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**VOLUNTEERS
FOR EVENTS
(V4E)**

Event Volunteers
Training
Guidelines

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1

INTRODUCTION

The Volunteers for Events (V4E) service line is a professional, systematic approach to volunteer mobilization and management for international, national and regional events organized by United Nations Entities and the Member States.

The V4E implementation includes a motivated and trained Core Team of UN Volunteers to handle various substantive, technical and logistical arrangements to ensure successful mobilization and management of Event Volunteers, who are the fundamental piece in the development of any large-scale event.

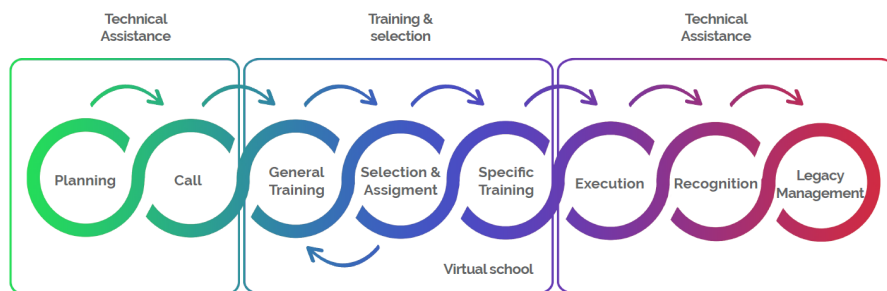
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PURPOSE

The purpose of this document is to guide you as part of the Core Team of UN Volunteers on how to design and deliver the training of Event Volunteers, using concrete examples of training programs delivered in past events that benefited from the V4E model.

As part of the technical assistance offered by the V4E service line, this instrument supports you to select, train and motivate the Event Volunteers who will contribute on the ground to successful event delivery.

Figure 1 /
Cycle of Volunteer Programme for Events



3

Event Volunteers Training Process

When required, the Core Team should be selected and prepared to provide comprehensive and specific training to the Event Volunteers. The training scheme has three objectives:

Figure 2 /
Objectives of the training scheme



There will be a one to two-day on-site training consisting of two components: a comprehensive full-day training focusing on volunteer engagement (objective 1 - Figure 2) and other sessions (mid-day training) covering event-specific content, during which UNV will identify specific people who can undertake a leadership role during the event (objectives 2 and 3 - Figure 2). The volunteers will be trained following the **Cascade Voluntary Training Model**. Volunteer leaders, previously selected, will be trained by the UNV Core Team to train other groups of volunteers until the requested number of skilled volunteers is met. As the dropout factor of volunteers should be considered, more than the actual requested number of volunteers should be trained as a backup (up to a double number). Once the needs of the Event Volunteers have been identified, the specific training will be carried out jointly with the event organizer, in groups according to the volunteers' role during the event.

An e-learning platform (e.g. [Lima 2019 Virtual School](#)) should be considered as a complementary tool to the on-site training, with access to context-specific modules related to the event theme.

4

Training Content Design

The content of the training for Event Volunteers consists of three different components corresponding to the three objectives of the training process outlined in the previous section: volunteer engagement, event-specific content and role-specific content. **The content can be adapted and aligned to the main objective of each training session, as established with the event organizers prior to the training.** In most cases, component one is performed in one session, and components two and three are taught in another session. Training design will depend on the availability of time before the event.

Figure 3 /

Training components



4.1. Volunteer Engagement

The first component, Volunteer Engagement, is framed as the motivational part of the training, which encourages the selected volunteers to successfully support the event. The content is standardized, covering topics on volunteerism, civic engagement, SDGs, inclusion, and cultural awareness, among others. General information about the event and the importance of volunteerism in that context should also be incorporated.

The content helps participants understand the volunteers' role within the country's development process. Thus, the main objective of this training component is to form a social principle linked to sustainable development, human development, environment, gender, and other themes clearly reflected in the SDGs. How volunteering plays an important role in the implementation of the 2030 Agenda is presented with concrete examples, relevant to the context and theme of the event.

Furthermore, this part of the training program includes an evaluation process for the selection of volunteers who will become part of the event. Specific indicators are agreed on for the assessment of the skills and abilities required by both parties: the event organizer and UNV. During this part of the training process, you need to evaluate the profiles of volunteers who could be qualified to serve as possible leaders of volunteers for the event.

Due to the complexity of the events that benefit from the V4E service line, each of the volunteers should know how problems related to development processes should be addressed and how negotiations work within international organizations. This way, they can seek to better understand these processes and their functions.

4.1.1. Content

Now you are about to design the first training component, which will result in the first training session. The main purposes of this session are:

- Event Volunteers gain an understanding of the Global Development Agenda and SDGs;
- Problems of the local community are identified and links to proposals for solutions in each of the SDGs are made;
- Event Volunteers develop a better understanding of the overall framework and the roles of volunteers in the countries' development process and the implementation of the 2030 Agenda, mainly related to the event they will support.

Therefore, this training session should consist of three sections:

1. Introducing the global agendas, while mainly emphasizing the 2030 Agenda and the SDGs;
2. Helping Event Volunteers make linkages between the SDGs and community problems, relating local needs to the global level and considering how local solutions help achieve the SDGs;
3. Encouraging people of all ages to participate through different mechanisms of citizen involvement to contribute to the achievement of the SDGs, starting by volunteering in the event.

4.1.2. Content Example

To support you as the UN Volunteer Core Team in the development of the Volunteer Engagement component content, we will give you an example of the regional project “Jovenes por los ODS” (“Youth for the SDGs”) conducted by UNV in several countries in Latin America. This example contains an introduction to volunteer engagement and motivation with a focus on the 2030 Agenda and the SDGs, supported by several activities. You can use the document as a reference to support the UN Volunteers Core Teams' efforts to develop the content for the Event Volunteers' training engagement session. The training manual for the Youth for the SDGs project is available in English and in Spanish. Feel free to use all your knowledge about training and adapt it to your own needs. Every event is different and has its own requirements.

4.1.3. Process Guide and Steps

To develop your first training session, here are some steps you can follow:

- Step 1: Define the objectives of the full-day training;
- Step 2: Define the central moments (parts) that will drive the full-day training;
- Step 3: Pinpoint the important concepts and topics to be addressed from the Volunteer Program and its associates so that they can be implemented;
- Step 4: Indicate the number of sessions that will be held to reach volunteers needed for the event.

- Step 5: Define the activities that are to be carried out, while taking into consideration the spaces to be used and the time allocated for each activity;
- Step 6: If you are going to need materials for the designing stage, you could find graphic designers who can relate to the social issues in question. You could ask them to put on paper the ideas you have in mind;
- Step 7: Make a list of the materials needed and calculate a budget;
- Step 8: End the meeting and delegate jobs for the full-day training within the teams;
- Step 9: Before the first training day, validate and test your activities and make adjustments and modifications if needed

UNV TIP

Some steps need special attention:

Step 4 / Plan for backup sessions in case you do not meet the amount of volunteers needed.

Step 5 / Time is crucial! Be aware of how much time you will have before planning the whole training. Will you be able to have a full-day session or maybe just a half-day training?

Step 7 / The simpler, the better. Try to think about reusable materials. Remember, we are ambassadors of the SDGs.

4.1.4. Example: Full day Training

The following example of training is drawn from the World Bank and International Monetary Fund Annual Meetings held in Lima in 2015. We hope it will help you to develop the comprehensive full-day training for the Volunteer Engagement session. In this case, the session consisted of an eight-hour day divided into five parts. Each part addressed a certain purpose and enabled Event Volunteers to better understand topics, such as volunteerism and the SDGs, to help them successfully support the event.

Table 1 /

Full-day Training – Lima
WB and IMF Annual
Meetings

NO.	NAME	OBJECTIVE
1	Volunteering for development: Be part of the change	Present the volunteers with key concepts such as volunteering, development, poverty and social inclusion, sustainable development and citizen participation in relation to youth and the implementation of the post-2015 agenda.
2	Special conference or lecture	Explain the direct relevance of the Annual Meetings to the SDGs as well as human development issues.
3	Campaigns for sustainable development	Provide basic tools with which volunteers can design and manage a social campaign, with clear objectives linked to the different SDGs, to engage them in their ability to generate a positive impact on society.

4

Coordinating profiles

Prepare the participants so that they know how their skills correspond to the specific activities they will carry out at the event.

5

Commitment to the SDGs

Commitment to specific actions so that volunteers are the agents of active change in order for the fulfilment of SDGs to be achieved.

The training was delivered four days prior to the event. Sometimes you may need to work against the clock, while other times you may have extra time. In both scenarios, team commitment is crucial.

Table 2 /

Training Day Itinerary
– Lima WB and IMF
Annual Meetings (2015)

TIME	TOPIC
9:00 am - 9:40 am	Admission and registration Dynamics presentation and Ice Breaker
9:40 am - 10:50 am	20 Challenges: Volunteerism for Development
11:05 am - 01:00 pm	Event-related lecture or presentation
01:00 pm - 02:10 pm	Lunch
02:10 pm - 03:30 pm	Campaigns: Sustainable Development Goals
03:30 pm - 03:55 pm	AnnaPur Dynamic
04:00 pm - 05:00 pm	Dynamics based on Profiles
05:00 pm - 05:50 pm	Commitment Presentation of the Volunteer Program Farewell

If you would like to learn more details regarding the activities and methods used, please see the Trainers' Handbook from the event here: (2015 Lima WB and IMF Annual Meetings).

UNV TIP

Every part of the full-day training is important. However, we recommend that you pay special attention to:
 Lecture: Whenever possible, try to find a UN staff member directly related to the event who could give the lecture. This makes volunteers feel important and appreciated.
 Commitment: After a long day of training, full of emotions, the commitment part is the climax. You should design this part as emotively as possible, as this will guarantee volunteer engagement in the next

4.2. Event-specific Training

The second training component, Event-specific Training, is framed as an informative talk. It will introduce the volunteers to the event and its overall framework and should include the event objectives, event process, and volunteer profile.

The informative talk will consist of a presentation developed and held by the Core Team, where the Event Volunteers are given an understanding of the event itself, how it contributes to the development of the SDGs and how volunteering supports it.

4.2.1. Process Guide and Steps

In order to develop the second training component, you could follow these steps:

- **Step 1** Define the objectives of the informative talk;
- **Step 2** Carry out an investigation into the data and the importance of the event taking place at the global level as well as the national level;
- **Step 3** Detail the information that is needed from the UN;
- **Step 4** Develop a presentation with clear and precise information on both topics (United Nations and the event);
- **Step 5** Develop a physical accompaniment with a summary of the content of the presentation and information on how the volunteers and the UN Volunteers Team can contact each other;
- **Step 6** End the meeting and select who will be presenting.

4.2.2. Example: Event-specific Training

The following example of an event-specific training is drawn from the Lima 2019 Pan-American and Parapan-American Games. In this case, volunteers participated in the training according to their areas. Part I was designed to welcome volunteers to the event and made them feel the emotion of being part of the Games. Part II of the training was adapted to the content each area needed to share with the volunteers. Part III had the objective to end with a strong commitment of the volunteer to the Games and the SDGs.

Table 3 /

Event-specific Training
– Lima 2019 Games

GENERAL DESCRIPTION	ACTIVITY	DESCRIPTION
<p>1 15 min</p> <p>Space to generate integration and trust among volunteers and celebrate the interculturality of the Games.</p>	<p>Welcome to the Games</p> <p>Introduction to Lima 2019 context</p> <p>Milcabezas</p>	<p>Reception, welcome and delivery of different countries' flags to volunteers.</p> <p>Workshop presentation and brief explanation of the context of the Lima 2019 Games.</p> <p>A game will be used as an icebreaker between the volunteers and the Games staff (teamwork, communication, active listening, integration and preparation for Part II).</p>
<p>2 45 min</p> <p>Space to reinforce key information on the functional area that will help the performance of volunteers during the Games.</p> <p>Inclusion of information related to UN approaches: Gender, Interculturality, Disability and Protection of children and adolescents.</p>	<p>Game "Tour through the clusters of Lima 2019"</p>	<p>Participants are divided into six groups, and six clusters (stations) will be placed in the room. Each cluster contains very important information that will allow the participants to solve a "Sports Trivia" question. To access the information and solve the trivia, each group must complete the sports challenges (Pan-American and Parapan-American). At the end, the facilitator will carry out a space of reflection with the volunteers.</p>
<p>3 10 min</p> <p>Closing and commitment space for the volunteer through the adoption of the #WHITECARD campaign in the context of the Lima 2019 Games.</p>	<p>White Card</p>	<p>Information about the White Card campaign is shared with the intention of identifying positive actions that a volunteer can undertake during the Lima 2019 games.</p>

4.3. Role-specific Training

For the third training component, Role-specific Training, you need to focus on the roles and tasks volunteers will undertake during their assignment at the event. You should design it with the purpose of dividing the work between the volunteers according to the specific areas that will be developed during the event: e.g., Accreditations, Communications, Event & Catering, Public Relations, Health, Safety, Technology and Transportation (these may change depending on the event and partner request).

This component should be divided into two parts with different objectives for each part. While the first part should consist of a presentation explaining the areas, their objectives and the related volunteers' roles, the next part should explain what the volunteers' diverse

tasks and functions will be during the event. Additional activities such as including volunteers in campaigns, etc. should be considered.

Furthermore, an on-site visit should be added to one of the training sessions to familiarize volunteers with their working environment. It is less effective to show them a slide with a picture of where they will be volunteering than to actually show them the place in person.

It should be noted that within the specific training, further training could be added to fulfill other roles requested for the event, such as the role of monitor leader of volunteers, etc. This training would serve to clarify particular functions and the communication mechanism for those roles.

UNV TIP

Volunteers can access some benefits at the end of the training process and the event, including a certificate of completion, which is particularly useful to young volunteers. That is why keeping track of volunteers' attendance on a virtual platform is very important. Make your best effort to achieve this!

UNV TIP

Role-specific training is fundamental to good development of the volunteer team. Although it might be fundamental, in most cases it is not mandatory to attend. Many volunteers might come from far away or from abroad. In that case, always prepare a backup training session close to the event, as well as event-related virtual material that can be shared via email or social media.

4.3.1. Process Guide and Steps

The development of the Role-specific Training would ideally follow these steps:

- **Step 1** Define specific training objectives (by areas and/or place of work of the volunteer);
- **Step 2** Define the central moments (parts) that will drive the specific training;
- **Step 3** Pinpoint the important concepts and topics to be addressed from the Volunteer Program and its associates so that they can be implemented;
- **Step 4** Meet with coordinators of working areas to consider role-specific expectations;
- **Step 5** Provide the number of sessions to be carried out;
- **Step 6** Define the activities that are to be carried out, taking into consideration the spaces to be used and the time allocated for each activity;
- **Step 7** If you are going to need materials for the designing stage, you could find graphic designers who can relate to the social issues in question. You could ask them to put on paper the ideas you have in mind;
- **Step 8** Make a list of the materials needed and calculate a budget;
- **Step 9** End the meeting and delegate jobs for the specific training within the teams.

UNV TIP

Keep it simple but significant! By this time, you will be very close to the event. You need to transmit this emotion to the volunteers and increase their commitment to the event. So, do not just focus on giving them technical information about their role, but also remind them how important their volunteer participation is to the achievement of the SDGs.

4.3.2. Example: Role-specific Training

The following example of training is drawn from the 2015 Lima WB and IMF Annual Meetings. We hope it helps you to develop the training for the Role-specific Training module. In this case, the training session consisted of three parts. Each part incorporated a specific objective to provide the volunteers with details about their roles and help them orientate to space where they will work, as well as understand protocols, behavior and contingency mechanisms to appropriately support any unexpected events.

Table 4 /
Role-specific Training
– Lima WB and IMF
Annual Meetings (2015)

NO.	NAME	OBJECTIVE
1	Presentation of Areas	Present the objectives of each area to the volunteers for the event. In addition, the roles of the volunteers within each of the areas should be explained.
2	Volunteer Program for the Board of Governors - IMF (VPBG)	Explain the general functions of the volunteers, expected behavior and presentation guidelines for the event.
3	“We live in a world where...” Launching the SDGs	Engage the volunteers in the global campaign to launch the SDGs and emphasize their importance in the process for global sustainable development.

The specific training was developed shortly before the event. During a 20-minute presentation, the team covered the following points:

- Objectives of the Volunteer Program
- Principles of Volunteering
- Profile and Functions of the Volunteer
- Program Team
- Roles of the PVJG Team
- Times and Shifts
- Benefits
- Accreditation Procedure
- Code of Behavior and Clothing
- Frequently Asked Questions

UNV TIP

Invite those responsible for each area to be part of the role-specific training. It is an excellent opportunity to generate connections prior to the event, as ultimately they will be working directly with each other.

**TOOLS**

To ensure a smooth training process and enable the Event Volunteers to fully flourish within their roles, we recommend that you develop different supportive training tools. The creation of such training tools is crucial for the optimal development of the training stages and will serve as a guide for the training team during each session. These tools should be sent to each ForCap and/or UN Event Volunteer prior to training so that the training procedure can be replicated in each area (classroom, auditorium, etc.).

5.1. Trainers' Handbook

This handbook is a tool in which the main concepts and activities within a full-day training are summarized. It explains the objectives of each part of the activities and potential solutions to related questions that may be posed. The handbook provides everyone who will lead the training process with standard knowledge important for trainers to understand before the training sessions, as well as where trainers can find answers for any unforeseen problems or questions .

5.2. Volunteer Handbook

This handbook should be developed so that the volunteers have a tool at hand, which provides a summary of the concepts covered in the training for both the general (first component) and specific trainings (second and third components). In addition, it will also help volunteers to remember important information regarding their duties during the event itself. The handbook also contains information about the importance of volunteering at the event, thus ensuring that the main objective of the Volunteer Program will be kept in mind. For international events, it is always useful to include key phrases in English or other official languages you will be using.

¹ Find the meaning of this term in the Annex - Key terms.

5.3. Guidelines

Full Day Script:

You should create this script to standardize the speeches given by all the trainers during the training dates. Likewise, the dialogues that accompany each activity and presentation should be given to ForCap and/or the UN Event Volunteers. The script should also contain information about assertive forms of communication that should be used by the trainers in case they have to deal with inappropriate behavior from a participant.

Script for specific training:

You should create this with the objective of supporting the Event Volunteers when giving different presentations according to outlined areas: Accreditation, Communication, Event & Catering, Public Relations, Health, Safety, Technology, and Transportation. The script should provide the same accompanying dialogue during the general parts of each presentation. It should also contain information about assertive forms of communication to be used by the trainers in case they have to deal with inappropriate behavior from a participant.

SOMETHING TO REMEMBER

In UN, we work for a world where no one is left behind. Include information in both scripts on assertive ways to talk to and include people with disabilities in a natural way during the trainings, as well as how to treat them properly during the event as part of the volunteer team, the staff or the public.

UNV TIP

Scripts are important, however, remind your team that they do not have to be memorized. They can adapt it in their own style, as every trainer is different and this is what makes the program a very rich experience. Volunteers connect with every trainer.



TRAINERS

In accordance with the planning process, the Volunteer Training Program structures the training process according to the ‘cascade’ training methodology . That is why the selection and training of a group of trainers for full-day training should be considered, which is called ForCaps. A diverse group of people who have a profile that is compatible with the requirements in this phase should be gathered so that they can participate in a full-day training or workshops. The training or workshop goal is to prepare trainers to further teach volunteers key theoretical foundations and skills necessary for the effective engagement of volunteers for the event.

² 1 Trainers’ handbook sample from the 2015 Lima WB and IMF Annual Meeting are available in Spanish here.

Thus, the expected result is the formation of a group of confident and competent trainers with the required knowledge and skills to implement the Event Volunteer training.

Similarly, those selected training volunteers will have to present in various workshops given to possible members of the voluntary body. During the day, group management, dynamism, and leadership skills and abilities should be evaluated along with other qualities necessary to achieve the training objectives of the Volunteer Training Program. After this assessment, those who have the best profile for the position shall be chosen.

After the full-day training or workshop and prior to the first volunteer training, a coordination and preparation session should be held with selected ForCaps, where topics are discussed such as program review and training day materials, group management tips, issuing instructions for activities and learning additional information, such as resources to be used within the training. Logistics requirements are also discussed. Before the training begins, everyone is part of the logistics team!

In the first full-day training, the ForCaps should be paired with UN Volunteers. In the following days, after having gained some experience, the rooms could be led by pairs of ForCaps, one ForCap, and one UN Volunteer, or pairs of UN Volunteers.

Once the process of training the volunteers is complete, the ForCaps are invited to participate in the selection process for the Volunteer Program ForCamp , which involves carrying out an important role in running field activities.

6.1. Creating the Trainer Profiles

Some of the qualities we recommend ForCap and UN trainers have as part of the team include:

- **Confidence:** Due to their constant work in this field, the trainer should be outgoing and flexible under any circumstances;
- **Good listening and communication:** It is very important that the trainer is patient, willing to listen to diverse opinions and able to respond well and effectively to any negative comments;
- **Planning and organizational skills:** The trainer should have experience in organizing and mobilizing groups of people, as well as previous experience in logistical procedures;
- **Ability to motivate others:** It is necessary for the trainer to have the ability to motivate large groups of people to create interest in the topic being discussed.
- **Humbleness:** Sometimes trainers are not going to know everything and they have to recognize this and be able to incorporate the knowledge other people bring to the room.

³ Find the meaning of this term in the Annex Key terms

- **Volunteer spirit:** It is not mandatory, but trainers that are or have been volunteers better understand the importance of volunteers for the event and are able to connect better with the participants. It is always good to have “volunteers training volunteers”.
- **Adaptability:** These types of events demand a huge amount of adaptability. The roles in the team might change under diverse circumstances and everyone that is part of the team needs to embrace new challenges quickly and with a great attitude.

6.2. Trainers’ Workshop

An important part of the training is the trainers who will train the Event Volunteers. It is envisioned that a workshop with elements of the Event Volunteer training will be conducted to test planned activities. Ideally, the workshop consists of three modules spread over four days: 1) Working with volunteers; 2) Volunteer engagement; and 3) Long-term volunteering.

Figure 4 /

Trainers’ workshop – Module 1: Working with volunteers

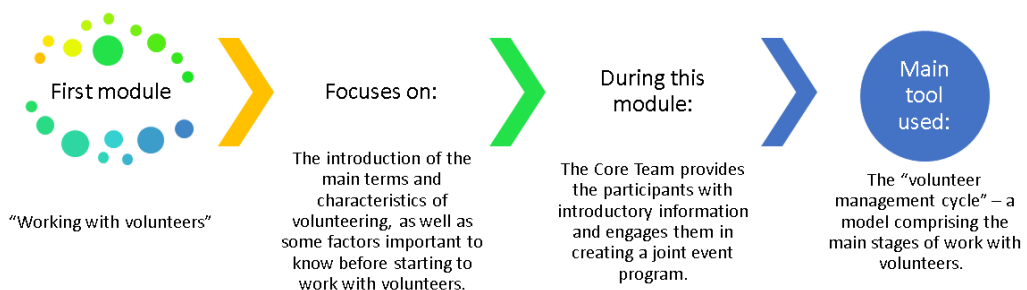
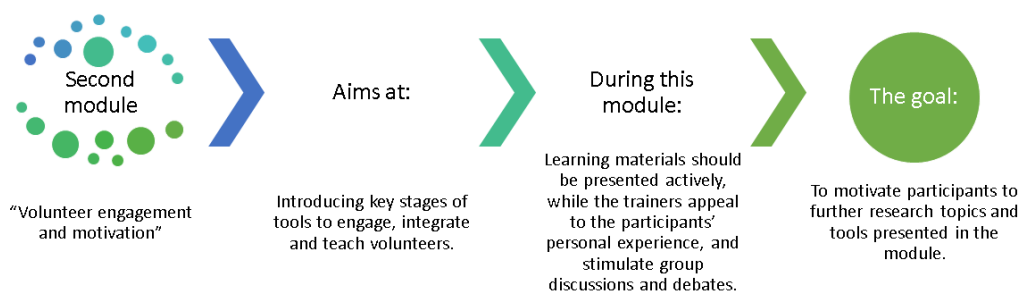


Figure 5 /

Trainers’ workshop – Module 2: Volunteer engagement and motivation



As requests made by participants vary, The Core Team can modify the offered program to leave more time for topics relevant to the participants, including the timing of some activities.

- But remember, regardless of the request made, do not consider changing the order of the modules or omitting material.

Figure 6 /

Trainers' workshop
– Module 3: Event and
role-specific



UNV TIP

After the three modules, consider some time and space where the trainers could practice the activities the Core Team have designed for the training days. Try to find a wide space where noise is allowed. The activities can get really messy with a lot of noise and activity. But don't worry, this means you are doing things right.

6.2.1. Workshop Design

The workshop aims at preparing the trainers to teach and train Event Volunteers on the key theoretical foundations and practical skills necessary for effective engagement in the event. To design the workshop, you need to consider these key objectives:

- Raising competence in key theoretical and practical aspects of volunteering and event volunteer management;
- Providing information about the essence, role and forms of event volunteering and the global and local approaches to engagement, management and motivation of volunteers;
- Introducing global and national best practices, as well as the tools to work with volunteers;

- Forming skills and providing the tools necessary for further high-quality, effective and comprehensible presentation of the workshop educational materials.

Remember to include:



As the participants are expected to have some previous experience in holding workshops as well as excellent language and communication skills, **the workshop does not include the part aimed at practical skills building**. Furthermore, the workshop should be based on the “peer-to-peer” principle, which provides a high level of sharing between the participants and promotes further dissemination of information in the trustworthy environment of the Volunteers for Events service line.

The expected outcome of the workshop is the formation of a group of confident and competent trainers who have the required knowledge and skills to organize a workshop on engaging and coordinating Event Volunteers. After the workshop’s conclusion:

- Comprehensive, accurate and credible information on the essence, role and forms of event volunteering and the global and local approaches to engaging, coordinating and managing volunteers were gained;
- Principles of engaging, coordinating, motivating, communicating and rewarding volunteers were understood; measures to prevent burnout and methods of evaluating volunteers’ work were learned;
- Global and national best practices, tools and approaches to work with volunteers are known;
- Necessary knowledge and competencies required to further high-quality, effective and comprehensible presentation of the workshop educational materials and to evaluate the effectiveness of the training were gained.

UNV TIP

This training for the trainer’s team is essential at the beginning of the program. However, it is important to consider holding more of these trainings during the volunteer training phase of the program if it is going to last for many months, as they provide the trainers with a safe space to share both good and bad experiences and receive advice.

6.2.2. The Workshop's Program

You will plan the workshop program depending on your particular event schedule. Ideally, the workshop consists of three days, with each day covering one of the modules mentioned above.

A typical program of the workshop should look like this:

Table 5/

Workshop program example



UNV TIP

When designing the workshop, there are two things you need to consider:
First / Always try to start the training day with an activity where the whole team can get to know each other and form friendship bonds. End the training workshop with a commitment. Make it significant!
Second / Make time for practice. Trainers need to practice before the first official training day. The more they practice, the more confident they will feel.

6.2.3. Workshop Example

The following example of a trainers' workshop is from the 'Youth Worker'⁴ in Ukraine. It will help you to develop and refine the trainers' workshop to be conducted as part of the V4E service line. It consists of introductions and activities used to prepare, teach and train participants for the training of volunteers.

6.3. Selection

Having previously mentioned the requirements and the workshop that led the Volunteer Program to gather a group of people together to help the United Nations volunteers with the full-day training, it is worth mentioning how the selection process should be conducted.

In effect, the trainers’ workshop can also be seen as a form of testing the full-day training planned for the volunteers. You have the opportunity to test all the activities planned for the volunteers such as: icebreakers, dynamics, presentations on the training process and the benefits of joining the Volunteer Program, an induction to the Sustainable Development Objectives as part of the new 2030 Agenda, and holding debates on current social issues in which participating trainers represent different sectors of society (civil, private and public).

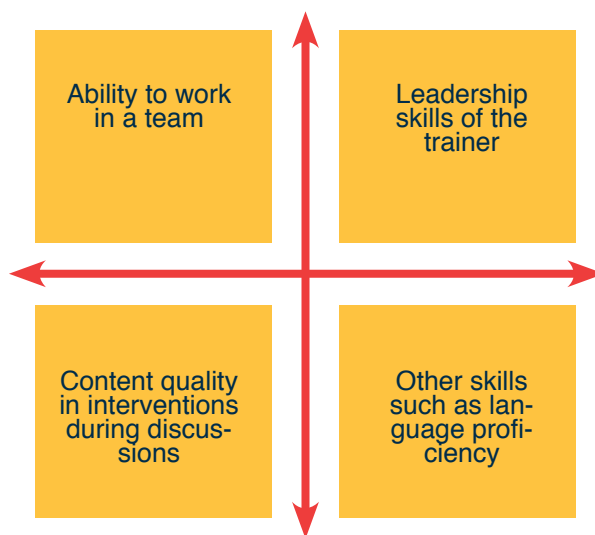
Unlike the planned training days with a group of volunteers, each of the activities and dynamics carried out with the trainers counts towards supplementary induction time. At the end of each activity during the trainers’ workshop, you as the UN Event Volunteer Core Team Members should explain to the trainers what the activity was, what the objectives were, what exploratory procedures were used and tips on how to best manage groups. We recommend you envisage a feedback space at the workshops’ end where the trainers – who have the most training experience – give their impressions, reflections and suggestions on the activities.

As for the selection of the trainers, you need to provide the team with an evaluation form with objective criteria that will be graded on a scale from 1 to 5.

You can consider these criteria:

Figure 7 /

Criteria for the selection of trainers



After this evaluation is carried out by the UN Volunteer Core Team Members, the next step is to cross-check evaluations. To come to an agreement among the UN Volunteer Core Team and avoid possible favoritism, the subjectivity of the evaluation process selection criteria should be agreed on (everyone must understand it perfectly), and the strengths and weaknesses of each candidate should be taken into consideration. That is why it is

⁴ UNDP Ukraine (2014). New “Youth Worker” for new Ukraine. <https://www.ua.undp.org/content/ukraine/en/home/presscenter/articles/2014/12/05/new-youth-worker-for-new-ukraine.html>

important to include some comments about the participants in addition to the evaluation scale grades.

Later, the UN Volunteers will call the volunteer trainers “ForCap” as a shortening of ‘Formadores de Capacitacion’ (Training trainers), to distinguish them from the future ‘Formadores de Campo’ (Camp trainers) called “ForCamp”. Once the event has begun, the ForCamps will take the lead, although extra help is always needed and the ForCaps are invited to continue being part of the team.

UNV TIP

Once you have selected the ForCap team, it is important to sign a commitment or agreement between UNV and the ForCap team members for a minimum number of training dates.

You can invite those who were not selected as ForCaps to be part of the logistics team. People have different skills, but the important thing is that they are motivated and committed enough to be part of the team.

6.4. Roles and Responsibilities of the Trainers

The quantitative and qualitative goals that the Volunteer outlines should be supported by qualified people who will help carry out the full-day training. As for the quantitative objectives, the number of volunteers in a group to be trained may vary. In general, we do not recommend exceeding 30 participants per room of two trainers.

Bigger groups can be managed by very skilled trainers if the space is large enough, but this is not optimal. The training day is a “space” where people who may not know each other meet and find they have many things in common. Thus, you need to create a warm atmosphere and big groups may not contribute to that goal.

The quality of the training should be of the highest standard and fully comply with the proposed methodology. In the interest of ensuring this experience for the volunteer, the ForCap and UNV trainers should not only have the willingness and sensitivity for volunteering, but also experience in group management.

With regard to their responsibilities, the UNV trainers and the ForCaps will oversee the evaluation of the participants during the full-day training. They should classify the volunteers according to their performance and make recommendations to the Volunteer Program, which will then be updated on the virtual platform.

UNV TIP

Depending on how elaborate the participant evaluation criteria is, the ForCaps might need at least one training day to learn how to properly conduct an evaluation. We recommend they do the first evaluation in the company of a UNV trainer.



GENERAL RECOMMENDATIONS

— It is important that the concepts the associates of the Volunteer Program develop during the training process and hope to implement are taken into consideration. This way, the time, dynamics and respective materials are considered so that the information can be developed and taught effectively;

— The specialized conferences or lectures of the associates of the Volunteer Program should be monitored. This ensures that the concepts developed are appropriate and align with the objectives that the Volunteer Program proposes to achieve;

— It is advised that the training dates are communicated through more effective means than email, such as a text message, since, depending on the context, many of the volunteers do not have regular access to the internet. This will reduce the number of absences in the training sessions.

ANNEX 1 / KEY TERMS

Cascade voluntary training system

This model “is a top-down model of professional learning where there is a flow of information from ‘expert’ teachers or trainers to secondary trainers or multipliers at different levels. (...) Secondary trainers receive initial training and skills via a workshop from the expert teachers. These secondary trainers in turn train other trainers on the lower levels (...). This model relies on people to pass on their newly procured understanding and expertise (...)” (Iyer, S. et al., 2018, Cascade Model of Teacher Professional Development: Qualitative Study of the Desirable Characteristics of Secondary Trainer and Role of Primary Trainers. Proceedings of the 26th International Conference on Computers in Education. Philippines: Asia-Pacific Society for Computers in Education.)

Dropout factor of volunteers

In volunteering programs, there are always some factors that affect the final number of volunteers that collaborate with the event. These factors could be time availability, expectations, and economic resources, among others. It is important to consider the dropout factor because it will determine how many volunteers should be trained to achieve the final number of volunteers needed for the event.

ForCap

A ForCap is a volunteer trainer that is part of the UNV team during the training process. He/she usually has leadership qualities, excellent communication skills and passion for the work, which makes him/her an excellent candidate to be part of the event as a ForCamp.

ForCamp

A ForCamp is a volunteer trainer part of the UNV team during the event. In most cases, ForCaps are invited to become ForCamps and work during the event in the field. The advantages are that they already know everything about the event development and at the same time have a connection with the volunteers since they have been their trainers during the previous phase.

Virtual platform

This platform is created for each event and has a section where trainers input information about the assistance of the volunteer and his/her performance. In past events such as COP 23, COP 25 and the PanAmerican Games, the company Vidorf (<http://www.vidorf.com/>) was contracted to develop the virtual platform.

A comprehensive list of external providers is available for your reference in the Market Analysis of the V4E Service Line, conducted in 2018.

ANNEX 2 / Trainers' Decalogue

1. **Prepare** the workshop in advance. During the workshop, have a printed version available that you can check if necessary.
2. **Arrive early** to the room to prepare the materials and to prepare yourself (mentally and physically). Also, take advantage and review the session with the people involved, such as the ForCaps.
3. **Energy!** The best designed and prepared workshop has no effect if the trainer's energy is not adequate. We must smile, stay active, focus on the positive and enjoy. (This is key!)
4. **Distribute the responsibilities and roles** for each section of the sessions. It may be useful to establish signs or keywords between the pair (UNV – ForCaps). This helps to maintain a fluid pace during the workshop and contributes to maintaining a high level of attention.
5. Try to get as **much participation as possible** from each participant. This also applies to moments of reflection. Consider the division of the group into subgroups for certain dynamics where everyone actively participates. Long lines mean few opportunities to participate and possible conflicts. Avoid them!
6. Determine a **time** for each part of the session and, if there are no inconveniences that prevent it, continue with the plan.
7. Bet on **moments of reflection** where knowledge comes from **collective construction**. Facilitate these moments through questions. Avoid giving the answers and turning the reflection into a monologue. Ask the participants to express the experience in their own words.
8. **Show/demonstrate** the exercises yourself or with some of the participants before starting. Make sure everyone is watching when you explain or demonstrate something. Placing the group in a circle works best in these cases.
9. Have "**wild card**" games that guarantee fun. If any part of the session is not working, you can always use one of these games to redirect it.
10. **Positive reinforcement!** All participants of the workshop should receive at least some positive feedback from the facilitator. In this way, participants feel that their work and effort are being valued.

