



Volunteering for a Sustainable World

voww

Result 1:

CODE OF COMPETENCES

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CONTENTS

GLOSSARY.....	2
1. THE DIFFERENCES BETWEEN VARIOUS FAIR-TRADE (FT) ORGANIZATIONS (A1).....	3
1.1 The variation in Fair-Trade umbrella organizations.....	3
2. EXPERIENCES FOR THE DEVELOPMENT OF VOLUNTEERS (A2).....	6
2.1 Current offerings of the umbrella organizations.....	6
2.2 Desired improvements to the current offerings of umbrella organizations.....	7
2.3 Consequences of not changing offering.....	7
2.4 Desk research results for A2.....	8
3. COMPARATIVE STUDY ON VOLUNTEERING COMPETENCES IN EUROPEAN NON-FORMAL EDUCATIONAL PRACTICES IN BELGIUM, ITALY AND SPAIN (A3).....	10
3.1 The current situation within participating Fair-Trade organizations.....	11
3.2 The necessary changes and improvements.....	12
3.3 Guidelines or frameworks for validating skills gained in volunteering used/available in partners' countries.....	12
3.4 Conclusion of A3.....	15
4. THE RELEVANT COMPETENCES OF FT VOLUNTEERS.....	17
4.1 The new and experienced volunteer.....	17
4.2 The perspectives and experiences of current volunteers related to skill development (A4).....	18
5. THE POSITIONS OF FAIR-TRADE VOLUNTEERS.....	22
5.1 The unicorn dream shop.....	22
5.2 Volunteer types.....	23
5.3. Expanded roles.....	24
6. VOLUNTEER RECRUITMENT IN FAIR-TRADE ORGANIZATIONS.....	29
6.1 The volunteer roles in the Fair-Trade Shop in the Recruitment process.....	30
6.2 Recruitment of volunteers in other third sector organizations.....	31
6.3 Recruitment process.....	34
6.4 Good Practice & improvements to recruitment.....	35
7. WELCOMING VOLUNTEERS (A9).....	38
7.1 The welcoming organization.....	39
7.2 Recognizing and valuing volunteering.....	44
7.3 Conclusion.....	45

GLOSSARY

The partners use letters to talk about the different activities/steps of the project.

- **A:** Task to be carried out/document to be completed.
- **C: Training.** A training session that is co-constructed by the partners and sometimes with external speakers.
- **M: Transnational project meeting.** This is a meeting for all the project leaders to strengthen collaboration and discuss the various activities that have to be implemented.
- **R: Result.** What needs to be created at different stages of the project. We have 3 results to achieve (R1, R2, R3).
- **WP: Work package.** It includes several project activities on the same theme.






1. THE DIFFERENCES BETWEEN VARIOUS FAIR-TRADE (FT) ORGANIZATIONS (A1)

Through a survey aimed at our Fair-Trade partners, a map of the organizations has been created, highlighting their similarities and differences.

Core questions for this section:

- Which differences are most important for the project to consider?
- What do the Fair-Trade Shops offer to volunteers?
- What are the stances toward, one-time, episodic and third-party volunteering?
- What are the entry requirements for volunteers?
- What are the organizations’ stances toward flexible organization, one-time – episodic – third party and project volunteers
- What does the VOW project need to cover, what should its contents be to have an impact within the partner organizations and subsequently the shops?

1.1 The variation in Fair-Trade umbrella organizations

 OXFAM Magasins du monde		 OXFAM Intermón
Services Umbrella organization to shops	Services Umbrella organization to shops	Services Umbrella organization to shops
Training new volunteers "discover OMDM"	Training on specific topics (sales, management, products)	Train volunteers
Commercial training (twice a year)	Professional staff support the shop	Provide campaign materials
Trainings on specific topics: sales, management, products, fair trade	Create campaign toolkits and resources	Central recruitment services (website, campaigns)
Coordinate and assist local volunteer teams daily	Internal system for placing orders, managing sales	E-learning platform for new volunteers
Organize democratic events/assemblies		Internal platform for documents
Create campaign toolkits and resources		Monthly newsletter
Coordinate Fair Trade town certification process		Physical annual meeting for sharing experiences and teambuilding
Monthly newsletters: Commercial, campaign, fairtrade towns		Host board of volunteers that advises the board of directors
		Internal system for placing orders, managing sales

Services by shops	Services by shops	Services by shops
Sell products	Sell products	Sell products
Fundraising breakfast once a year		Catering
		Cash and carry for independent shops
Other activities by shops	Other activities by shops	Other activities by shops
Events I.e. donut economy exposition	Events I.e. Fast Fashion Protest	Joining activities of other platforms (ngo's or Fair Trade)
Workshops	Campaigning	Campaign events i.e. Ukraine fundraising, International Fair Trade Day, Fashion Revolution week, Rights of immigrants
Stand on market	Education on Fair Trade & Sustainability in schools	Host three campaigns a year
Host 2 campaigns a year (content created with volunteers)		
Shop products	Shop products	Shop products
Food and beverages	Food & beverages	Sustainable fashion Pyjamas, socks, scarfs, bags
Crafts	Fashion	Food Coffee, chocolate, sugar, teas
Art of the table	Natural cosmetics	Bijouterie
Beauty and well-being	Crafts	Nativity sets
Babies and children's products	Jewelry	Natural cosmetics
Gourds	Books	Educative games
Jewelry		Books
Stationary		Frames and boxes
Jewelry		
Clothing, bags, accessories		
Cleaning products		
Seasonal products		
No-waste line (north product)		
Volunteer demographics	Volunteer demographics	Volunteer demographics
Age: 50/70	Age: 54	Age: >50
Starting age: 63	Starting age: ?	Starting age: >50
% under 35: ?	Gender: 87% female	% under 35: 12%
Gender: 85% female	Level of education: ?	Gender: Mostly female
Level of education: University	Political or religious affiliation: ?	Level of education: University
Political or religious affiliation: Left leaning	Avg. hours committed p/w: 5	Political/ religious affiliation: ?
Avg. hours committed p/w: 1	% under 35: ?	Avg. hours committed p/w: 4
Avg. duration: 7,5 years	Avg. duration: ?	Avg. duration of volunteering: 1/4 leaves first year, others about 4



<p>Most sold categories</p> <ul style="list-style-type: none"> Art of the table Jewelry Leather goods Textile Indoor decoration 	<p>Most sold categories</p> <ul style="list-style-type: none"> Chocolate Coffee Brown sugar Tea Cooking ingredients 	<p>Most sold categories</p> <ul style="list-style-type: none"> Pyjamas Socks Coffee Chocolate Sugar
<p>Volunteer positions</p> <p>"Mouvement" positions</p> <ul style="list-style-type: none"> Coordinators DBB unit (welcoming new volunteers) Team meeting leader Representative in general assembly Representative in regional assembly Secretary 	<p>Volunteer positions</p> <ul style="list-style-type: none"> General store personnel Communications/event staff Educator Product and supplier manager 	<p>Volunteer positions</p> <ul style="list-style-type: none"> Shop coordinator General shop staff Stock management person
<p>Commercial positions</p> <ul style="list-style-type: none"> General shop personnel Shopping window manager Product category manager Store development manager External seller Sorting manager Accounting Relationship manager 	<p>Shop governance roles</p> <ul style="list-style-type: none"> Chair Vice-chair Treasurer Secretary 	<p>Shop governance positions</p> <ul style="list-style-type: none"> Chair Vice-chair Treasurer Secretary Human resources person
<p>Shop governance roles</p> <ul style="list-style-type: none"> President Vice-president Treasurer Board member 		

2. EXPERIENCES FOR THE DEVELOPMENT OF VOLUNTEERS (A2)

2.1 Current offerings of the umbrella organizations

Altromercato

Up until Covid-19 hit, the organization organized training moments for volunteers. Currently Altromercato does not organize any training.

Fundacio Oxfam Intermon

There are no structured offers of resources for training available online for Spanish Fair-Trade volunteers, or at least by FOI. Training is done by the shops themselves. There is an online platform that provides a basic starting learning package about Oxfam Intermon and Fair-Trade.

Oxfam-Magasins du monde

Oxfam-Magasins du monde offers several training opportunities to their volunteers. New volunteers can participate in a “Discover Oxfam-Magasins du monde” one-day training. This day is divided into 4 parts: what is Oxfam-Magasins du monde, what is Fair-Trade, what is the “pathway” of a product, and what is the process of the second-hand clothes in Oxfam-Magasins du monde.

This organization also organize training for their volunteers about:

- Present and sell our products
- Products training (what are the products, who are the partners...)
- Discovering the second-hand clothes processes
- Welcome and train new volunteers
- Discover our pedagogical tools.
- The pedagogical “climate fresk” (<https://climatefresk.org>)
- Discover the Open Food Network (<https://openfoodnetwork.be>)
- The Oxfam Breakfast events, organized every year in November, are also a way for Belgian people to know more about Fair-Trade.

2.2 Desired improvements to the current offerings of umbrella organizations

Altromercato

- Involve volunteers from the beginning, and continuously engage them
- Creating training infrastructure, especially for new volunteers, to develop their competences and knowledge.
- It would be very useful to facilitate experiences for example visiting a producer (in Italy) or organizing online meetings with producers abroad.

Fundacio Oxfam Intermon

- Create a common offering for all Fair-Trade volunteers related to general Fair-Trade concepts and the SDGs.
- This offering should consist of highly visual, accessible, and concise resources.

Oxfam-Magasins du monde

- Tackle the digital divide through more IT coaching, which deals with the resistance to change some volunteers have.
- Reinforce self-confidence for them to be able to give out the Fair-Trade messages. Keep in mind during any development that volunteering should stay a source of fulfillment.

2.3 Consequences of not changing offering

Altromercato

- Difficulties in retaining shop business due to lack volunteer recruitment in all age groups, but especially younger people.
- Fair-Trade organizations often rely on volunteering, many of the cooperatives and associations belonging to Altromercato manage the shops with the support of volunteers (usually "old" volunteers). It is essential to develop new models and new offers to increase the number of volunteers, especially young volunteers, otherwise when current volunteers become too old to run the shops or decide to stop volunteering for different reasons, the Fair-Trade organization will have severe difficulties in getting on with their businesses.

Fundacio Oxfam Intermon

- A loss of strength of the Fair-Trade movement since the main awareness spaces (world shops) will lose the capacity to change consumption habits.
- Also, for the fact of not being able to bring Fair-Trade to schools, universities, street markets, parishes... and not make it visible as an ethical consumption option.

Oxfam-Magasins du monde

- If Fair-Trade organizations do not consider the evolution of society, and how volunteering evolves, there is a risk of not being adapted to society's realities and needs. If organizations do not make regular changes, their development offer might not interest a variety of people.

2.4 Desk research results for A2

Each Fair-Trade partner and RSM were asked to perform desk research to try and find relevant development experiences/resources for volunteers. In total, 35 resources were found. Resources mostly focus on knowledge, specifically on the basics of Fair-Trade i.e. labels, actors, impact, or relating to relevant but more overarching sustainability issues i.e. climate crisis, poverty. Resources introducing the SDGs were also found. In rare cases, the resources focus on building skills, i.e. how to do ethical procurement, skill certification, advocacy skills, or visual merchandising.

- **The Fair-Trade week**

The “Fair-Trade week” is organized every year in Belgium. For ten days, many different activities related to Fair-Trade aim to raise awareness among the community about sustainability issues. Oxfam-Magasins du monde is usually collaborating in this event to propose different activities linked to their campaign of the year.

Target group: Anyone who is interested.

Link: <https://semaineducommerceequitable.be>

- **World Café workshop**

The World Café workshop has been developed by Centre Permanent pour la Citoyenneté et la Participation (CPCP) to introduce Fair-Trade as an alternative to conventional international trade. It is a way to discover the stages of the production chain, the different actors, and the positive impacts of Fair-Trade. This workshop is a way to be informed about sustainable consumption and think critically about today’s consumption.

Target group: Secondary school students

Link: <http://www.cpcp.be/formations/world-cafe>

- **Young Fair-Trade Advocates**

The Fair-Trade Advocacy Office has developed training for young people who wants to gain advocacy skills in the field of Fair-Trade. In the description of the application for this training, it is said that young people will gain “Knowledge and tools to understand sustainable consumption and production, Fair-Trade, supply chains (food, textile, electronics), trade and climate justice, and socially responsible ecological transition ».

Target group: 18-30 years old

Link: <https://fairtrade-advocacy.org/1-individual-applicants-participate-in-the-first-young-Fair-Trade-academy>

- **Belgian Fair-Trade Federation**

The Belgian Fair-Trade Federation offers several online supports to learn more about Fair-Trade. They have created different webinars and one report. All the information about the different training opportunities has been added to the Excel sheet.

Target group: Anyone who is interested

Link: <http://www.bftf.be/fr>

- **Charity retail association**

In the U.K, charity shops are a staple. The charity retail association has created a repository of courses covering a broad range of retail aspects, such as working a register and visual merchandising and unique charity retail aspects such as social media use for charity shops. Their courses focus on a combination of knowledge and skill development. They offer courses for every functional aspect of the organization.

Target group: Retail Charity shop volunteers at every level

Link: <https://charityretaillearning.com/learn>

- **Fairshare**

This e-learning platform promotes itself as being the first dedicated to Fair-Trade. With free modules focusing on introducing Fair-Trade, management and leadership issues, teaching Fair-Trade, and more. The “look and feel” and structure of this platform especially make this an interesting example for something that could be developed in the context of this project. However, the contents are somewhat generic.

Target group: Entrepreneurs, local authorities, students, teachers, and citizens interested in Fair-Trade

Link: <https://fairsharetraining.eu>

- **Vol+**

A program that certifies the skills people develop by participating in voluntary work. It distinguishes 5 levels of development: 1) beginner 2) apprentice 3) competent 4) advanced and 5) expert. It certifies the following competences: Analysis and problem solving, initiative leadership, teamwork, interpersonal communications, planning and organizations, initiative and self-government, flexibility, and innovation. The competency certification process at Vol+ is aligned to the European Guidelines for validating non-formal and informal learning:

<https://www.cedefop.europa.eu/en/publications/4054>

Links: <https://plataformavoluntariado.org/vol-plus/> <https://plataformavoluntariado.org/wp-content/uploads/2022/02/vol-diptico-imprenta-eng-vf.pdf>

3. COMPARATIVE STUDY ON VOLUNTEERING COMPETENCES IN EUROPEAN NON-FORMAL EDUCATIONAL PRACTICES IN BELGIUM, ITALY AND SPAIN (A3)

In this chapter, we will study the validation ecosystem focusing on volunteering in Fair-Trade shops in Europe. The three Fair-Trade partners were invited to provide a complete picture of the state of the art of validation in Fair-Trade at a national level. This activity aims at identifying the following aspects of volunteer skill validation:

- **Validation guidelines** at European and national level
- **Validation methodologies:** general strategical framework to allow validation
- **Validations tools:** tools and procedure to identify, document and assess skills/competences
- **The actions required to promote validation** within Fair-Trade associations and within the volunteers involved in them.

What is validation?

According to CEDEFOP, the validation of learning outcomes is the confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification (Glossary, [CEDEFOP](#)). At the European level the main document is the CEDEFOP publication [European guidelines for validating non-formal and informal learning](#). This document underlines the main steps and quality standards for validation, nevertheless in Europe the Guidelines have been interpreted in many different ways through different projects carried out by public authorities, third sector or for-profit organizations.

The A2 questionnaire

The following information was collected through a questionnaire of 7 questions answered by the Fair-Trade partners of the VOW project from April to June 2022.

Questions about current situation

1. How is the skills validation of volunteer's skills currently handled within your country's Fair-Trade movement (at an umbrella organization- and shop level)? If applicable, what does the skills framework look like?
2. Where do you feel the current policy and offerings on skill validation of volunteers is lacking?



3. Why is it important that changes and improvements are made to policies and offerings? What would be the consequences of not making changes?

Desk research questions

4. Please insert links and data guidelines or frameworks for validating skills gained in volunteering used/available in your country (they could be also part of an EU project). Please insert links and data
5. Which skill frameworks are available to volunteers in your country?
6. Which is the legal framework regulating validation of non-formal and informal competences/skills in your country?
7. Which are the methodologies and tools for skill validation for volunteers available in your country?

3.1 The current situation within participating Fair-Trade organizations

The validation of volunteer skills within partners' country and in Fair-Trade movement

The Belgian partner Oxfam-Magasins du monde has **no skills validation framework** in use. There is a document called "[Plan dynamique des bénévoles](#)" that explains the different roles and the expectations Oxfam-Magasins du monde has for each role. All the volunteers have access to this document, and they are required to read it.

In Italy, the validation of volunteer skills **is not a responsibility of Altromercato**. There is some validation for curricular internships from school or university students but it's not systemic and it's linked to specific agreements with schools and universities.

Same situation in Spain where the validation of **volunteer skills is not officially developed**. There is one validation program in Spain that stems from the [Spanish Volunteer Platform](#), that may prove itself useful for the Fair-Trade movement. There are two regional volunteer platforms that have developed it a little bit with no big success: Aragón and Catalonia.

What is lacking?

The partners agree in saying that **what exists now is more about the expectations related to a position in the volunteering team**. For example, Oxfam-Magasins du monde prefers to talk about valorisation instead of skill validation. Moreover, they consider that "there is no feeling of lack in our current policy about skill validation". In Italy until now the skills acquired in volunteering are considered important only in some cases and many **volunteers engaged in Fair-Trade do not feel the need for recognition** of the skills acquired. **The Spanish partner (FOI) underlines the lack of knowledge about the topic**. It will take time to develop it in the country and it would be more popular



if it were more appreciated by employers for example. The number of certificates issued shows that **the initiative undertaken so far are not very successful in Spain.**

The general idea is that this kind of certification is more useful for young volunteers or for job seekers and less so for seniors and those not seeking employment.

3.2 The necessary changes and improvements

At this stage **Oxfam-Magasins du monde** prefers to work on the valorisation/recognition of volunteers. What is very important to them is that each volunteer clearly knows the tasks that are expected from him/her, this is the preliminary and most important condition. If it is not the case, it could disturb the good organization of the teams. Moreover, validation is not expressed as a need for Oxfam-Magasins du monde's current volunteers

AltroMercato in Italy focuses on the need to involve more young people as volunteers in Fair-Trade. In that case validation would become essential to recognize the service they perform and the skills they learn. In this way, volunteering becomes important for professional growth.

In Spain **Oxfam Intermon** focuses on communication and awareness regarding validation, in order to realize the potential of such suggested validation programs.

3.3 Guidelines or frameworks for validating skills gained in volunteering used/available in partners' countries.

Belgium

There is **no national framework/guideline for validating skills in volunteering in Belgium.** A way to have competencies acquired through volunteering validated would be through the process of "Validation des Compétences". This is a process to make competencies acquired through other experiences than formal education validated by the state, mainly to be able to get a job. This process is not directed to validating competencies acquired through volunteering only.

Other tools developed by private partners and non-profit sector are:

- **CECI**

The non-profit organization ULB - Engagée has created a "Citizen engagement" certificate (CECI). This certificate aims at valorising the engagement of students during their studies. It is composed of theoretical modules online, monthly meetings with other students following the program, and an internship of 150 hours in a non-profit organization. Successful students receive 10 extra-curricular ECTS (the equivalent of 2 courses). This certificate is quite new as it was launched in 2021.

Target group: ULB Students

Link: <https://engagee.ulb.be/ceci/?msclkid=a069523bd06211eca96c08ce7817a4ba>

- **Requapass**

It is an Interreg project (2018-2021) between France and Belgium aiming at better recognizing the competencies acquired through a volunteering experience.

Target group: Volunteers in general

Link: <https://requapass.eu/page-1-0-0.html>

- **Scout Leader Skills**

The scout movement is very active in Belgium. They have created a tool directed to scout leaders to help them determine the different competencies they have acquired through their volunteering and how to use them for personal and professional projects. These competencies are related to soft skills only.

Target group: Scouts leaders

Link: <https://scoutleaderskills.lesscouts.be/fr/home>

Italy

the process of building the National System of Competence Certification started in 2012 and the Decree 13/2013 designed the national and comprehensive system as it covers all the range of qualifications from education, HE, VET and even the ones with legal value.

The institutional authority in charge of the implementation of the system is the National Technical Committee led by the Ministry of Labour and by the Ministry of Education and composed of all the Qualification Authorities. In January 2018, the National Decree concerning the National Qualifications Framework came into force. This Decree published on 8 January 2018 provides the establishment of the National Qualification Framework (NQF) according to the Recommendation on the European Qualification Framework (EQF). It defines a clear common set of descriptors for the eight levels of qualifications by identifying what kind of knowledge, skills. The Decree structures the procedures for referencing every qualification to the Framework through the National EQF Coordination Point established in ANPAL (National Agency for Active Labour Policies) and with the independent evaluation of Inapp. So far in Italy there isn't a common framework for soft skills gained in volunteering.

Other tools developed by private partners and non-profit sector are:

- **Lever Up**

It is a Model that has been created to help people value their soft competencies achieved while doing volunteering and other activities of benefit to the community and society. It has been designed based on the Validation of Prior Learning (VPL) thanks to the experience of the partners participating in the "LEVER project – Modelling informal learning and transversal competencies gained through voluntary experience to increase employment and mobility of citizens".

Target group: all type of volunteers

Link: <http://www.leverproject.eu/>



- **DYVO - Digital technologies for validating young volunteers' competences**

The project contributes to facilitating and innovating the recognition and validation of competences acquired through non-formal and informal learning in the field of youth volunteering. The main aim lies in enhancing young people's employability and social participation as well as the quality of the work done by youth/voluntary organisations.

Target group: youth volunteers

Link: <https://dyvo.eu/en/about/>

Spain

The recognition of the abilities acquired through non-formal and informal learning is done at the regional level. This process began at an institutional level with the Royal Decree 1224/2009, 17th of July 2009, of recognition of the professional skills acquired through work experience ([Real Decreto 1224/2009, de 17 de julio](#)). In the first article of this decree, the requirements and procedures for the recognition and evaluation of the professional competences acquired through non-formal education or work experience are established. The effects of the evaluation and recognition are also included in this decree. This law establishes the requirements to benefit from the recognition of the competences acquired in non-formal education and labor. These requirements are related to age, work experience, education level and nationality. This decree also mentions the creation of an Evaluation and Monitoring Plan to review the quality, efficiency, and impact of these decrees. The plan is intended to be developed by the General State Administration, the autonomous regions and the General Council for the Vocational Training ([Consejo General de la Formación Profesional](#)). Data from the autonomous regions will be used by the General State Administration to develop the plan. Finally, an annual report is planned with possible improvements sent to the General Council for the Vocational Training. There are not specific mechanisms to recognize the skills of volunteer workers at a national level.

Other tools developed by private partners and non-profit sector are:

- **VolPlus**

It is the Spanish Volunteer platform certification program. The validation of volunteer skill has 3 objectives: (1) recognising the impact of volunteering on skills development, (2) to make it visible that voluntary practice promotes learning and the development of professional competencies, (3) improving the employability of volunteers. In order to join the program, the volunteers organization must join the program VOL+ . The program VOL+ has some people (volunteers and professional staff) who are responsible for confirming the skills of the volunteers.

Target: Volunteers

Link: <https://plataformavoluntariado.org/vol-plus/>

- **Reconoce**



It is a specific certification project for young volunteer organizations (Scouts, Don Bosco) and/ or specific for leisure time. 1,512 volunteers are members of the network. 307 competence validation requests processed.

Target: all type of volunteers

Link: <https://reconoce.org/>

● **Talante solidario**

It is an online platform for training and certification of soft skills, aimed at volunteers from social organizations to improve the impact of their solidarity action. It is structured around 10 core competencies with three types of content. To enrol in the online platform, it is a prerequisite to be a volunteer in a social organization, as it is the training in the field that enables the acquisition and development of competences. The social organizations can join the program through an agreement with Talante Solidario. This initiative was developed by the Murcia University. Until 2019, more than 100 people have joined this program.

Target: all type of volunteers

Link: <https://talantesolidario.org/>

3.4 Conclusion of A3

The results of this activity indicate that the Validation of skills gained through volunteering in Fair-Trade movement is still in its beginning. The three organizations interviewed recognize the importance and the value of volunteering, but they do not see the validation process as a priority.

There is a certain reticence by parts of voluntary organizations to present their activities as a personal and professional growth as they think that could reduce the value of gratuitousness and bring volunteering to a trade logic dimension. Another obstacle that makes the certification of competences a difficult process in this context is the excessive bureaucratization of this procedure, often managed in a centralized way by national or regional authorities. The bureaucratization may scare social workers and volunteers, especially in Italy.

Finally, the partners feel that skill validation is a topic reserved for younger and/or job seeking volunteers and less so for those not seeking employment or pensioned, although they are open to seeing this differently.

Starting from the results collected and the discussion held in Rotterdam during the LTTA (C1), we can define the following conclusion:

- *At this stage validation is not a priority for the Fair-Trade organizations. Before this step, it is important to define the profiles and the roles of volunteers. Validation should be considered for future developments.*
- *There is a lack of understanding of what validation would look like within the organizations and for volunteers.*

On the other hand, Fair-Trade organizations claimed that they should attract more young people. Offering validation could be a tool for this aim. The concept used by Fair-Trade organizations is “valorization” that is broader idea of giving value and rewarding the volunteering activity, validation could be an aspect of it. However, none of the Fair-Trade organization has already integrated validation in their valorization approach.



4. THE RELEVANT COMPETENCES OF FT VOLUNTEERS

Within the conducted research activities A1/A4, this topic has mostly been covered by A4. The focus groups organized with current volunteers allowed us to both gain an understanding of which competences were developed during volunteering for FT and which were not – but desired.

During our meeting in Rotterdam (C1), the consortium spent attention toward defining the necessary skills for FT volunteers.

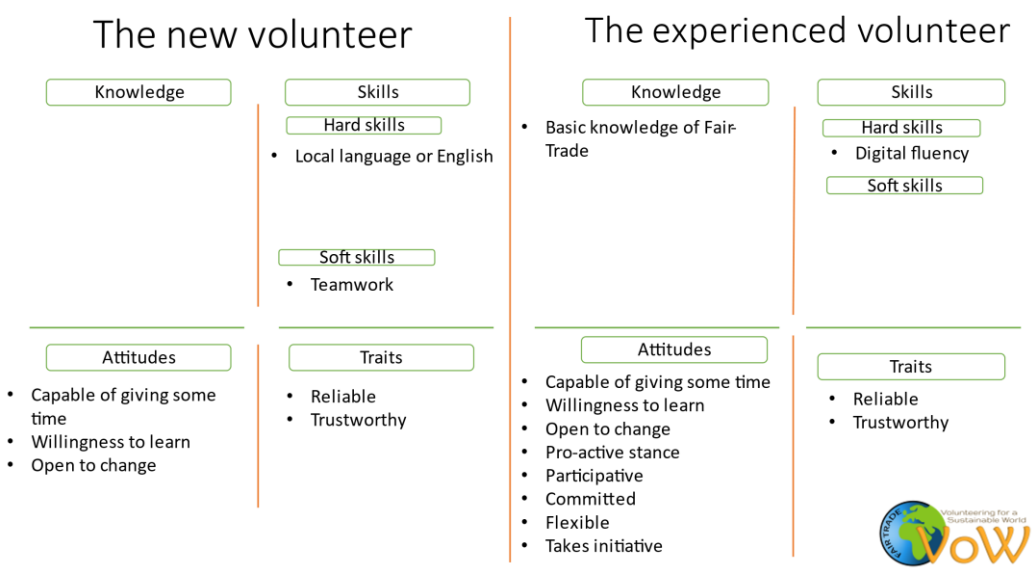
The consortium has agreed upon framing competences according to what is necessary upon becoming a volunteer, and what can be learned during volunteering.

Core questions of the consortium

- What is the starting point: the needs of our organization or the ones of the volunteers?
- What are the requirements implicitly intertwined in the recruitment strategy? How are volunteers currently selected? By their competences or how they can grow?
- What are the basic competences that all volunteers need to have?
- How does the project cover the differences between soft skills and hard skills?
- What is the core element influencing the capability to promote Fair-Trade or not? (tradition, age, political scale)

4.1 The new and experienced volunteer

During the C1 training, the consortium partners created descriptive profiles involving both the minimum requirement and the expected profile of an experienced volunteer.



4.2 The perspectives and experiences of current volunteers related to skill development (A4)

This part of the report was created through group discussions with active volunteers from all three Fair-Trade partners (Altromercato, Oxfam-Magasins du monde, and Fundacio Oxfam Intermon).






These group discussions were conducted through a protocol created by the Rotterdam School of Management team. They covered more topics than on display here, which are less useful for WP1 and possibly useful for other WP's.

On display here, is a list of competences which current volunteers explained they either developed through their volunteer work, feel should be developed more, and the third column represents those competences implied but not directly mentioned by the volunteers.

Skill	Developed	Desired	Deduced
Campaign			
Campaign management skills	✓		
Developing educational projects	✓		
Event management	✓	✗	
Data analysis	✓		
Manage online campaign volunteers			⊖
Shop			
Shop sales skills	✓		
External sales skills		✗	
People coordination	✓	✗	
Coordinate working/project groups			⊖
Cashiering	✓		

Shop operations knowledge	✓		
Constructive dialogue with customers	✓		
Customer (service) skills	✓		
Logistics knowledge	✓		
Didactive skills	✓		
External communication		✗	
Simultaneous organization of traditional and episodic volunteers			⊖
Flexible planning and scheduling			⊖
Onboarding skills, according to desires and aptitude			⊖
Recruitment skills			⊖
Motivating volunteers to become active/sellers/ambassadors			⊖
Ability to adopt new ways of working			⊖
Organize collaborations			⊖
Guide interns			⊖
Fair-Trade			
Production processes knowledge	✓	✗	
Knowledge on the Global south	✓		
Consumption knowledge	✓		
Trade relations knowledge	✓		

Economies/ economic realities knowledge	✓		
Knowledge of cooperatives	✓		
Interpersonal skills			
Acceptance of others	✓		
Autonomy	✓		
Ability to relate to others	✓		
Adaptability	✓		
Problem solving	✓		
Teamwork	✓		⊖
Social skills – with new groups	✓		
Empathy	✓		
Welcoming	✓		⊖
Tolerance	✓		
Creativity	✓		
Communication			
Communicating Fair-Trade	✓	✗	
Arguing for issues	✓		
Sharing knowledge	✓		
Public speaking	✓		
Use appropriate language	✓	✗	

Listening			
Being able to communicate and relate to the life-worlds of both younger and older volunteers			
Speaking to interests of others			
Other			
Digital empowerment			

5. THE POSITIONS OF FAIR-TRADE VOLUNTEERS

During the research of A1, a questionnaire was passed on and interviews with the FT partners were conducted to gain an understanding of the organizational differences between partners.

Main current questions for the consortium:

- Which positions are suitable to be filled by episodic volunteers?
- Which concrete tasks can be made episodic?
- Define some of the entry level positions
- Are positions the starting point? Or is it skills/attitudes?
- Could corporate volunteering be part of volunteering or not?

5.1 The unicorn dream shop

During a C1 workshop, the consortium was asked to think about what ideal shop/team could be, leading to the following positions and connections:



This provisional shop organization is a functional model on which the partners can agree and can be used to talk about the various realities that are seen in shops. It does not reflect the current reality of every shop, nor is it what is expected of shops.

5.2 Volunteer types

Additionally, the consortium has thought about volunteer profiles. This is not the same as concrete positions, but rather types of volunteers, distinguishable by various characteristics.

Two types are distinguished by the **regularity of their contribution**:

Episodic or project volunteer

Contributes when they can, which is not regularly, and often not for extended periods of time. Is motivated regardless. Is often a younger volunteer with a busy agenda.

Regular shifter

A regular, reliable contributor of time. Dependable for picking up shifts for the shop. Often, these volunteers have much free time and are seniors. They make up the bulk of the volunteer pool.

And two more types are distinguished by their **attitude while working in the shop**.

Seller

Is focused on keeping the shop running.

Storyteller

Is focused on bringing across the values of FT.

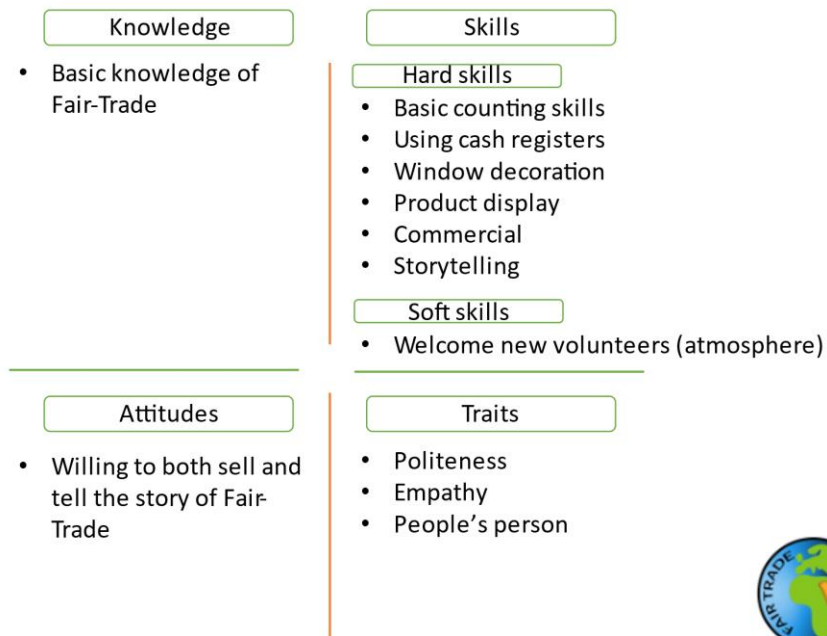
Holistic volunteer

Can combine running the shop and bringing across the values of FT while doing so.

5.3. Expanded roles

Each role that was described as part of the unicorn dream shop, were expanded upon during C1, with a distinction between knowledge, skills (soft and hard), attitudes and traits. The elements in these roles are meant to be viewed as additional to the “new volunteer” and “experienced volunteer” profiles mentioned in 5.2. The resulting profiles are a product of the profiles submitted by the various Fair-Trade partners.

General store personnel



Store coordinator

Knowledge

- In depth knowledge of FairTrade products and processes
- In depth knowledge of Fair-Trade shop
- Needs of the volunteers

Skills

Hard skills

- Problem solving
- Conflict management
- Decision making
- Welcoming volunteers (process)
- Local language

Soft skills

- Organization
- Creating a safe work environment
- Communication with team
- Creativity

Attitudes

- Highly interested in developments of Fair-Trade

Traits

- Decisive



Financial manager

Knowledge

- In depth knowledge of the shop's financial organization
- General Ethical finance knowledge

Skills

Hard skills

- Basic accounting
- Local language
- Financial trend analysis
- Financial forecasting

Soft skills

- Communicating with team
- Highly organized
- Maintain relationship with umbrella

Attitudes

Traits



Product manager

- | | |
|--|--|
| <div style="border: 1px solid green; border-radius: 10px; padding: 5px; text-align: center; margin-bottom: 10px;">Knowledge</div> <ul style="list-style-type: none"> • In-depth Fair-Trade knowledge • Logistical knowledge • Product lifecycle | <div style="border: 1px solid green; border-radius: 10px; padding: 5px; text-align: center; margin-bottom: 10px;">Skills</div> <div style="border: 1px solid green; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Hard skills</div> <ul style="list-style-type: none"> • Software for buying products • Sales trend and forecasting • Local language and English • Commercial <div style="border: 1px solid green; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Soft skills</div> <ul style="list-style-type: none"> • Organization • Decisive • Communicating with team • Listening • Relationship management • Quick response to situations |
| <div style="border: 1px solid green; border-radius: 10px; padding: 5px; text-align: center; margin-bottom: 10px;">Attitudes</div> <ul style="list-style-type: none"> • Highly interested in Fair-Trade developments | <div style="border: 1px solid green; border-radius: 10px; padding: 5px; text-align: center; margin-bottom: 10px;">Traits</div> <ul style="list-style-type: none"> • Decisive |

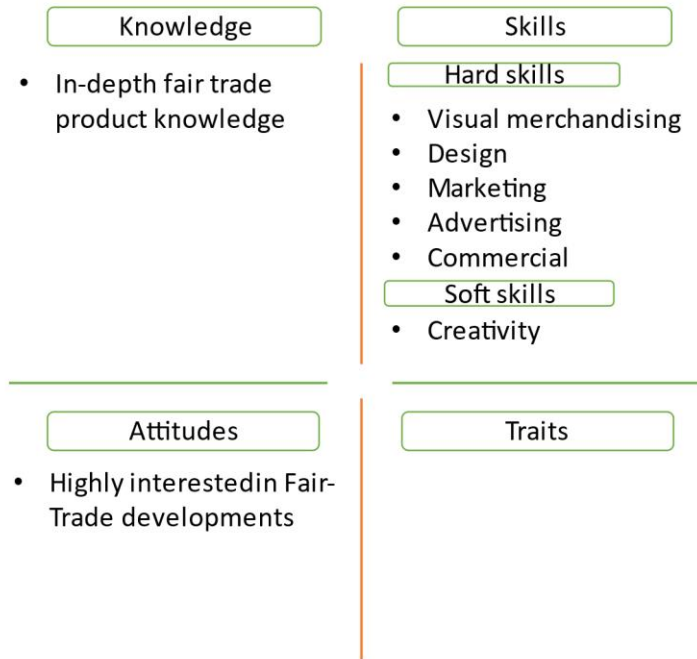


HR-manager

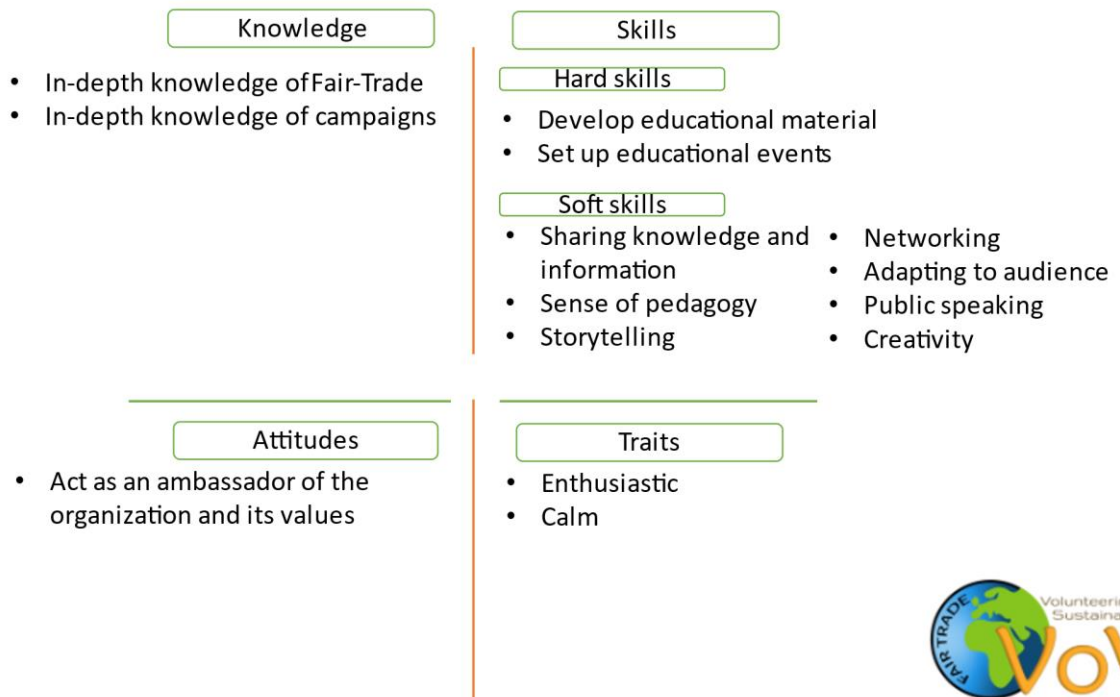
- | | |
|---|--|
| <div style="border: 1px solid green; border-radius: 10px; padding: 5px; text-align: center; margin-bottom: 10px;">Knowledge</div> <ul style="list-style-type: none"> • Needs of volunteers | <div style="border: 1px solid green; border-radius: 10px; padding: 5px; text-align: center; margin-bottom: 10px;">Skills</div> <div style="border: 1px solid green; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Hard skills</div> <ul style="list-style-type: none"> • Local language • Human resources <div style="border: 1px solid green; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Soft skills</div> <ul style="list-style-type: none"> • Listening • Conflict resolution • Understanding people • Problem solving |
| <div style="border: 1px solid green; border-radius: 10px; padding: 5px; text-align: center; margin-bottom: 10px;">Attitudes</div> <ul style="list-style-type: none"> • Openness • Ability to install an atmosphere of trust | <div style="border: 1px solid green; border-radius: 10px; padding: 5px; text-align: center; margin-bottom: 10px;">Traits</div> <ul style="list-style-type: none"> • People person • Patience |



Product manager visual



Educator



Campaign manager

Knowledge

- In-depth knowledge of Fair-Trade
- Aware of existing campaigns

Skills

Hard skills

- Organize events
- Social media

Soft skills

- Creativity
- Networking
- Storytelling

Attitudes

- Highly interested in Fair-Trade developments

Traits

- People person
- Assertiveness
- Curiosity



Communications manager

Knowledge

- In-depth Fair-Trade knowledge
- Awareness of existing campaigns

Skills

Hard skills

- Volunteer recruitment
- Social media
- Content creation
- Visual design
- Branding

Soft skills

- Sharing information/knowledge
- Networking
- Organization
- Creativity

Attitudes

- Openness to the exterior world
- Highly interested in Fair-Trade developments

Traits

- Decisive



6. VOLUNTEER RECRUITMENT IN FAIR-TRADE ORGANIZATIONS

Following the first part of R1, where we have agreed to common and specific volunteer roles in the Fair-Trade Organizations, we are now exploring the volunteer recruitment process.

The present research has focused on one hand, in the recruitment process within the Fair-Trade partners and, on the other hand, the recruitment process in other EU Fair-Trade organizations.

These other EU Fair-Trade organizations come from France, Poland, Germany, Denmark, The Netherlands, and Austria. The common denominator for all of them is that they all work with volunteers.

These are the organizations that have collaborated in this research:

1. [Artisans du Monde](#) (France)
2. Polish Fair-Trade Association and Youth Center (Poland)
3. Wereldwinkel Rotterdam Centrum (The Netherlands)
4. Weltladen (Austria)

In addition, we have asked other kind of Third Sector organizations, (sustainability based, retail based, and economic fairness based) about their process to compare if there are differences in their recruitment processes.

There have been two main characteristics regarding the selection of these non-FT Third Sector Organizations:

1. The type of organization:
 - a. Sustainability.
 - b. Economic fairness.
 - c. Charity retail.
2. The size of the organization in terms of volunteers:
 - a. Less than 20 volunteers.
 - b. More than 20 volunteers.

These organizations, strategic collaborators in this research have been:

1. Belgium: [CNCD 11.11.11](#), [Les Petits Riens](#), and [SOS Faim](#).
2. Italy: Amnesty International Italy
3. Spain: [Koopera](#), [Ola sin plástico](#), [Oiko Credit Euskadi](#) and [Fashion Revolution Euskadi](#).

We would like to give special thanks to the Plataforma de Voluntariado de España, for their help and availability toward this project.

6.1 The volunteer roles in the Fair-Trade Shop in the Recruitment process

Coming from WP1, we have different volunteer roles in the Fair-Trade Sector, and in this stage, we have asked the partners and other FT organizations about these roles.

In general, within FT organizations, there are different recruitment models, and the weight of the actors involved in the process varies from one organization to another.

The two main roles in the recruitment process are the HR Manager and the Store Manager or the Store Coordination team.

We will go into more detail on this topic in the section on recruitment.

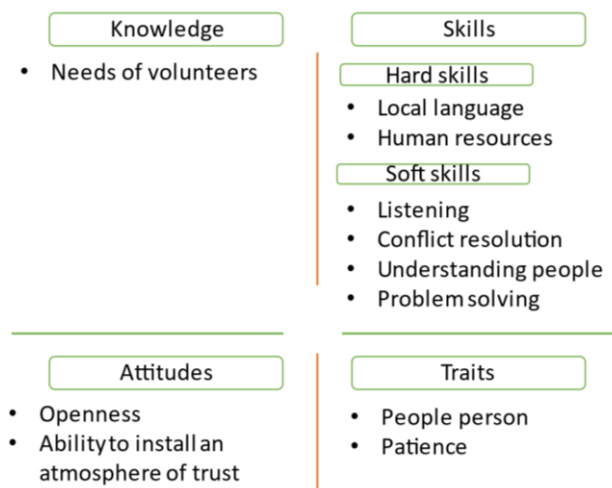
The human resources manager figure plays a fundamental part on the recruitment process; this person can be a one-person role or the store manager who assumes this role, or, even, the store coordination team. These persons are the ones who have the information about what the organization and the shop need and what the volunteer-to-be is looking for.

The agreed definition among the FT partners on this role is:

HR Manager

The HR volunteer has to know, not only the Fair-Trade Sector, the producers involved and how the shop operates, but also the whole recruitment process, from the beginning:

- Knowledge of the specific needs for the shop.
 - This part implies an open and frequent communication with the shop team.
- The tools within the organizations to do it and how to use these tools:
 - How the shop attracts volunteers: Ways and means.
 - How to post a recruitment ad in the platforms the organization uses.
- How to make the first contact with the candidates
- How to do the screening of candidates.
- How to conduct an effective first meeting.
- How to integrate the new volunteer after both parties (volunteer candidate and the volunteer team) agree to work together.



6.2 Recruitment of volunteers in other third sector organizations

The gathering of the information on this part gave this study a similar conclusion as for FT organizations. In other third sector organizations, the roles that are part of the process (HR manager,...) are usually the same. The main difference is the type of role they are looking for.

Depending on the organization and their structure, there are even occasions in which the organizations leave the recruitment of volunteers to their umbrella organization and until the moment of the in person welcoming, they do not have contact with the volunteers.

Tools to attract volunteers

In this area, there are many similarities in the tools used by the different organizations, FT and non-FT. There is a wide range of tools they can use.

Partners of the project have agreed to a classification of the different ways to attract volunteers, consisting in five categories:

	Direct	Indirect
Digital Tools	Direct ways of communication, such as presentation of the volunteering offers in video calls.	Non-direct ways of communication involving digital tools such as ads on web pages or on social media.
Non-digital tools	Direct ways of communication such as talking to clients in the shop, and participating in external events.	Non-direct ways of communication using physical elements, such as posters, flyers, magnets, or aprons.

Indirect-digital tools

- 1. Organization’s website:** The large organizations, usually, have a website where they post the vacancies in the different shops. Some of the small organizations too.

These recruitment ads usually contain the name of the role, the task asked to the volunteer if needed, and the hard and soft skills.

From here, the candidate can send their curriculum via form or via e-mail.

- 2. Newsletter** Newsletters are used to attract volunteers in all types of organizations (large/small, FT/non-FT).
- 3. Other portals:** In the Third Sector, there are specific web portals to post recruitment ads. These portals work in a similar way to a job-search portal, where the candidate create an account and send their interest to the organizations they chose.

Both, large and small, FT and non-FT organizations use these portals.

Some of these portals has volunteer jobs and paid jobs ads.

We have gathered data about these portals in the three Fair-Trade partner's countries, here are some examples:

Italy:

- [Volontari per un giorno](#)
- [Romaltruista](#)

Belgium:

- [La Plateforme Francophone pour le Volontariat](#)
- [Give a day](#)

Spain:

- [Haces Falta](#)
- [Voluncloud](#)

The way to use them as organization is, often, user friendly, meaning the portal will guide the person through the process:

- Create an account as organization.
- With an organization e-mail and all the organization data
- In some portals, we can create an account per team or shop.
- Then come the process to post a recruitment ad.

Once the organization has posted a recruitment ad, the sent candidatures arrive to the organization profile to make the follow up.

4. Social Media:

All types of organizations use different social media to attract new volunteers. The research has found two kinds of ad recruitment:

- General, a call to have more volunteers
- Specific, by role to fulfil

The format used varies depending on the social media used:

- Picture
- Video
- Text
- Mixed: with video and text or video and pictures

The way of contact, if the social media used permits it, we usually find:

- A link to the post to the organization's website
- A DM through that social media
- Via e-mail.

In the Fair-Trade organizations, usually each shop has their social media profiles, and there they post their need to volunteers, to reach out to local followers.

Indirect-non-digital tools

These tools can be used in the Fair-Trade shops as well as in any face-to-face event:

- Via a poster claim or flyers, usually generic.
- The volunteer wearing distinctive gadgets saying they are volunteer, such as magnets, aprons, cards...

Direct digital tools

Online Information sessions

Information sessions organized by the organization's employees to explain the missions of the organization as well as their volunteering program. This type of information session is done online through a video call platform.

Direct non- digital tools

1. Word of mouth:

- Via volunteers talking to their relatives and clients. This is the most successful way to recruit new volunteers.
- In the shop and events with clients
- In a non-formal way and environment with relatives.

This way could be named "volunteer branding", they are proud to be a volunteer so they tell their experience and motivate other people to be a part of the organization.

2. In-person Information sessions

Information sessions, organized by the organization employees to explain the missions of the organization as well as their volunteering program.

3. Special events

The team/shop can organize specific events e.g.:

- Informative talk with testimonies and videos with Fair-Trade snacks
- Organization's Breakfast
- Festive day with a programme of events and performances throughout the day
- Chocolate tasting
- Coffee workshop...

These events are mainly organized by volunteers.



Third Party Involvement

1. Volunteering organization Events:

Specific programs and events managed by volunteering organizations.

2. Associations of newcomers such as asylum seekers and refugees.

3. **University programs:** With specific agreement between the organization and universities, such as developing a communication campaign to attract new volunteers.

4. Corporative volunteering:

Through third party platforms: They have a hub that generates conversation between NGOs and business to offer a volunteer job to their employees. As a part of their Corporate Social Responsibility (CSR).

6.3 Recruitment process

In this area, there is no substantial difference between FT organizations and non-FT organizations, in the procedure.

The common phases:

1. First contact:

There are two ways for the volunteer candidate to make the first approach to the Fair-Trade organization:

- Directly through the shop or team shop (word of mouth) this way leads directly to organizing the first meeting to talk about the person's motivations.
- Via the umbrella organization, website, social media, events...:
 - First contact with the candidate, via e-mail or phone.
 - This first contact is to set up an interview or not, depending on the first conversation with the volunteer-candidate.

2. First meeting:

Aims of this first in-person meeting:

- Collect information to see if our volunteer offers match with the volunteers' expectations.
- Guide them to another task/organization where they may be more useful due to their profile.
- Inform about the organization and the volunteering offers.
- Resolve any doubts they may have.

In this meeting the recruiter, will:

- Present the organization.
- Explore the motivation for volunteering and the specific offer.
- Explain the position to better clarify any doubts.
- Specify their availability and time commitment.

- Explore about their training and experience, skills/abilities.

Close the meeting by explaining the next steps.

3. The Decision:

This decision comes from both parties: the organization and the volunteer-to-be. In this part of the study, we will see from the organization's part and the managing of the next steps.

The criteria to evaluate the candidate will be link to the description of the role. Once the decision is made, there is a called to the volunteer candidate to let them know the answer.

In some organizations, the decision came after a trial period, so the candidate can see if the tasks and commitment required adjust to their expectations. As the same time, the organization can see if the volunteer fits into to the team.

The people involved

There are, in addition to the candidate, different people involve, and here is where we find the most significant differences among the FT organizations.

Even though in every organization the volunteers play a role in the recruitment process, this role is - more or less - leading throughout the process.

The roles involve:

- Paid Staff from the organization.
- Volunteer HR Manager, if the organization has this role.
- Volunteer Store coordinator/volunteer manager/shop coordination team.

6.4 Good Practice & improvements to recruitment

The Fair-Trade partner's organizations have reflected on what they consider best practices in the recruitment process and things to improve in the process.

Italy: Altromercato

There are good practices for two of the organizations within Altromercato: Ex Aequo and La Bottega Solidale.

Good Practices:

In attracting volunteers:

- **Indirect Digital tools:** Social media campaigns, the one called: Fake News:
 - Debunk myths about volunteers in Fair-Trade organizations. Everyone can volunteer. Show different tasks.
 - Ironic tone
 - Inclusion using genderless terms.
- **Direct Non-digital tools:** speaking about the organizations and their work in every meeting, public or in the school.

Things to improve:

- **Indirect Digital tools:** Social media campaigns: technical quality and diffusion of the campaigns.
- The need of procedures that help the organizations especially in the first phase; the attraction of new volunteers.

Belgium: Oxfam-Magasins du monde

Good Practices:

- A flyer/little text on the door saying “The shop is closed today because of a lack of volunteers...” or “We need a volunteer accountant...” for example (worked according to some functions)
- Boosts on Facebook (paid posts)
- Form to fill in on our website.
- Informal collaborations with other non-profit organizations.
- Sign in the streets (like for restaurants)
- Discovering sessions for second-hand clothes sorting brought diverse people and a lot of them wanted to come back again.
- Informal word-of-mouth recruitment by current volunteers
- Some actions/stands presenting volunteering in events (like the annual local Oxfam breakfast)

Things to improve:

- Information session: very few participants, maybe because the promotion was at the same time as the promotion of a big event OMM was doing.
- Actions presenting volunteering in big (musical) festivals.

Mixed results

- Posts on platforms dedicated to the recruitment of volunteers: does not work all the time, depends on the offer.

Spain: Fundació Oxfam Intermón

Good Practices:

- The inclusion of new channels of dissemination of offers to the volunteers, such as social media, with specific campaigns.
- Hacesfalta.com, there is a paid part in this online platform, where you can send a targeted newsletter to their data base that is form by people interested in the Third Sector.
- Volunteer's Attraction Process: make a first screening of the candidates to make sure they know what volunteering with us is, this practice makes more efficient the process for volunteers as well as for the organization.
- The figure of a volunteer HR Manager.
 - Direct contact with the same role volunteers in the different shops/cities.

Things to improve:

- Instruments and criteria to make the follow up to the volunteers.

7. WELCOMING VOLUNTEERS (A9)

This document aims at studying the different conditions and characteristics that Fair-Trade realities must guarantee to welcome, manage and enhance the volunteering experience. The construction of welcoming environments is not an easy task, it requires time, skills, and a clear plan. This report studies the different approaches chosen by the Fair-Trade partner organizations in Spain, Belgium, and Italy. The data has been collected through a questionnaire to Fair-Trade national managers in the three countries. In the case of Italy, where each shop works on different model, few volunteers were also involved in the survey. After that, all the data collected were discussed online (12/12/2022) and face-to-face during the meeting in Rome (18/01/2023).

This report represents a first step in creation of Welcoming organizations. The topic has been approached starting from the following key points:

- Definition of a welcoming organization
- Process
- People involved
- Events
- Training
- On job supporting/tutoring
- Volunteering agreement/introduction of responsibility
- Nondiscrimination policy
- Valorizing volunteers
- Reasons of dropout
- Monitoring tools

7.1 The welcoming organization

The first question we addressed was about the conditions and characteristics that Fair-Trade realities must guarantee in order to:

welcome, manage and enhance
the volunteering experience

Those are also key words and methodological approaches. The volunteering experience is the center of work and in order to improve that, it is important to work on welcoming, managing and development of tools and services for volunteers. This aims to build welcoming environments able to valorize the skills of new volunteers for the Fair-Trade sector and for the third sector in general.

To start to design the key characteristics of a welcoming organization, we should focus on three elements as:

- 1) **PROCESS**: welcoming is an ongoing process
- 2) **COMMUNICATING**: being clear with tasks and expectations
- 3) **LISTENING**: a welcoming organization should take into account volunteer's **skills, desires, and availability**

The welcoming process starts from the '**first contact**'. This is important to ensure the volunteers find their place in the organization and so they can feel that their contribution is valued and appreciated. Every organization has a different procedure but the key elements are:

- 1) **getting to know the volunteer**
- 2) **getting the volunteer to know the organization and their role**

Other important elements are:

- **Warm welcoming**: inviting the new volunteer **to be part of** the meetings, the WhatsApp groups and other informal gatherings such as birthdays celebrations, etc...
- **Welcome pack**: the basic information concerning training, logistical support, and the legal conditions for a volunteer activity.
- **Meeting in the middle**: be able to adapt the volunteering opportunities to the volunteers (open doors principle).

Tools

The most important and effective **tools/actions** the organizations have enforced to support volunteers are:

- **Warm Welcoming**
- **Tutoring**
- **Training**
- **Recognition/valorisation**
- **Feedback**
- **Dedicated area online**

The Selection & Matching Process

“You never get a second chance to make a first impression.”

*A **good match between the volunteers’ skills and expectations and the project requirements** is the most essential key for a successful volunteering job. This requires not only a clear awareness and communication of which skills are needed, but also an intense selection process to find out whether volunteer and project fit together. Often, volunteer placements require special tasks such as teaching that need special training and qualifications. It is the agencies duty to either **select only candidates bringing skills and qualifications** or to provide them with the necessary training.*

*This requires an **individual work description** stating the expectations of the project which should be available to the applicant as well.*

*Responsible agencies should have at least a basic **selection process**, including personal contact with the applicants.*

From [Responsible Volunteering project](#)

This text represents an example that underline the importance of having a clear idea of what the volunteers need to do but at the same time the open doors principle must be guaranteed: everybody is welcome at any time, it is just a matter of finding the best task for everybody. The balance between inclusivity and efficiency is one of the biggest challenges of the volunteering management theory.

Selection

Here in the boxes, we present two examples of selection processes in Spain and Belgium. In Italy it has not been possible because each shop/association has a different procedure and methodology.

Belgium

Welcoming actions: **This process lasts 3 months.**

The process of welcoming new volunteers is described in their welcoming process (intended for volunteers' teams). However, each team adapts this process according to what is more suitable for them.

The more common way to welcome a new volunteer would be:

A volunteer of the team gets in touch to organize a **first meeting** with the candidate.

After the first meeting, **3-month trial/training in the shop.**

The team gives to the new volunteer **the welcoming document**. After the 3-month trial, **these volunteers are officially "active"** volunteers in the team.

Spain

Welcoming actions: **This process lasts a month.**

Support in accessing and filling in the online volunteering form *Reaccionamos platform*, a space that contains all the documentation and information necessary for the performance of volunteering

INSTITUTIONAL Initial training

Explain the composition and functioning of the TEAM

Presentation to the rest of the team both virtually (email, WhatsApp) and in person (e.g. next meeting, shop shift).

Provide the Welcome Pack "**Volunteering, A Safe Space**"

Initial training specific to the post

People involved

Who are the main people involved in the welcoming of new volunteers? There are different kind of profile involved in volunteer management and support. In the list below we report the main roles. Anyway, all the partners stated that the most important relationship is between volunteers themselves.

The other roles, which can be carry out by paid staff or volunteers are:

- HR Manager
- The Technical Officers
- “Volunteer dynamic” subgroup
- Employee
- Volunteers who assist the newly arrived person

Training

Training is a pillar in all volunteering support plan. Here we explain the two examples from Spain and Belgium.

SPAIN

The training program has two pillars:

1. Online course: **Welcome course for new volunteers:**

About Oxfam

About Oxfam Intermón. Essential to know who the organisation is, what it does and how it operates.

About Fair-Trade and the different products sold in our FT shops.

The organisations in the FT shops.

This training course is in an online platform, called **REACCIONAMOS**, where they have access to this training and other information such as the producers’ groups, the products we have and other information regarding the daily work in the FT shops.

2. The “In the Shop” training:

Who: The shift partner

How: There is a Guide that the shift partner must fulfil about how the shop works.

How long: a month

BELGIUM

The training “**Discover Oxfam-Magasins du monde**” is highly recommended for all new volunteers as it explains Oxfam-Magasins du monde’s values, missions, way of working and the Fair-Trade principles.

Every semester, there are a new training agenda with different opportunities for volunteers.

For new volunteers:

Discover Oxfam-Magasins du monde.

For people part of the “volunteer **dynamic**” subgroup:

Different training related to the volunteer cycle are organized (the ones proposed changes every semester):

- Recruitment of volunteers.
- Knowledge transmission.
- Welcoming new volunteers
- Relation management
- Non-violent communication (exterior organization leading this training).
- Present and sell products

Other training opportunities are offered to the volunteers depending on projects. For instance, **the climate fresk** (<https://climatefresk.org>) was proposed (for volunteers and exterior of OMM) last September 2022.

7.2 Recognizing and valuing volunteering

Volunteers don't start because they're expecting a reward but it is important that your organisation or group celebrates and values what the volunteers have done. Acknowledging the contribution made by volunteers shows that your organisation or group appreciates their input and commitment. Doing this can help volunteers feel valued and supported. If volunteers feel appreciated they are more likely to stay with your organisation. It doesn't have to cost a lot but it needs to be regular, personal and not favour a small number of volunteers.

Here some tools to valorize and reward the volunteering effort:

- **annual report** about the volunteers.
- Issuing certification of the fact that they are volunteers or that they have been volunteers.
- Celebrating them the 5th of December
- Including them in all the decision-making process: members of the board, and in general assemblies.
- **sending letters to thank them**
- offering discounts
- Meetings with the CEO
- **Organizing meetings at local and regional level**
- Including them in the construction of campaigns.
- **DOC: [The recognition of volunteers \(OMM\)](#)**

They stay because

This is a list of reasons why they decide to stay in the organization:

- **They believe** in what the organization is doing and that with their contribution, they help to build a fairer world
- They enjoy their volunteering
- They want to fight against inequalities.
- They are loyal to the organization.
- They want to have an impact on poorer countries.
- They feel useful
- They want to stay active after stopping working.
- They want to work in a team sharing the same social values.
- They want to “change” the world.
- They need social contact.
- **They feel they can make a contribution** to making international trade fairer
- They find a **familiar environment** with other volunteers

- They may also have opportunities **to meet people** who are part of producer organizations

They leave because

- For reasons related **to availability**. Personal or professional
- They are too old.
- The volunteering activity is too demanding.
- They do not have time anymore.
- **They do not believe** in the project anymore.
- They suffered from conflicts within the team, with other volunteers or employees of the organization
- They are bored because in some shops, there are few clients.
- Due to tiredness often linked to a repetitive routine
- For other commitments that do not allow to guarantee time for volunteering

7.3 Conclusion

This research allowed us to analyse the structure and the many values that define an organization as a welcoming organization. This research is based on the experience of the three national Fair-Trade organization in Italy, Spain and Belgium. From the data collected, we can say that the most important elements are:

1. Communication

2. Training

3. Valuing

All partners agree in recognizing those three elements as a key factor for inclusive and welcoming organization. Nevertheless, the tools and implementing strategies are different and each partner claims a difficulty to keep volunteers involved and motivated.

Starting from the data and the information collected, partnership should work on the enhancement of the volunteers' experience, collecting tools and reviewing or integrate the ongoing procedure. The research underlines that volunteer could be involved more in the design and planning of tools and services addressed to them. Keeping values as a core drive and design services and tools starting from volunteers' needs, this should be the path to undertake.