

Sustainable Learning in the Community

*Valuing older people's skills and experience:
Training peer facilitators*



Recommendations for peer facilitator training and SLIC-workshops: Volunteer policy and possibilities of on-going support of older volunteers

National Report – Austria

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1 Introduction

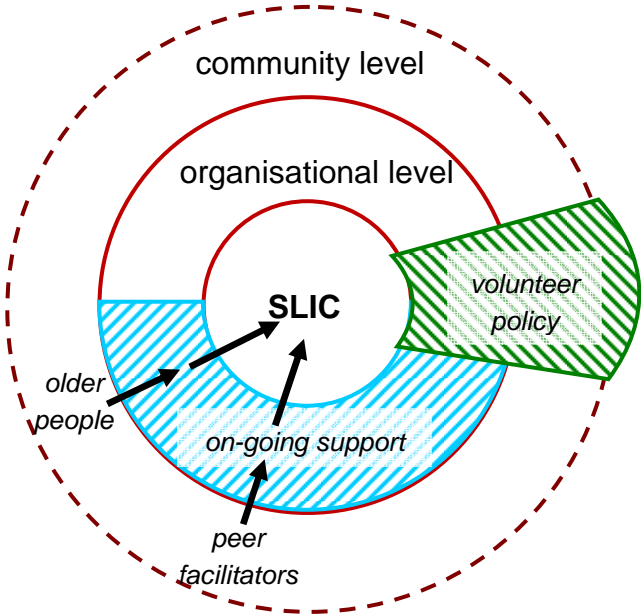
The SLIC II project “Valuing older people’s skills and experience: Training peer facilitators” addresses the issue of increasingly ageing societies and the promotion of active ageing. The SLIC II project builds on the previous SLIC I project (Sustainable Learning in the Community) where an innovative workshop model and a handbook on how to run these workshops were developed. More than 103 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.

The SLIC II-project aims at broadening the SLIC workshops to fit the needs of specific target groups and at training older peer facilitators who can then run SLIC-workshops in their local communities using the SLIC-handbook as a guide. Within the project the future peer facilitators will also have the opportunity to practically trial the workshops. It 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 8 organisations from 6 countries (Austria, Finland, Germany, Hungary, Italy and the United Kingdom). It has started in January 2011 and will run until December 2012. More information on the SLIC I and II – project can also be found on www.slic-project.eu

This report aims at looking how the sustainability of the SLIC – workshop can be ensured in each country but also in general and addressing planning issues concerning the target group of the SLIC workshops and the peer facilitator training. The second part focuses on the exploration topic volunteer policy and on-going support for older volunteers. Each partner focused on a certain topic e.g. a specific target group or a certain topic like biographical tools or community involvement and explored this in more depth. The last part of the report provides key recommendations which will give valuable information for the further development of the SLIC-workshops and the peer facilitator training.

The issues covered in the report are volunteer policy and on-going support for volunteers. From a socio-ecological view there is the SLIC workshop in the middle as part of an organisation (eg volunteer organisation) and embedded in the wider community level. Volunteer policy is relevant for and part of the community as well as for the organisational level. Instead on-going support is only part of the organisation. Nevertheless older people or peer facilitators who are coming from the community have to go via a volunteer organisation with an existing volunteer support routine to enter the SLIC workshop both framed from a present volunteer policy. For a visualisation see figure 1 on next page.

Figure 1: Volunteer policy and on-going support for volunteers in a socio-ecological view



(Source: Own illustration)

2 Planning Activities and Ensuring Sustainability

2.1 Peer Facilitator Training

The target group of the peer facilitator training (PFT) are older experienced volunteers and people who are officially responsible for volunteer training and coordination.

In the training the peer facilitators (PF) should learn reflecting of the own volunteering experiences, clarifying own needs and the fields of conflicts in former volunteering activities, collection of best practice examples to solve these situations, new ideas to improve the participation of older volunteers in organisations; gaining understanding of different kinds of volunteer policy and on-going support of volunteers within organisations and whether they fit for somebody or not. Moreover there should be a reflection on the role of a peer facilitator.

Furthermore in the training PF should discuss on the tools for their own workshops because the participants should know them from their own workshop experience. In addition, exercises for clarifying expectations should be tried out and forms of visualisation and presentation for the outcome should be presented. Also there should be the opportunity to practise the handling of media.

Peer facilitators should also be trained to handle conflicts which occur from expectations that can not be fulfilled and to help participants to develop their own projects if they cannot find an appropriate task within existing organisations for themselves (creating own tasks and offering them to organisations should also be possible). All in all peer facilitators (PF) should raise their awareness for group dynamic processes and learn how to handle conflicts within the group and dominant participants and how to use tools for feedback.

After completion of the PFT peer facilitators should have a number of skills and competences. They should know how to chair groups and how to use tools, basic knowledge of communication strategies and how to handle conflicts, overview of the broad field of volunteering. Furthermore it is essential to have an understanding of their own role as peer facilitator; they should be able to work with different kinds of media.

Some specific skills and competences should be acquired in order to be able to run a SLIC workshop. In addition to above mentioned they should be able to handle “demanding people” and dominant participants. They should be sensitive for group dynamic and processes, time management, PR and networking to find participants.

On the basis of these aspects the possible content of the common framework of the PFT should include chairing techniques, conflicts/group dynamics, role as peer facilitator, using media, PR and networking to find participants and to work together with organisations and experienced volunteers.

Preferably, the length of the PFT should be 2 days with eight hours per day with enough breaks in between. The number of participants should be between 12 and 15 older people and the workshop should include a good mix of different learning forms such as presentations (eg “role models” who narrates about new and surprising elements in volunteering), identification processes (eg biography, experiences, plan) with a lot of interaction and group work sessions (eg in word café style). Specific themes such as volunteer policy and on-going support should be included, eg in one lesson.

2.2 Peer Facilitators

Peer facilitators should bring some prerequisites to the SLIC workshops. First, older experienced volunteers and people who are officially responsible for volunteer training and coordination are ideal peer facilitators. They should have a high social competence with approximately more than 5 years of experience in volunteering in the framework of an organisation. But also an vital interest in PFT, interest in attracting other older people to volunteering, attitude of a “champion” or leader – someone older people would listen to is necessary. Hence an ideal type of a leader would be a person who is able to lead without being dominant and encourages participation; someone who is sensitive, flexible, and adaptable, who has a positive personality.

There are at least two ways how to find peer facilitators: First from the past SLIC workshops (participants that stood out or participants that have been actively volunteering ever since) and from the current SLIC workshops that are running in 2011. Second from the Red Cross organisation (people who are officially responsible for volunteer training and coordination) and who are interested in learning how to attract older people in particular. We are planning to involve different volunteer coordinators from the Federal States and not only Vienna. Possibly – through the RÖB – other organisations will also take part.

Preferably there should be some information provided beforehand such as information on the duration, time, dates, place and requirements of the training. In addition, information on the specific programme of the training; information on the skills they will acquire, the benefits they will have by participating; the certificate they will get in the end. Last but not least, a list of material that will be used during the training (slides, handouts, books etc.).

2.3 SLIC-workshop

Another aspect is what aims the SLIC-workshop has in the organisation. There are several ways on how to design the workshop. For instance it is possible to inform older people in Vienna about possibilities of volunteering and to inform older people in Vienna about possibilities of volunteering in the Red Cross. In this part own expectations should be clarified and the volunteering organisation should clarify the possibilities of older volunteers in the organisation. Clarify also own needs and framework for the voluntary activity people are looking for, such as

- How long am I able to work for?
- What am I going to do if problems or conflicts occur?
- What can I do if my health situation becomes worse, but I would still like to continue volunteering?
- What is important for me while volunteering?

Moreover, there should be an individual skills profile created from past experiences and a personal action plan. In addition, a vital need is to enhance networking between older people.

Hence, the target group of the SLIC workshop are

- Older people before or after retirement, living in Vienna, above 60 years, who are interested in volunteering but are currently not volunteering.

- Older people who have spare time and do not know exactly how to use their time for others.
- Older people who are experienced volunteers already but have not really found the right task for themselves yet.

For Austria participants for the SLIC workshop series should be acquired in a multi-factorial way, eg by a mix of local newspapers in Vienna (Bezirkszeitung), Red Cross newspaper (sent to 60.000 households in Vienna, especially to those already donating money to the Red Cross), senior representatives of the city of Vienna (via e-mail), radio interviews (Radio Wien), articles in magazines or websites etc.

Beforehand participants should receive information on the phone when they call and a short text about the sequence of events on those two days, including a description of the target group, the dates of the workshops, enrolment and registration procedures, and what to expect on day 1/2.

In addition, the SLIC workshop should include content such as

- Clarify needs and expectations of the older volunteers.
- Confront them with expectations of the volunteering organisations.
- Clarify timeframe for volunteer work and whether they could imagine to volunteer every week or just sometimes, whether they would like to limit their engagement for a few months or leave the end open (during this phase organisations could also learn a lot from (older) volunteers and how they could improve working together).

2.4 Framework Conditions and Sustainability

It would be helpful to get participants who volunteer for different organisations. The Austrian team is in contact with some already who are/or have been volunteering for Caritas, Ute Bock (a private initiative to help asylum-seekers), Wiener Tafel (they collect food from companies and supermarkets and bring it to social services and refugee-houses) and for a project that supports migrant children with private lessons/homework help. It is planned to contact the volunteer-coordinators from the coordinators' network to find out who would be interested to participate (Volkshilfe, Caritas, Hilfswerk and others).

In terms of sustainability of the SLIC-workshop we are working together with the volunteer coordinator of the Viennese Red Cross and try to install the workshop as a constant offer. In addition we involve experienced volunteers from the Red Cross in the peer facilitator training and support them in offering the SLIC workshops in their districts.

2.5 Reviewing Own Training Experiences of the SLIC(1)-project

The recruitment and advertising process is already described above. Two follow-up days were organised each between 3 and 4 hours. In these it was worked on content questions in café conversation style such as: How am I doing with being a volunteer? Which steps have I already taken from my action plan? What do I still need for future volunteering?

This process was perceived as useful and participants – 11 of the 36 in total – started organising their own follow-ups. None particular skills were needed for carrying out the workshops but training skills and social competences were helpful.

All in all our personal learning process about the workshops were:

- Shorter time plan (1 evening, 1 whole day), not a whole day on skills.
- Train two older trainers (more acceptance by the group).
- Have a solid skills profile (methodologically fit for older people in retirement).
- Not more than 12 to 15 participants.
- No „creative“ ice breakers (most older people are not used to working creatively in Austria).
- Tools were not as interesting as we thought.

3 Research on Volunteer Policy and On-going support

3.1 Introduction

Both topics volunteer policy and on-going support for volunteers have high relevance for research with practical implications for volunteers in higher age groups.

First volunteer policy in terms of strategic planning is related to the SLIC 2 project because it highlights how the workshops can be embedded into a volunteer organisation. It is related to the added value of the integration of older volunteers for the organisations and of innovative approaches in hierarchical, structured, tradition based organisations. In this way it takes into account structures and organisational resources of volunteer organisations. Furthermore a volunteer policy makes barriers of older volunteers visible and allows a critical reflection about these barriers. Besides this structural aspect, volunteer policies are highly connected with practical interventions such as the involvement of contact persons for (older) and new volunteers. All in all a volunteer policy has the function to assure commitment of the volunteer organisation and the volunteer and to contribute to structural sustainability of volunteering.

On the individual level in the concrete exchange and work with older volunteers a volunteer policy sets the stage for processes for accompanying older volunteers. From practice we know that there are several possibilities and forms of supporting volunteers. From a process point of view on-going support for volunteers can be roughly described by the necessary steps when becoming a volunteer, on-going support while being an active volunteer and steps in place when individuals stop their activities as a volunteer. So the topic of on-going support for volunteers reflects possibilities for counselling and coaching for the volunteer organisation. Nevertheless practice is characterised by a certain kind of diversity in this area and it is left open what kind of on-going support is adequate and what it could include, why it is necessary and what older volunteers are in need of in order to become volunteers and stay as long as possible.

From a research perspective it can be expected that these two topics will help developing a SLIC 2 workshop and that the topics are open for a social research approach. According to the special research needs for this EU-project a qualitative approach to research the topics seems to be appropriate. Hence these qualitative research questions were developed:

Research questions for topic 1: Volunteer policy

- Which expectations do volunteer organisations have of older volunteers? (eg duration of volunteering, skills and competences, areas of volunteering, barriers for older volunteers, benefits for their organisation etc.) (VP1)
- Which resources do organisations have to offer for older people to be able to volunteer in an organisation? What do older volunteers perceive as important when entering and staying active in a volunteer organisation? (VP2)
- How can forms of appreciation for volunteering or incentives for older volunteers look like? Which forms can be found in the literature or previous projects in Europe? (VP3)

Research questions for topic 2: On-going support for volunteers

- Which practical forms of on-going support are there for older volunteers?
- Which best practices can be found from previous projects? (VG2)

3.2 Description of Methods

Within a qualitative research design a multiple methods approach was used. To answer each research question methods and methods of analysis were developed which is displayed in table 1. The table is organised by research questions and details the planned methods applied and the methods of analysis.

For instance the first research question (VP1) and the second research question for volunteer policies (VP2) were covered with personal interviews. Two target groups were defined here which are volunteer coordinators and older and experienced volunteers (eg from the former SLIC workshops). In addition one research question about on-going support (VG1) was covered by these qualitative interviews. Qualitative interviews were eased by the use of a structured interview guide which covered the research questions and detailed them by several sub-questions. The interview length was planned for a one hour talk. In total eight interviews, four with volunteer coordinators and four with older/experienced volunteers were put into practice. Each interviewee gave their informed consent for tape recordings of the interview and the anonymous use of the interview data. A vignette of the interviewees is provided in the annex of this report.

Table 1: Methods applied and methods of analysis by research question

RQ's	Methods applied	Method of analysis
VP1	Personal interviews with volunteer coordinators in volunteer organisations in Vienna (N=4).	Qualitative analysis with a defined set of categories of expectations.
VP2	Personal interviews with older volunteers from SLIC workshops and others (N=4).	Open inductive qualitative analysis of resources.
VP3	Desk research about forms of appreciation for older volunteers (web-based research).	List with quotes and citations.
VG2	Desk research about forms of on-going support for older volunteers, best practices.	Short report of forms of on-going support which feed into the WP 1 report containing a list with a short description.

Research question VP3 and VG2 was approached with desk research. A rapid literature search was put into practice. The literature search was accomplished in a web-based fashion by the use of the google search engine. Only Austrian web pages and documents were taken into account. Nevertheless the documents of interest varied from quality papers, over grey literature such as (project) reports, to conference documentations and conference proceedings/papers. In the research process the literature search was put into practice first and was building the starting point of the research also with the aim to prepare the development of the qualitative interview guides which form the heart of the research adopted here.

The research questions VP3 and VG2 will be interesting for all partners indicating the forms of on-going support for older volunteers from the SLIC workshops and the forms of appreciation of senior volunteering. All partners can apply these results to their workshops and PFT.

VP1 and VP2 give an indication about which expectations both organisations and volunteers have when they start volunteering and make clear which factors are needed to keep older people active in organisations. Results can be generalised for the other countries.

From answering VG1 the consortium can learn if there are trainings from older volunteers for older volunteers and which experiences have been made by the trainers. VG3 will specifically say something about the Austrian situation of older volunteers.

3.3 Findings

Basically the topic of volunteer policy helps to put the SLIC workshops into a wider context. Organisations and individuals delivering the workshop have to be aware of the volunteer policy of their organisations or their communities. Having and living a volunteer policy are two different things. Facilitators of the SLIC workshop should be aware of framework conditions for volunteers in their organisation, community or city and the standing of volunteers in their organisation. The volunteer policy can be summarized in the image of a snail, standing for the (slow) development of volunteer organisations in applying volunteer policies. The snail is a 15 step process which starts with beginning to volunteer and describes what has to be in place for this to work.

In this chapter the findings will be presented and will be structured according to the research topics volunteer policy (in chapter 3.3.1) and on-going support for volunteers (in chapter 3.3.2). The findings are mainly based on the qualitative interviews with volunteer coordinators (organisation’s perspective) plus those with older and experienced volunteers (individual’s perspective). Because the literature search was mainly used as a basic preparatory work the results from it cannot be strictly distinguished from the results and findings gained from the interviews but will be presented where it seems to be appropriate.

The table 2 below highlights the difference and the overlaps between the topics of volunteer policy and on-going support. Volunteer policy is the overall framework for volunteers to be able to work in an organisation or community. On-going support includes practical issues along the way of volunteering.

Table 2: Issues of volunteer policy and of on-going support (among others)

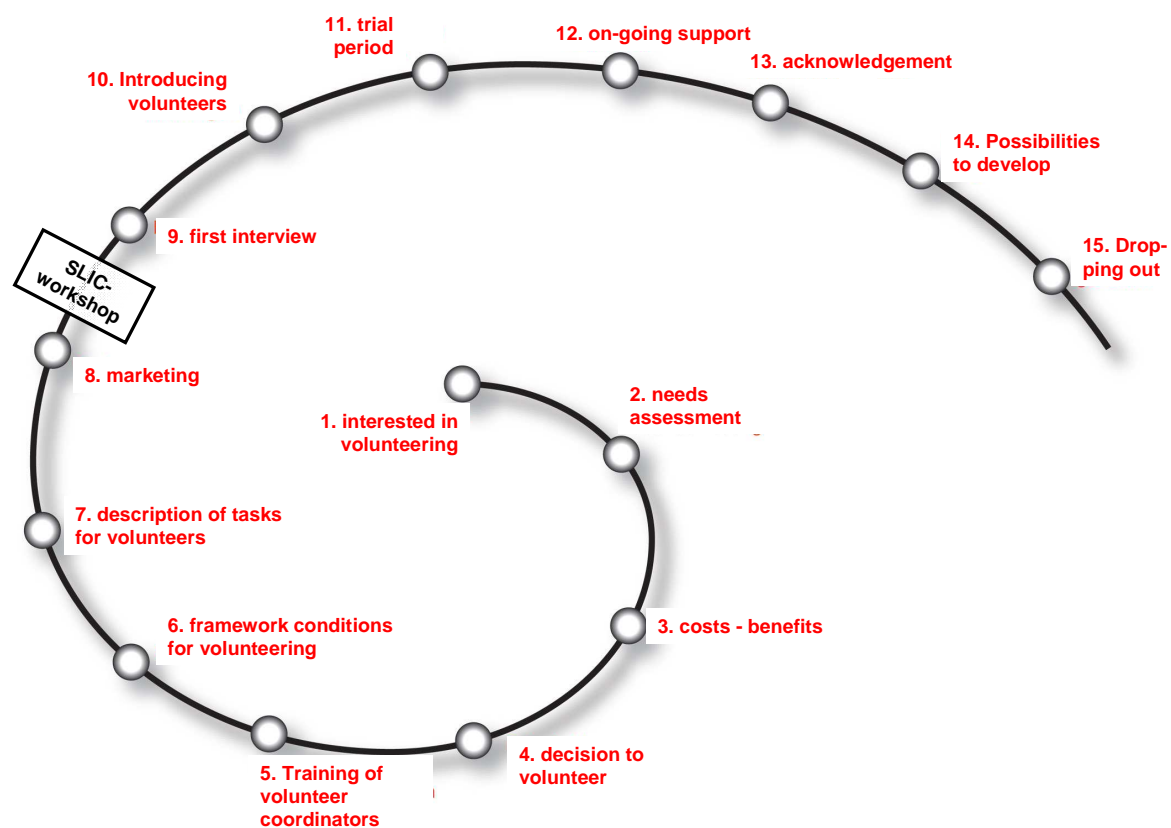
Volunteer policy	On-going support for volunteers
Communication policy and culture of appreciating volunteers	Formal support (in appraisal interviews for example)
Framework conditions for volunteering in the organisation	Informal support (through appreciating volunteers, incentives, etc.)
Policy documents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

3.3.1 Volunteer Policy

The Freiwilligenzentrum Tirol (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 (see figure 1).

It starts on the inside with being interested in volunteers, their needs and knowing about costs and benefits of doing so. It goes on with aspects of acquiring volunteers, having first interviews with them, on-going support through their volunteers work, having a culture of appreciating volunteers, offering courses or continuing education and personal development for volunteers and making it possible to drop out of the voluntary work with dignity and respect.

Figure 2: Organisational development of volunteer organisations



(Source: Translated and adapted from Lesky, 2004)

The graph describes the lifetime of a volunteer: It starts with (1) being interested in volunteering. At the same time volunteer organisations should be aware of which volunteers they need. This can be done in a (2) 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. The volunteer organisation should consider the (3) costs and the benefits of working with volunteers. Then the volunteer (4) decides to volunteer and to meet a specific need in an organisation (formal volunteering) or of an individual (informal volunteering). The organisations have a (5) volunteer coordinator, which means someone who is responsible for coordinating volunteers and for guaranteeing that (6)

framework conditions for volunteering are available (e.g. legal issues, paper work, material etc.). The organisation should have a (7) 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. In a next step in an organisation volunteer policy (8) 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.

After having found the volunteers, organisations should have a (9) first interview with them, clarifying tasks, roles and modes of communication. *From this point on on-going support is needed for each volunteer!* Then volunteers are (10) introduced to the existing team. Afterwards some organisations have (11) trial periods with their volunteers (eg for three months). The next obvious step in the snail graph is (12) on-going support and a (13) culture of acknowledgement for volunteers. Also, volunteers should have the possibility in the long run to (14) personally develop – either in personal skills or technical skills of the volunteering activity (eg in courses, trainings, etc.). The snail graph ends with a (15) good drop out process when a volunteer wants to stop volunteering.

Also the same centre has developed and published seven quality criteria for volunteer organisations which work with volunteers of all age groups. These are to be recognised when doing a SLIC workshop in a volunteer organisation (Lesky, 2004):

1. Every volunteer organisation has a volunteer coordinator with respective skills, time resources, budget and commitment.
2. There is a profile for volunteer work (skills, competences, expectations, etc.)
3. There are clear structures for volunteer work with rights and duties of volunteers, issues of insurance and remuneration for volunteer work.
4. There are possibilities for learning for volunteers (continuing education, supervision, etc.) and an initial lead-in phase for volunteering and a probation period as well as a possibility to drop out of volunteering.
5. A culture of appreciating volunteers is established in the organisation (tasks of volunteers, praise, incentives, access to different resources etc.) and there are regular appraisal interviews.
6. There is a possibility for volunteers to personally develop.
7. There are possibilities for volunteers to co-design and shape their volunteer work and place own ideas. They are informed by others, there are democratic communication structures and they are integrated into a team.

Some of these aspects can be underlined with statements from the interviews with older volunteers. In the interviews several essential aspects have been highlighted. One of them is that volunteers stay in the organisation for a longer time. For the attractiveness of a volunteer organisation but also for the sustainable success of the engagement a concept for voluntary work is needed. This concept has a pillar function. The organisation should be borne by this concept and developed and communicated again and again and a volunteer culture will develop.

Now we would like to concentrate on two issues of the snail under the heading of „on-going support for volunteers“: first on-going support and second appreciating older volunteers.

3.3.2 On-going Support for Older Volunteers

1. Interest in volunteering

The first step in the snail image is that the older person is interested in volunteering. This is illustrated by one of the interview partners.

„Ja, ich war einmal dort bei so einem Briefing. Das ist... Da kann man sich vorstellen... Da kommen Leute hin, die sich für Freiwilligenarbeit melden, die sitzen da in einem großen Saal, da wird die Arbeit der [volunteer organisation] vorgestellt, verschiedene Projekte.“ (Mrs. K., Z480-482)

„Yes, I was there once at a briefing. It is...you can image...people going there who are interested in volunteering and they sit in a big hall and the work of the [volunteer organisations] is presented, different projects.“ (Mrs. K., Z480-482)

Besides this very pro active approach an experienced female volunteer expressed her wish for a broad orientation about the possibilities for a volunteer from the beginning. (Mrs K.) She especially pointed out the need for active participation and for having a say. This is of high importance in the field of further education and services of supervision because many volunteers want personal development and change when they volunteer.

4. Starting to volunteer

Many volunteer coordinators have a profound idea about what is needed for the individual access procedure to volunteering for older volunteers.

In many volunteer organisations volunteer coordinators are responsible for the access and the referral of interested older people to several services. For instance in a first contact model older volunteers are invited in a group of people in which needs and motives of the older individual are explored together. The aim of this process is to match these characteristics to services which fit to the needs. Another volunteer coordinator plans this contact in a face-to-face dialog with the older volunteer in which it is better possible to identify what individuals are looking for. (Mrs. M.)

6.-7. Job descriptions

Two volunteer coordinators emphasized that the areas of volunteer activity are strictly bordered of those of (full-time) employees. There is a need to separate those areas where volunteers can be active from those only available for people employed. (Mrs. M.) For the organisation this is functional also for older volunteers.

From two volunteer coordinators it was highlighted that during the activity period as a volunteer several issues often emerge and that communication, participation and conflicts are highly interrelated topics with an impact on the feeling on the well-being of the individuals. Within the organisations the relationship between volunteers and full-time employed staff members are sometimes a hot issue especially in relation to their tasks.

9.-10. Welcoming und introducing volunteers

One volunteer talked about the welcoming of older volunteers in organisations.

„Na, es soll ein gutes Umfeld sein, also ein funktionierendes Umfeld... und ein Umfeld... wo jetzt ich als Mitarbeiter, also als freiwilliger Mitarbeiter gern hingeh.“ (Mr. V., Z62-63)

„Well it should be a good environment, I mean a functioning environment...and an environment...in which I as a member, as a volunteer, like to go.“ (Mr. V., Z62-63)

The interviewed volunteer draws a picture of future welcoming procedures.

„... also da könnt ich mir vorstellen, dass die [new volunteers] empfangen werden und nicht nur... ,da geh dorthin und wende dich an den'... und wenn der nicht da ist, ist überhaupt niemand zuständig.“ (Mr. V., Z88-90)

„...well I could image that there they [new volunteers] are welcomed and not only...that someone tells them to go there and to talk to that person...and if he's not there, then no one is responsible for you.“ (Mr. V., Z88-90)

11.-15. Probationary period – entering and leaving a volunteer organisation

During the volunteer activity monitoring often takes place within organisations and is supported by the volunteer coordinator. In some volunteer organisations it is supported by the agreement of a trial period and after that an agreement is signed. The agreement for voluntary work includes an exact time frame of the engagement, eg in hours per week, the tasks for the voluntary activities and the basic rules of the volunteer organisation and what they can expect from the organisation. This was similarly described from various interviewees as an entry scenario. In addition it was mentioned that this agreement was made with a timely limitation for a year. After the completion of the year a bilateral exchange/discussion between the volunteer and the volunteer coordinator takes place. In this a verbal reflection is made. Sometimes a change to another area for the voluntary activity is agreed on in the case of need.

Another interesting aspect of the entry process mentioned by an interviewee was (Mr. O.) that in his/her volunteer organisation a possible exit was already mentioned. The importance is that an exit scenario already is signalled and that this is a normal process even though that it is not intended at this point in time. A voluntary engagement has a natural begin and end and the information needed for the exit is helpful when thinking about it.

The interviewees pointed out that the entry process of volunteers is accompanied by a kind of fear such as the fear of being pocketed by the volunteer organisation. Sometimes volunteers think that the expectations are getting higher and higher from time to time. Volunteers are quite unsure whether or not they will like the activity. To find this out a trial period makes sense for both, the organisation and the volunteer.

“Also wenn man einmal drinnen ist wo, dann kommt man sich wie ein Feigling vor, wenn man sagt: ich mach das nimmer mehr. Irgendwie hab ich das Gefühl...also ich lerne mit 3 Kindern, jetzt werden es 4 sein...also ich würde finden, dass ich die im Stich lass ...aber sie haben Vertrauen. Sie haben ein Vertrauen aufgebaut.“ (Mrs. K., Z494-497)

“Ok so when you're in somewhere, then you feel like a coward if you say: I don't want to do this any more. Somehow I have the feeling that...also I learn with 3 children, now there are 4 of them...well I would think that I would forsake them...but they trust me. They have built up trust.“ (Mrs. K., Z494-497)

The interviewed older volunteers were enthusiastic and inspired when starting their voluntary engagement (Mrs. K, Mr. Z, Mr. V). Nevertheless it was highlighted that the access process and what is needed there are quite different, not only from organisation to organisation but also from activity to activity. It was also remarked in a critically way that an entry in one volunteer organisation was not very warm and welcoming (Mr. V). In addition the steps necessary to be taken were complicated and not well organised. For instance Mr. V. had to contact the volunteer coordinator who was not available for the arranged time. Instead nobody was responsible for him. Such access scenario was described as frightening. Contrarily the access to the volunteer organisation via the SLIC workshops was positively evaluated because it provided the possibility for peer contacts and to learn to know older and experienced volunteers.

“Wenn ich an das denk... die [volunteer coordinator] aber auch da sein müsste und die müsste sich auch kümmern... die müsste zu bestimmten Zeiten wirklich da sein...” (Mr. V., Z136-138)

„When I think about this...the [volunteer coordinator] would have to be there as well and she would have to care...she'd have to be there at specific times and really be there...” (Mr. V., Z136-138)

12. On-going support while volunteering

Issues during volunteer activity that were mentioned by the volunteers are the relationships to full-time employees, communication, having a say, and conflicts.

„... wir treffen uns einmal im Monat und da wird ausgetauscht und man kann sich etwas von der Seele reden. Und das ist wichtig. ... Also die Freiwilligen kommen regelmäßig zusammen, tun Erfahrung austauschen und können ... also ich hab einmal mit einer sehr netten Frau (...) gesprochen, eben deshalb... und die hat gesagt: kommen Sie einmal zu mir und reden'S mit mir und... da helf ich Ihnen, nicht? Man braucht das. Man braucht echte Hilfe.“ (Mrs. K., Z214-222)

„... we meet once a month and there is an exchange of opinions and you can get rid of some of the things bothering you. And that is important...well volunteers come together regularly, exchange experiences and could... well I talked to a nice woman once... because of that... and she told me: Come and see me and we can talk, I can help you. You just need that. You just really need support.” (Mrs. K., Z214-222)

About the regularity of keeping up contact:

“Also ich denk mir einmal im Monat sollten sich alle zusammen treffen ... ja, das war so. ... Einmal im Monat ist man schon zusammen gekommen“ (Mrs. K., Z451-456)

„Well I think once a month all of us should meet...yes that's the way it was...once a month everybody got together.“ (Mrs. K., Z451-456)

But sometimes also conflicts can come up:

“... die anderen beiden, die mit mir waren, die haben nicht miteinander können – seitdem sind wir nur mehr zu zweit...” (Mr. Z., Z316-317)

„the other two who were with me, they just didn't get along with each other – and since then there are only two of us left.“ (Mr. Z., Z316-317)

From the perspective of volunteers the lack of the possibilities to contribute with suggestions for improvements, concrete reforms or the possibilities to articulate critique was mentioned. About the possibilities to contribute an interviewee quickly responded: *“Also nach meiner Erfahrung null.”* (Mr. Z., Z398) *“From my experience there’s no way.”* (Mr. Z., Z398) Interviewees also pointed out insufficiencies in the communication process with the organisation. (Mr. V. and Mr. Z.) Another interviewee stated a similar example of problems via e-mail with the organisation: long response times give the impression that there is no real interest in the affairs of volunteers.

One interviewee said that he does not really feel involved and would like to have more possibilities for active involvement and decision making. At least information about the future plans of the organisation would be nice to have.

„... das war bei allen Organisationen so... einen fix angestellten Ansprechpartner, mit dem ich kommuniziere und das ist schon ganz wichtig für mich.“ (Mr. Z., Z297-298)

„... this was the same in all organisations...a fixed person of contact with whom I could communicate and that was really important for me.” (Mr. Z., Z297-298)

Another issue about communication:

„Na, also da muss ich jetzt sagen, das ist vielleicht ein bissl ein Minuspunkerl... Dort wird eine email eben hingeschrieben und...das war’s. und da hört man vielleicht was... oder vielleicht nicht... und in vier Wochen wieder einmal was... aber außer diesen einen Namen, den ich dann les, hat man eigentlich überhaupt kein... also null Kommunikation.“ (Mr. Z., Z358-361)

„Well I have to say that this is a bit of a negative aspect... you write an email... and that’s it and you maybe hear something but maybe not... and in four weeks maybe something comes back... but apart from the name I read you don’t have any... well zero communication.” (Mr. Z., Z358-361)

„Von der Organisation her würd ich meinen, dass halt Pünktlichkeit notwendig wäre, das heißt also, wenn man eine Information kriegt, das von... bis... jemand da ist, der sich um einen kümmert, der neu ist...ja, dann sollte der auch wirklich da sein... .“ (Mr. V., Z278-282)

„I would think that from the organisation’s side punctuality is needed, which means that when I get information that someone is there from...until... who cares for the new ones... yes, that person should really be there...” (Mr. V., Z278-282)

The same is true for another interviewee who wishes that the organisation would listen to her ideas and suggestions more often and more active. Moreover she would appreciate a lot if something of the ideas would be put in practice or if she would get the chance to realise them.

„Also Vorschläge... ich habe viele Vorschläge gemacht und das wurde abgelehnt... Heute ist das alles gang und gebe. ... Ja, also ich finde, das kann man aufgreifen.“ (Mrs. K., Z509-510, Z545)

“Well suggestions... I made a lot of suggestions and it was disapproved of... today this is normal... yes I think that they should take that up...” (Mrs. K., Z509-510, Z545)

Another possible set of conflicts sometimes arise in the interaction with full-time staff in the organisations. (Mrs. K.)

„... gerade in so Gruppen, wo alle sagen, sie wollen etwas Gutes tun... die Spannungen und der Neid und Missgunst blühen...“ (Mrs. K., Z42-43)

„... in groups where all say they want to achieve something good... tensions and envy and resentment blossom...“ (Mrs. K., Z42-43)

Mr. Z. also reported from a case where a volunteer quit the team due to a conflict with another person. In addition it was mentioned also that some volunteer organisations have no appropriate supervision for volunteers affairs which would help to detect and to channel potential conflicts. (Mrs. K.)

„... und am Anfang hab ich gedacht, sie will nur Information sammeln, im positiven Sinn... bis ich draufgekommen bin, die fratschelt mich ja über den Menschen aus!“ (Mrs. K., Z379-381)

„... and in the beginning I thought she just wanted to collect information in the positive sense... and then I found out that she was trying to get information from me about other people!“ (Mrs. K., Z379-381)

„Also Erfahrungsaustausch ist immer gut, ist immer gut. Das kann nur Vorteile haben für die Gruppe... wäre schön, ja.“ (Mr. Z., Z438-439)

„Well exchanging experiences is always a good thing, is always good. It can only have advantages for the group...that would be nice.“ (Mr. Z., Z438-439)

Also personal development is a form of on-going support for volunteers.

„Wir haben freie Hand und auch nicht... freie Hand haben wir in der Gestaltung unseres Programms, das aber -und jetzt kommt die Einschränkung- zum Beispiel im Sitzen durchgeführt werden muss. Ja, das heißt: wir sitzen und wir machen ausschließlich Übungen, die im Sitzen stattfinden.“ (Mr. V., Z363-366)

„We have plenty of rope or not...in developing our own program, which and now there is a constraint has to be done when sitting down. Yes that means that we only do exercises with people sitting down.“ (Mr. V., Z363-366)

13. Forms of recognition and acknowledging volunteers

Another issue emerged in the interviews were forms of recognition of the (older) volunteer strongly associated with the atmosphere and the daily handling with people:

For instance Mrs. A. pointed out: *„Na ja ... einfach, dass die freundlich waren, das genügt ja schon ... man braucht... kann ja nicht 10 Mal am Tag ‚Danke schön‘ sagen.“ (Mrs. A., Z215-216). „Well... just that they are friendly, that would be enough...you need...you can't say thank you 10 times a day.“ (Mrs. A., Z215-216).*

About the organisational climate it was mentioned: *„Ja, unbedingt, unbedingt. Ich bin noch in Kontakt, auch privat mit manchen, also das ist keine Frage...“ (Mrs. A., Z108-109) “Yes absolutely, absolutely. I'm still in contact, also privately with some of them, that's without question.“ (Mrs. A., Z108-109)*

„Also die Leute haben mich mögen, die haben mich richtig mögen.“ (Mrs. K., Z368-369) „Well the people liked me, they really liked me.“ (Mrs. K., Z368-369)

„Na ja. Das ist schon schön. Also, das ist schon motivierend natürlich das ist klar...wenn es so etwas gibt.“ (Mr. Z., Z481-482) „Well that’s nice. That motivates me... if something like that exists.“ (Mr. Z., Z481-482)

From the volunteer coordinators perspective (M. & L.) the importance of so called “*Tür- und Angelgespräche*” (occasional talks) between volunteers and employees was highlighted. People feel accepted when they are called by their name (Mrs. L.) and then they also feel recognised. Such small things convey the feeling of being respected and to be taken seriously. Sometimes it is just enough when the head of the organisation is greeting the volunteers in a friendly way or is starting a small talk about her family (Mrs. K.).

“Es waren sehr sehr nette Leute, auf jeden Fall. Nicht nur die Freiwilligen, auch die Stamm-Mannschaft war sehr sehr nett, ja. Sehr freundlich, sehr nett, sehr höflich...sehr respektabel. (...) Das spielt eine sehr große Rolle.” (Mrs A., Z38-44)

“There were definitely many many nice people. Not only volunteers but also the key-team was very very nice, yes. Very friendly, very nice, very polite...very respectful. That really makes a difference.” (Mrs A., Z38-44)

Only one interviewee narrates from positive feedback he received from participants of this computer course. A more passive form of recognition is present when he is invited to do his course again.

Some volunteer coordinators highlighted (L. and O.) the necessity of giving the possibility to participate and to develop the possibility of having a say as one important form of recognition. For instance in the volunteer organisation Mr. O. is representing volunteers are directly embedded from program planning. For Mrs. L. volunteers support her in the continuous process for quality improvement (ie of the senior and care home).

“Aber ich glaub, dass... durchs Reden kommen die Leut’ z’amm... dass man durch Gespräche dann vielleicht auf bestimmte Schienen kommt, wo man dann sagt: Also machen wir’s so.“ (Mr. Z., Z544-546)

„I think that through... talking people get together... that through talking you discover different ways of doing something and then you say: Ok, let’s do it this way.“ (Mr. Z., Z544-546)

In addition interviewees stated other forms of recognition such as the invitation to a kick-off meeting in the new business year. Sometimes volunteers also get small presents or vouchers for something. Mrs. M. enumerated several forms which can express the appreciation of the organisation for the volunteer: birthday cards, invitations to excursions and parties, information material distributed by post or e-mail, voucher for a restaurant/pub or a service, Christmas and New Year greetings, special church service, and other forms of “in-between-acknowledgements”.

„... zum Beispiel da vor Weihnachten... Adventmarkt... da haben wir uns einmal getroffen zusammen... also irgendeine Torte war da, haben wir zusammen gegessen...” (Mrs. A., Z119-123)

„... for example before Christmas... christmas market... we went there once together... well some kind of cake was made, we ate together...” (Mrs. A., Z119-123)

All in all positive feedback and forms of recognition were mentioned as an important part of their motivation being a volunteer.

„Freude bringt's mir dann, wenn die Leute mit meiner Arbeit also auch Freude haben und das scheint der Fall zu sein und... deshalb mach ich das.“ (Mr. V., Z38-39)

„I experience joy when people enjoy the work I do and this seems to bet he case...that's why I do it.“ (Mr. V., Z38-39)

Contrarily a very bad and a very contra productive behaviour is when the head of the organisation does not say good-bye after a long period of time.

“Sie hat nicht einmal ‚Auf Wiedersehen‘ zu mir gesagt. ... das hat mich gekränkt.“ (Mrs. K., Z643)

„She didn't even say goodbye to me... that hurt me.“ (Mrs. K., Z643)

„Ja, das will man schon, das will man schon. ... ich hab auch einmal ... gesagt, dass ich das nicht richtig find, dass man überhaupt nicht... wenn man ein Problem hat... zur Kenntnis genommen wird...“ (Mrs. K., Z670-672)

„Yes, you want that, you want that...I also once...said that I didn't find it right...that when you have a problem...that no one takes note of it.“ (Mrs. K., Z670-672)

Despite personal relationships interviewees highlighted the importance of the culture and philosophy of the volunteer organisation and which value/standing volunteers have within the organisation. Such a volunteer culture is manifest

“... in den kleinen Dingen wieder, die den Freiwilligen offenbar am wichtigsten sind. Nur dann, wenn die Freiwilligen eine klare Rolle innerhalb der Organisation haben und auch von den hauptamtlichen MitarbeiterInnen wertgeschätzt werden, kann die Anerkennung für die Freiwilligen authentisch wirken.“ (Mr. L., Z961-964)

„... in the small things that are apparently the most important for volunteers. Only if volunteers have a clear role in the organisation and if they are appreciated by the employed staff members, only then acknowledgement have an authentic effect.“ (Mr. L., Z961-964)

14. Impact of volunteering and possibilities to develop

Volunteers also mentioned the impact volunteering in an organisation had on the community and especially on community development. Volunteers had the feeling of really being able to influence something.

For instance the volunteers support an exchange between the nursing home and the life outside the nursing home (ie the community) because the about 100 volunteers with 15 hours presence time come to the nursing home every week and this makes it lively. Internally volunteers contribute to the quality and the development of the services, eg by their observation of the processes in the nursing home.

„... eine Freiwillige beobachtet hatte, die mit den BewohnerInnen gemeinsam Mittag gegessen und beobachtet hatte, dass sich die DiabetikerInnen benachteiligt fühlten, weil sie andere Kuchen und teilweise andere Komponenten beim Hauptgericht bekommen hatten. Aufgrund dieses Hinweises wurde die Küche so umgestellt, dass jetzt alle einen zumindest gleich aussehenden Kuchen bekommen, auch wenn er zum Teil andere Inhaltsstoffe aufweist und das Essen überhaupt für alle gleich aussieht.“ (Mrs. L., Z581-586)

“... one volunteer observed when having lunch with nursing home residents that the diabetes patients were disadvantaged because they received other cakes and

partially other parts of the main dish. Because of this observation the kitchen could be readjusted so that now everybody gets a cake that looks the same even if it has different ingredients and that the food looks the same for all residents.” (Mrs. L., Z581-586)

In addition volunteers observed other needs of nursing home residents, eg the need to leave the institution. The older residents happily recognised that this was possible together with some volunteers, ie for attending a church service nearby the nursing home. These inputs of volunteers are small in scale but can improve the quality of life of the person and are examples of how volunteers can be valued by the volunteer organisation.

Volunteering also has an impact on community development.

An interviewee of another organisation explained this as the basic principle of the volunteer program with the aim to build a social network in the neighbourhood by organizing local events (flea market, festivities), courses and self-help groups. Volunteers can find a broad spectrum of activities that are possible:

„... vom Schlichten von Flohmarktsachen über Nachhilfe und Lernbetreuung bis zum Besuchsdienst, der in dieser Organisation nur dann von Freiwilligen gemacht wird, wenn die Person den sozialen Dienst nicht genehmigt bekommen hat.“ (Mr. O., Z134-136)

„...beginning with adjusting things on a flea market to learning with children and home visits which is only done by volunteers in the organisation if the person has not been granted a social service.” (Mr. O., Z134-136)

4 Recommendations

These key recommendations have been deduced from the Austrian findings and will be highlighted in several topics. Based on the interviews several aspects concerning on-going support of volunteers can be wrapped-up.

Concerning formal support it can be deduced:

- A formal person who is responsible for the volunteer is needed.
- Structured contact and communication processes need to be in place from the beginning of volunteering, regularly during and at the end of a volunteer career.
- Formal support can have different forms and aspects such as appraisal interviews once a year with the volunteer coordinator.
- The processes and details of formal support need to be framed and defined by a volunteer policy. An organisational philosophy which needs to be explained to new volunteers.

In addition, interviewees highlighted several forms of informal support which are very helpful for the volunteers such as informal conversations in passing between volunteers and volunteer coordinator.

Concrete forms of on-going support after a SLIC workshop

- a follow up meeting 4 to 6 months after the workshops
- to have a fixed person who is responsible for answering questions after the workshop
- to catch up with older volunteers after 2-3 months and ask if they have become volunteers or not and why
- to call people after 6 months and do a telephone conversation about the situation
- to invite participants who have become volunteers to a SLIC workshop as experts
- to do annual meetings, welcoming parties or other get togethers for new volunteers

4.1 Key Recommendations for PFT

Concerning the Peer Facilitator Training (PFT) several recommendations can be made.

- **Training and moderation skills:** A recommendation for the PFT is that the training should involve parts in which peer facilitators learn training and moderation skills. For instance it prepares peer facilitators in how to deal with conflicts with volunteers during and after the PFT. Hence on-going support on how to deal with deviant/difficult participants is indispensable. In addition, the PFT should enhance peer facilitators to adopt a non violent communication and should emphasis the importance of self-reflection of the trainer (eg what is my own role and power position) possibly supported by appropriate techniques and tools.
- **Tools usage:** During the workshops the PFT should collect for instance the expectations of the workshop participants which also subsume the participants' individual concepts of volunteerism and the anticipated possibilities for volunteering. This workshop needs calls for the existence of appropriate tools such as different

forms and possibilities of communication, visualisation. Therefore the PFT should learn how to use tools such as situational cards (*Situationskarten*), world café, etc.

- **Project management skills:** In order to organise the participants the PFT has to deal with the basic ideas and instruments of project management. Nevertheless it should be called different not to frighten possible peer facilitators.
- **Recruiting strategies:** Last but not least the PFT has to focus on recruiting strategies in which the peer facilitators learn to deal with media in order to find older volunteers for their workshops.

4.2 Key Recommendations for PF

In addition to the training and moderation skills peer facilitators should have several personal traits and characteristics were mentioned to be ideal for this role and function which are listed below:

- **Social skills:** Peer facilitators should have the ability to encourage older people. They should encourage participation and should spray enthusiasm. But in contrast to this peer facilitators should not be dominant and should not over-rule participants. Hence peer facilitators should be socially skilled and which have fun with the communication and interaction with others. In addition they should have a certain charisma (be able to connect to people).
- **Communicators:** Because the role of a peer facilitator needs experiences he or she should ideally come from a communication field/area/job in their prior occupation where they have learned to use and adopted good communication.
- **Experienced volunteers:** Because it is about voluntarism peer facilitators should have a good understanding of what voluntarily means and what the system is like. A deep knowledge about this eases the role of a peer facilitator in this area. For instance experienced volunteers have these requirements because the long-lasting engagement helps to encourage others. Eventually they should come from the area were volunteers are needed and for which they can be a role model.

4.3 Key Recommendations for Framework Conditions and Sustainability

Based on the various research aspects several points can be concluded for framework conditions and for sustainability. They should be critically discussed against the quality criteria mentioned above:

For the SLIC workshop several recommendations can be made.

- **Volunteer policy:** Organisations have to interactively develop a volunteer policy which has to implement. This is a social process in which a volunteer culture including norms and values has to be defined. (Note: from a macro perspective this is also needed on societal level). To foster this developmental process all relevant aspects must be defined and described in a volunteer mission statement. Such a statement includes the role of volunteers in the organisation, fields of applications, and aspects of on-going support for volunteers. A volunteer policy defines a general framework condition and affects everyone involved on an organisational level but also the older

volunteer. The workshop should be a transparent description of the mission statement of the organisation (an organisational guideline) concerning volunteers such as the role of volunteers in the organisation. In addition to that an explanation of on-going support for volunteers in place should be made, eg what the organisation offers for (older) volunteers.

- **On-going support for volunteers:** Contrarily to the volunteer policy on-going support for volunteers includes aspects in the direct work or exchange with the older volunteer with several dimensions:
 - **Basic tasks:** A volunteer support should define the rudimentary tasks which have to be in place such as the access pathway for older volunteers (eg a routine SLIC workshop), an arrival and orientation process in the organisation, and a continuous feedback structure for older volunteers.
 - **Social aspects:** Appraisal of the older volunteer including a broad range from daily welcome, friendliness/courteousness against him/her, offering benefits (eg vouchers, tickets for the public transport, birthday presents, invitations to parties etc.).
 - **Exchange Structure:** An (official) exchange structure should be in place where older volunteers are asked for their comfort and where they can reflect on their volunteer activity and in which they can give feedback on a regularly basis. During this possible conflicts can be highlighted and canalised. It must be realised that volunteers can actively participate, that they have co-determination for change and that the volunteers can have a real influence the quality of the organisation or the organisational offer.
 - **Volunteer coordinator:** A central role taker is the volunteer coordinator for all aspects mentioned above. He or she is the first contact person for every older volunteer. Nevertheless reality shows that they can hardly take this role due to several restrictions. Hence necessary resources for volunteer coordinators must be realised (eg enough time resources) and should be defined in and framed by an agreed volunteer policy and on-going support for volunteers on organisational level.
- **Access provision:** A possibility to access an organisation or to get involved on a voluntary basis should be provided by framework conditions. The SLIC workshop could have such a function. It could help older people to get a clear picture of the volunteer topic and to get an understanding of his or her possibilities which should be matched with the personal skills and competences. In an exchange process this could be worked out in the workshop so that the individual can either get access to an organisation or gain a concrete picture of other possibilities. Both the organisation and the older individual will profit from this process and will provide individual and organisation sustainability.
- **Frequency:** In addition the frequency of such a process should be fixed. The workshop should be offered on a regular basis, eg more often than 2 times per year. Nevertheless the possibilities where and how many older people can get involved as a volunteer must be researched in advance and should be in line with the volunteer policy and on-going support in place.

In addition several aspects were collected which needs to be addressed by further research and when transferring research to practice. These are:

- Health effects of volunteering:
 - In research voluntary engagement has a positive health effect but only in the group of volunteers which work on a regularly basis between 2 and 10 hours per week. (Oberbauer, 2011)
 - There is a risk for mental ill-health of volunteers, eg for burn-out. How does volunteer organisation recognise symptoms and how do they deal with it? To what extent organizations provide the opportunity for supervision?
- Insurance: What legal framework is in case of accidents?
- Dealing with volunteers with migration background: What is the climate in the organization? Migrants are volunteers specifically addressed?

5 Annex

5.1 Vignettes of Older Volunteers

Note: the age range of older volunteers was between 60 and 70 years of age.

Mrs. A was doing office tasks for an association for a time period of half a year. She was volunteering one to three times every week for approximately 3 hours. Currently she stopped the volunteering activity to support a peer. She has a migration background.

Mrs. K. is an active older volunteer since 2003/2004 and was doing this for several organisations such as service/homes for homeless people and asylum seekers in which she gave private lessons (eg in German) and planned/did leisure time activities for their children.

Mr. Z. is an early retiree but still active for his former company on a voluntary basis. In addition he was volunteering for an institution of further education for older adults referred by a former work colleague who is also active volunteer there.

Mr V. was participant of a SLIC workshop in 2009. He initiated a new volunteer project within a volunteer organisation after that in cooperation with two other participants of the workshop and several experienced volunteers. The volunteers project is a course for older people which aims to promote physical exercise and activity.

5.2 Vignettes of Volunteer Coordinators

Note: Volunteer coordinators represent four different volunteer organisations.

Mr. O. is a coordinator for volunteers in a big volunteer organisation operating in different districts in Vienna, Austria. Main focus is laid on the strengthening and empowering participation in and the social networks in the neighbourhood and the community. Several social and cultural (education) possibilities are offered in which volunteers can take part and actively develop the offers.

Mr. L. is volunteer coordinator for a health care organisation and head of a volunteer centre which is referring volunteers of every age group to organisations.

Mrs. M. is working for the central coordinating centre for volunteers in her organisation. She is responsible for the first coordinating contact with volunteers and helps to find appropriate possibilities within the broad spectrum of voluntary activity.

Mrs. L. is head of senior and nursing home in Vienna in which nearly 100 volunteers are engaged per week (on average 15 hours per week in different areas).

5.3 Interview Guides

Forschungsfrage V2: Was erachten ältere Freiwillige als wichtig, wenn sie sich freiwillig engagieren? Was trägt dazu bei, dass sie freiwillig bleiben? Aus der Sicht der Älteren, was muss die Freiwilligenorganisation bieten, damit sich ältere Freiwillige wohlfühlen?

Methode: 4 persönliche leitfadengestützte Interviews mit erfahrenen älteren Freiwilligen.

Einstiegstext zum Interview:

- Ziel: Wie Organisationen besser mit älteren Freiwilligen zusammenarbeiten können
- Rahmen des SLIC Projekts, Ziel: Workshop und Handbuch zu erweitern und zu verbessern -> neues verbessertes Angebot für Ältere zu schaffen
- Vorstellung
- Aufnahme des Interviews
- Dauer: ca. 1 Stunde

Fragen

1. Was macht Ihnen an der Freiwilligenarbeit am meisten Spaß?

Einstiegsfrage

2. Was kann eine Organisation dazu beitragen, dass Sie sich gern dort freiwillig engagieren?

Thema: Einstieg, freiwillig bleiben, Angebote der Organisationen

3. Wie schätzen Sie die Zusammenarbeit von Freiwilligen und hauptamtlichen MitarbeiterInnen in Ihrer Organisation ein?

Thema: freiwillig bleiben, Konfliktkultur

4. Haben Sie als Freiwillige auch schon Probleme und Konflikte in der Freiwilligenarbeit erlebt? Wenn ja, wie ist damit umgegangen worden?

Thema: freiwillig bleiben, Konfliktkultur

5. Welche Möglichkeiten zur Kommunikation mit anderen Freiwilligen bzw. hauptamtlichen MitarbeiterInnen bietet die Organisation?

Thema: Kommunikation

6. Welche Möglichkeiten zur Mitgestaltung/Mitsprache Ihrer Aktivitäten haben Sie als Freiwillige?
(Dienstpläne, eigene Ideen usw.)

Thema: Kommunikation, Teilhabe

7. Welche Formen des Lernens und der persönlichen Weiterentwicklung bietet die Organisation für Sie als Freiwillige? (Seminare, Erfahrungsaustausch, Supervision...)

Thema: freiwillig bleiben, Angebote der Organisationen

8. Welche Formen der Anerkennung durch die Organisation haben Sie erfahren?

Thema: Anerkennung, Wahrnehmung durch die Organisation

9. Haben Sie selbst einen Ausstieg aus dem Freiwilligenengagement oder eine Unterbrechung erlebt und wie war das? ODER: Haben Sie erlebt, dass jemand aus der Freiwilligenarbeit aussteigt oder sie unterbricht und wie war Ihr Eindruck davon?

Thema: Ausstieg aus der Freiwilligenarbeit

Ausstiegstext

- Danke für das Gespräch
- PFT: Falls Interesse besteht, melden wir uns im Herbst

Forschungsfrage V1: Welche Erwartungen haben Freiwilligenorganisationen an ältere Freiwillige?
Wie gehen Freiwilligenorganisationen mit älteren Freiwilligen um?

Methode: 4 persönliche leitfadengestützte Interviews mit FreiwilligenkoordinatorInnen.

Einleitungstext:

- Es geht um ÄLTERE Freiwillige.
- Ziel: Wie Organisationen besser mit älteren Freiwilligen zusammenarbeiten können
- Rahmen des SLIC Projekts, Ziel: Workshop und Handbuch zu erweitern und zu verbessern -> neues verbessertes Angebot für Ältere zu schaffen
- Vorstellung
- Aufnahme des Interviews
- Dauer: ca. 1 Stunde

Fragen

1. Wie begleiten Sie ältere Freiwillige in Ihrer Organisation?

Thema: guidance, Angebote der Organisation

2. Welche Möglichkeiten zum Lernen und zur persönlichen Weiterentwicklung bieten Sie als Organisation älteren Freiwilligen? (Seminare, Erfahrungsaustausch, Einschulungen, Supervision..)

Thema: Guidance, Angebote der Organisation

3. Welche Möglichkeiten zur Mitgestaltung/Mitsprache für ältere Freiwillige bieten Sie als Organisation?

Thema: Kommunikation, Teilhabe

4. Welche Formen von Anerkennung erfahren ältere Freiwillige in Ihrer Organisation?

Thema: Anerkennung

5. Wie und in welchem Ausmaß kommt Ihre Organisation dem Bedürfnis von (älteren) Freiwilligen nach Gemeinschaft entgegen?

Thema: Angebote der Organisation

a. Was genau macht die Organisation dafür?

- b. Wird etwas von der Organisation angeboten oder organisieren sich die Freiwilligen das selbst?

6. Eine 60-jährige Frau will sich freiwillig engagieren. Was soll diese Frau idealerweise mitbringen?

Thema: Erwartungen

7. Gibt es für die Freiwilligeneinsätze klare Aufgabenprofile und zeitliche Eingrenzungen? Wie sehen diese aus?

Thema: Flexibilität, bedürfnisorientierte Einsatzmöglichkeiten

8. Welche Probleme und Konflikte gibt es bei der Zusammenarbeit von Freiwilligen und hauptamtlichen MitarbeiterInnen und wie wird diesen begegnet?

Thema: Kommunikation, Konflikte

9. Welche Szenarien für den Ausstieg einer freiwilligen Person sind vorgesehen?

Thema: Ausstieg aus der Freiwilligenarbeit

Ausstiegstext

- Danke für das Gespräch!
- PFT: Falls Interesse von erfahrenen älteren FW besteht, am PFT teilzunehmen und dann in weiterer Folge den WS in ihrer Organisation umzusetzen, melden wir uns im Herbst

6 References

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