# SLIC II

# Materials for Trainees

# Sustainable Learning in the Community II

## Valuing older people's skills and experience

Lifelong Learning

bmask
BUNDESMINISTERIUM FÜR
ARBEIT, SOZIALES UND
KONSUMENTENSCHUTZ

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

AUSTRIAN RED CROSS

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# Peer Facilitator Training Structure

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- Information event
- Clarifying motivation and interest

1,5 - 2 hours

**Part 1** — Experiencing the SLIC Workshop as a participant

- Defining own interests and competences
- Developing action plan for further (volunteer) activities

Day 1  Day 2

**Part 2** — Becoming a peer facilitator

2a. Role of the facilitator and communication
2b. Background information on and rehearsing SLIC Workshop exercises
2c. Planning one's own SLIC Workshop

Day 3  Day 4
Day 5  Day 6

**Part 3** — Running a SLIC Workshop as a peer facilitator

- Supporting others in defining their own interests and competences and in action planning

Day 7  Day 8

**Part 4** — Debriefing and evaluation

- Reflecting experiences and lessons learned

3 - 4 hours

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# Welcome to the peer facilitator training!

## What is the aim of the peer facilitator training?

The aim of this training course is to enable you to run SLIC Workshops with older adults. SLIC Workshops are to help older adults to review their past experience and personal skills and to explore new opportunities for learning and volunteering. Thus, you will be helping others to explore what they can and would like to do for their communities.

## What are the benefits for you and for others?

The benefits of participating in the peer facilitator training for you will be that you can acquire new skills such as facilitation, communication and listening skills. Also, you will have the chance to speak in front of others and lead groups which can lead to more self-confidence and enable you to realise your potential. You will be able to meet new people and network with them and possibly plan joint activities.
Finally, you will have the chance to activate and motivate your peers by running SLIC Workshops and following up on them as an active contribution to their communities.

The benefit for organisations in running SLIC Workshops and training peer facilitators is that they can strengthen community ties, improve their networking in their communities and contribute to active ageing within their local setting. Also, participants of SLIC Workshops which you run will benefit by being able to become more active, and help run activities as volunteers.

## How is the training structured?

The peer facilitator training is divided into different parts:

**Part 0:**  Information and Personal Exploration – 2.5 hours
**Part 1:**  Experiencing the SLIC Workshop – 2 days
**Part 2:**  Peer Facilitator Training – SLIC II – 4 days
          2a: Role of facilitator, facilitation, communication – 1 day
          2b: Background information on SLIC exercises – 1 day
          2c: Planning own workshop and rehearsing – 2 days
**Part 3:**  Running own trial workshop – 2 days
**Part 4:**  Debriefing – ½ day

The peer facilitator training is devised in such a way that you have a chance to experience a SLIC Workshop together with the other participants. These will be the first two days of the training. In this case you will be the participants of the SLIC Workshop. On Day 3 you will change your role from mere "participants" in a workshop to "peer facilitators" and take up the perspective of a facilitator, who will be running their own workshop. This actual peer facilitator training consists of three parts: 2a. Here you will be experiencing exercises on the role of the facilitator, facilitation techniques as well as on communication. 2b. Will give you background information on certain exercises of the SLIC Workshop and part 2c. includes giving you the opportunity to plan your own SLIC Workshop together with other participants as well as rehearsing all or some of the SLIC Workshop exercises.

# Welcome to the peer facilitator training!

Part 3 of the training will allow you to run your own SLIC Workshop with other older adults with some support from your trainers. At the end of the training you will participate in a half-day debriefing session to exchange your experiences in running your own workshops and discuss and plan further activities and SLIC Workshops that you would like to engage in.

Participants should participate in all four parts to ensure continuity and the full learning experience. Participants need to be made aware of this in the preparatory information sessions as well as in the personal exploration interviews.

### Which documents will you need for the course?

This document includes a host of background material, planning checklists etc. that you will be able to use in the course of the training. Apart from that you will be able to use the SLIC Handbook as well as "Additional Exercises for the SLIC Workshop" for some sessions and to plan and run your own workshop.

> SLIC II – Valuing older people's skills and experience – Training per facilitators is a European project funded within the GRUNDTVIG-programme of the European Commission and coordinated by the Austrian Red Cross. The project is being carried out by 9 organisations from 7 countries (Austria, Finland, Germany, Hungary, Italy, Switzerland and the United Kingdom). It was run from January 2011 until December 2012. The project is co-financed by the Austrian Ministry of Labour, Social Affairs and Consumer Protection and the German Ministry of Families, Seniors, Women and Youth. More information on the SLIC I and II projects can also be found on www.slic-project.eu

> The SLIC II project "Valuing older people"s skills and experience: Training Peer Facilitators' addresses the issue of increasingly ageing societies and the promotion of active ageing. The SLIC II project builds on the previous SLIC I project (Sustainable Learning in the Community) where an innovative workshop model and a handbook on how to run this workshop were developed. In the first SLIC project, over 100 older learners from 6 countries took part in the workshops which aimed to help older adults to review their past experience and personal skills and to explore new opportunities for learning and volunteering.

> Building on this experience, within the SLIC II project, five peer facilitator training courses were run built on the experience in Austria, Germany, Hungary, Italy and Scotland and 61 peer facilitators were trained in all which was an enjoyable and worthwhile experience. As part of the training 12 trial SLIC Workshops were run by peer facilitators in these same countries with 121 participants in all. Also, a trans-national peer facilitator workshop was run in Budapest with 39 participants, 23 of whom were trained peer facilitators.

## SLIC II

# Finding and informing
# peer facilitator trainees

## Part 0 — Finding and informing peer facilitator trainees

- Information event
- Clarifying motivation and interest

1,5 - 2 hours

## Part 1 — Experiencing the SLIC Workshop as a participant

- Defining own interests and competences
- Developing action plan for further (volunteer) activities

Day 1   Day 2

## Part 2 — Becoming a peer facilitator

2a. Role of the facilitator and communication
2b. Background information on and rehearsing
    SLIC Workshop exercises
2c. Planning one's own SLIC Workshop

Day 3   Day 4
Day 5   Day 6

## Part 3 — Running a SLIC Workshop as a peer facilitator

- Supporting others in defining their own interests and
  competences and in action planning

Day 7   Day 8

## Part 4 — Debriefing and evaluation

- Reflecting experiences and lessons learned

3 - 4 hours

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# 0.1 Personal exploration sheet

| | |
|---|---|
| **Name** | |
| **Address** | |
| **Tel:** | |
| **E-mail** | |

| | |
|---|---|
| **Current Interests / Activities/ Volunteering Activities** | |
| **Skills / Areas of Knowledge** | |
| **Interest in Peer Facilitator Training** | |
| **Potential use of Peer Facilitator Training** | |
| **Areas of Development** | |
| **Comments** | |

| | |
|---|---|
| **Date** | **Signed** |

### Introduction

Peer is a popular notion referring to those who are equal in such respects as age, education or status. It is sometimes used to mean "fellow" e.g. fellow worker. Peer facilitators can work on a "one to one basis" or with a group. When people find others who they feel are "like" them, they feel a connection. Older volunteers are invaluable in promoting lifelong learning opportunities to their peers. Below are just some of the peer programmes where older people support other older people in different areas of activity.

- AGE Northern Ireland runs a service where peer facilitators organise discussions with older people in their area to determine their needs and interests and enable AGE Northern Ireland to represent them adequately in their advocacy work.
- Later Life Training runs a programme in the UK to train senior peer mentors to motivate, provide support and encourage older people to improve their health by increasing physical activity.
- COTA- Seniors Voice: this project in Australia aims to protect and promote the well-being of older people. The peer educators are also trained to train older people in a variety of healthy ageing issues.
- Senior Guides is a Grundtvig project, which developed and implemented a curriculum for the training of older volunteers to conduct guided tours for older people and inform them about specific offers in their locality e.g. lifelong learning opportunities, volunteering possibilities and social services provision.
- For more examples, please see the list of websites on Page 11.

### The role of peer facilitators

There are some general principles which apply in all work with peers. To be a peer facilitator, it is not necessary to be an expert; being a positive role model and wishing to help others is a good start. The role of a peer facilitator consists of helping group members to define concerns and seek solutions through shared experiences. Be able to listen to others and at the same time, remain non-judgemental and open-minded. A peer facilitator should be able to empathise and understand the emotions, thoughts, feelings and the language of the participants.  A peer facilitator must be trustworthy; a good listener; a good communicator; have strong leadership qualities; demonstrate interpersonal and motivational skills; be approachable and have a sense of humour. The peer facilitator is expected to be 50+ and/or be retired and be willing to attend training to develop her/his skills and knowledge and to pass these skills and knowledge on to other older people and to be interested in developing projects for and with older people. There should also be a strong desire to help and make things better for older people. It is an advantage for a peer facilitator to have volunteering experience.

### Advantages of the peer facilitator model for older people

Positive and effective communication plays a central role in senior peer facilitation. Often, older people seek information from other older people because they seem to offer more credible information and they use easily understood language. There is no jargon so there is no misinformation or misunderstandings. Older volunteers are likely to have similar life experiences to the target group so they are more aware of age-specific problems than professionals. They are able to reach people through a wide network of extended family, community and social settings.  Peer facilitators can help expand programme delivery to marginalised groups which are often most at risk and who do not respond to usual recruitment practices. Volunteer peer facilitator programmes aim to empower older people to take control of their lives and assist them to become more productive and involved in social networking. In return, the volunteer peer facilitator benefits through improved physical and psychological well-being and heightened self esteem. Lifelong learning helps to maintain mental acuity and confidence for all involved. (http://www.laterlifetraining.co.uk/wp-content/uploads/2010/07/PEEL-2010-Peer-programme.pdf)

**Peer Facilitator Training**

During the peer facilitator training, the aim is to create a good atmosphere in the workshops. Numbers will be restricted and it is the responsibility of those training the peer facilitators to encourage maximum participation of the group members in the workshops. Peer facilitators themselves will, at a later stage, be expected to do the same with the participants of their own groups. Peer facilitators will be trained using various methods, such as small group discussions, games, role-play and case studies. Small groups increase interaction and encourage everyone to contribute. It is helpful for peer facilitators to experience training methods which they will use at a later stage themselves.

Topics in the training courses will include leadership and motivation skills as well as communication techniques, time management and the value of networking. The SLIC Handbook will be used throughout the training course and will be supplemented with the document "Additional exercises for the SLIC Workshop". Peer facilitators will be encouraged to reflect on their own learning experience on an ongoing basis, so that they are able to lead their groups effectively at a later stage. In some cases peer facilitators may meet regularly with a professional to discuss issues around their tasks to improve their work as facilitators.

**Conclusion**

Peer facilitation with older people is becoming more and more relevant and widespread as the "baby boomers" start to become the older generation. This new, older generation has grown up in a time of affluence and, as a group, are the healthiest and wealthiest generation to date. By their sheer force of numbers, the "baby boomers" are a demographic bulge that has remodelled society. Being a peer facilitator in the years ahead will be challenging, exciting, hugely worthwhile and require the application of accumulated skills, knowledge and learning, all enhanced by training.

**Web pages:**

- http://bidok.uibk.ac.at/library/miles_paul-peer_support.html#id2889544          (Date: 06.12.12)
- http://www.efi-programm.de/mod.php?mod=userpage&menu=28&page_id=293          (Date: 06.12.12)
- http://en.wikipedia.org/wiki/Peer_education          (Date: 06.12.12)
- http://www.gemeinsam-aktiv.de/dynasite.cfm?dsmid=5250          (Date: 06.12.12)
- http://www.kreis-offenbach.de/index.phtml?NavID=1856.288          (Date: 06.12.12)
- http://www.laterlifetraining.co.uk/courses/someone-like-me/about-someone-like-me/          (Date: 06.12.12)
- http://www.ox.ac.uk/students/shw/peer/          (Date: 06.12.12)
- http://sage.sosumedia-uv.dk/          (Date: 06.12.12)
- http://senior-guides.eu/          (Date: 06.12.12)
- http://www.seniorsvoice.org.au/aspx/peer_ed_resource_centre.aspx          (Date: 06.12.12)
- http://www.unodc.org/pdf/youthnet/action/message/escap_peers_01.pdf          (Date: 06.12.12)

# Learning Log

**Name:**

**The SLIC II Learning Log**

The Log is a means of creating a permanent record of your learning. It also is a powerful learning tool which, if completed regularly, will help to enhance your learning experience.

**Completing the Learning Log**

It will help you to reflect on your learning and enable you to apply what you have learned in new contexts.

**Purpose of the Learning Log**

The purpose of the Learning Log is for you to keep control of your learning by enabling you to reflect and pick out the most personally significant aspects of a meeting. This will involve you reflecting on:

- What you learned;
- What was most significant;
- How you contributed to the meeting;
- What you need to do next.

You can also use the Learning Log to record your thoughts, ideas, insights and feelings.

**Time**

Try to set aside time on a regular basis (the day after is useful) to make an entry in the Log.

**Sharing reflections**

You may be asked to share a reflection. This is entirely voluntary.
The tables can be adapted and copied as necessary.

# 0.3  Pre workshop meeting

**Date:**

| | |
|---|---|
| **Content** | |
| **What did I learn?** | |
| **What contribution did I make?** | |
| **Did I fully understand the content of the meeting?** | |
| **What questions or problems will I follow up on next week?** | |
| **What part of the meeting was most significant for me?** | |
| **How did I feel about the meeting?** | |

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# SLIC Workshop

**Date:**

| | |
|---|---|
| **Content** | |
| **What did I learn?** | |
| **What contribution did I make?** | |
| **Did I fully understand the content of the meeting?** | |
| **What questions or problems will I follow up on next week?** | |
| **What part of the meeting was most significant for me?** | |
| **How did I feel about the meeting?** | |
| **Are there next steps for me?** | |

**SLIC II**

I the undersigned, consent to my photograph being taken by a representative of _____ (insert name of the organisation). I understand that my photographic image may be used for the purposes of teaching and learning and in promotional materials for use by the (insert name of organisation), both in print and digital media. Images will be shared within the education sector, with SLIC (Sustainable Learning in the Community) and other relevant European partners for the purposes of teaching, learning and in promotional materials both in print and digital media. Your consent will remain valid until you advise us otherwise.

**Intellectual Property**

I understand that any intellectual property, including copyright and image rights, which arises in the photograph(s), belongs to the _____ (insert name of organisation).
I understand and consent to this form being digitised and linked digitally to the photographs it refers to, and the use of this for administration purposes.

**Data Protection**

The _____ (insert name of organisation) undertakes to treat your personal data in accordance with the provisions of the Data Protection Act 1998. Your personal data will be kept securely, and access will be on a need to know basis. You can read the details of our Data Protection Policy on our website at: (www.nameoforganisation.com). The (insert name of organisation) reserves the right to retain and dispose of images.

**Name (block capitals):**

**Signature:**

**Email:**

**Date:**

# SLIC II peer facilitator training agreement - example

This agreement describes the arrangement between the Centre for Lifelong Learning, University of Strathclyde, Glasgow and _____

The Centre for Lifelong Learning, appreciates you undertaking the Peer Facilitator Training with us and we aim to make this experience enjoyable and rewarding for you.

## The Centre for Lifelong Learning:

- Agrees to provide Peer Facilitator Training as part of the Grundtvig European project, "SLIC II – Valuing older people's skills and experience".
- Aims to broaden the SLIC Workshops by developing a training programme for older peer facilitators to run SLIC Workshops and by trialling workshops run by older peer facilitators in their organisations
- The timescale for the training provided by CLL will be:
- SLIC Workshops
  2 days over 1 week  – 6 & 8 March 2012
  SLIC II  Workshops
  2 days over 1 week  – 13 & 17 March 2012
  Planning & Practice
  2 days over 1 week  – 20 & 22 March 2012
  Follow up support and guidance will be available as required
  Meeting in Budapest: June 2012
- The training will be between 10am and 4pm each day
- Refreshments and a light lunch will be provided on each training day
- A comfortable and enjoyable working environment will be provided

## The participant:

- Agrees to undertake the role of trainee to the best of their ability
- Agrees to follow the University's procedures as in the handbook
- Agrees to meet the mutually agreed time commitments, giving reasonable notice when this is not possible
- Agrees to have due regard and respect for others

**Participant's name (block capitals):**
_____

**CLL (block capitals):**
_____

**Address:**
_____
_____

**Signed:**
_____

**Date:**
_____

**Date:**
_____

# Becoming a peer facilitator

# Part 2  Becoming a peer facilitator

**Part 0**

## Finding and informing peer facilitator trainees

- Information event
- Clarifying motivation and interest

1,5 - 2 hours

**Part 1**

## Experiencing the SLIC Workshop as a participant

- Defining own interests and competences
- Developing action plan for further (volunteer) activities

Day 1    Day 2

**Part 2**

## Becoming a peer facilitator

**2a.** Role of the facilitator and communication
**2b.** Background information on and rehearsing SLIC Workshop exercises
**2c.** Planning one's own SLIC Workshop

Day 3    Day 4
Day 5    Day 6

**Part 3**

## Running a SLIC Workshop as a peer facilitator

- Supporting others in defining their own interests and competences and in action planning

Day 7    Day 8

**Part 4**

## Debriefing and evaluation

- Reflecting experiences and lessons learned

3 - 4 hours

# Role of the facilitator and communication

The main idea of Part 2 is that the trainees experienced SLIC Workshop (Day 1 and Day 2) as participants / trainees and that now for the rest of the training they will change their roles into "peer facilitators" and thus have another perspective. This section also relies heavily on reviewing and thinking about how the trainers of the SLIC Workshop behaved and how they ran the workshop.

Until now you participated in the SLIC Workshop as a participant. Now, for the rest of the training you will be a "peer facilitator" and take on this perspective. This means that you will be learning how to facilitate and lead groups with other participants. For this learning process it will also be helpful to remember how the trainers of your SLIC Workshop ran the training and which methods they used.
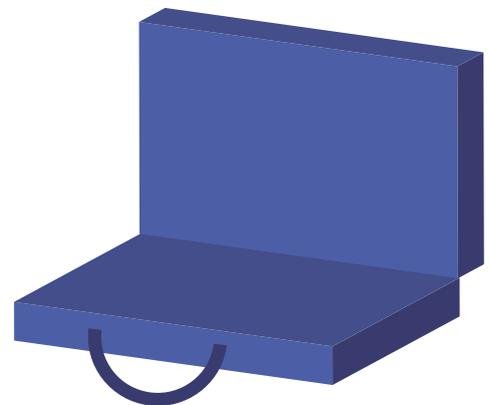
## Role changing process

### SLIC I                                                                 SLIC II
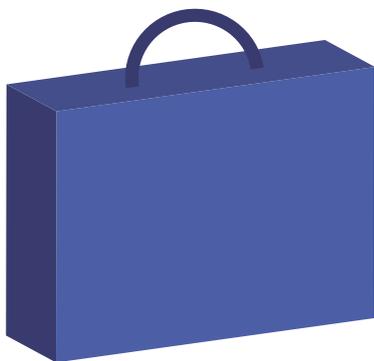
**Participant** ➜ **Facilitator**

# How to communicate in a workshop – Briefing cards

## Group 1 : Briefing Card

Share your thoughts and experiences about how a facilitator should communicate effectively.

E.g. speaking clearly, repeating something, summarizing.
Record your ideas on the flipchart paper.

## Group 2 : Briefing Card

Share your thoughts and experiences about how a facilitator engages with individuals and groups.

E.g. making sure everyone is included, encouraging each participant to speak. Record your ideas on the flipchart paper.

## Group 3 : Briefing Card

Share your thoughts and experiences about how a facilitator might react if things go wrong.

E.g. reacting to lack of co-operation, adjusting the programme flexibly, running an energiser if participants are tiring.

Record your ideas on the flipchart paper.

# Building moderation skills as a peer facilitator trainee

Here are some general considerations to help promote a group discussion in the peer facilitator training. In a SLIC Workshop the facilitator also has the role of a moderator and he or she is usually needed to successfully lead a purposeful discussion, to keep it focused and ensure all participants of the SLIC Workshop receive feedback regarding their contributions to the discussion. This is best learned through actual practice participating in and leading discussions.

Motivation to participate in a discussion is best provided by the moderator individually recognising each participant via both private and public interactions. One-to-one interaction is much more effective for initially motivating a given individual to participate compared to a general invitation encouraging "everyone" to participate. It's important for the facilitator to have a genuine relationship with each participant as this creates a social commitment which facilitates participation.

This relationship becomes key to drawing individuals into a given discussion. As the discussion begins to take form, the facilitator should periodically introduce "weaving" messages which steer the discussion and keep it on track as well as summarising what has been covered.

"Listening" skills are of as much importance as "speaking" skills. As a facilitator, modelling collaborative processes is a social and linguistic skill that requires sensitivity to the personalities and unique differences of the participants. A moderator might play devil's advocate to solicit responses by role playing different points of view. A moderator might model how the group can gather and share information, and support each other, as part of the group's discussion.

One persistent problem with discussions is often the tendency to lose focus. Without a thoughtful moderator, purposeful progress of a discussion during the SLIC Workshops may not occur.

As with any discussion during training, participants may opt not to participate or only participate at a minimum level. However, the level of genuine thoughtful involvement depends on the intellectual investment the SLIC participants are prepared to make.

In addition, group size appears to be a key factor to the success of a discussion. If the group is too small, the discussion may peter out due to lack of fresh input. If it is too large it becomes unwieldy. The sense of continuity and community is lost, and less vocal members will begin to withdraw. As moderator it will become increasingly difficult to hold the strands together. It seems that in most instances, eight to fourteen is the ideal number for a group discussion. If the facilitator is teaching a group of say twenty, it would be best to divide it into two or three "conferences" in order to facilitate a worthwhile discussion.

**Sources:**
http://lone-eagles.com/courses/rfts/facbld.htm

## Group 1 : Briefing Card

Share your thoughts and experiences about resources used in the workshop. How were they used? Will you need to adapt them? Have you other ideas about resources? What skills did the facilitator demonstrate when using the resources?

Record your ideas on the flipchart paper.

## Group 2 : Briefing Card

Share your thoughts and experiences about how to introduce objectives and the steps of an activity. How can you run an activity? Think about how this might be done and what techniques you might use? What skills did the facilitator demonstrate when leading the activities?

Record your ideas on the flipchart paper.

## Group 3 : Briefing Card

Share your thoughts and experiences about how to organise participants into pairs, trios and groups. Have you any ideas on this? Think also about keeping time. How can this be done? What skills did the facilitator demonstrate?

Record your ideas on the flipchart paper.

## Group 4 : Briefing Card

Share your thoughts and experiences about how to accept feedback, close and round-off an activity. What ideas do you have for this? What skills did the facilitator demonstrate?

Record your ideas on the flipchart paper.

| Contexts | Categories | Communication | Self Reflection |
|---|---|---|---|
| **Techniques** | **Talking** | • Clarity and pace of speech<br>• Use of descriptions, illustrations, lists<br>• Use of summary and recap<br>• Reflect back to establish understanding<br>• Use of open and closed questions<br>• Awareness of body language | |
| | **Listening** | • Attending to speaker(s)<br>• Responding to speaker(s)<br>• Empathetic to speaker(s)<br>• Silence<br>• Processing of information<br>• Awareness of body language | |
| | **Engage-ment** | • Self-aware, friendly, warm, positive etc<br>• Available to group and individual<br>• Open body language<br>• Insight | |
| **Workshop Activities** | **Opening an Activity** | • Describe objectives of activity<br>• Give step-by-step overview<br>• Indicate groups and timings<br>• Promote group participation<br>• Suggest election of group reporter<br>• Offer opportunity for clarification of activity<br>• Signal time to start | |
| | **Running an Activity** | • Encourage and guide participation in activity<br>• Check for understanding of activity<br>• Steer group via prompts and clarification<br>• Encourage maintaining focus and processing<br>• Intervene and manage conflict or tensions<br>• Signal time to stop | |
| | **Activity outputs/ results** | • Encourage group attention<br>• Recap of activity<br>• Invite reporters<br>• Invite comments and reflections<br>• Suggest any follow-up | |
| | **Closing an Activity** | • Offer praise for involvement and contribution<br>• Signal close of activity | |
| | **Round-ing off an activity** | • Invite the group to move on to next activity | |

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# Background information on SLIC Workshop exercises

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Special ships called "icebreakers" are designed to break up ice in the Arctic regions. Just as these ships make it easier for other ships to travel, an icebreaker helps to clear the way for learning to occur by making the learners more comfortable by helping to bring about conversation.

Activities with senior groups show that icebreakers, are suitable and really useful to ease group dynamics and improve the learning pattern of seniors participants in the training environment. Icebreaker activities are effective when starting a training session or a team-building event. As an activity before the main proceedings, they help people to get to know each other and get involved in the training workshop.

If an icebreaker session is well-designed and well-facilitated, it gets the workshop off to a good start. By getting to know each other, getting to know the facilitators and learning about the objectives of the event, people can become more engaged in the proceedings and contribute more effectively towards a successful outcome.

Icebreakers are structured and designed to relax learners but also to energise them in what is normally a formal atmosphere or situation. Icebreakers are not normally related to the subject matter, whereas "openers" are related to the subject matter that is to be discussed. In addition, they often help to break up any cliques and invite people to form random groupings in a non-threatening and fun way.

An energiser is a brief activity that is intended to increase energy in a group by engaging them in physical activity, laughter, or in ways that engage the members cognitively. Energisers are to be used randomly, between one session and the following, to make participants more relaxed and have a break from the attentiveness of the training sessions.

Energisers are proposed as possible tools to be used during the Peer Facilitator Training, according to the actual situation of the group (tired/bored/confused). Energisers are often very quick and they can really improve the involvement of the participants to the proceedings.

Additional examples for icebreakers can be found in the document "Additional exercises for the SLIC Workshop" as well as on the SLIC website.

Difference between volunteer policy and on-going support for volunteers

| Volunteer policy | On-going support for volunteers |
|---|---|
| Communication policy and culture of appreciating volunteers | Formal support, eg in appraisal interviews |
| Framework conditions for volunteering in the organisation | Informal support, eg through appreciating volunteers, incentives, etc. |
| Policy documents of the organisation on volunteering | Practical implementation of the overall volunteer policy |
| Standing of volunteers in an organisation | Integration into a team |
| Volunteer coordination and coordinators | Culture of exchanging experiences |
| Separate profiles for volunteers and employees stating their tasks | Atmosphere between volunteers |

# Definition of on-going support
# Background information and snail graph

**Volunteer policy in a snail**

From a practical point of view the SLIC Workshop – which peer facilitators will implement in future – is embedded in several framework conditions. Concerning the issue of volunteering, two relevant aspects are the volunteer policy of an organisation and that the on-going support for volunteers is in place.

Basically the topic of volunteer policy helps to put the SLIC Workshops into a wider context. Organisations and individuals delivering or participating in the workshop have to be aware of the volunteer policy of their organisations or their communities. Nevertheless, having and implementing a volunteer policy are two different things. Facilitators of the SLIC Workshops should be conscious about the framework conditions for volunteers in their organisation, community or city and the standing of volunteers in their organisation.

The volunteer policy can be summarised in the image of a snail, standing for the (slow) development of volunteer organisations in applying volunteer policies. The Freiwilligenzentrum Tirol (Lesky 2004), which is a centre for volunteers in Austria, has developed several quality criteria for successfully working with volunteers and has put this knowledge into a graph. It represents a snail simulating the organisational development of volunteer organisations when working with volunteers.

The graph describes in 15 steps the lifetime of a volunteer. It starts with
01. Being interested in volunteering. At the same time volunteer organisations should be aware of which volunteers they need.
02. This can be done in a needs assessment in their organisations and branches or the wider local community or region. Organisations can try to match volunteer's interests and local needs, but they do not have to.
03. The volunteer organisation should consider the costs and the benefits of working with volunteers.
04. Then the volunteer decides to volunteer and to meet a specific need in an organisation (formal volunteering) or of an individual (informal volunteering).
05. Many organisations have a volunteer coordinator, which means someone who is responsible for coordinating volunteers.
06. Framework conditions for volunteering are available (eg legal issues, paper work, material etc.).
07. In addition, the organisation should have a job description of the tasks of volunteers as well as of employed staff – these descriptions should be different and make the different roles of volunteers and employees evident.
08. In a next step in an organisation volunteer policy marketing can be done in order to find and attract volunteers.

**The SLIC Workshop fits here into the snail graph since it gives a first orientation to volunteers about their skills and competences and where to volunteer best with these skills.**

09. After having found the volunteers, organisations should have a first interview with them, clarifying tasks, roles and modes of communication.
    **From this point on on-going support is needed for each volunteer!**
10. Volunteers are introduced to the existing team.
11. Afterwards some organisations have trial periods with their volunteers (eg for three months).
12. The next obvious step in the snail graph is on-going support.
13. A culture of acknowledgement for volunteers.
14. Also, volunteers should have the possibility in the long run to personally develop – either in personal skills or technical skills of the volunteering activity (eg in courses, trainings, etc.).
15. The snail graph ends with a good drop out process when a volunteer wants to stop volunteering.

**11. Trial period**

**12. On-going support**

**10. Introducing volunteers**

**13. Acknowledgement**

**14. Possibilities to develop**

**15. Dropping out**

**9. First interview**

**SLIC Workshop**

**1. Interested in volunteering**

**8. Marketing**

**2. Needs assessment**

**7. Description of tasks for volunteers**

**3. Costs – benefits**

**6. Framework conditions for volunteering**

**4. Decision to volunteer**

**5. Coordination of volunteer training**

*Lesky, Martin, 2004: "Organisationsentwicklungsschnecke" für die Arbeit mit Freiwilligen.*
*Innsbruck: Freiwilligenzentrum Tirol.*

# Background information on evaluation

### An introduction to evaluation

If the aim is to learn about the overall feelings of participants about the training experience, one of the following approaches – or a combination – can be applied. These are especially suitable for formative evaluations at the end of a module or a training day. More evaluation exercises can also be found in the SLIC Handbook and in the Additional Exercises for the SLIC Workshop.

### What is evaluation?

It is important to remember that this topic is likely to be new or relatively new to participants. For many participants their experience of evaluation is likely to have been restricted to filling in short questionnaires at the end of an activity. It is important to introduce a wider idea of evaluation through situations everyone can comfortably relate to, for example, when we go window shopping with a friend we often ask what our friend thinks about a particularly item of clothing that we have spotted. If we have chosen a particular electrical item from a shopping catalogue we might show our chosen item to our friend who might ask how we are getting on with our new item after we have been using it. Evaluation is an extension of these kinds of processes applied to a specific learning context. These contexts might be a project, a course, a class, or a workshop, but also informal and non-formal learning.

Evaluation is not a test or an examination or an inspection by experts. There are no "right" or "wrong" answers to evaluation questions. Rather it is an attempt to find another perspective from which to understand learning and teaching experiences by introducing another perspective into our understanding of the learning experience. This perspective is hopefully different, objective and contributes to our future learning and understanding. It has the role of our shopping friend rather than a customer satisfaction survey. Evaluation is a tool that we should consider helping us as a facilitator or a trainer and in our own personal learning. It is an activity that looks at the learning and teaching as a whole and is not an assessment of individuals' learning or teaching performance.

### Some technical terms

There are a few quite technical terms that might be useful.

The first is related to the question, who does the evaluation. The first choice is between **external evaluation** and **internal evaluation**.

External evaluation is asking someone from outside your educational activities and organisations to provide an independent evaluation of a piece of work or an activity. This has the advantage of increased objectivity, but the weakness is that you need to be sure the external evaluator is fully briefed about all the complexities of your work and especially about what you expect from the evaluation. The advantage of external evaluation is that it increases the validation of your work because of its increased objectivity, and so, the evaluation findings have increased credibility.

Internal evaluation is more popular in practice as it is more easily (and cheaply!) organised. This means finding someone from your group or organisation to take responsibility for the evaluation. This has the advantage of quicker communications and decision making, but it is less objective and can cause conflicts between evaluation and managerial roles. A more radical way of developing internal evaluation is to consider some mode of **peer evaluation**.

# Background information on evaluation

Peer evaluation is an approach that recognises the value of the experiences of all the participants in any teaching and learning activity and attempts to elicit values directly from this experience. This may include methodologies where learners identify areas and themes that they wish to evaluate and create evaluation questions themselves.

There are two distinct modes of **evaluation- formative evaluation** and **summative evaluation**.

Formative evaluation is designed to help educational activities as they develop and make suggestions that learners and trainers might consider for improvement, while the learning and teaching is in progress. Formative evaluation is potential support and advice for a programme's development. It is not designed as a catalogue of shortcomings or failures but a new perspective on what has been achieved so far. Formative evaluation does not produce "findings" but "observations" and "recommendations". As such it should be seen as a learning and teaching resource. It is good practice to make formative evaluation a mainstream element in learning and teaching as an embedded part of any training, teaching or learning. Many evaluations produce a more formal formative interim report on an educational activity that is designed more for those involved in the learning and teaching activity rather than for an external readership.

Summative evaluation is what is done at the end of your planned learning and teaching activity. It is the evaluation's "findings". It includes what has been achieved against your original aims, objectives and expectations. It addresses what has been learned, what has been taught and the impact and significance of the work's outputs. This can prompt and focus on suggestions for future action and activity. Summative evaluation often produces a Final Report that is written for interested readers outside your learning and teaching activity.

**Evaluation Reports** are a collection of comments and reflections on a piece of learning and teaching. These may be formal written documents, presentations at appropriate meetings or more informal conversations. Evaluation reports do not replace an organisation's reporting and accountability systems, but they can be used to inform them. They are intended to advise and support rather than describe learning and teaching experiences.

There are many **different evaluation methodologies** and each learning and teaching activity has to develop and agree its own approach. An evaluation will be concerned with data collection so that the evaluation has clear evidence to support the development of any evaluation "findings".

The most common way of gathering others' opinions of their experiences is through questionnaires. The simplest of these is through **feedback questionnaires**. These are commonly used at the end of the activity. While these give an instant overview of learners' feelings and opinions, they tend to be a mechanical device and, sadly, the results are not always analysed.

**Longer questionnaires** are used for more detailed aspects in both formative and summative evaluation. Longer questionnaires need individual development. They cannot easily be taken "off-the-shelf" or borrowed directly from other evaluation activities. A questionnaire needs only to ask the appropriate questions and the respondent needs to know how their answers are likely to be analysed and used. A further issue is that the data collected will provide **statistics**, and these need to be treated cautiously as, more often than not, they are based on too small a sample to provide statistically reliability or significance. However, numerical statistics can show possible trends that are useful in understanding learning and teaching processes.

# Background information
# on evaluation

Evaluations frequently use **semi-structured interviews**. These are series of face to face meetings, usually between an evaluator and a trainer or trainee, where the interviewer has a series of pre-determined topics which are the basis of a dialogue. The results are either written down and agreed by both parties or sometimes recorded and transcribed for analysis by the evaluator.

**Observation** is an under-used method in evaluation. This can be done with an external evaluator "sitting in" on sessions, or through the ongoing work of the internal evaluator where it may be less intrusive and can include **informal conversations**.

There are changing trends in evaluation methodology. There is a current emphasis, supported by funding bodies, to ask for a focus on **impact** and **outcomes**. Evaluation is increasingly asking, what the outcomes were and what the impact of our learning and teaching activities was. The outside world wants answers to these questions rather than an analysis of the different processes - however valuable these are - that we have experienced. We need to be aware that it is easier to assess added value and value for money against the evidence of outcomes and impact.

The idea of a **baseline** is often used by evaluators. This is used in many different ways in evaluation to try to measure progress. For SLIC Workshops this is particularly problematic as learners will be drawn from mixed abilities and come from many different local backgrounds. It is important to have a good understanding of their **personal profiles** and their **community context** rather than try to use ideas of fixed baselines.

## Application

So far, this may seem rather theoretical, but we need it to address the question," what do we actually need to do about evaluation"? For each SLIC Workshop there is a common evaluation questionnaire.

When you are involved in evaluation either as an evaluator or being asked to respond to evaluation, it is a good practice to differentiate between what you consider to be demonstrable **facts**, and the **opinions** of other people and **your own opinions**. This can't always be fully achieved, but it can help shed light on many complex issues.

# Planning and rehearsing own workshop

# Exploring Phases when implementing a SLIC Workshop

You may only have a vague notion of what is needed for carrying out your own SLIC Workshop. To get started it's a good idea to break down the entire process into manageable bits and think in single phases. Here are 4 phases to think about:

- **Phase 1**

  **Planning the workshop:** Accomplishing a workshop needs good planning. This includes several tasks all of which need to be taken into account. If it is a workshop within an organisation you will require their permission to do so.

  If it is an idea that you have for recruiting new volunteers for your existing volunteering group you will have to plan this out. Organisational issues have to be considered along with advertising and recruiting for the workshop.
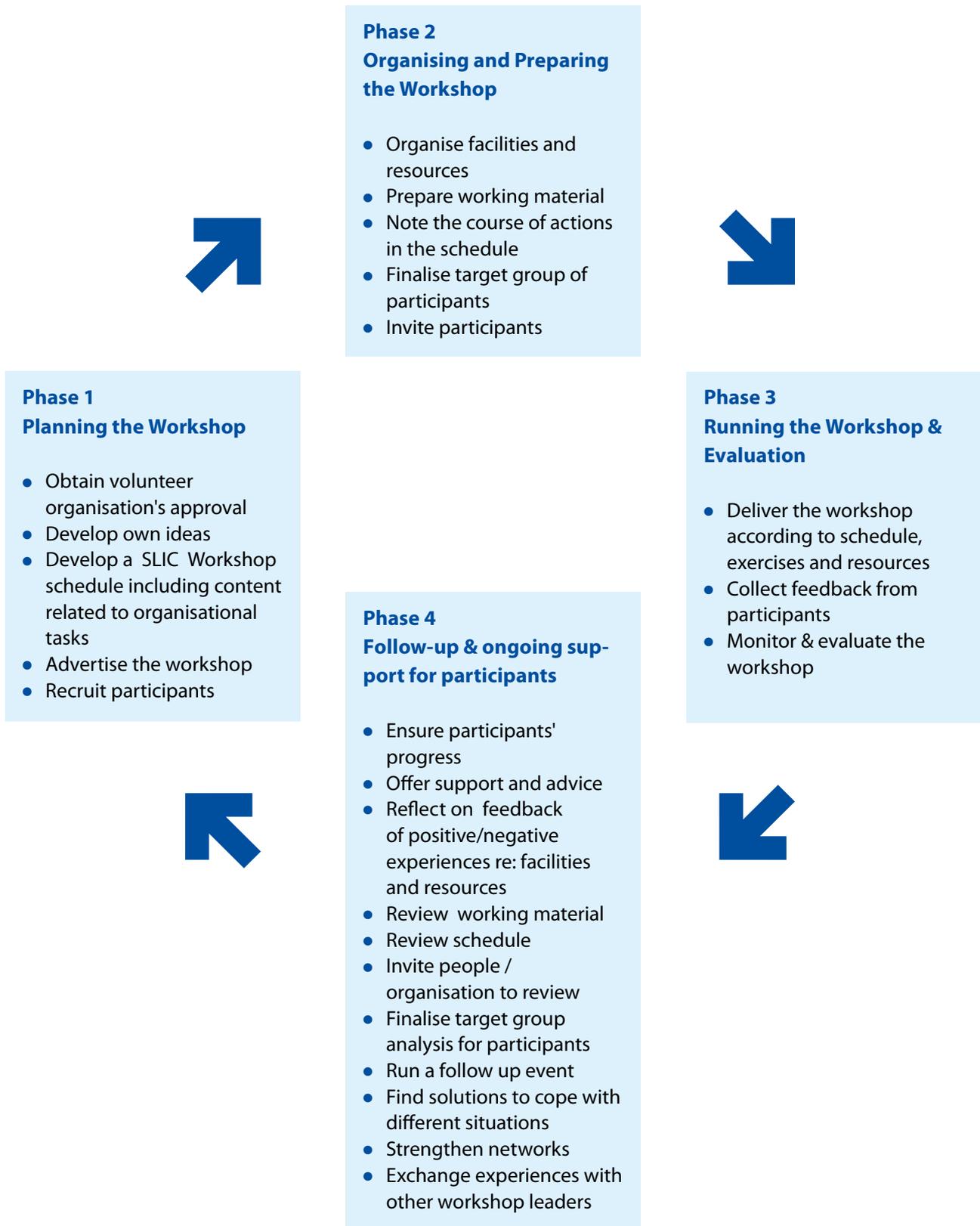
- **Phase 2**

  **Organising and preparing the workshop:** Based on the results of the previous phase you need to make arrangements for the workshop. This includes the organisation of all facilities and resources, namely a room, papers and pens, refreshments, IT resources, and any other facilities you deem necessary. In addition, preparation of working materials is crucial; thus you (might) need to prepare copies of chosen exercises, hand-outs you want to pass around and note the course of action in your planner. In this phase you will finalise invitations including all necessary information and send out to interested people or contact them by phone. You will also have to gather all relevant information from the volunteer organisation (if any) on whose behalf you are running the workshop.

- **Phase 3**

  **Running the workshop and evaluating it afterwards:** After completion of the preparation and planning tasks you will be ready to implement the workshop according to your plan. The success of the workshop is the result of good preparation and planning. Running the workshop is largely an issue of implementing the plan or course design. On completion of the workshop you should consider gathering feedback from participants as this is useful for future planning. The feedback will help you as a peer facilitator to review your efforts. You should profit from this information as you adapt activities in response to participants' comments. Feedback should be viewed as constructive information.

- **Phase 4**

  **Follow-up and on-going support:** To ensure continuous progress after the workshop, participants may need assistance on their journey to becoming active volunteers. This assistance can either be offered by the organisation on whose behalf the SLIC Workshop was delivered (eg by a volunteer coordinator) or by yourself. It is strongly recommended you conduct a follow-up event. Participants can be supported to face challenges, cope with different situations and strengthen networks. For you as a peer facilitator it can be useful to talk to other workshop leaders or peer facilitators about these experiences.

**Phase 2**
**Organising and Preparing the Workshop**

- Organise facilities and resources
- Prepare working material
- Note the course of actions in the schedule
- Finalise target group of participants
- Invite participants

**Phase 1**
**Planning the Workshop**

- Obtain volunteer organisation's approval
- Develop own ideas
- Develop a SLIC Workshop schedule including content related to organisational tasks
- Advertise the workshop
- Recruit participants

**Phase 3**
**Running the Workshop & Evaluation**

- Deliver the workshop according to schedule, exercises and resources
- Collect feedback from participants
- Monitor & evaluate the workshop

**Phase 4**
**Follow-up & ongoing sup-port for participants**

- Ensure participants' progress
- Offer support and advice
- Reflect on feedback of positive/negative experiences re: facilities and resources
- Review working material
- Review schedule
- Invite people / organisation to review
- Finalise target group analysis for participants
- Run a follow up event
- Find solutions to cope with different situations
- Strengthen networks
- Exchange experiences with other workshop leaders

**What you need to know about the target group of workshop participants:**

Name ☐

Street, Postcode, City, Country ☐

Telephone number ☐

E- mail address ☐

Age ☐

Gender ☐

Which experiences in volunteering exist? ☐

Are there any special interests to be considered in preparation? ☐

Geographical region for volunteering activities ☐

Other issues/background information ☐

**Information about the (volunteer) organisation**
**What you need to know about the target group of organisation:**

| | |
|---|---|
| Name of organisation | ☐ |
| Name of contact person | ☐ |
| Telephone number of contact person | ☐ |
| E-mail address of contact person | ☐ |
| What is the main sector of the volunteer organisation? | ☐ |
| Which actual opportunities for volunteers do exist? | ☐ |
| Are there pre-defined profiles for volunteer work? | ☐ |
| Is there any background information about volunteering in the organisation (such as number of volunteers and working fields, possibilities for learning etc.)? Where can you find it? | ☐ |
| Are there any other events for prospective volunteers? Where can you find information about it? | ☐ |
| What is the geographical region for volunteering activities? | ☐ |
| Does the volunteer organisation have a volunteer coordinator? Will he/she offer support for workshop participants after the workshop? Note his/her contact details. | ☐ |
| What do the structures for volunteer work such as rights and duties of volunteers, issues of insurance and remuneration for volunteer work look like? If any, which guidelines can be found? | ☐ |
| Other issues/background information | ☐ |

## Defining target group

Your choice of target group will impact on the SLIC Workshop. Choosing the content, planning time schedules and defining the methodology needs to be considered with the target group in mind.

**Which gender you would like to address?**

☐ older men      ☐ older women      ☐ both

**Targeting people aged 50+?**

**Are they:**

☐ close to retirement?      ☐ recently retired?

**Would you like to address people with different ethnic backgrounds?**

☐ ethnic minorities      ☐ ethnic majorities      ☐ mixed group

**With whom would you like to work?**

☐ experienced participants      ☐ inexperienced participants

**Did you consider different expectations of the participants?**

## Identify aims and objectives

It is important to pay special regard to the strategic aims of your organisation or group and find out how they can be combined with the SLIC objectives. You might reflect on the local, or regional variations or simply address the awareness of skills your participants own. The more you know about why and what, the better you can prepare yourself!

**Do you know about the objectives of the SLIC Workshop?** ☐

**Do you feel able to implement them?** ☐

**Are those objectives compatible with your own (personal/organisational) objectives?** ☐

**Have you considered how long your workshop will be?** ☐

**Have you already focused on a certain sector, community or section to implement the workshop? Do you feel able to do so?** ☐

**Do you have an idea about who will be the target group of your SLIC Workshop?** ☐

**Did you reflect to what extent the SLIC Workshop fits for your potential target group?** ☐

## Finding participants

As a peer it should theoretically be easy to find suitable participants, because you are already an expert of your group. The participants should be chosen according to the precise objectives you defined earlier for your workshops.

**Did you contact active volunteers in your organisation to discuss their activities and motivate them to become peer trainers?** ☐

**Did you contact potential interested persons who are already in contact with your organisation and ask them to become participants in your workshop?** ☐

**Did you contact new participants through personal communication and media?** ☐

## 2.c.4 Planning checklist

| Communication |
| --- |

In order to contact people easily it is essential to produce good promotional material with clear information of what can be expected, who will be interested in the workshop and will benefit from it.

**Do you plan to talk to/phone potential participants from your group?** ☐

**Do you plan to use a letter/e-mail for encouraging their interest which was developed in the training?** ☐

**Does it contain information about the aim of helping people build a skills profile through reflection?** ☐

Does the letter contain the aim of thinking of one's future plans and actions? ☐

Does it contain the benefits of attending the workshop for the participants? ☐

Does it contain timing and location? ☐

Does it state clearly the necessity to attend both sessions? ☐

**Do you plan to use the poster/flyer developed in the training to raise the attention of potential participants?** ☐

Does the poster/flyer contain a tear-off slip to allow an immediate response? ☐

**Are you considering networking while participating at events addressed to similar target groups?** ☐

**Are you considering presenting your SLIC Workshop at public events, other institutions or organisations?** ☐

## 2.c.4 Planning checklist

### Finding the type of venue

To adequately implement a workshop, a good venue is needed. There are a number of important issues you need to address in order to find the one suited to your needs. The worksheet "Checklist for workshop venue" will help you to get through this task in detail. In this section we will just point out the basic steps that should be considered.

**Is the venue close to the participants' homes or to public transport?** ☐

**Is the venue large enough to host all participants and trainers and allow them to work together as well as in small groups?** ☐

**Is there a refreshment or eating place in the room or nearby?** ☐

**Is the location well ventilated or appropriately heated?** ☐

### Define time frame

The exact time frame will depend on number of participants, life and learning experience of the group and the nature of the activities. Within the pilot workshops two one-day sessions from 10.00 – 16.00 (including 1.5 hours of breaks), with a gap of a week to allow time for reflection, were tested and found to be successful.

**Did the structure suit your work pattern as a trainer?** ☐

**Did you ask your group, if they agreed with this structure?** ☐

## Decide on resources

It is crucial to think about the necessary personal as well as financial resources needed for the workshop before starting it. After setting the framework you need to be aware of the costs and the exact amount of materials needed.

**Did you decide on which two persons of your group will be the facilitators?** ☐

**Did you decide on who could be the administrative help?** ☐

**Are all the working materials needed throughout the workshop available and ready for use?** ☐

**Did you decide on who is responsible for the catering?** ☐

**Did you draw up a budget for a two day workshop?** ☐

**Did you ask your organisation if they will be willing to absorb the costs for you?** ☐

**Have you considered partners or other external funding at local or national level to pay for the workshop in case your organisation won't?** ☐

## Facilitator skills

You took part in the peer facilitator training and soon you need to handle a diverse group while attending to the individual needs of every participant. However, there is nothing to worry about, as you will meet the challenge of the situation as a team! Be flexible, adaptable and remain positive throughout the workshop and think about the basic skills a good facilitator needs to be aware of.

**Do you know how to lead a group without being dominant?** ☐

**Do you know how to encourage participation and self-expression from everyone?** ☐

**Do you feel able to handle expressions of different opinions?** ☐

**Do you feel able to respond sensitively to disagreement or difficulties?** ☐

The checklist is done, if you have thought of everything you will be a well-prepared facilitator.

**Enjoy your workshop!**

# Basic work plan schemes
# Example 1

| Name of activity | Tasks | Person in charge |
|---|---|---|
| **Day 1** | | |
| Icebreaker: Game of Names | Explain rules of the game; carry out the activity | |
| Flip chart: My expectations about the workshop | Prepare flip chart; moderate the discussion | |
| Flip chart: Volunteer work: What benefit does it bring? | Prepare flip chart; moderate the discussion | |
| Memory Map | Introduce worksheet; discuss the results | |
| Questionnaire Profile and Competence Sun | Introduce questionnaire; conduct the interview. Prepare the Sun; explain the activity and how to carry it out | |
| Energiser: Group massage | Introduce the activity and carry it out | |
| Competence Profile individually and in groups | Introduce worksheet; discuss the results | |
| Evaluation: Bull's-eye I | Prepare bull's-eye; explain the activity; record the evaluation | |
| **Day 2** | | |
| Group Flower | Prepare flower; explain the activity and carry it out | |
| Tree of Wishes | Prepare tree and leaves; explain activity and carry it out | |
| Energiser: Game of Rhythm | Explain the activity and carry it out | |
| Individual and group action plan | Introduce worksheet; discuss the results | |
| Icebreaker: Domino | Explain activity and carry it out | |
| Evaluation Bull's-eye II | Prepare bull's-eye; explain the activity; record the evaluation | |
| Icebreaker: Find pairs | Prepare cards; explain activity and carry it out | |

## 2.c.4   Basic work plan schemes
## Example 2

### Session 1

| Activity | Name | Category | Duration (90 min) | Chapter in SLIC Handbook |
|---|---|---|---|---|
| Activity I | | | | |
| Activity II | | | | |
| Activity III | | | | |

### Session 2

| Activity | Name | Category | Duration (90 min) | Chapter in SLIC Handbook |
|---|---|---|---|---|
| Activity I | | | | |
| Activity II | | | | |
| Activity III | | | | |

### Session 3

| Activity | Name | Category | Duration (90 min) | Chapter in SLIC Handbook |
|---|---|---|---|---|
| Activity I | | | | |
| Activity II | | | | |
| Activity III | | | | |

### Between workshop activity

| Activity | Name | Category | Duration | Chapter in SLIC Handbook |
|---|---|---|---|---|

**Time in total**

SLIC II

# Basic work plan schemes
# Example 3

| DAY X | | | |
|---|---|---|---|
| **Session 1, Activity I** | | | |
| **Name** | **Category** | **Duration** | **Chapter in SLIC handbook** |
| Gathering expectations from the group | Icebreaker | 20 minutes | Page 12 |

| Additional Remarks |
|---|
| **Resources needed** |
| Flip chart |

| Realisation |
|---|
| In pairs, small groups or within the whole group, ask the participants to write down what their expectations are of the two day workshop. In pairs or small groups, allow some time to discuss responses. Then share expectations in plenary and write up answers on a flip chart. |

| Elements to include |
|---|
| Introduction, get to know each other |

| Time | Activity | Moderation details and comments | Material |
|------|----------|--------------------------------|----------|
| **e.g. 10:00** | **Welcome** [name of person who is responsible for this task] | **Dear participants, I would like to welcome you to this workshop…** | |
| | **Introduce goals and objectives of the day** [name of person who is responsible for this task] | **What are the goals and objectives of the day?** ● to do a skills profile ● etc. | |
| | **Introduce agenda** [name of person who is responsible for this task] | **Show Flip Chart (prepared) with agenda** | **Flip Chart** |
| **10.10** | **Next task** | | |
| **Etc.** | | | |
| **12:30 to 13:00 – lunch break** | | | |

# Planning resources
# Example budgeting

A simple example is outlined below. In addition the table also includes column F for cost controlling purposes. Here you can put in the real price/cost per cost category to find out whether you can hold to the budget or will you overstretch it. (In the example provided in the table below the estimated costs were 295.10 Euro but its real costs were a little bit higher: 309.90 Euro).

| A | B | C | D | E | F |
|---|---|---|---|---|---|
| **Which resources are needed?** | **Costs or no costs (contribution in kind)** | **Units [eg number]** | **Estimated costs/price per unit [in Euro]** | **Total costs/ price (C*D) [in Euro]** | **Control: Real price/costs [in Euro]** |
| Copies | costs | 221 copies (i.e. 13 worksheet packages at 17 pages) | 0.60 Euro | 132.60 Euro | 130.00 Euro |
| Catering | costs | 13 persons | 12.50 Euro | 162.50 Euro | 179.90 Euro |
| Transportation | No costs | 13 tickets | | | |
| **Total** | | | | **295.10 Euro** | **309.90 Euro** |

| Venue inspection checklist | | | |
|---|---|---|---|
| | **Venue A** | **Venue B** | **Venue C** |
| Venue name: | | | |
| Venue address: | | | |
| Contact name: | | | |
| Contact phone/ e-mail: | | | |
| Inspection date: | | | |
| Comments | | | |

# Checklist for organising a workshop

| Checklist for organising a workshop | |
|---|---|
| Name of the venue | |
| **Address:** | |
| **Contact person:** | |
| **Telephone/e-mail:** | |
| **Website:** | |
| **Space:** Is there enough space for your targeted number of participants? | |
| **Setting up the room:** How do you want to set up the room? Are there enough chairs/tables? | |
| **IT Resources:** Are there laptop, projector, video etc.? In case of problems: Is there someone to help out? | |
| **Costs:** How much does the room cost and what is included in the price? | |
| **Services:** What do you want to supply? Who will serve coffee and tea? Who will serve e.g. biscuits or snacks? Or do you want/ have resources /to hire a caterer? | |
| **Material for moderation:** Do you need some? If yes, who is going to organise them? | |
| **Barrier free:** Are people with handicaps able to visit the venue? Is there a toilet for disabled people? | |
| **Availability**: Is it easy to reach the venue? By public transport? By car (are there parking areas around?) | |
| **Time frame of using the venue:** At what time can you start with your on-site preparation of the workshop? How much time do you have between the workshop ending and having to leave the venue? | |
| **Emergency exit:** Where is /are emergency exit(s)? | |
| **Cleaning up the room:** Will the room be cleaned up after the workshop? If yes, what will be included (e.g. also dish-washing?) | |
| **Arrangements:** Are all arrangements confirmed in writing? | |
| **Further information (?):** | |

SLIC II

Every new project starts with a good idea. Before defining which voluntary activity you might offer you should know about what already exists in your local area. Make sure your idea is needed and a useful addition to the other existing activities. New ideas should always be connected to demand and if you want to succeed with your project idea, be creative!

### Why public relations (PR) and marketing are needed?

Volunteer opportunities need to be publicised to arouse the interest of others, find new volunteers or highlight good ideas. Initiating good PR is an important way to create public awareness. It informs people about the opportunities and activities as well as the on-going volunteering work that has been done so far.

### What type of PR is feasible with little effort and only a few resources?

Not all types of PR and marketing are suitable for each group. Most of the traditional PR models are too broad to be used in the SLIC context. Of course, it still depends on the group or organisation which type of PR and marketing are needed. What we are proposing is PR which doesn't require too much work or associated high costs and should be appropriate to the needs of the volunteers. The production of flyers, posters or e-mails seems feasible even for volunteers with a very small budget. You should also consider potential partners who might be interested in supporting your ideas. It is worth considering if there is an organisation, association, care home, seniors club etc. which might benefit from your volunteering work and ask them if they would be willing to support you. In most cases, they are more than happy to do something in return. Their communication channels could be a good addition to your personal efforts to spread the word as they might have a newsletter, a meeting in which they could present the idea or anything else useful for your needs.

### How do you ensure you reach the people you want to reach?

By using existing networks you can promote your project at an organisational and personal level. Therefore it is essential to produce good promotional materials, with clear information of what can be expected, to attract people who will be interested in the workshop and will benefit from it.

### Think about the following.
### Will your PR :

- be informative enough for others?
- educate people on issues and provide information?
- increase the popularity of your work?
- demonstrate why volunteering is useful and needed?
- be motivating enough for others to join the workshop?
- explain your work achieved so far?
- help to find new areas of volunteering?

**What is the best time to start PR?**

PR should be evident at all stages. It should be helpful in finding participants or other volunteers willing to support your ideas. A continuous flow of information, relevant and interesting news and a prompt response to any inquiries from the target group promotes communication with potential partners and should expand your network of contacts. PR should extend the range of opportunities available to find participants for your volunteering activity.

**Related PR activities:**

- Press release sheet
- Local mapping exercise
- Local mapping sheet
- Motivating letter
- Creating a flyer
- Draft of flyer for finding Workshop participants (used by peer facilitators.)

**Seven Deadly Sins of the Communicator Session**
Preparation for group creation of flyers and leaflets

In your group take a look at some communication leaflets and discuss their merits and flaws. Agree a score out of 10 for each of the aspects below. 1 is very poor to 10 if it really hits the mark. If the score is very low the author has committed rather many of the seven deadly sins!

**Lack of Focus**
Is the message clear and concise and is it easy for the reader to respond?
(Tear-off slip, number to phone, e-mail, website or whatever.)    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

**Failing to Connect with the reader**
Is it clear at whom it is aimed and will the communication
strike an immediate chord?
(Target group, appropriate emotional appeal)    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

**An obsession with facts**
Does it overdo the amount of factual information or does it make good
use of one/two striking and persuasive fact(s)?    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

**On the wrong wavelength**
Does it state the advantages of responding or does it contain a lot of
irrelevant information that no one much cares about?    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

**Wrong Internal Balance**
Think of a communication as having three parts – Are they well balanced?
The introduction: Does it grab your attention and engage with your concerns?
The middle section: Is it about right in terms of information?
The final section: Does it make clear what action to take?    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

**Death by Design**
Do the layout, graphics and font size make it easy to read and understand?
(Visually appealing?)    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

**Self-Absorption**
How well does this communication project outwards to engage
with the concerns of the reader or does it look inwards towards the
organisation's own needs?    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

**These tips should provide some starting points to help you create some effective publicity print.**

**TIP 1:**

**Your publicity print has two main dimensions: "creative concept" and "mechanics"**
When planning your publicity print you have two main things to think about - "creative concept" and "mechanics". That is to say, what images and words you will use to sell your event (that's the creative concept) and the kinds of publicity (flyer, poster, badges etc) you will produce (that's the mechanics).

**TIP 2:**

**Come up with your "creative concept" first**
The "creative concept" is what your whole publicity campaign will be based around. Once you have come up with it, it can be manipulated into all sorts of publicity material – whether it's a flyer, postcard, sticker, magazine advert or whatever. Your creative concept needs to do two things – catch the eye and "sell the show".

**TIP 3:**

**Make sure your "creative concept" is eye-catching**
People are so used to having advertising thrust at them – on TV, in magazines, on buses, on notice boards, everywhere – they have developed the skill of ignoring adverts – some people call this "poster blindness". A useful device when thinking about poster design is to glance at crowded notice boards and see what you focus on first. What you are looking at which is eye-catching? Is your design going to compete with it?

**TIP 4:**

**Too much information on a poster puts people off from ever reading it in the first place so identify the selling points of your "event"**
As well as being eye-catching, your design needs to sell your "event". Images are important but more often the selling comes in the use of words. Think about what it is about your "event" that will actually engage people. What are the unique selling points of your "happening"?

**TIP 5:**

**Remember "less is more" in advertising. Be very strict on word count**
Get all the important information in, but in as few words as possible. People have very short attention spans and often won't read past the first line or so.

**TIP 6:**
**Only use one or maybe two fonts throughout all your publicity print**
Only use one or maybe two fonts throughout.
Don't put text too close to the edge of the paper, or too close to the edges of boxes.
Be careful with use of logos – don't have too many large logos all over your design.

**TIP 7:**
**Think about what publicity mechanics you want to use**
Once you have decided on your creative concept you then need to decide what actual "mechanics" you are going to use to publicise your "event". There are numerous ideas to choose from, you are only limited by time and budget – posters, flyers, stickers, pens, beer mats, carrier bags, t-shirts etc. Think about distribution – how are you going to distribute your publicity?

**TIP 8:**
**Allow yourself enough time**
Predictable thing to say, but try and make sure you have enough time to prepare your publicity print.
 Firstly, you'll be surprised how long designing your publicity takes.
Secondly, make sure you have allowed plenty of time for printing and distribution.

**TIP 9:**
**You can't proof read too many times**
Before your publicity is printed, make sure several people proof read it first, even if it's just a couple of lines of text. Make sure you triple check every date, phone number, name etc.

**TIP 10:**
**Have fun producing your publicity and enjoy your creative abilities**

# Imprint

# Impressions from the Transnational Peer Facilitator Meeting



Exchanging information and learning from each other

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