is "a natural person who voluntarily and without remuneration provides services to the beneficiary." Beneficiaries may be non-governmental organizations, public administration bodies, organizational units subordinated to public administration bodies or supervised by these bodies, excluding their business activities, and medical entities.

In turn, according to the definition of the Volunteer Center, volunteering is "conscious, voluntary activity undertaken for the benefit of others, going beyond family, friendly and collegial ties", and a volunteer can be "any natural person who voluntarily, voluntarily and without remuneration performs services for an organization institutions or individuals, going beyond friendship and family ties.

According to the definitions provided, any person expressing such willingness can engage in volunteering, regardless of age, because the Act does not introduce any age restrictions for volunteering. However, in the case of minors who are over thirteen years of age, written consent from their parents or legal guardians is required to perform volunteering services. Referring to the provisions of the Civil Code, persons who are under thirteen years of age do not have legal capacity, therefore the party to the volunteering agreement will be the legal guardian of the minor volunteer. In accordance with the above-mentioned Act, if separate regulations require qualifications or require meeting specific requirements to perform activities, the person performing these services on a voluntary basis should also have such qualifications.

A volunteer at the Institute of Animation and Social Development Foundation is a person aged 13-30 who is motivated and willing to act for the benefit of others (children, youth and elderlies). These are people associated with the city of Lublin - residents, students of secondary schools, universities and residents of surrounding rural areas.

A volunteer is an empathetic, friendly person, curious about the world and ready for new challenges and leaving his comfort zone, who has or wants to acquire competences in the field of: interpersonal communication, teamwork, competences related to the implementation of local initiatives: organization and planning, creativity, understanding local needs, competences related to international projects: knowledge of multiculturalism, language skills, adaptability, interpersonal skills.

Each volunteer can develop their passions and interests in the Youth Space, where they can take part in thematic workshops and youth group meetings. These include, for example, board game meetings that integrate the local community, photography workshops, and handicraft workshops.

We want to support young people in taking responsibility for their space, which is why they have a real influence on its appearance and the activities undertaken in it. Our organization's volunteers are responsible for a large part of the activities here. So far, they have created various photographic exhibitions and vernissages, workshops created by young people for young people, and events for the youngest neighbors, such as St. Nicholas Day. They are also the authors of many local projects, and it is our duty to support them in creating applications to receive funding for these activities.

In addition, each volunteer has the opportunity to develop their competences by taking part in international activities - youth exchanges abroad of our partners, as well as those created by young people in our organization in Lublin.

In Portugal, and taking into account the legislation in force, in Decree-Law 71/98, article 2, volunteering is defined as "the set of actions of social and community interest carried out selflessly by people, within the scope of projects, programs and other forms of intervention at the service of individuals, families and the community developed on a non-profit basis by public or private entities.

This law does not cover actions that, although disinterested, are isolated and sporadic or are determined by family, friendship and good neighbourliness reasons." (Decree-Law No. 71/98, p. 5695) 71/98, p. 5695).

Therefore, we can define a volunteer as an individual who willingly, spontaneously and responsibly donates his or her skills and free time to different services or actions within the framework of a public or private promoting organisation (Luísa, 2021).

The volunteering commitment functions as an agreement, which secures various rights and duties for the volunteer.

Regarding rights and according to Article 7 of Decree-Law 71/98, the volunteer must:

1. Have access to initial and continuous training programs, with a view to improving their voluntary work;
2. Have a volunteer identification card;
3. Be covered by the voluntary social security scheme, if they are not covered by a compulsory social security scheme;
4. Carry out their voluntary work in hygienic and safe conditions;
5. To be absent with justification, if employed, when summoned by the promoting organisation, namely for the fulfilment of urgent missions, in emergency situations, public calamity or similar;
6. Receive compensation, allowances and pensions, as well as other legally defined benefits, in the event of an accident or illness contracted in the course of voluntary work;
7. To establish with the collaborating entity a volunteer program that regulates their mutual relations and the content, nature and duration of the volunteer work they will perform;
8. To be heard in the preparation of the decisions of the promoting organisation that affect the development of voluntary work;
9. Benefit, as a volunteer, from a special regime for the use of public transport, under the conditions established in the applicable legislation;

10. To be reimbursed for the amounts spent during the exercise of an activity programmed by the promoting organisation, provided that they are unavoidable and duly justified, within the limits eventually established by the same entity.

    a. The justified absences provided for in point e) count, for all purposes, as effective service time and may not imply loss of any rights or benefits.

    b. The status of volunteer is compatible with that of associate, member of the governing bodies and beneficiary of the promoting organisation through which he/she organisation through which they volunteer. (p.5695)

The volunteer's duties (Art. 8: Decree-Law 71/98) are as follows:

1. Observe the ethical principles governing the activity he/she carries out, in particular respect for the private life of all those who benefit from it;
2. Observe the rules governing the functioning of the entity to which he/she collaborates and of the respective program or projects;
3. Act in a diligent, impartial and supportive manner;
4. Participate in training programs aimed at the correct development of voluntary work;
5. Ensure the proper use of material resources and the goods, equipment and utensils placed at their disposal;
6. Collaborate with the professionals of the promoting organisation, respecting their choices and following their technical guidelines;
7. Not to assume the role of representative of the promoting organisation without its knowledge and prior authorization;
8. Ensure the regularity of the exercise of voluntary work according to the program agreed with the promoting organisation. organisation;
9. Use properly the identification as a volunteer in the exercise of their activity.

Volunteering originated in Portugal and other European nations as a consequence of the impact of Christian principles, which centered on charitable actions in society and had an essentially welfarist and vertical approach (Luísa, 2021). However, the notion of volunteering has evolved and has become increasingly disassociated from the welfare concept. According to Ramos (2007), nowadays, volunteering is an action that seeks to build an evolutionary and educational process, of understanding the root of problems and solving them.

Volunteering transforms more than it supports and that is one of the reasons why volunteering is at the genesis of Rosto Solidário. In 2009, 2015, 2017 and 2019, Rosto Solidário was honored with the solidarity municipality award, in the volunteering category, within the scope of the I, IV, V and VI Social Mosaic promoted by the Municipality of Santa Maria da Feira, in partnership with ADRITEM - Integrated Rural Development Association of Terras de Santa Maria.

In Rosto Solidário, volunteering is based on a fundamental principle of commitment to active and responsible citizenship. We seek to foster volunteering through active participation in the service of solving social and environmental issues, promoting the conditions for the volunteer to become more aware that he or she is part of a global reality. We intend for the volunteer to go through a learning process to become more critical of local and global problems and concerns. This experience is conceived as a permanent rediscovery of the civic, professional, personal, family and community vocation.

In this regard, specific groups can be created in Rosto Solidário with the aim of encouraging active participation and, from there, its members can be motivated to commit to volunteer activities. This is the case of "Comunidade XXI", a group of young people from RS who meet to discuss topics of interest and carry out actions that arouse their personal interests.

In this way, volunteering appears in Rosto Solidário in different forms:
- There is full-time volunteering and for a previously defined period of time, such as the European Solidarity Corps, and volunteering sent in the framework of Development Cooperation, namely to African Portuguese-speaking countries, for periods longer than a few weeks.
- There is also permanent volunteering in regular activities and services, where a consistent and predictable commitment is created, for example weekly or monthly, and can be maintained for several years.
- Additionally, there is project-based volunteering, which involves a limited time commitment, framed within a specific project or cause.
- Finally, there is occasional volunteering, where people mobilize for specific and punctual tasks, such as fundraising.

WHAT IS PEER EDUCATION?

Definition of Peer Education

The English term "peer" refers to "one that is of equal standing with another; one belonging to the same societal group especially based on age, grade or status". In modern times, the term has come to mean fellow, equal, like, co-equal or match according to the dictionary of synonyms (Oxford Thesaurus).

Recently the term is used in reference to education and training and is now viewed as an effective behavioural change strategy, that draws on several well-known behavioural theories – Social Learning Theory, Theory of Reasoned Action, Diffusion of Innovation Theory and Participatory Education Theory.

- "***People serve as models*** *of human behaviour, and some people (significant others) are capable of eliciting behavioural change in certain individuals*" (Social Learning Theory - Bandura, 1986).
- "*One of the influential elements for behavioural change is **an individual's perception of social norms or beliefs** about what people, who are important to the individual, do or think about a particular behaviour*" (Theory of Reasoned Action - Fishbein and Ajzen, 1975).
- "*Certain individuals (opinion leaders) from a given population **act as agents of behavioural change** by disseminating information and influencing group norms in their community*" (Diffusion of Innovation Theory - Rogers, 1983).

- *"The Theory of Participatory Education has also been important in the development of peer education: results through the full participation of the people affected by a commom problem or situation"* (Freire, 1970).

Application of Peer Education

Peer education is often used to effect change at the individual level by attempting to modify a person's knowledge, attitudes, beliefs, or behaviours. Peer education typically involves using the members of a given group to effect change among other members of the same group. However, peer education may also effect change at the group or societal level, by modifying norms and stimulating collective action that leads to changes in programs and policies.

Many advocates of peer education claim that this horizontal process of peers (equals) talking among themselves and determining a course of action is key to the impact of peer education on behavioural change.

Peer Education and Youth

In most societies, young people often find it difficult to obtain clear and correct information on issues that concern them. Many times, information is available, but it may be given in a manner that is authoritarian, judgmental, or non-adapted to the young people's values, viewpoints, and lifestyle.

One effective way of dealing with these issues is peer education, because it is a dialogue between equals. It involves members of a particular group educating others of the same group. For example, young people share information with each other, some acting as facilitators of discussions. It usually takes the form of an informal gathering of people who, with the help of the peer educator, (someone of a similar age or social group), discuss and learn about a particular topic together.

Peer education works well because it is participatory and involves young people in discussion and activities. People learn more by doing than just getting information. It empowers young people to act. Examples of participatory activities used in peer education are games, art competitions and role-plays. All of these can help people to see things from a new perspective without "being told" what to think or do.

PEER EDUCATION IN GAMMA INSTITUTE

The peer education in Gamma Institute is based on the peer education process of psychotherapists, that is called **intervision**. This process is focused on the good practices exchange and professional discussions related to the tasks that each of them has within the organisation.

 In this meeting, the mentor or the supervisor is not present, but the volunteers are doing a report in which they are presenting the topics of the meetings.

The intervision (peer education) in personal development in general, has different purposes, depending on the needs of the interns in that moment, but can contribute to the following aspects:

- professional development through the discussions and debates related to different activities in which the volunteers are involved. Especially, in these kind of activities, students in Systemic School of Training in psychotherapy take part and they are discussing how to improve their group activities, held in their volunteering activities.
- personal development and therapeutic identity building is a very important aspect in this field and even if it is related with the personal development of the volunteers, in fact, in psychotherapy, the self of the therapist is an intervention instrument itself. In terms of personal development, the volunteers are ventilating their emotions, are processing different events from their life, are discussing about the triggers from the activities they were involved and how to manage intense emotions when these came up.
- teambuilding is important to be made, because in this field, the team is a support group that helps on the activities improvement. The specific of Gamma Institute, different from usual practice is that we include the teambuilding aspect in all activities and we are not separated as specialists (usually it is a very competitive environment), but we try to maintain the connection between us and build a community that works for everyone.
- capacity building and organizational growing is a permanent activity and during different meetings (but also outside them), the volunteers are brainstorming and are creating new activities that can be done within the volunteering program.

Through all these activities, the volunteers are learning in an interactive way and through the connection they are creating between them, not only in relation with the mentor or supervisor.

PEER EDUCATION IN ASPAYM CYL

Facilitation techniques are active methods and approaches that encourage and foster people to take ownership of processes and contribute their experiences.

The skills to work on a facilitation plan are based on time management, active listening, the ability to ask questions, impartiality, adaptability, communication skills and it is essential that each individual understands the dynamics of the conversation.

The methods we will use to encourage learning is to focus the group, keep a record of all the results of the work, collect opinions and reach a common point.

The stages of facilitation are based on 4 key points:
1. We need to have an opening session in order to manage the objectives, questions, topics and rules for successful work.
2. Secondly, brainstorming is part of conflict resolution, so you should discuss options for resolution and create strategies that favour coexistence.
3. The facilitator will help and intervene in each debate or problem, favouring the most appropriate choice, benefiting everyone.
4. From this, a plan for solutions will be generated, determining what to do, how to do it and what are the results of the action.

In our organisation, a very important point to take into account is the adaptation and diversity of our groups. That is why we value the diversity of our group in order to carry out different projects. This favours the projects, as they give us a different vision to the rest of our partners, which is why we always include another stage within the facilitation techniques where we value if the project in which we participate is accessible. Another stage, we assess the different adaptations we can make to facilitate access to the project for our users.

The adaptations may vary depending on the type of disability, so we must be guided and create guidelines oriented towards the final objective.

PEER EDUCATION IN IAIRS

All youth projects were created as part of the open creative space of the Institute of Animation and Social Development foundation. Our organization is a space created to develop passions, hobbies, interests and competences of young people, through group discussions, joint problem solving and mentoring - generally through non-formal education methods.

A key element is the active involvement of participants in the process of learning, exchanging ideas and developing skills. Physically, in the years 2013-2023, this space operated in our office at ul. Probostwo 34, currently Prusa 2 - a creative space for young people. Since 2023, the youth space has been operating in the network of Youth Spaces of the city of Lublin as part of the European Youth Capital 2023.

In addition to relaxation, rest and fun, young people can talk here with peers implementing their own projects, with our employees inspiring them to take their own actions, and participate in numerous training courses responding to current problems of the local community. This allows for building community, exchanging experiences and increasing active participation in the learning and development process.

The space is open at least 5 days a week. Every week, a calendar of events is updated on social media, informing about the availability of the space and opportunities for young people. Each young person can book a workshop room for their meeting free of charge, which additionally helps young people in Lublin to take up their own initiatives.

Our youth and youth workers also take part in international youth exchanges and training courses organized by our partner organizations, where they can exchange skills, knowledge and good practices with peers from all over Europe.

PEER EDUCATION IN ROSTO SOLIDÁRIO

The training manual "É de Género?" tells us that people learn when they acquire new knowledge, when they adjust their practices and actions, or when they change their feelings or attitudes towards certain dimensions of reality.

However, learning takes place most meaningfully and permanently when these three aspects - knowing, doing and being - are coherently articulated and mutually reinforcing. This is when real changes occur in individuals. This will be developed concretely through the introduction of new information, but above all through the encounter with new situations that "provoke" the confrontation of various knowledge, practices and points of view, both among peers and within each other.

Therefore, in Rosto Solidário, we follow an integrated approach to learning that has experience as its central axis. This means that experience, whether real or simulated in a training context, will be the starting point of learning, because we constantly mobilize what we are for our learning processes. However, experience will also be the goal of learning, as it is designed to be useful and practical, with immediate application in future contexts and life circumstances.

A cyclical structure of learning is then proposed (David Kolb, 1984):
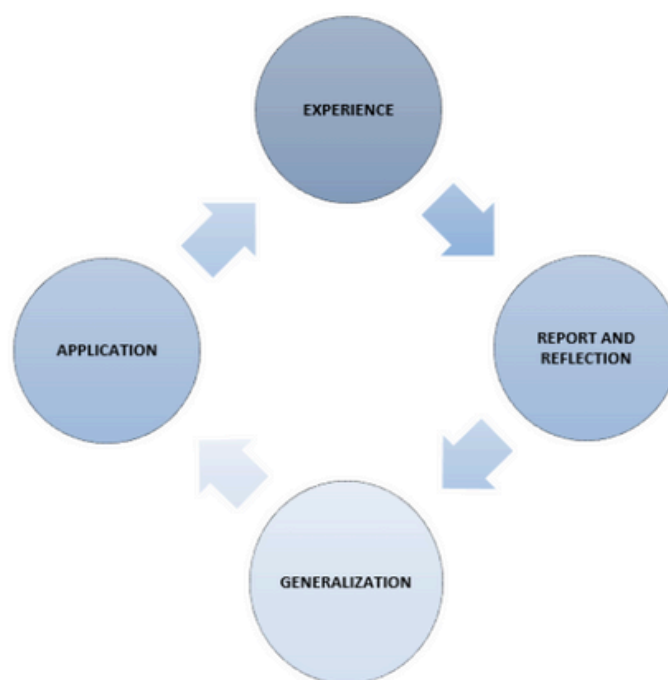
Adapted from David Kolb's Experiential Learning Cycle (1984)

Experience refers to the undergoing of a specific life event or formative activity.

Reporting and reflection involve remembering and reporting what happened throughout the experience (reactions, thoughts, feelings, interactions, choices...) as well as reflecting on it in order to find answers to the questions: what happened? How am I feeling? What made me do (or not do) this? What does this experience imply for me? It is a process that requires a reflective attitude.

Generalization is the phase where one critically and systematically analyses experience, looking for patterns and conclusions, comparing them with generic models and theories, and confronting them with the "real world".

Application is about determining how to apply the conclusions reached during generalization to new real-life situations, problems or challenges. This phase consolidates the learning process and provides new personal experiences, which can be used to initiate future learning cycles.

Experiential learning can start at any point in the cycle, but to create long-term change, to learn, people must go through the whole process. The experiential learning process, which is based on a critical awareness of one's own experience, is one of the most consistent and sustainable ways of transforming knowledge, practices and attitudes.

In this sense, the training context should allow all participants to freely engage in activities appropriate to their qualities and motivations, and to feel actively integrated and responsible for the learning process. To this end, this context must be centered on the participants, responding to their individual and collective needs and expectations expressed through their contributions, always appealing to their reflective, critical and creative potential (Rosto Solidário NGOD, 2016).

SPECIFIC COMPETENCIES

Along with contributing to your community, volunteering experience is a great way to stand out to employers. It shows that you are willing to help others, exhibiting teamwork skills and compassion. Many of the skills you develop as a volunteer may also be relevant to your career.

Skills for volunteering are the abilities you have to effectively help others and support a cause. Volunteers need to be able to work well with others and have a strong work ethic. As a volunteer, you are doing work for free, so you need to be able to have the skills to stay motivated and focused on your tasks or projects. You can apply many of the skills you learn while volunteering in the workplace.

Here are some examples of skills volunteers need to have:
- Commitment
- Communication
- Compassion
- Leadership
- Strong work ethic
- Teamwork
- Time management

For the volunteering program in Gamma Institute, the specific knowledge, abilities, competencies and attitudes are established according to the department in which the activities in which the volunteers are involve, take part. Besides the specific of each department, all the staff, interns and volunteers have to have, at least on a minimum level, the following traits:

- Basic knowledge on the position/ field - psychology, personal development and/or psychotherapy for the volunteers engaged in psychology based projects and activities and basic skills for specific activities, for the rest of them.
- Interpersonal skills - communication, teamwork, the spirit of community
- Basic digital skills and english knowledge (at least minimum level of reading). For the volunteers who are involved only in national activities, the english knowledge is not required.
- Creativity, thinking out of the box
- Open mind, initiative, willing for inspiring the others for change and evolution

On specific of each department, the following competencies and skills are required as minimum/ medium level and are targeted to be developed during the volunteering program:

1. Gamma Clinic Psychology (workshops assistants):
- basic knowledge about personal development workshops structure (most of the volunteers, are first participants in different group activities)
- high level of motivation to contribute to the activities and to the aim of the Institute
- availability (time and emotional availability) to be involved in different activities, such as workshops, conferences, writing articles, promoting mental health services

2. Gamma Training (conferences organization):
- motivation to be involved and to contribute to a high quality conference
- problem-solving skills and adapting to new and unpredictable situations
- availability for the conference (especially in the week before, during the entire conference and after, for the debriefing and evaluation of the impact)
- attention to details, communication skills with the participants and proactivity

3. Gamma projects & Research (activities in KA1 and KA2, also in local projects):
- communication skills, both in native language and in english
- digital skills
- creativity and out of the box thinking
- high level of adaptability and increased problem solving skills

The necessary competences that we are going to acquire are based on personal growth, which we try to improve individually by promoting strengths and improving weaknesses.

It is also necessary to work on emotional intelligence, so understanding and regulating one's own emotions and those of others is very important for emotional growth and development. In relation to this, another point to highlight is the communication part, since communicating in an effective way favours the understanding and development of the person, as he/she learns how to communicate with other people from different cultures and communities.

Initiative and entrepreneurship is based on the responsibility and effort to carry out the project in which you are involved, so it is essential that there is a social commitment related to responsibility, how the individual feels about the rest of society. For this reason, it is fundamental that there is teamwork, where you work together to achieve a goal. For this, it is necessary to have a conflict resolution plan in which they recognise and describe the elements that are part of a problem and what solution or action plan they are going to carry out in order to solve the conflict that has arisen. This will promote citizenship, inclusion and diversity which will help to create attention and opportunities for diversity.

On the other hand, doing a project based on innovation, using creativity and curiosity helps to create more functional learning, as this experience can be put into practice in their personal life.

During the volunteering process, each of them will be assessed and provided with training appropriate to the skills assessed by the RECONOCE programme. ASPAYM CyL is the coordinator of the Youth Volunteering Programme of the Junta de Castilla y León. It is essential that they are always provided with insurance, they should also provide the certificate of sexual offences, because they can participate in activities such as the ASPAYM camp.

Volunteering is an expression of solidarity, which implies commitment to existing needs and collective goals.
The aim of volunteers is to leave no one behind by reaching out to people, even those who are marginalised or difficult to reach, so that their voice and knowledge are included in collective actions.

Some of the requirements that volunteers should have:
- To have an altruistic and supportive character.
- They should be free and without compensation.
- Volunteering is developed through organisations.

There are 4 fundamental axes to ensure that volunteers achieve their objectives:
- Axis 1: Information and awareness-raising:
  - Increasing the degree of sensitivity.
  - Increasing the concentration of those in charge.
  - Developing channels of participation.
- Axis 2: Diagnosis and advice:
  - Ensuring a specific space for activity and participation.
- Axis 3: Promotion, incorporation and participation process:
  - Matching the supply and demand of positions to the volunteers.
- Axis 4: Training for action and motivation:
  - Raising the awareness of those in charge.
  - Developing non-formal participation channels.
  - Promote actions aimed at facilitating access to training.

The values of volunteers should be:
- Solidarity.
- Justice.
- Participation.
- Commitment.
- Motivation.

Our foundation's volunteers are mainly involved in the implementation of local initiatives for the community or international projects under the Erasmus+ program. Therefore, they should have a variety of competencies to contribute effectively to these activities:

General competences:
- Interpersonal Communication: Ability to communicate effectively with diverse age groups, cultures and communities.
- Empathy: The ability to understand and empathize with the needs of others, especially in the context of cultural differences.
- Team and Collaboration: Ability to work effectively in a team, share responsibilities and support common goals.

Competencies related to the implementation of local initiatives:
- Organization and planning: Ability to effectively plan and organize events, festivals and workshops.
- Creativity: Ingenuity in creating attractions and programs, especially for children and teenagers.
- Educational skills: Ability to impart knowledge in a manner adapted to different age groups.
- Understanding local needs: The ability to identify and understand the needs of the local community in order to adapt activities to real needs.

Competencies related to international projects (Erasmus+):
- Knowledge of multiculturalism: Understanding and respect for cultural differences, ability to cooperate in an international environment.
- Language skills: Basic language skills, especially in the languages used in the project (e.g. English in the context of Erasmus+).
- Adaptability: The ability to adapt to new situations, environments and people, typical of international projects.
- Interpersonal skills: Ability to establish relationships with people with different experiences and cultural backgrounds.

Given its identity and mission, Rosto Solidário defines three key competencies that are transversal and common to its entire team:

- Empathy and solidarity, having and seeking to cultivate sensitivity and humbleness, being kind people with a strong sense of closeness, respect and understanding for others

- Adaptability and flexibility, being polyvalent, able to multitask, with commitment and openness to expand your tasks in response to day-to-day demands, which are changeable and depend on circumstances. Being resilient, especially when working under pressure, autonomous and proactive, and having a solution-oriented mindset. This flexibility does not work when we perform automatically, it is driven by the ability to constantly (self) reflect, learn and grow.

- And finally, teamwork, the ability to express oneself assertively and openly in a clear and respectful way, within Rosto Solidário and RS to the outside world. Being able to seek support within the team, to ask for help and to try as much as possible to incorporate all team members in the many activities in a collaborative way. Being part of a team implies trust and reliability so that collectively there can be a systemic view of RS. When everyone works as a team, there is a common thread: we know where we are and where we want to go, and what purposes we want to achieve.

In addition to the skills indicated above, there are others that we privilege and seek to cultivate during the internship and volunteering processes such as:

- Planning and organization, ability to schedule, organize and control your activity and various projects, defining objectives, establishing deadlines and determining priorities.

- The interpersonal relationship, ability to interact appropriately with people with different characteristics and in different social and professional contexts, having an attitude that facilitates the relationship and managing difficulties and possible conflicts in an adjusted way.

- Tolerance to pressure and setbacks, ability to handle pressure situations and setbacks in an appropriate and professional manner.

- Ability to communicate orally and in writing in English.

- Technical skills specific to one's profession, nurturing the hard skills, enabling each person to master their area of training better and better.

Rosto Solidário seeks to develop and empower people in these eight skills in different ways, depending on their profile, both personal and professional, and the type of service:

Skills and competencies		Empathy and solidarity	Adaptability and flexibility	Teamwork	Planning and organization	Interpersonal relationships	Tolerance of pressure	English	Technical skills
Voluntary Service	Full time - CES	x	x	x	x	x	x	x	
	Full time	x	x	x	x	x	x		
	Permanent	x	x	x		x			
	Project-based	x	x	x		x			
	Occasional	x	x	x		x			
Internships	Curricular level IV	x	x	x		x			x
	Curricular level V or higher	x	x	x	x	x		x	x
	Professional	x	x	x	x	x	x	x	x

> PERSONAL DEVELOPMENT INDICATORS

Personal development is a fundamental concept that encompasses the lifelong process of self-improvement, self-awareness and personal growth.

Key performance indicators (KPIs) for measuring a volunteer's personal development refer to a set of dimensions such as:

- progress in skills acquisition
- hours of learning invested
- effectiveness of feedback integration
- growth in networking
- maintaining a balance between personal and professional life
- resilience to face challenges, health and well-being indicators
- impact of leadership
- improvements in communication skills
- ...

Monitoring these aspects will provide a comprehensive view of a volunteer's growth.

Choosing KPIs for personal development is not a one-size-fits-all approach. KPIs must be relevant, meaningful and realistic to each volunteer's situation, objectives, strengths and gaps. They should also reflect the volunteer's vision and mission, core values and principles and the person's desire to contribute and make a difference.

At the same time, these goals should be SMART objectives: realistically easy to achieve, including natural talents and abilities as well as the skills and knowledge the volunteer needs to improve or acquire. Finally, consider the challenges and barriers that may arise and learn to welcome the feedback and suggestions provided.

S = Specific
M = Measurable
A = Achievable/or Agreed
R = Realistic
T = Timely - allowing enough time for realisation

Here are some examples of significant KPIs to consider in the context of volunteering:

- knowing how to listen
- knowing how to work in a team;
- assertiveness
- negotiation skills
- leadership
- giving and receiving constructive review
- organise time and tasks effectively
- learn fundamental problem-solving strategies
- develop planning skills (identify priorities, set achievable goals and find practical solutions)
- acquire skills relevant to project management
- familiarise themselves with concepts such as performance indicators
- explore a variety of activities to sharpen their creative thinking
- believe that creativity is crucial to solving problems and completing tasks
- learn to use creativity to generate innovative ideas when necessary...

To work on this dimension of the volunteer's personal plan, you can start from lists of KPIs that have already been drawn up and collect the relevant items from them.

3 GAMIFIED VOLUNTEERING IN NGO

3.1 GAMIFICATION AS NON-FORMAL EDUCATIONAL TOOL

INTRODUCTION

To understand the concept of gamification we must go to its roots, as it is necessary to define its roots as a game: in the game, players are involved in a conflict, defined by rules that give them the possibility to see and obtain specific results. A more complete definition also includes the more emotional side and is based on the idea of fun for the players (i.e. that, while they learn, they also enjoy playing). When talking about the origin of gamification, we must refer to the business world, as it originated when rewards were first used as a method of attracting and keeping customers. Later, in the 1980s, the video game industry was consolidating and new mechanisms and new ways of playing emerged (in particular, the marketing world began to adopt the dynamics of these videogames). However, it was not until 2003 that Nick Peeling (videogame and business software designer) first used the term "Gamification" to refer to the use of gaming as a learning methodology. This term began to spread in 2010 through congresses and conferences, emphasising the idea of fun, of transferring the emotions experienced in the game experience to the real world. It should be noted that gamification began to be applied in the field of education thanks to Professor Malone and other authors such as James Paul Gee and Peter Smith.

It is important to bear in mind that gamification is a complex methodology, with its elements and techniques, studied by many authors.

Gamification is not playing in the classroom, nor is it a mere game, but it consists of using game designs and techniques in non-game contexts in order to develop skills among players; with gamification, the aim is to involve participants, encouraging both competition and cooperation among equals, as well as to increase their motivation (that is, to awaken their interest in order to encourage them to initiate actions that contribute to a collective goal).

In terms of gamification theory as such, it examines the learning process and has elements of behaviourist learning. O the one hand, behaviourism is the philosophy of behavioural science (that is, it analyses behaviour), which states that stimuli produce responses and that, depending on the consequences of these responses, the behaviour in question can be modified; in other words, if we give positive reinforcement as a consequence, we will cause the action or behaviour to be repeated. This behavioural theory states that the learning process is unique for each learner and each specific situation, while knowledge is constructed. On the other hand, gamification as a learning theory uses an evaluation system based on community and reinforcement (something it shares with behaviourism), since learning occurs when the stimulus is reinforced. In addition, gamification is able to handle diversified learning routes, as it emphasises small achievements (not the links between these achievements), so multiple routes to the main goal can be constructed, based on the objectives, skills and other characteristics of the participants. It should be noted that gamification also takes into consideration the visual dimension of the learning process, especially the visualisation of progress in the learning process and the chosen learning route.

As we can see, gamification uses an individual perspective to study the progress of learners and to offer the best learning path for each learner, depending on their needs and qualities. In addition, it evaluates performance and takes feedback into consideration, as it aims to be able to manage different learners in a group with a single system.

One of the points to bear in mind when gamifying is to assess the different techniques to be used, as, depending on the game experience, we can work on different competences with the participants, such as:

- Teamwork.
- Digital competence.
- Conflict management.
- Communication skills.
- Leadership.
- Learning to learn.
- Decision-making.
- Negotiation.
- Time management.
- Problem solving.
- Emotional intelligence.

AUTHORS

The term gamification was promoted by Nick Peeling, a computer programmer who saw the opportunity to use different game dynamics to transmit knowledge and to make it easier and more fun to acquire with games like the ones he developed.

After this methodology was promoted, many authors adapted the methodology to their own thoughts. Gamification is based on the use of video game design elements in contexts that are not games, but help to generate learning and make it much more fun, attractive and motivating. According to Zichermann, on the other hand, believes that the mechanics and approaches in the games can help students get involved in all the dynamics proposed. This process helps to engage the participants, and by using game-like designs and techniques to develop skills and behaviours, it stimulates competition between students but also camaraderie, according to Kapp.

Many authors agree that gamification is a way to motivate participants to awaken that passion and enthusiasm where we will get them to get involved and contribute all their potential and skills to achieve a goal.

According to Werbach, the dynamics are concepts, structures and components. These dynamics are accompanied by a narrative, emotions, constraints and a progression.
On the other hand, we have the mechanics where the game takes place, so they are challenges, rewards, feedback and competitiveness.
And finally, we have the components, at this point we look at the achievements, the points they have earned.

DEVELOPMENT

Gamification is a learning technique that transfers the mechanics of games to the educational-professional field, either to better absorb knowledge, to improve some skill or to generate some positive experience.

The objective of gamification is based on increasing motivation, improving attention and concentration, promoting autonomy, encouraging meaningful learning, teamwork and developing more specific skills.

Some of the mechanical techniques can be:
- Point accumulation.
- Level scaling.
- Awarding prizes.
- Gifts.
- Ranking (in this case to rank users).
- Challenges.
- Missions or challenges.

In relation to the scale seen above, the fundamental factors that we must keep in mind in order to understand how players behave in this way are: emotions, narrative, player progress awareness, fun, time constraints, status, altruism and self-expression. Therefore, when we think of gamification or games, one of the concepts that comes to mind is role-playing.

Another point to take into account is aesthetics, since not only the visual or sound aspect is important, the perceptions of the players are fundamental for the game experience to be complete, so we must take into account: sensations, fantasy, the game being a simulation of the imaginary world, the narrative, the challenge, the community that is created favouring the social environment, the discovery as exploration of the unknown environment, the expression of self-discovery and creativity and finally the game as a pastime.

Therefore, one of the components that we are going to see throughout the gamification are different profiles:
- Killers: focus on winning, leveling up and competing.
- Achievers: focus on completing levels and achieving objectives.
- Socializers: focus on socialising and developing bonds with friends and contacts.
- Explorers: focus on exploring, investigating and discovering things.

When we develop a game we must take into account, in addition to avatars, the points they collect, rankings, badges, rewards, equipment, trades and levels.

For this methodology to be successful, we must ensure that the environment is optimal to facilitate the integration of this methodology. If we focus on an educational centre we can determine that this methodology could be optimal as long as it is structured, we must also be aware of the time and space that we are going to use and thus we will check if the methodology is being effective or on the contrary is generating some kind of conflict.

One of the advantages of gamification is the immediacy of the feedback, because as they are tests you can see if they have passed them or if they have difficulties, this favours learning and with it the idea of behavioural learning is worked on. It also favours automation, which means that there are no aspects to worry about and therefore we can give them more freedom to develop the activity. The possibility that each student can overcome.

The whole learning process should be based on 4 fundamental points:
- Determining objectives.
- Searching for tools.
- Design.
- Evaluate.

When we think about gamification tools we realise that there are an infinite number of types, board games, live games, video games, digital tools, storytelling and theatre, etc. These tools also help us to organise information, tasks or time, to make concept maps, to organise debates or even to socialise.

These are some of the tools we can use to improve the gamification process:
- Board games: The Gamification of Employment, story cubes.
- Live games: Gymkanas, immersive games, escape rooms.
- Video games.
- Digital tools: Miro, duolingo, social networks, kahoot.
- Storytelling.
- Theatre.

You can have apps or online games such as:
1. Plickers: an app with augmented reality, where the teacher introduces questions with simple answers. Students must use cards to answer, these cards have a series of codes that the teacher must capture with the mobile phone so that the app can then identify which ones are correct.
2. Super Teachers Tools: different activities to do in the classroom with different formats similar to television programmes.
3. Classdojo: badges to encourage good behaviour and reinforce positive behaviour.
4. Miro: an online whiteboard that allows visual collaboration with many options.
5. Padlet: collaborative walls can be created, where several people can work at the same time and content can be organised according to needs.
6. Bubbl.us: you can make concept maps.
7. Voki: allows you to create animated characters to use as a communication tool.

DESIGN

With regard to the design of activities to make appropriate use of gamification (as in the case of this project, where we have developed a gamified internship programme and also a gamified volunteering programme), it is extremely important that the above mentioned design is made according to the values of each organisation and the skills that we wish to work on and/or help volunteers develop. For example, at ASPAYM CyL we work with people with disabilities and, therefore, the activities we carry out must be adapted to each person, to each volunteer as well as monitoring, supporting and accompanying each volunteer in each step they take.

When designing, it must be taken into account the learning of the knowledge that will be worked by the volunteers, in with the different activities that are proposed and carried out, based on the aforementioned values and competences that each organisation or entity wishes to promote. Specifically, at ASPAYM CyL we encourage autonomy so that the volunteers develop the skills and competences appropriate to the objectives to be met, according to their level of qualification and their functions.

So, taking in consideration the knowledge, the values and the skills mencioned before, then it is possible to establish the educational objetives that will become the games objetives

Based on the knowledge, values and competences/skills mentioned above, we must establish the educational objectives that, later, will become objectives of the game.

Once we know what we want to work on with the volunteers, the next step is to choose a narrative, that is, the common thread that will link all the activities that will nurture this gamification. In order to make the narrative attractive to the volunteers and, in this way, get even more involved, you have to choose the subject (for example, secret agents, superheroes, mythological beings, etc.) and design that story that guides the entire teaching-learning process.

Based on that narrative and knowing the objectives set, the time comes to plan the cycle of activities (which includes devising missions and challenges), as well as the rewards system, etc.
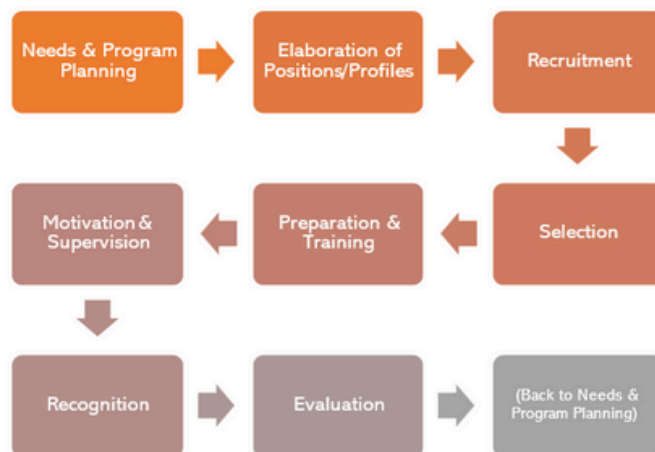
Last but not least, we must design the aesthetic elements of gamification: avatars, scenarios, badges, etc.

SELECTION PROCESS

The Volunteer Management Process – 8 steps

NEEDS & PROGRAM PLANNING - *asking the right questions*

Knowing the need each organisation is the basis for creating a volunteer program, because by knowing what is needed, the entity is be able to create a specific profile of volunteers to cover the areas where they might work.

Therefore, a well-designed volunteering program is the result of a maturation process, and many decisions are to be taken before integrating volunteers.

To begin with, here some pertinent questions to be addressed: Does the organisation have a holistic view about what volunteering represents? Is the hosting organisation ready to receive volunteers? Is there a proper environment and space for volunteers? Will volunteers be valued and welcomed? Who will be the person responsible for volunteers? Whose role it is to manage volunteers on a day-to-day basis? How will the needs of volunteers be met? Does the organisation have a volunteer policy document or guidelines in place? Does the organisation have a clear and up-to-date role description and a profile of suitable volunteers? Is there a proper plan of volunteer support and supervision in place?

ELABORATION OF POSITIONS/PROFILES - *meeting the needs, what to offer (position) and what to ask for (profile)*

An efficient volunteer management program starts with identifying needs (as mentioned above) and a volunteer position definition, so that volunteer positions will meet organizations and volunteers' needs.

Designing rewarding positions is of the most importance, due to the creation of value-added tasks for volunteers. Involving the entity's staff on volunteer positions definition is the first step to the program's success. Instead of "inventing" positions, the staff clearly identifies real operational needs and tasks that can be carried out by volunteers.

Volunteer position should include:
- **Title:** the name of the function.
- **Purpose**: the result that the function expects to achieve.
- **Suggested activities:** what is to be done to achieve the purpose?
- **Indicators:** criteria to measure how the results are achieved.
- **Requirements:** skills, attitudes, knowledge desired and/or requirements of conduct or clothing, possible legal requirements such as record/child protection documents.
- **Timeframe**: estimated number of hours and/or commitment period and schedule.
- **Location and work environment**: job location and description of with whom, where, who are possibly others working in the same environment.
- **Supervision:** staff members responsible for monitoring, troubleshooting and supervision.
- **Benefits:** training, insurance, parking, reimbursement, events, etc.

It must be also considered when it comes to this point that the candidates should be aware about the non-tangible benefits that the volunteer action could provide them, such as:

- Participation in a multiple dialogue over Human Rights.
- Giving contribution to a more supportive, fair and peaceful world.
- Learning about the kind of volunteering type they are in.
- Developing of human qualities and even professional, like communication, organizational and teamwork skills. Recognition, friendships, fun, etc.
- Personal growth.

Certain aptitudes are relevant to make a profile of the volunteers in the organisations which work for the social change, such as: creativity, pluralism, to be able to work with other entities, to be opened to dialogue and have interest to take part generating ideas and promoting actions.

RECRUITMENT - *dialogue between sender and receiver, feedback channels*

The advertising and selection process is the start of the organisation relationship with the volunteers. The aim is to find suitable people so there should be a good balance between the hosting organizations' expectations, the roles which are available and the volunteers' motivations and interests. The more you know about the motivations and interests of potential volunteers, the better you can target your advertising and recruitment.

Call for volunteers
An essential tool used in the recruitment of volunteers is the "call for volunteers", a short but clear description of what the volunteer placement and hosting organisation offer to potential volunteers. Once the call is ready, the volunteer coordinator must be aware that the coming recruitment process and selection of volunteers should be done based on their skills, experience, and qualifications for the position. And, of course, avoiding any discrimination against an applicant.

Recruitment methods/channels
To achieve a good recruitment, there must be clear communication and a well-thought- out message (how it is going to be spread, who it is going to be directed to, it is going to be verbal or written, etc.). Logically, depending on how the message is like and which channels are going to be used, different kinds of campaigns or recruitment programs should be used.

SELECTION - *interview, selection methods, screening questions*

Candidates interview is crucial, as it allows to conciliate the organisations needs and the volunteer's motivations, creating the grounds for a pleasant working environment.

The purpose of the candidate interview is:
- To assess the ability and willingness of a candidate to fit productively in a function within the organisation.
- To better understand the person, with the goal of integrating that person in a situation that will be rewarding for the volunteer and the organisation.
- To be able to identify the background and experience of the candidates and recruit, offering a position that will raise the will for engagement within the organisation.

Selection

The fundamental principle of selecting volunteers is based on meeting the expectations and needs of the organisation with the expectations, interests, motivation, and abilities of the volunteer.

Volunteers should not be placed in a position for which they do not have the appropriate interest, skills, time or motivation. The selection of volunteers should aim to achieve a win-win situation for both parties involved.

When screening, the volunteer coordinator and organization's team must be aware of different motivations for volunteering, especially the problematic ones to avoid conflicts in the volunteer management in the field. There are many reasons to volunteer.

Selection method

Selection criteria should be developed for each volunteer position. Selection relies on several instruments which may include application forms, checks, interview, observation of volunteers in orientation/training, observation during probation or providing taster visit and opportunities during formal or informal supervision or in evaluation.

Screening questions

There are four groups of questions you could use for screening volunteers which uncover the volunteer's motivation, abilities, interests, and personality: motivations; personal values; free time activities and interest; skills and experiences; personality and attitude.

PREPARATION & TRAINING - *types of preparation, the volunteer info kit*

Volunteers should be prepared for a proper and effective performance of their duties, Volunteering requires commitment with the organisation and responsibility towards its beneficiaries, so preparation is a facilitating factor for volunteers' integration and adaptation.

The elements and stages that can be part of the preparation process of volunteers for a development project could be:

Orientation: preparing volunteers for a clear relationship with the organisation.

Training: creating or mobilizing capacities and competences to the most adequate performance of the volunteer work in the organisation.

Coaching: teaching and renewing skills that can be done in formal training sessions or individually.

MOTIVATION & SUPERVISION - *the why and the how*

Motivation is an essential aspect when working with volunteers as they could have a different one to carry out their performance in the organisation. The motivating factors are:

- Achievement or fulfilment, the opportunity to do interesting things.
- Recognition of a job well done.
- interest in one's own work, stimulating tasks that allow one to develop.
- Increased responsibility.

A motivated volunteer is that one who wants to do the work that needs to be done within the organization's spirit and guidelines. Depending on each motivation's source, here are some hints:

- **Achievement:** Volunteers motivated by achievement welcome challenges and are result- oriented, risk takers and innovative.
- **Affiliation:** Volunteers motivated by affiliation measure success based on relationships, such as working with a wide variety of people.
- **Power:** Volunteers motivated by power thrive on the opportunity to make a difference in others' lives.
- **Counselling:** troubleshooting, problem solving or behaviour improvement through the volunteer, supporting the person to recognize the problem and take responsibility for their resolution or improvement.
- **Mentoring:** process of volunteer's integration using a method that simultaneously makes volunteers feel welcome/belonging and improves their knowledge/skills through the establishment of formal relations with more experienced volunteers.

Volunteer information kit

A Volunteer Information Kit can be a useful tool for interested potential volunteers to ensure that they are provided with all the information they need to apply for development programs.

An information kit may include:

- Details about the organisation, such as its mission, purpose, history, and the program in which volunteering is involved.
- Management chart for the organisation and lines of communication.
- The types of volunteer positions available.
- The nature of volunteer work.
- The amount of time the work will require.
- In the case of international volunteering, information about the hosting organisation that manages the local project (including the details of the supervisor who attends any problem of the volunteering in the hosting country).
- Information about the money that is given to the organisation, transport, food, accommodation, and training and how much. Also, how much of the money paid by the volunteer (if any) the organisation invests in the local communities and the projects with which the person collaborates.
- Information about all kind of public or private aids for the expenses of the volunteers.
- Group of rights and duties which correspond to both parts in relation to the current regulation.
- Causes and forms which can lead into a disassociation from the organisation.
- Application form.
- Experience and skills required.
- Information about any compulsory training sessions and the time they will occupy, both before the position begins and during its course.
- Instructions on how, when, where and to whom applications should be made, including name(s) and contact details.
- It can be interesting to facilitate contacts of other volunteers that have had a similar experience in this project, community, region, etc.

Supervision

To manage people successfully involves ensuring that they want and can do the work that needs to be done. As volunteers gain knowledge and experience during the implementation of a program, they can move from a more comprehensive to a more relaxed level of control. That means that they are doing their work properly and manage to get more confidence and auto reflective.

To carry out an effective supervision of volunteering, two conditions must be met:
a) volunteers feel that their work is valued because they have the constant attention of their supervisor.
b) all the volunteers participate in the decision making and the activities with the same status.

EVALUATION - *the regularity, the benefits and the who evaluates*
The evaluation of volunteer experiences provides important feedback for volunteer coordinators, the organisation, administrators, managers and individual volunteers about volunteering programs and processes.
Evaluations should be conducted consistently, preferably on an annual basis or six months basis depending on the length of volunteer involvement and the length of volunteer programme.

Evaluations of volunteer experience brings the following benefits:
- It collects information on the volunteers' performance (delegated tasks, volunteers' achievements and development, and project's implementation) in a regular manner.
- It assesses to what extent the goals set regarding volunteers' development has been reached and what must be improved.
- It assesses whether the action taken was a proper and efficient one for the volunteers or not. If it is seen that simply something does not work, the action must be redefined.
- It helps assessing the structure and impact of the organisation. Is the way the organisation works efficient and effective?
- Regular evaluation, at different stages of the volunteer and organisation cooperation, gives the volunteer coordinator the big picture and, as a result, more control over the whole process.
- It assesses the effect of organisation´s activities, defines recommendations and has an impact on future actions.

Also, evaluation must happen under different perspectives: the volunteers, the beneficiaries, or members of the community to whom volunteer is serving, the staff or volunteer coordinator, the other volunteers.

Finally, at the end of each volunteering cycle, the organization goes back the Needs & Program Planning, to keep adjusting and improving both the offer and the call for volunteers.

When planning learning activities, one must bare in mind that the activities should provide experiences that will enable participants to engage, practice and gain feedback on specific outcome/s. Here the basic dimensions of activities design:

TITLE. How important is the title in an activity? The title is the gateway to the content and the first device to attract readers. If the title isn't attractive, if it's too long or if it gives a wrong impression about the content, the participants will not feel interested.
Always favor short tittles, as the title doesn't have to say everything, but instead, raise some curiosity about what is going to happen. Also, the title must be suggestive, appealing, positive, engaging, creative, catchy. Here some examples of good titles: "*What is and what is not*", "*Who is who*", "*So far, so good*".

OVERVIEW. It works as an introduction or global view to the goals of the activity, giving brief information that will help understand the context and pertinence of the activity. Here are two examples: the activity belongs to a set of other activities that are suggested to be developed in sequence; the activity is advised to be developed in a specific time slot (as welcoming, or training or ending of a process).

OBJECTIVES. Objectives are the specific steps for achieving a goal. They must be precise, and measurable statements that explain how the goal will be accomplished. There should be 1 to 3 specific objetives for each activity. The objective should begin with a verb, followed by a short description of what specific task a participant could expect to perform after participating in the activities . Begin each objective with measurable verbs: Describe, Explain, Identify, Discuss, Compare, Define, Differentiate, List, etc. Here is an example: Learn about the signs of anxiety. & Be able to argue about the reality of anxiety in everyday life.

NUMBER OF PARTICIPANTS. It is very important to define the activity in terms of participants as the activities can be individual, in pairs, in small groups, in a large group. Besides the activity itself, this information is vital for the resources (number of facilitators, physical space, material and equipment). Also, the same activity can present different combinations regarding the involvement of the participants, as shown next: start from an individual perspective and them form small groups; start with a large group and then transition to pairs.

TYPE. There are many possibilities to the types of activities: role-play, simulations, games (physical, board games, online), round-tables, discussions, etc.; and facilitators can & must be as creative as possible. The step-by-step description of the activity is fundamental for its replicability (see Procedure below).

TIME. The time alocated to the activity must allow the complete fullfiment of the mentioned activity dimensions, as reasonably as possible: the objetives, the number of participants, the space and material available and the activity itself. When preparing the activity, make the necessary changes/adaptations for the activity to properly fit your participants and all the other conditions (space, materials). Changing the time is one of the adaptions, for example: when preparing the activity take the decision, if needed, to divide in 2 timeslots; look carefully at each step and its time requirements, to make sure will you not loose control of time during the activity.

SPACE. Since the pandemics, online activities are as possible as onsite activities, with due reasoning and balance. For both, make sure the participants can fully attend and participate. For instance, online sessions require specific equipment and knowledge. On the other hand, onsite sessions must allow comfort, adaptability, silence, privacy.

PROCEDURE or Development. The activity must be described as detailed as possible. For instance, present the activity step by step in a clear language and short sentences (for easy reading and understanding). Also, if some pertinent and previous reading is needed by the facilitator before the implementation of the activities, it must be mentioned here.

MATERIAL. All actitvites will require some specific material and the best option is, after creativity, the use of sustainable/reusable material, according to the number of participants and objectives. Also, electronic equipment must be prepared in advance and make sure there is a plan B, if this fails.

DEBRIEFING. Right before the end of the activity (make sure there is time for this also), there is Debriefing, that is, when the facilitator gives way for conclusions and wrap-up of the topic, as well as indications for the next steps. Usually, this moment is done in a rush, missing out important conclusions, thus making the activity incomplete.

FOLLOW-UP. After the activity, there may be room for more in many ways: a kind of "homework" for the participants to keep on working; a revision later in time for the facilitator to assess the personal improvement done; or even the repetition of the topic forward in the process with a different shape to reinforce its potential.

SUGGESTIONS. Each facilitator may make interesting adaptations to an activity, considering the group and context, therefore, the activity template must have blank spaces to register this new details or commments related to the developement of the activity, for future reflextion/analyses.

BIBLIOGRAPHY. As mentioned before, there may be some theoretical references pertinent to the activity as sources and/or recommended readings. This information must be included on the activity template.

ANNEXES. Some material may be presented as annexes to the template (printables, links) must be added to the activity template, for the facilitator to have all the information needed in hand.

Speech bubble: ACTIVITIES MANAGEMENT

THE NARRATIVE

The Gamified Pilot program of this project "Work, Play, Grow" contains a narrative: a walk-on story that follows the Volunteering Program whithin a NGOand acts a symbolic framework for the whole process.

Author Marcus Jenal tells us about the importante of Narratives to human beings and communities.

The attribution of meaning to situations and observations as part of everyday sensemaking are central to human life, which makes narratives fundamental:

Whole communities as well as individual persons are engaged in a quest for meaning in 'their life', which will bestow meaning on particular actions.
(Czarniawska, B.; quotted by Jemal,M.)

Examples can be found with emblematic stories that serve as narrative maps or 'guides to conduct'. Fairy tales' stories, for instance, are more than just happily ever after. Each tale portrays real moral lessons through characters and virtue shown in the stories. They do not only captivate the imagination of young minds, but also enhance their creativity and reasoning skills.

Another author writes:

… narratives deal with the politics of meaning, i.e. how meanings are selected, legitimized, encoded, and institutionalized at the organizational level.
(Patriotta, G.; quotted by Jemal,M.)

Which is exactely what Fairy Tales, as examples of magical narratives, accomplish when told to children.

Narratives can also be perceived as a central **form of knowledge transfer and storage in human communities.**
First, an important differentiation between narratives and routines. Routines refer to mechanisms that can be repeated. Routines can be written down and taught through classroom training, as a Volunteering Program. Adding a narrative to these routine moments, at the right moments, in a sequence, it adds magic, as seen before, but also a sense of movement and progress, that facilitate the experience and the learning:

narratives exhibit organizations as enact through discourse and characterized by ongoing processes of transformation and social becoming.
(Patriotta, G.; quotted by Jemal,M.)

ACTIVITIES MANAGEMENT
The Gamified Pilot program within project WPG is is divided in stages that travel throughout all the volunteer's experience within an NGO. These stages meet time slots and specific goals of the program at the same time, during wich the activities will be developed. We belive this sequence can fit any volunteer program regarding the management of the activities and the lenght,

RECEPTION. This is the period in wich the volunteer enters the NGO, meets the staff and starts learning about the work done. The activities listed for this period must meet: an introduction to the program, icebreaking moments and the presentation of the NGO.

ADAPTATION. Slowly, the volunteer is given simple and small activities/tasks within the NGO daily routines to help both the personal integration and the learning about the NGO's scope of action. This is also the moment for the volunteer to learn about his/transversal skills and the motivations to be in a volunteering program.

AUTONOMY. This stage starts more or less at the middle of the program, in wich the volunteer must show autonomy and iniciative, by enagening in more complex task, but also by proposing him/herself to do it. By now, the volunteer will be improving hard skills that aplly to the context of NGO action and work.

PERSONAL PROJECT. The time for the ultimate challenge: the volunteer's personal project, built within the NGO context, with staff support, based on the learnings so far and aimed for well established goals, under a given budget,

FINAL STAGE. The last month is dedicated to the wrap-up of the process, as well as evaluation and feedback to the volunteer by his/her peers, the program coordinator, the NGO staff, etc.

ALL THROUGH OUT. As mentioned before in this manual, monitoring and assessement of the volunteer stay and performance must happen on a regular bases, whether individually or with peers. The final moment of evaluation at the end of the program must contain all of this information.

The Importance of Promoting NGO activities is crucial for raising awareness about the organization's mission and goals, as well as attracting new volunteers and donors. Effective promotion allows for increased reach of activities and strengthens the organization's brand.

The most important tools for promoting NGO activities include:
- Social media: Platforms such as Facebook, Twitter, Instagram, and LinkedIn enable quick and wide-reaching communication with potential volunteers.
- Website: An updated and attractive website containing information about current projects, volunteering opportunities, and ways to support the organization.
- Newsletters: Regular updates on the organization's activities, successes, and needs.
- Traditional media: Press, radio, television – capable of reaching a broader audience not necessarily present on social media.

Promotion Strategies
- Success stories: Presenting real examples of how the organization's activities have impacted the community.

- Collaboration with influencers: Engaging individuals with a large reach on social media to promote the organization's activities.
- Events and social actions: Organizing events that attract media and local community attention.

Local, National, and International Promotion:
- Local scale: Collaborating with local media, organizing events and campaigns targeted at local communities. Example: "FareShare" in the UK organizes local events related to food redistribution, involving local stores and communities.
- National scale: National media campaigns, collaboration with nationwide TV and radio stations, and national newspapers. Example: "Røde Kors" (Norwegian Red Cross) runs national blood donation campaigns, supported by media campaigns in major Norwegian outlets.
- International scale: Collaborating with international organizations, participating in global campaigns and events. Example: "Save the Children" works with international media and organizations to highlight global humanitarian crises and raise funds to help children worldwide.

Examples of Good Practices:
- UNICEF: Regularly publishes stories of children they have helped on their website and social media, attracting new donors and volunteers.
- Greenpeace: Uses social media campaigns with the involvement of celebrities to draw attention to their projects, such as marine environment protection.
- Médecins Sans Frontières (Doctors Without Borders): Engages local media to promote their initiatives, organizing open days and workshops for families and children, increasing local community engagement.

PLANNING SOCIAL CAMPAIGNS

Every social campaign should have a clearly defined goal, e.g., increasing awareness of an issue, fundraising, recruiting new volunteers. This goal should be measurable and achievable, allowing for subsequent evaluation of the campaign's effectiveness.

Target Audience Analysis Understanding who the campaign's audience is is crucial to its success. Consider factors such as age, gender, interests, and potential media they use. For instance, a campaign targeting youth will differ in content and communication channels from one targeting seniors.

The campaign message should be simple, understandable, and emotional. Using stories that move and engage the audience is beneficial. The message should be tailored to the target audience, e.g., younger people may respond better to dynamic and visual content on social media, while older audiences might prefer more traditional forms of communication.

Communication channels should be tailored to the target audience. These can include social media, websites, newsletters, traditional media, and events. It's important to use a mix of different channels to reach a broad audience.

After the campaign ends, it's important to monitor its results and conduct an evaluation. Analyzing the results allows for drawing conclusions and better planning future actions. Key performance indicators (KPIs) might include the number of new volunteers, amounts of funds raised, campaign reach on social media, etc.

Examples of Good Practices
- Oxfam: The "Make Trade Fair" campaign focused on increasing awareness about unfair trade practices. Oxfam used dynamic social media content, collaboration with celebrities, and organizing events to attract global attention.
- Amnesty International: The "Write for Rights" campaign engages people worldwide to write letters defending human rights. It uses emotional stories of victims and easy-to-share online tools to mobilize a global community to act.
- Red Cross: The "Missing Maps" campaign invites volunteers to help create maps of areas affected by disasters. This campaign engages people globally in mapping events, both online and offline.

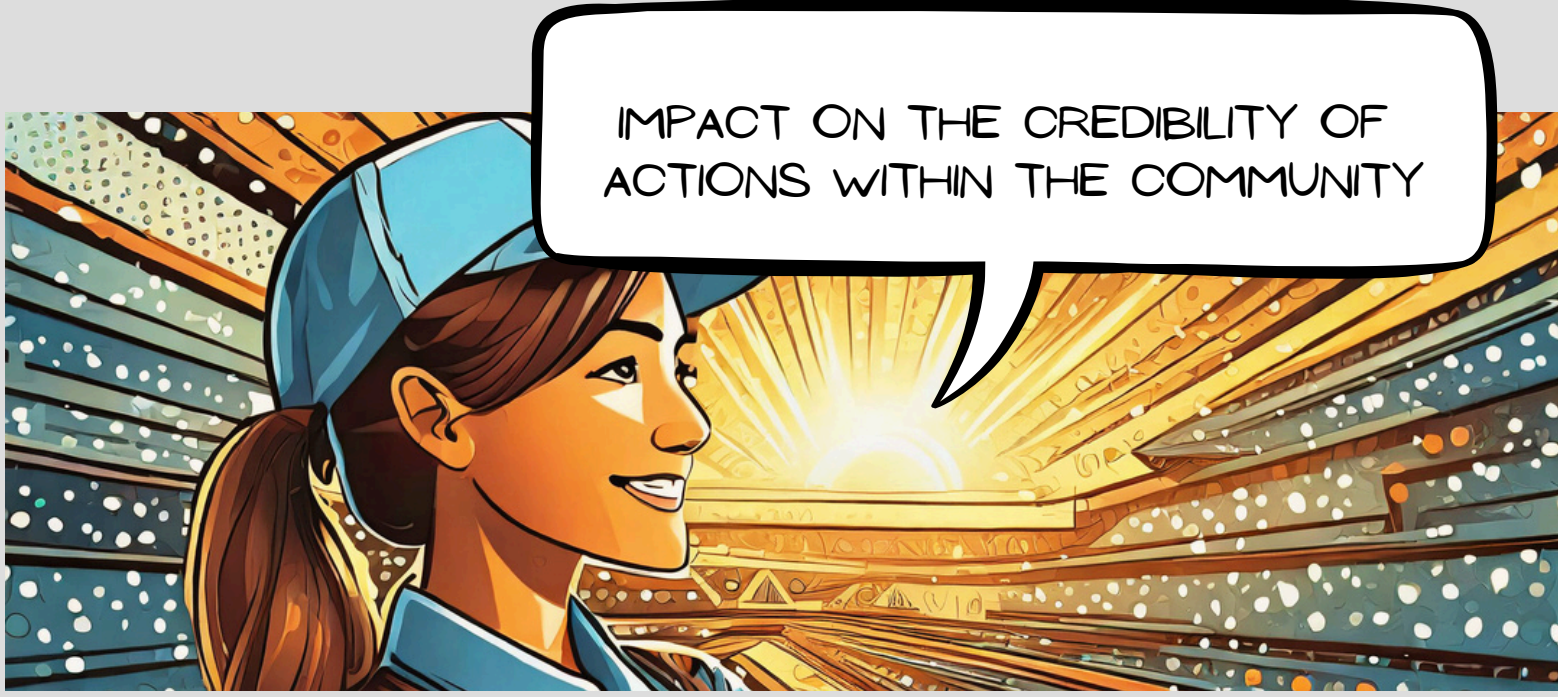THE IMPACT OF PROMOTION ON VOLUNTEER MOTIVATION

Regularly promoting volunteer activities on social media and the website can significantly affect their motivation. Publicly acknowledging their work shows that their efforts are appreciated. It's important to thank volunteers for their contributions and show how their work helps achieve the organization's mission.

Informing volunteers about the real effects of their work (e.g., the number of people helped) increases their sense of value and satisfaction from the activity. Regular reports, newsletters with successes, and specific data can help volunteers understand how their work translates into real changes.

Promoting volunteer activities fosters community building and a sense of belonging to the organization, which in turn increases their engagement and loyalty. Organizing meetings, workshops, and integration events helps volunteers form relationships and feel part of a larger community.

Examples of Good Practices
- Habitat for Humanity: Organizes regular meetings and training for volunteers, where the organization's achievements and future plans are presented. This helps volunteers feel part of a larger goal. Additionally, Habitat for Humanity regularly publishes volunteer stories on its website and social media.
- Doctors Without Borders (Médecins Sans Frontières): Regularly publishes interviews and articles about volunteers on its website and social media, building their sense of value and motivating them to continue their work. MSF also organizes integration meetings where volunteers can share their experiences and ideas.

IMPACT ON THE CREDIBILITY OF ACTIONS WITHIN THE COMMUNITY

Regularly informing the community about the organization's activities and their results builds trust and credibility. Transparency is crucial in relations with the local community. Organizations should publish annual reports, financial statements, and updates on current projects.

Collaborating with other organizations and local institutions strengthens the NGO's position within the community and increases the credibility of its actions. Partnerships can include joint projects, resource sharing, and logistical support.

Publishing testimonials and stories of people who have benefited from the organization's help is an effective tool for building credibility. Real stories of beneficiaries show how NGO activities impact people's lives and strengthen community trust.

Involving the local community in the organization's decision-making processes, such as project planning or needs assessment, increases their engagement and trust. Organizing open meetings and consultations allows the community to feel co-responsible for the NGO's actions.

Examples of Good Practices
- Habitat for Humanity: Publishes detailed annual reports that describe construction projects, the number of homes built, and the stories of the families who benefited from them. The foundation also organizes open days where the local community can see the results of the volunteers' work.

- Doctors Without Borders (Médecins Sans Frontières): Informa regularmente sobre as suas ações em zonas de conflito e desastres naturais, publicando relatórios detalhados e histórias de pacientes que ajudaram. A organização também envolve parceiros locais para garantir a sustentabilidade das suas intervenções.

- Save the Children: Publishes stories of children they have helped on their website and social media, attracting new donors and volunteers. The organization also engages local communities in educational and health projects, increasing their engagement and trust.

TRANSPARENCY TOWARDS GRANTORS

Regular reporting of activity results and finances is crucial for maintaining grantors' trust. Transparent financial statements show that the organization operates honestly and uses resources efficiently. Organizations should create detailed reports documenting project progress, achievements, and challenges.

Accurate documentation of projects, including detailed descriptions of activities, beneficiary lists, and results, helps grantors assess the effectiveness of funded projects. Documentation should be available to both internal and external stakeholders.

Communication with Grantors Continuous communication with grantors, informing them about progress and challenges, and ongoing consultations strengthen relationships and increase trust. Regular meetings, workshops, and field visits enable grantors to better understand the organization's activities.

Examples of Good Practices
- UNICEF: Publishes regular financial and substantive reports available to everyone on its website. Grantors can closely track how the funds are used. UNICEF also organizes donor meetings where results and future plans are discussed.

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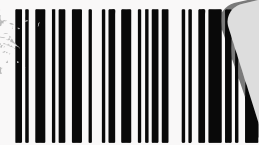
WOW!

Work, Play, Grow! Gamification of volunteering and internship programs for youth

https://workplaygrow.eplusproject.eu

Project No. 2022-1-RO01-KA220-YOU-000088546

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