

VOLUNTEERS:

Researching Internship Paths for Literacy Organizations



**By Susanne Magyar-Chapriel
For [Literacy Partners of Manitoba](#)
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[Full Document](#) (*xxx KB*)

Funded by the [National Literacy Secretariat](#)

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LPM Volunteer Advisory Council



Youth Advisory Council members (l to r) Courtney Hill, Susanne Magyar- Chapriel (project coordinator), Lindsay Kavalench, Mariana Boukailo, and Tara Maltman.



Volunteer Advisory Council members met at Literacy Partners of Manitoba on several Saturday mornings in the spring of 2000 to discuss and develop various pieces of a new volunteer management program, with specific emphasis on youth volunteers. This photograph was taken in April during National Volunteer week. Council members received journals as thank you gifts.

LITERACY PARTNERS OF MANITOBA

VOLUNTEERS: RESEARCHING INTERNSHIP PATHS FOR LITERACY ORGANIZATIONS

1. INTRODUCTION

2. RECRUITING YOUTH VOLUNTEERS

- LPM strategy for recruiting long and short term volunteers
- Organizing recruiting displays
- LPM Youth Volunteer recruiting poster
- Open House poster
- Special Events Recruiting and Evaluation Form
- Sample of recruiting poster for PGI volunteers
- [Youth Volunteer Application Form](#) and [Skills/Talent Inventory](#)
- Volunteer Opportunities sample poster

3. SCREENING AND INTERVIEWING VOLUNTEERS

- Interviewing potential volunteers
- Interview questions
- Script for checking references
- Script for refusing a volunteer
- Volunteer Screening Checklist

4. ORIENTATION

- [Facilitator's script for conduction orientation](#)
- [Agenda for LPM Orientation](#)
- Sample LPM Orientation Information Package
- [LPM/Volunteer Agreement Form](#)
- Publicity Permission Form
- [Orientation Evaluation Form](#)

5. **LPM VOLUNTEER HANDBOOK**

- This features a brief history of the organization, volunteer management policies and procedures, and emergency information.

6. VOLUNTEER JOB DESCRIPTIONS

- [Administrative Assistant](#)
- [Word Processor](#)
- [Display Coordinator](#)
- [Display Volunteer](#)
- [Internet Researcher](#)
- [Peter Gzowski Golf Tournament Volunteer](#)

- Library technician
- Child Care Volunteer
- Proofreader
- Photographer
- Mascot Performer
- Special Events/Fund raising Coordinator
- Special Events Assistant

7. VOLUNTEER RECOGNITION

- Recommendations from Volunteen Council
- LPM Policy
- "Traveling Trunk" and Order Form
- Letter of Reference Template
- Sample Certificate of Participation

8. VOLUNTEER EVALUATION

- Volunteer Evaluation Form
- Youth Volunteer Self-evaluation Form
- Youth Volunteer Progress Tracking Form
- Volunteer Exit Interview Form

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10. CONSULTATION NOTES

Introduction to Volunteering Project

Literacy Partners of Manitoba's **VolunTeens: Researching Internship Paths for Literacy Organizations Project** began in September 1999 and was completed one year later in the fall of 2000.

We are pleased to report that all of the major objectives of the project proposal were accomplished and are documented in this binder.

The purpose of the project was to develop concrete tools to recruit, screen, retain and recognize youth volunteers and to develop a comprehensive volunteer management plan that literacy programs could use or adapt for themselves.

As a result, we now have a solid infrastructure for youth volunteers to become involved in Literacy Partners of Manitoba activities.

We gratefully acknowledge the generous support of the National Literacy Secretariat for the funding of this project.

We also acknowledge the contributions of our youth advisory council members: Tara Maltman, Mariana Boukailo, Lindsay Kavalench, Courtney Hill, Kiera Panell, Inez Okanovic, their teachers and sponsors, the Transcona Collegiate Youth in Philanthropy group, and all of our new community partners. As well, we thank members of the Manitoba Association of Volunteer Administrators and the Winnipeg Volunteer Centre who provided us insight, advice, resources and samples of their volunteer management tools, for us to consider.

Lastly, we thank Marg Rose (Executive Director of LPM), Jasmin Singh (Development Officer), Judith Hayes (Learner Coordinator), Linda Dubasov (Library Technician), Bonita Cobb (Library Technician), Joyce Kehler (Financial Support) and the LPM Board for their ongoing advice and technical assistance.

A copy of this guide will be posted on the NALD website as a full text document. Your feedback is most welcome. Please send your comments/questions to literacy@magic.mb.ca.

Susanne Magyar-Chapriel
November 18, 2000

LPM Volunteer Advisory Council Members were asked to write a few words about their experience at the end of their project. Here are some excerpts from their reports.

Over the last few months, a group of us representing different schools attended bi-weekly meetings at LPM. They were held on Saturdays when we could all get together. We discussed a lot of issues concerning literacy. We came to understand the problems that many people faced if they couldn't read and write well, and learned about literacy programs that helped improve their lives.

During our orientation, we had a chance to meet and listen to some of these people. The way they talked about how literacy changed their lives was really moving. It gave us the feeling that by volunteering, we could make a difference, big or small.

Another part of the project I enjoyed was planning fund raisers and special events. We were able to come up with some great ideas. I think I speak for all of us when I say we're coming back next year. It doesn't take a lot of time or energy to volunteer, yet it's a worthwhile cause that needs to be addressed.

Courtney Hill
Grade 11, Silver Heights Collegiate

As an LPM youth advisory council volunteer I had the opportunity of working with a wonderful team. The most important part of the experience was meeting the people who have struggled with literacy the mothers, fathers, sons and daughters who never had a chance in a world where communication is critical. I learned that this problem does not discriminate to a particular culture, age, gender or social status.

I also learned and recognize that LPM and other literacy organizations clearly represent hope and a chance of a better life for thousands of Canadians. People struggling with literacy are struggling against meek prospects and an even dire future. I have seen the positive effects literacy programs have on people; the adults we met learners are very courageous to come forward, and more self-reliant than ever before thanks to their instructors and their new literacy skills.

Working on the project enabled me to understand the issues facing these people, and also gave me experience in a real work environment. As part of a team, we designed and edited a poster and recruitment forms, and we researched and developed new ways to honor volunteers. It has been an excellent experience which I will always remember.

Lindsay Kavalench
Grade 10, Silver Heights Collegiate

* * * *

I was fortunate to be involved in Youth Advisory Council throughout the spring. The council consisted of students from around the city. For each of us, this has proven to be a positive and remarkable experience.

We worked on and completed a number of tasks: a new poster, some mascot ideas, volunteer job descriptions and a volunteer hand book. It took great team effort, which thankfully we had.

During our orientation, we listened to members of LPM's Adult Learners Speakers Bureau. We were overcome with emotion after hearing some of the things these people had to endure in their lifetime. We got to see, first hand, the kind of people we are helping by volunteering -they came from a wide variety of age groups and nationalities. I'm glad I had the chance to participate in this project. In the long run, I know that a lot of people will benefit from the work we have done.

Mariana Boukailo

Grade II Miles MacDonnell Collegiate

* * * *

When I first learned about the project I was intrigued because I didn't know a lot about literacy, but I don't think I realized what a positive experience it would be. The first time we met was for orientation. We discussed what "literacy" meant and learned that it's not just about being able to read. It's about understanding what you read, and also being able to write and do mathematics.

We spent some time discussing why some people had trouble learning how to read, write and do math. We came up with a long list of reasons, and learned that there are also many different levels of literacy. We became even more enlightened when we listened to some adult learners. Their presentations impacted me the most, and motivated me to stay committed.

One topic I was very interested in was how LPM and literacy programs were funded. I was surprised to learn how difficult it was to raise money; and that programs had to apply for grants every year. Being the President of the Youth Philanthropy Group at my school, I was shocked to find out the differences between donations given to popular charitable organizations, compared to more local ones. For example, Literacy Partners finds it very toilsome to raise funds because literacy is not necessarily an issue that affects a large population. If someone is fairly literate, it is not something they fear they will lose in the future. (Cancer or heart disease, on the other hand, is something they fear, therefore they donate to organizations dedicated to finding cures.)

We learned that 22% of Canadians have very low reading skills and everyday things like paying utility bills can be difficult or even impossible for these people, so there are a lot of people affected. It is information like this that affected me and makes me delighted to be able to assist any way I can. The council was a wonderful group to work with. I looked forward to going to our meetings even though we met on Saturday mornings. We were able to accomplish a lot, and overall, it was immensely worthwhile. I plan to continue volunteering at LPM next year .

Tara Maltman

Grade 11, Transcona Collegiate

* * * *

Youth Volunteer Recruiting Program

Recruiting volunteers is definitely a year-round activity, but August, September and October are the best months as high school and university students and others who are considering new volunteer opportunities usually do so in the fall, after summer holidays.

For these reasons, and because we are lucky to have International Literacy Day to celebrate on September 8th - it's important to take advantage of the day to promote your organization and to tie-in volunteer recruiting with your activities.

A relatively low cost and simple way to recruit volunteers is to set up a display in a prominent location in your community. This could be at an outdoor event such as a powwow or a community BBQ, or indoors at a shopping mall, bookstore, library or community centre.

Make sure you have friendly, knowledgeable people at your display. Also make sure that your display prominently features the name of your group and its services, and that you have a good supply of program brochures, volunteer job descriptions and volunteer application forms handy for passers-by.

Even if there aren't a great many youth at the event, you may reach them indirectly by talking to their parents, teachers, counselors, or employers!

Another approach is to host an Open House on September 8th, and send letters of invitation to high school teachers, youth group leaders, your local HRDC office and so on.

Posters announcing your Open House (and your volunteer opportunities) could also be designed and distributed a few weeks before, so that those who are looking for volunteer opportunities can make a note to drop by for some information.

Other ideas for volunteer recruiting are:

- Volunteer Fairs at high schools, colleges and universities
- Presentations and networking by staff and members
- Presentations by LPM Learners' Speaker Bureau representatives
- Public Service Announcements (print, radio, TV)
- Volunteer Centre of Winnipeg postings (or rural centres)
- Volunteer Opportunities Exchange postings www.voe-reb.org
- Specific volunteer opportunities faxed/e-mailed to high school contacts
- Posters
- Referrals from staff or LPM members
- Referrals from other volunteers



Click on the small image above to see a full-page version of our Recruitment Poster. (110k)

Recruiting Volunteers for Special Events

Successful recruiting for special events volunteers takes time, careful planning, resourcefulness and strong organizational skills.

1. Give yourself time! The longer lead time you have to recruit volunteers the better. In fact, a minimum of one month's lead time is highly recommended. This will allow you time to determine how many volunteers you need, develop or adapt the necessary job descriptions, develop a poster, letter or notice and have it sent to your most appropriate community contacts, and time to interview and screen those who apply.

2. Make lists! If possible, develop a list of volunteers who are specifically interested in short-term special events volunteer opportunities. Organize this list in terms of their availability (such as Wednesday evenings or weekends only), or by previous volunteer positions they have enjoyed. (You should have this information from their special event volunteer evaluation forms.) By organizing volunteers in different categories (such as child care providers, face painters, fund raisers or Bingo helpers) you can contact these people as soon as you have a date for the event, and quickly determine how many of them can work at your event.

3. Don't be afraid to ask! Spread the word to everyone you know – tutors, learners, community partners, schools etc. As volunteers (new and old) to recruit a few friends or family members to volunteer with them at your next special event. Most people who have connections with your program are happy to help out for a few hours, given enough notice.

4. Be organized and have fun! Make sure your event is well-organized and that volunteers are treated well– this will almost guarantee that they will be back to help you at your next special event.

Template Letter for Potential Volunteer

Date

Name

Address

City, Province.

Postal Code

Dear _____

Thank you for inquiring about volunteer opportunities with our organization!

Enclosed is the Volunteer Application Form I promised you last week, along with a few Literacy Partners of Manitoba brochures for background.

Please fill it out the application form and return it to me (either in the mail, or by fax).

If possible, attach your resume and a covering letter explaining the type of volunteer work you are most interested in, and the amount of time you have to contribute .

(Mention some of the general opportunities here -or add a copy of the most recent volunteer opportunities hand-out to the package.)

Your covering letter, resume and application form will give me the information I'll need to develop a few options for you. We'll discuss these when you come in for your interview. I hope we'll be able to set it up within the next few weeks.

I look forward to hearing back from you soon, and meeting with you later this month .

Sincerely,

Volunteer Coordinator

Hobbies and Interests:

Education/Career Goals:

Previous school or community volunteer experience: (use separate sheet if nec.)

What kind of volunteer jobs interest you at this time:

- Peter Gzowski Golf Tournament for Literacy (prep or on-site help)
- Publicity (newsletters, posters, PSAs, special events)
- Office/computer work
- Public Speaking (High schools, youth groups, etc.)
- Other _____

Why do you want to volunteer with us? _____

How did you hear about Literacy Partners of Manitoba?

Method of Transportation: Transit ___ Family Car ___ Driver's license? _____

If yes, do you have access to a vehicle? _____ Parent/friend who drives?

Are you currently employed? Yes ___ No ___ If yes, hours per week:

Location: _____ Supervisor: _____

Your duties include:

May we contact him/her for a reference? Yes ___ No ___ Phone:

In case of emergency please call:

References: Teacher, Coach, Minister. One reference may be family. Please attach resume.

	Name	Relationship/Organization	Telephone Number
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

I, _____, declare that the information provided is true to the best of my knowledge. I also understand that a criminal record and child abuse registry check as well as reference checks may be required as a condition of volunteering with Literacy Partners of Manitoba, depending on type of volunteer position I accept.

Signature: _____ **Date:** _____

Parent signature (if you are under 18):

Skills and Talent Inventory/Checklist

Please take a few moments to review the following list. Check the skills and talents you currently have and circle the skills you would like to develop through your volunteer experience.

OFFICE and COMPUTER SKILLS:

Internet	_____	Microsoft Office	_____
dBase	_____	DOS	_____
Windows	_____	Microsoft Publisher	_____
Excel	_____	Access	_____
Filing	_____	Reception	_____
Bookkeeping	_____	Record Keeping	_____
Proofreading	_____	Mail-outs	_____

PUBLIC RELATIONS

Writing Letters/Articles	_____	Editing	_____
Writing PSAs	_____	Writing News Releases	_____
Copywriting for Posters	_____	Design Posters/Brochures	_____
Creating Newsletters	_____	Photography	_____
Organizing Displays	_____	Organizing Fundraisers	_____
Organizing Special Events	_____	Photography	_____
Public Speaking	_____	Mascot	_____

What are your top three reasons for volunteering with us? (1 most important).

The opportunity to:

Use existing skills	_____	Develop new skills	_____
Be a team player	_____	Explore career options	_____
Get work experience	_____	Socialize/meet people	_____
Network for contacts	_____	Support the cause	_____
Help people	_____	School credit	_____

Other comments:

Thank you!

Strategy for Interviewing Potential Volunteers

Use these five steps as a guide to interviewing potential volunteers.

1. Review and prepare

- Review the candidate's application and resume - note accomplishments, gaps,
- Prepare a variety of questions to ask them (see next page)

2. Welcome them

- Greet them when they arrive, smile, shake hands, take their coat
- Break the ice by commenting on the weather, traffic, etc
- Offer them a drink (water/coffee/tea)
- Consider using their resume to discuss a mutual area of interest (arts, sports,)
- Lead them to a private office, close the door, say no to telephone interruptions.

3. Conduct the Interview:

- Explain that you'll be taking notes to ensure accurate record of their information
- Review their volunteer job description to refresh their memory
- Ask to see pertinent info: valid driver's license, computer diploma, etc.
- Ask a variety of open-ended questions to get the candidate talking
- Make note of any gaps in information/risk factors*
- Let them know it is all right to pause and think before answering questions (“It isn't always easy recalling incidents that happened a while ago....”)

4. Close the interview:

- Let them ask questions of you. (Helps indicate their level of interest)
- Tell them you will be checking their references before making an offer
- Ask them if they are still interested in the position
- Let them know **when to expect a call** and follow through on that promise
- Thank them for coming in, shake hands, and lead them out of the office.

5. Evaluate:

- Review their responses and determine whether or not to continue screening them. Trust your instincts - make a list of pluses and minuses if you're not sure.
- List potential concerns, and make sure these are addressed in reference checks or during a second interview.
- Determine which references to call and what to ask them. Schedule these ASAP.

*Risk factors/ poor suitability: gaps in history, lots of moves, applicant's location (too far away), choice of references, inconsistencies, gut feeling, prejudiced remarks, values and beliefs different from organization's.

Volunteer Interview Questions:

Here are a variety of questions to get candidates talking about their experiences. If you are interviewing several candidates for the same position, make sure you ask each one the same questions.

*Keep your notes on a separate sheet of paper. Note the questions they **do not** answer.*

1. Tell me about your first job/volunteer experience. How did you get it? What did you do?
2. Did you have a boss or mentor you admired? What did you admire about them?
3. Was there anything you disliked about him or her?
4. What did you learn from working/volunteering there?
5. How did you find out about this volunteer position?
6. What are your top three reasons for wanting this position?
7. How long do you want to volunteer with us? When could you start?
8. What do you know about our organization or program?
9. What do you know about the literacy situation in Winnipeg, Manitoba, Canada?
10. Do you have any previous experience in ___ (special events, computer research, literacy)?
11. What skills, abilities and qualities do you have to contribute to our organization?
12. Tell us about your **best work or volunteer experience** to date:
13. Tell us about your **worst experience**:
14. How would your family or friends describe your personality?
15. How would you describe your work style? Is there anything you would like to improve?
16. If a volunteer- related training opportunity came up, would you be willing to attend for us (we would pay)?
17. We screen all of our volunteers. May we check your references, and would you be willing to get a criminal records check or child abuse registry check done for us?
18. There are a few others interested in this position - why should we choose you?
19. Do you have any questions?

If you are satisfied that the candidate will make a suitable volunteer, you can contact their references for further information. All of this should be documented and kept in the volunteer's file.

If the volunteer will be working with adult learners or handling finances, they must have a Criminal Record Search done through the local police or RCMP, and show proof of the search.

If the volunteer will be working with children, they must submit an application to the Provincial Child Abuse Registry, and again, show proof that they have passed the search. Samples of these forms are included in this section. Refer to the LPM Volunteer Handbook for more information on our screening policy.

Volunteer Reference Check Script

Reference's Name: _____ Phone: _____

Volunteer's Name: _____

Reference Check done by: _____ Date: _____

Hello, this is ___ from Literacy Partners of Manitoba. I am calling to get a reference for _____ . He/she has applied to be one of our _____ volunteers.

Do you have a few minutes right now to answer a few questions? Yes No

If not, when is best to call back? _____

How long have you known him/her _____

How do you know him/her?

- | | | |
|-----------------------------------|---|--|
| <input type="checkbox"/> Employer | <input type="checkbox"/> Volunteer Supervisor | <input type="checkbox"/> Family member |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Coach | <input type="checkbox"/> Friend |

Other _____

What did the candidate do for you?

Were they:

- | | |
|---|--|
| <input type="checkbox"/> able to accomplish their assignments | <input type="checkbox"/> reliable |
| <input type="checkbox"/> punctual | <input type="checkbox"/> friendly, positive outlook |
| <input type="checkbox"/> mature | <input type="checkbox"/> willing to learn new skills |

How did they handle frustrating situations?

Did they ask questions if they were unsure about their assignment?

He/she will be working with _____ (children/youth/adults). Would you recommend them for this type of volunteer work? Why or why not?

Is there anything else you would like to comment on?

Thank you very much for your time.

Suggestions for refusing a potential volunteer:

There are times when you decide a potential candidate is not suitable for your program, either after you meet with them for an interview, or after contacting their references. It is best to notify them of your decision as soon as possible.

Review their application form and the notes you took in the interview. After you have introduced yourself, lead into the conversation by identifying some of their strengths:

"I was impressed by your qualifications in _____
However, there were several well-qualified candidates who applied for the same position, and we've decided to offer the position to someone else."

Or, if it applies, focus on the absence of a match between the candidate's abilities and the specific requirements of the position:

"As you'll recall, one of the most essential requirements of the position was the ability to: _____ Unfortunately, that was one area where we felt you didn't have enough experience. Perhaps you should consider enhancing your skills in this area so that you'll be better qualified for this type of volunteer opportunity in the future."

Explain that there are no openings for them at the present, in the areas they want to volunteer in, and conclude by thanking them for their interest, and wishing them better success with another agency.

LEVEL II -PERSONAL CRIMINAL RECORD CHECK INSTRUCTIONS

Mail-In

Complete boxes # 1-2. [of this Form](#). Attach photocopies of 2 pieces of identification as listed below. Enclose fee and mail to:

Chief of Police Attn: Bureau of Police Records
P.O. box 1680
Winnipeg, MB
R3C 2Z1

Personal Attendance:

1. Attend to: Bureau of Police Records, 4th Floor
 Public Safety Building
 151 Princess St.
 Monday -Friday 08:30 a.m. to 4:15 p.m.

2. Bring: 2 Pieces of Identification
 Require full name. birth name and other names used, date
 of birth, sample of signature. i.e.: Driver's License, Birth
 Certificate preferred. Passport, Immigration documents.
 No credit cards.

3. Effective 00 01 01 Fee for Personal Record Search \$12.50 (GST N/A)
 Fee for Criminal Record Transcript \$25.00 (GST N/A)

 Types of payment accepted: Cash, Postal Money Order ,
 Certified Cheques. Personal Cheques -2 Week Holding
 Period until cheque clears bank. Make payable to: City of
 Winnipeg

Note: [Winnipeg Police Service](#) only provides a subject with those convictions recorded in our internal record system. A subject who has been charged and convicted in other police jurisdictions may apply to the Individual police forces or to RCMP Ottawa to obtain their criminal record. Note: Convictions not supported by fingerprints are not recorded in the National Repository.

How to obtain a Criminal Record History from the National Repository in Ottawa:

Forward a set of fingerprints, along with Privacy Act form and service fee of \$26.75 (GST Included) to the National Repository, Ottawa. Certificate of Record will be mailed to the subject's residence in approximately six to eight weeks.

A set of fingerprints may be obtained through the Winnipeg Police Service or a private agency.

'00 01 01 Fee \$45.00 (GST included) Pay fee at cashier's wicket. Main Fir, Public
Attend to: Safety Bldg Identification Unit. Main Fir, Public Safety Building
Monday -Friday 8:00 a.m. to 12 Noon only

**GUIDELINES FOR THE COMPLETING THE PROVINCIAL CHILD ABUSE REGISTRY
APPLICATION FORM FOR PERSONAL ACCESS**

The following GUIDELINES may assist you with the completion of the Child Abuse Registry (CAR) application [form](#). If either yourself or the Commissioner for Oaths or a Notary Public have any questions regarding the above procedures, please contact the Child Abuse Registry by telephone at (204) 945-6964.

(I) YOUR INSTRUCTION for completing the Child Abuse Registry Application form

1. You should COMPLETE **SECTION B** of the form FIRST.
2. You should either
 - (a) ATTEND our office at Suite 201 -114 Garry Street, Winnipeg, Manitoba. You must bring two forms of identification with you (such as a valid driver's licence, birth certificate, social insurance card, Manitoba Health card, Treaty Card/Registration, etc.)
 - OR:**
 - (b) MAIL your application to the : 201 - 114 Garry Street
Winnipeg, Manitoba, CANADA R3C 4V5
Phone: (204) 945-6967
Fax: (204) 948-2949

If you are **mailing** your application, please ensure that the following documents are forwarded WITH YOUR APPLICATION:

- (1) attach the Child Abuse Registry application form
- (2) attach the photocopied identification (which was verified/notarized as described in the "Instructions for the Commissioner for Oaths or a Notary Public" below; and
- (3) provide a self-addressed stamped envelope.

Please note that the self-addressed stamped envelope is REQUIRED so that your application is processed in a more timely manner. Due to volume, we are not able to track received or returned applications. Therefore, we suggest that you keep a photocopy of your completed application form and notarized identification documents. Upon our office completing the required check against CAR, we will mail the completed form(s) to you USING YOUR SELF-ADDRESSED STAMPED ENVELOPE. As well, you should allow TWO TO THREE WEEKS turnaround time for the mailing/processing of checks.

Please note that the application form will be returned if your application is not complete and your identification has not been verified; this will result in unnecessary delays.

(II) INSTRUCTION for the Commissioner for the Oaths or a Notary Public for completing the Child Abuse Registry Application form

1. The Applicant has the responsibility to ensure that he/she produces the ORIGINALS of TWO FORMS OF IDENTIFICATION along with a photocopy of these same documents.
2. As a Commissioner for Oaths or a Notary Public, you must witness the applicant's signature and ensure that the COPY and the ORIGINAL identification documents are IDENTICAL. Then check the following TWO PIECES OF IDENTIFICATION against the Application form:
 - **DRIVER'S LICENCE FOR:**
 - SIGNATURE ON LICENCE AGAINST SIGNATURE ON FORM
 - DRIVER'S LICENCE NUMBER
 - BIRTH DATE
 - SPELLING OF LAST NAME, OTHER NAMES (i.e., maiden names, middle names, etc.)
 - PHOTOGRAPH
 - VALID LICENCE -check the expiry date on the 3 part form
 - **BIRTH CERTIFICATE FOR:**
 - CORRECT BIRTH NAME AND DATE
 - ENSURE MAIDEN NAME IS LISTED ON THE APPLICATION FORM
 - CHECK **SOCIAL INSURANCE NUMBER**
 - CHECK **MANITOBA HEALTH NUMBER**
3. After the signature of the applicant has been witnessed, the Commissioner for Oaths or a Notary Public should:
 1. stamp or Write "Commissioner for Oaths" or a "Notary Public" on the photocopied identification document
 2. if applicable, provide the expiry date of your Commission's Commission on the photocopied identification document and
 3. sign the photocopied identification document.

WHERE TO FIND A COMMISSIONER FOR OATHS

You can usually find a Commissioner for Oaths in the offices of:

- Real Estate Agents
- General Insurance Agents
- Professional Accountants
- Rural Post Offices
- Municipal Offices
- High School Principals (usually in Winnipeg only)
- Police Officers

You should call the Commissioner for Oaths first to make an appointment. The Commissioner for Oaths may charge a reasonable fee for providing their service.

WHERE TO FIND A NOTARY PUBLIC

You can usually find a Notary Public in a law office.

NEW VOLUNTEER SCREENING CHECKLIST

Applicant: _____ Home Phone: _____

(School/group): _____ Volunteer Position: _____

SCREENING DEVICE	DOCUMENT ON FILE	DATE COMPLETED	INITIAL	COMMENTS
Application Form				
Resume				
Personal Interview				
Reference checks: #1 #2				
Valid Driver's license				
Driver's record check				
Police record check				
Child abuse record check				
Probation period				
Orientation				
Signed Volunteer Agreement				
Job Description provided				

Volunteer Agreement

This agreement has been drawn up to indicate the seriousness with which we treat our volunteers, to assure you of our deep appreciation for your services, and to indicate our commitment to doing the best we can to make your volunteer experience with us a productive and rewarding one.

LITERACY PARTNERS OF MANITOBA

We, Literacy Partners of Manitoba (LPM), agree to accept the service of _____, beginning _____ and we commit to the following:

1. To provide you with adequate information, training, assistance and supervision so that you will be able to meet the responsibilities of your volunteer position.
2. To meet with you regularly to discuss the work you are doing to ensure that we are both satisfied with the type, quality and quantity of work, or find ways to make improvements.
3. To respect your skills, dignity and individuality, and to do our best to adjust to these individual requirements.
4. To listen to any comments you offer, regarding ways in which we might better achieve our goals.
5. To treat you as an equal partner with staff, jointly responsible for accomplishing LPM's mission.

VOLUNTEER

I, _____, agree to serve as an LMP volunteer and commit to the following:

1. To act professionally at all times, and perform my volunteer duties to the best of my ability.
2. To follow LPM rules and procedures, including record keeping requirements, and respecting the confidentiality of our organization's operations and its clients.
3. To arrive for and work my shifts as agreed on, or to provide adequate notice should an emergency arise. This is out of respect for the staff members who rely on my contribution; to allow them to make alternate arrangements for my work to be completed.

AGREED TO:

Volunteer _____ **LPM Representative:** _____
Date: _____ **Date:** _____

Welcome Aboard!

Youth Volunteer & Parent's Publicity Permission Form

Dear Youth Volunteer and Parent/Guardian:

As part of our records, we ask that each of you read and complete the following form and return it to our office:

Youth Volunteer:

I, _____, consent to use of my name and photograph to be used for publicity and promotion purposes by Literacy Partners of Manitoba, and I waive all claims for compensation for such use or for damages.

Signature: _____ Date: _____

Parent/Guardian of Volunteer Under age 18

I, _____, consent to the use my son/daughter's name and photograph to be used for publicity and promotion purposes by Literacy Partners of Manitoba, and I waive all claims for compensation for such use, or for damages.

Signature: _____ Date: _____

Date received by LPM:

*Please return this form to Literacy Partners of Manitoba
Thank You.*

Facilitator's Guide to Orientation of New Volunteers

Materials:

- **One LPM Information Kit per person**
- **One LPM Volunteer Handbook per person**
- **"Investing in Literacy" LPM video**
- **A Learner Speaker from LPM Speaker's Bureau**
- **Orientation Evaluation form**
- **Flip chart or white board and appropriate pens**

Background notes for Volunteer Orientation (approx 3 hours)

1. **Welcome and Introductions** (10 min.)

Hosted by Volunteer Coordinator (or other staff, possibly a **youth volunteer**) Most volunteers have been screened and interviewed by this point, and are therefore quite familiar with LPM. However, some potential volunteers* might be invited to attend orientation to learn more about the organization, and find out about volunteer opportunities.

Everyone receives an **LPM Information Kit** which contains the following:

- "Literacy Matters" by Peter Calamai	Volunteer Handbook
LPM brochures, handouts, bookmark	NALD brochure
Write On! Newsletter	Orientation Evaluation form
Pen and paper	*Application for new volunteers

2. **"Now and Then" Ice Breaker:** (15 min.)

Volunteers introduce themselves (name/school/program/interests) and briefly recall their earliest reading memories and what type of reading they enjoy now.

3. **Group Discussion on Literacy** (30 min.) **(Record on flip chart or white board)**

Question 1. What's your definition of literacy?

Ability to read and write, comprehension, computers, literacy is power, literacy is information

Question 2. Why do some people have difficulty with reading, writing and math?

Learning disabilities, physical disabilities, mental disabilities, poverty, hunger, moving often, unstable home life, little support for school from parents, parents with low literacy skills so unable to help children, rural or northern location - less access to schools or books, more important to help at home with younger siblings or help on family farm, quit school because it was too hard, boring, or to get a pay check instead, teen pregnancy, unable to fit in at school, new to Canada - English not first language

Question 3. What % of Canadians: (answers must add up to 100%).

Can read? _____% Can't read? _____% Basic reading skills _____%

Question 4. Are strong literacy skills essential today? Why?

We are an information-based society, so without strong literacy skills a person is unable to access all the information available, and must rely on other sources of information (friends, family, television or radio).

4. Getting the Facts:

Literacy is a relatively new issue. Twenty-five years ago, there were very few organizations in Canada concerned with literacy, and in general, literacy as an issue, was unknown, unresearched and unrecognized.

With one of the world's most expensive education systems, Canadians had long assumed that adults with low literacy skills was a problem that existed elsewhere - in the Third World or in American inner-city ghettos.

In 1987, Southam Newspapers spent \$295,000 on a national test which found that one in four Canadian adults had serious literacy problems. The title of the report was "Broken Words - Why 5 Million Canadians Can't Read."

The Southam project was followed up by two larger, much costlier surveys done by Statistics Canada (including the International Adult Literacy Survey or IALS) which confirmed what the Southam survey had reported, and which eventually concluded that as many as 48% of Canadian adults have literacy or reading problems.

(This can be left out)

Some of the conclusions from the most recent surveys* are:

- 40% of Canadians aged 16-65 have low literacy skills
- 20% of recent high school graduates have literacy skills too low for entry level jobs
- 80% of Canadians over 65 have low literacy skills (due to atrophy through underuse or to the fact that high school was discretionary for most)
- 59% of immigrants have low literacy skills vs 45 percent of Canadians but 22% of immigrants have high literacy skills vs 19% of Canadians

The Southam and subsequent surveys led the government to establish the National Literacy Secretariat, which helped established literacy branches and programs in every province and territory, as well as provincial coalitions like "LPM". The NLS continues to provide us with core funding, as well as funding for pilot projects, conferences, resources and so on, and there are currently about 100 adult and family literacy programs running in Manitoba.

The current official IALS definition of literacy encompasses more than just reading writing skills:

Literacy is the ability to understand and employ printed information in daily activities, at home, at work, and in the community - to achieve goals, and to develop one's knowledge and potential.

5. **"Investing in Literacy" video** (10 minutes) - explains LPM's role and operations and introduces some Manitoba statistics.
6. **Presentation by an Adult Learner** (10 min.) (**Judith Hayes, our Learner Speaker's Bureau Coordinator can arrange.**)
7. **Tour of LPM Office and Resource Centre:** The main area features Jasmin's desk (reception), the Resource Centre, Linda's office, the coat closet and our supply cabinets. Our collection of 5,000 resources include: tutor materials, learner writings, GED materials, family literacy information, videos, audio-cassette/book sets, and much more.

We also have some additional office space next door, where we have more supplies, as well as our Executive Director's office and Financial Officer's desk.

Our coffee/lunch room is located next door in Employment Projects of Winnipeg, while men's and women's washrooms are down the hall.

8. **Volunteer Handbook:**

The LPM Volunteer Handbook has been prepared to answer some of the most frequently asked questions volunteers have. There's quite a lot of information in the policies and procedures section which we would like you to read over and be familiar with.

Three points I would like to stress:

1. We come to rely on our volunteers as much as we do staff members, so we ask that you call us if something comes up and you are unable to make your shift.
2. We want you to enjoy working here with us, so if anything comes up that troubles you - please come and talk to us as soon as possible so that we can change or improve things to help you out!
3. We provide bus tickets for those of you who come by bus, and we reimburse drivers for their parking costs - provided you hand in the receipts and fill out an expense form.

The handbook also outlines a variety of volunteer opportunities we offer - take some time to look them over. Perhaps there's something new in there you'd like to try!

9. **Questions, Wrap-up and Evaluations**

Does anyone have any questions? (If it is getting late, ask those with questions to stay behind.) Thank you for coming today. Please fill out the evaluation form in your Information Kit and leave it on the table.

Thank you and see you soon!

*******Please note that this orientation is for long-term volunteers only.**

In my experience, short term volunteers – ie: people helping at special events -- need a much briefer orientation. I usually screen and interview them as far ahead of the event as possible, to make sure we will have enough volunteers. Then I meet with them (as a group if possible) for a group orientation to LPM and the event. I make sure they receive an LPM brochure, and give them some background information on our programs (adult and family literacy), the number of programs etc.

For PGI volunteers, I also provide a brief history of the PGI, and talk about the golf tournament's format, hours, and special events, such as entertainment/snacks on the course, and the photographer and Poet Laureate roaming around.

I also cover the benefits of volunteering: ie: that they can enjoy breakfast/lunch or snacks, and that they will be receiving a t-shirt or PGI goodie bag for volunteering. I remind them of their shift commitment (hours), and remind them to come dressed appropriately for the weather and the golf course (no jeans). Lastly, I remind them that they are not allowed to consume alcoholic beverages while volunteering, and that we will have many corporate sponsors golfing that day, so please ensure that they act appropriately at all times.

VOLUNTEERS ORIENTATION AGENDA

1. Welcome and Introductions

2. Group discussion:

Now and Then” Ice breaker:

What’s your definition of literacy?

Why do some teens or adults have difficulty with reading, writing and math?

What percentage of Canadians are

- unable to read _____

- have limited or basic reading skills _____

- have strong literacy skills _____

(Choose numbers that add up to 100%).

Are strong literacy skills essential in today’s society? Why?

Setting the Facts straight:

Review fact sheet provided in orientation kit

3. LPM Video and Presentation by an Adult Learner (when possible)

4. Tour of LPM Office and Resource Centre - coffee room, washrooms

5. Questions

6. Wrap - up and Evaluations

LPM Orientation Session Evaluation

Date: _____ Session Leader: _____

1. The agenda was presented to us and was followed:

yes

no

comments: _____

2. Group discussions were well led and facilitated:

yes

no

comments: _____

3. What I found most useful was:

4. What I enjoyed the most was:

5. What could have been left out was:

6. My suggestions for improving the orientation are:

Thank you for completing this evaluation.

**SPECIAL EVENT
VOLUNTEER ASSIGNMENT FORM**

Please complete this form when requesting volunteers for your special event, so that we can forward the information to the volunteers we recruit.

Special Event: _____ Request date: _____

Contact Person: _____ Phone: _____

Brief description/purpose of event: _____

Event's location (address, phone number, transit/parking info, entrance to use, etc):

Date and hours volunteer is needed: _____

Event Supervisor and Phone Number: _____

(please include an after-hours phone number in case of emergency)

Volunteer Job Description is attached: Yes No

Comments:

Orientation will be provided by _____

on (date, time, location): _____

*Please return this form to LPM by fax.
Thank you.*

Special Event Evaluation Form

Please take a few moments to tell us about your recent volunteer experience with LPM.

Event: _____

Date _____ Hours: _____

Position or Duties: _____ Supervisor: _____

1. I was given adequate information and orientation about the event prior to volunteering: Yes No

2. I felt welcomed when I arrived: Yes No

3. My assignment was what I expected: Yes No

4. I felt appreciated throughout my shift: Yes No

5. I would like to volunteer again at other LPM special events. Yes No

6. I would like information about other LPM volunteer opportunities.* Yes No

7. I would recommend volunteering at this event to friends/classmates next year. Yes No

Comments:

Please return to Literacy Partners of Manitoba at the address or fax number above.

* If you would like us to contact you, please provide your name and phone number or e-mail address. Thank you!

Administrative Assistant Volunteer Position Description

Duties and Responsibilities: (Depending on the volunteer's skills, ability, availability and the amount of work available when they arrive for their shift):

- Observing of office procedures and equipment use.
- Filing office materials.
- Preparing mail-outs, including postage and dropping at postal centre.
- Faxing documents or taking faxes and delivering them to recipient.
- Word processing.
- Answering telephones, routing calls or taking messages.
- Photocopying.
- Meet periodically with Program Coordinator to assess work/volunteer experience.

Time Commitment:

- Varies (minimum 3 hours per shift)

Skills and Qualifications:

- Positive Attitude
- Good communications skills
- Ability to be a team player
- Previous office/computer experience (and willingness to learn)
- Ability to read and write well in English
- Transportation to and from office

Training:

- General program orientation
- On-site training and supervision by staff

Benefits:

- Opportunity to develop or maintain office administration skills
- Opportunity to learn more about literacy programs
- Opportunity to meet new people

Accountability:

- Report to Program Coordinator or other on-site staff
- Direct questions to above
- Give due notice (24 hours) if unable to honour shift commitment

Word Processor Volunteer Job Description

Duties and Responsibilities:

Working under the direction of the Program Director, create or edit documents on the office computer or a compatible home computer. (Documents could include project proposals, student writings, teacher's lesson plans, tests, etc.) Print final copies for filing/ mailing, and save documents for future updating.

Time Commitment:

Varies depending on project requirements or deadlines.

Skills and Qualifications:

- Word processing experience
- Excellent written communications skills, grammar, spelling etc.
- Ability to work independently
- Ability to meet deadlines

Training:

- Program coordinator to explain assignment and deadline, and be available for further instructions during length of the assignment.

Benefits:

- Improved knowledge of literacy-related documents
- Improved speed/knowledge of word processing
- Ability to work flexible hours, at home/or office

Accountability:

- Report to Literacy Program Coordinator for instructions
- Provide notice (24 hours) if unable to meet deadlines

Display Coordinator Volunteer Job Description

Duties and Responsibilities: Working under the guidance of the Program Coordinator, develop an attractive, display to promote the program and recruit learners, tutors and sponsors, all within a specified budget. Research and approach community contacts where the display could be set up: shopping malls, conferences, community events. Finalize the location, hours, and staff/volunteer requirements with the contact. Prepare and send a letter to the contact, outlining the display details. Develop posters, PSAs, and flyers to advertise the display. Maintain accurate records for each display -- contact names, phone numbers, volunteers who assisted, materials used, etc. Evaluate each display afterward for its effectiveness. Also: possibly creating/updating program brochures, banners, learner/tutor application forms; taking photographs, and organizing staffing.

Time Commitment: Varies depending on the current display and related materials, and the possible date for the first display. (Several hours if a new display has to be created.) LPM staff and volunteer should meet to discuss the purpose of the display, and hand-outs to bring. Also, consider: balloons, bookmarks, free books, drinks/snacks for helpers. Research display dates and locations (Canada Day fall recruiting,) so this volunteer can begin making contacts and preparing materials.

Skills and Qualifications:

- Understanding LPM's mandate, goals and appropriate venues for displays.
- Creativity, artistic talent, ability to take photographs.
- Excellent spelling and proofreading.
- Maturity, good interpersonal skills, and a friendly, positive attitude.
- Ability to work independently with good time management skills.
- Ability to keep detailed, accurate records and work within a budget.
- Ability to recruit, train and supervise others (at large/long events).
- Access to computer to develop or update display materials.

Training:

- Orientation
- Review current materials and discussion of what's needed

Benefits:

- Opportunity to promote a valuable community service, and recruit more support.
- Opportunity to meet new people, make new contacts.
- Opportunity to showcase creative talents -- by updating, or developing a new display.
- Opportunity to coordinate a special event.

Accountability:

- Report to Program Coordinator for all instructions and discuss problems as they arise. Ensure you have approval on all materials before they are displayed to the public. Prepare evaluation/recommendations for future events.

Display Volunteer Job Description

Duties and Responsibilities: Working with the LPM Volunteer Coordinator or other LPM staff member, arrive 15 minutes before schedule to set up the display, hang up or tape the banner in place, and put out the brochures and other hand-outs. Make sure you have an LPM —Contact² sheet ready to record the names and phone numbers of people who stop by the table and expressed interest in LPM: (potential volunteers, learners or possible business contacts). Ask for business cards or brochures from other agencies if several are set up at the event. Answer questions or offer to call people asap with appropriate info they request. Visit other booths to network if applicable. Dismantle the display at the end of the event, return everything to LPM.

Time Commitment: Occasional days, evenings or weekends.

Skills and Qualifications:

- minimum age: 16
- friendly, outgoing, enjoys working with the public
- mature, punctual and reliable
- knowledgeable about LPM services and literacy issues
- ability to record info on contact sheet and complete a brief evaluation report

Training:

- Orientation to LPM and available services
- Event assignment sheet with information on time, place, duration of each event
- List of suggested brochures, forms and handouts to take along
- Contact sheet and evaluation form to complete after each event

Benefits:

- Opportunity to promote Literacy Partners of Manitoba and literacy programs
- Opportunity to promote reading/lifelong learning to children, parents, the public
- Opportunity to meet new people, make new contacts
- Opportunity to train other volunteers

Accountability:

- Report to Volunteer Manager or staff at least 15 minutes before event.
- Contact appropriate coordinator ASAP in case of emergency
- Complete event evaluation form outlining successes or challenges of the event and recommendations for future events.

Commitment:

- Preferably six months or longer

DISPLAY CONTACT AND EVALUATION FORM

Thank you for volunteering at this display. Because we are participating to raise our profile in the community and make new contacts with potential volunteers, supporters and business partners, we need your help in evaluating the event. Please read this sheet at the beginning of the event, and complete it when you are done.

Location of Display: _____

Date and Time of
Event: _____

How many people stopped at the display:

What were their main comments or questions?

Please list the names/numbers/agencies of new contacts or indicate attachments received:

Attached:

- Contact Cards and Brochures
- Completed volunteer application forms

In your opinion was this display a successful event? Yes No

Why?

Would you recommend LPM attending this event again? Yes No

Comments:

*Thanks again for volunteering for LPM.
Please make sure this form is returned to the office with the display.*

Internet Researcher Volunteer Job Description

Duties and Responsibilities: Surf the Internet for information on a wide variety of literacy and education-related issues such as new programs, resources, websites, funding opportunities, conferences, newspaper and magazine articles: bookmark the best sites and e-mail members information they would find useful.

Time Commitment:

- Varies/minimum 4 hours per week

Skills and Qualifications:

- Good knowledge of the Internet
- Access to a computer with internet service
- Ability to “bookmark” sites for individuals or groups
- Ability to E-mail interesting articles/sites to individuals or groups
- Access to printer, and ability to print/mail documents for those without internet access

Training:

- Must be experienced in all aspects of internet

Benefits:

- Opportunity to share/provide information with literacy workers and volunteers
- Opportunity to develop greater awareness and understanding of literacy-related issues
- Opportunity to share knowledge of internet with others (possibly by training others how to use the internet more effectively)

Accountability:

- Report to Program or Volunteer Coordinator for subjects and sites to research and bookmark
- Forward items of interest to appropriate contacts
- Document number of hours spent researching each week

Peter Gzowski Invitational Golf Tournament Volunteer (PGI)

Duties and Responsibilities

Working under the direction of the LPM Volunteer Coordinator, PGI volunteers will help with:

- registration and golf carts as golfers arrive
- keep statistics for “closest to the hole” and “longest drive” contests
- set up prizes in the dining area
- provide relief to other volunteers throughout the afternoon
- collect corporate sponsor signs once the tournament is over
- golf/weather-appropriate clothing and footwear, sun screen, hat, sunglasses (no jeans)

Skills and Qualifications

- minimum age: 16
- experienced junior golfer: familiar with course lay-outs and tournament contests
- ability to track and document assigned golf contests
- mature and enthusiastic
- punctual and reliable
- must provide own transportation to and from the event

Training

- Orientation to PGI and Literacy Partners of Manitoba

Benefits

- Opportunity to meet new people, network
- Opportunity to support LPM and literacy programs in Manitoba
- Lunch and snacks provided
- PGI “goodie bag”

Accountability

- Report to Volunteer Manager at golf course registration table at set time, carry out assignments as instructed, stay until end tournament
- Complete an event-evaluation form and return within one week.

Commitment

- **Time:** 8:30am to approx. 5:30pm **Date:** June 22/01
@ Elmhurst Golf Club.

Library Clerk Volunteer Job Description

Duties and Responsibilities:

Depending on skills, ability, availability and amount of work available when volunteer arrives for their shift.

- processing of catalogued books
- shelving of processed books
- inventory
- library filing
- other work, as required, on a project basis

Skills and Qualifications:

- positive attitude
- good communication skills
- attention to detail is critical, ability to focus on task
- interest in library work
- good to excellent English language skills

Training:

- on-site training and supervision by Library Technician

Benefits:

- opportunity to perform library work
- opportunity to learn about literacy/programs
- opportunity to meet new people

Accountability:

- Report to Library Technician or other on-site staff
- Direct questions to Library Technician
- Give due notice (24 hours) if unable to honor shift commitment

Child care volunteer job description

Duties and Responsibilities: Working under the guidance of the LPM Volunteer Coordinator or literacy program coordinator, arrive 15 minutes early to prepare for the event or your shift. Put your name tag on. Welcome children as they arrive, provide them with a name tag, and ask what they would prefer to do: read, play games, color etc. Keep children calm and busy. Ensure that small children are closely supervised at all times (no small toys within their reach). Contact supervisor or parent if child needs changing. Provide drinks/food only if Okd be parent.

Time Commitment: varies, depending on whether the volunteer wants to volunteer at a weekly community literacy program or only at special events.

Skills and Qualifications:

- 16 years or older
- friendly, enjoys working with children
- mature, calm, reliable, and patient
- child care experience and/or Babysitting course
- enjoys reading and other literacy-related activities
- ability to record notes/brief evaluation report

Training

- Orientation to LPM, the program or the special event
- assignment sheet and job description

Benefits:

- Opportunity to work with children and promote reading
- Opportunity to promote family reading to parents and care givers
- Opportunity to support LPM and local literacy programs
- Opportunity to meet new people, make new friends
- Opportunity to participate in special events
- Opportunity to train other volunteers

Accountability:

- Report to LPM Volunteer Coordinator or Literacy Program coordinator at least 15 minutes before your shift. Ensure you are dressed appropriately to work with children. Contact appropriate supervisor asap in case you are unable to attend. Complete brief report or evaluation form after the shift, describing successes and challenges encountered.

Commitment

- preferably six months or longer for weekly volunteers
- one-time or occasionally for special event volunteers

Proofreader Volunteer Job Description

Duties and Responsibilities

- Proofread Write on! Newsletter as requested (quarterly)
- Proofread other documents as assigned

Time Commitment

- Approximately 2 hours per newsletter
- Varies depending on other assignments

Skills and Qualifications

- Previous experience
- Excellent spelling and grammar
- Excellent communications skills
- Reliability

Training

- Orientation and training provided by Newsletter Editor or LPM staff

Benefits

- Opportunity to support LPM and learn more about literacy issues

Accountability

- Report to Newsletter Editor or LPM staff

Photographer Volunteer Job Description

Duties and Responsibilities:

- Checking for assignments via email/phone regularly
- Taking photographs at special event or for the newsletter as assigned by LPM staff or newsletter editor
- Recording information for each photo so that captions can be written
- Forwarding photographs and information to newsletter editor or LPM office by deadline
- Transportation to and from assignments (expenses reimbursed provided appropriate forms and receipts are turned in)

Skills and Qualifications

- Previous experience with digital cameras necessary (camera provided by LPM)
- Positive attitude and good communication skills
- Access to internet for receiving assignments and forwarding photos to appropriate contacts
- Must be available occasional evenings and weekends
- Must be able to meet deadlines

Training

- Orientation to LPM and events provided
- As much advance notice as possible will be given for assignments

Benefits

- Opportunity to improve photography skills and build a portfolio
- Opportunity to learn about LPM and literacy programs
- Opportunity to meet new people

Accountability

- Report to Outreach Coordinator or LPM Newsletter Editor
- Direct questions to appropriate contact person
- Give due notice (24 hours) if unable to complete assignment

Mascot Performer Volunteer Job Description

Duties and Responsibilities: Working under the guidance of the literacy program coordinator or LPM Volunteer Coordinator, attend literacy or family-oriented community events in costume to promote literacy, program, and to entertain children, parents, and the public. Gather and organize reading materials for each event.

Time Commitment: Occasional evenings or weekends.

Skills and Qualifications:

- minimum age: 16
- friendly, outgoing, enjoys working with children and the public
- mature, patient
- punctual and reliable
- energetic
- ability to read well out loud - library card to borrow required reading materials
- theatrical background or previous mascot experience an asset
- ability to write brief evaluation reports following each event

Training:

- Orientation to literacy program or LPM
- Event assignment sheet with information on time, place, duration of each event
- List of suggested books or theme of books to select and read at performances
- Evaluation form to complete after each event

Benefits:

- Opportunity to promote Literacy Partners of Manitoba or member organization
- Opportunity to promote reading/lifelong learning to children, parents and the public
- Opportunity to meet new people, make new contacts
- Opportunity to showcase creative talents
- Opportunity to train other mascots

Accountability:

- Report to Literacy Program Co-ordinator or LPM Volunteer Manager at least 20 minutes prior to start of the event.
- Contact appropriate coordinator ASAP in case of emergency or inability to attend a scheduled event.
- Complete event evaluation form following every performance outlining successes or challenges of the event and recommendations for future events.

Commitment:

- Preferably six months or longer

Special Events/Fundraising Coordinator Volunteer Job Description

Duties and Responsibilities: Working under the guidance of the Program Coordinator, determine the goals (financial/promotional) and deadline for the project. Research/brainstorm options for your community. Select the event that best suits your budget/time constraints. Determine requirements: materials needed! licenses! volunteers! etc. Set up a check list or work schedule to track progress. Select volunteers and schedule regular meetings with them for updates/information. Develop publicity campaign. Report on final results and thank everyone involved.

Time Commitment:

Varies from a few weeks to several months, depending on the project.

Skills and Qualifications:

- Excellent interpersonal and organizational skills
- Creativity
- Leadership skills and ability to motivate others
- Ability to work within a budget
- Positive attitude
- Ability to conduct research into successful special events

Training:

- Orientation to literacy program goals and objectives
- Background on previous fundraisers organized by the program
- Outline of budget for the project, and available resources.

Benefits:

- Opportunity to promote and raise funds for literacy program
- Opportunity to showcase organizational/artistic talents! energy and determination
- Opportunity to meet new people/make community contacts
- Opportunity to lead others (volunteers)
- Project management experience
-

Accountability:

Report to Program Coordinator for instructions. Must receive approval before proceeding on every aspect of the project. Must report expenses as they are incurred. Must provide regular written report on the event's progress! successes and challenges! a final report listing the total amount raised, and recommendations for future events.

Special Events/Fundraising Assistant Volunteer Job Description

Duties and Responsibilities: Assist the event coordinator, either prior to or at the event.

Time Commitment:

Varies from one day to a few weeks.

Skills and Qualifications:

- Good interpersonal skills
- Team player
- Positive attitude
- Ability to follow directions

Training:

- Brief orientation to LPM and the event

Benefits:

- Opportunity to promote and raise funds for the literacy program
- Opportunity to meet new people/make community contacts

Accountability:

Report to Event Coordinator at agreed upon time. Call asap if unable to make shift commitment.

Volunteer Recognition

Literacy Partners of Manitoba believes it is important to recognize and appreciate volunteers for their work and dedication to our organization throughout the year, as well as during National Volunteer Week, held in April each year.

To reflect this policy, we commit to:

- Welcoming volunteers when they arrive, updating them on their tasks for the day, and helping them accomplish their tasks by answering their questions, etc.
- Being patient with them when they are learning new tasks.
- Thanking them for their help at the end of each shift.
- Encouraging them to help themselves to free coffee, tea or other beverages and snacks available in the office.
- Inviting them to join in on group coffee breaks, lunches and staff parties (ie at Christmas).
- Providing them with at least one personal thank you note or a letter of reference each year.
- Providing youth volunteers with a letter of reference or Volunteer Appreciation certificate, or completing the forms they require for receive community service credits for school.
- Providing special events volunteers with mementoes or souvenirs from the event, such as goodie bags given to participants, t-shirts, or photographs and/or inviting them to wrap-up parties.
- Sending volunteers a greeting on their birthday, as well as marking special occasions such as graduation or marriage, with a card and possibly a small gift.
- With their permission, recognizing them on the office bulletin board, in the LPM newsletter, and on our website.
- Recognizing them during National Volunteer Week in April with a card, small gift, gift certificates, luncheon, etc.
- Nominating our most outstanding volunteers for a community service awards from the Volunteer Centre of Winnipeg every April.

- Nominating our most outstanding volunteer tutors for LPM's annual Margaret Laurence Award, handed out every September.
- Recognizing community literacy program volunteers during National Volunteer Week and also at the program's year-end celebrations.
- Providing LPM members with a selection of low-cost promotional items such as t-shirts, sweatshirts, coffee mugs, pens, pencils, message pads, to purchase and give to volunteers as thank-you gifts.

Youth Letter of Reference Template

Date

To Whom It May Concern:

I am pleased to write this letter of reference for _____.

She/he has been a volunteer with us for the past _____.

We have found her/him to be: _____
(Choose from the following list, or make up your own combinations.)

reliable and enthusiastic
able to multi-task
energetic and committed
dependable and thorough
excellent communicator

a good team members
highly organized
courteous and positive
creative & and resourceful
quick learner

(Try to add a personal note to end the letter, wishing them well in future endeavors, or letting them know they are welcome to return to your organization at any time. We are very sorry to see you leave, and hope that you will return to us in the future.”)

If I can be of any more help, please feel free to contact me at the number above.

Sincerely,

Volunteer Coordinator

LITERACY PARTNERS OF MANITOBA



THIS CERTIFICATE OF APPRECIATION IS

Presented to:

In recognition of voluntary service at

On

Special Events Coordinator

Volunteer Recognition Success Stories

Hand-made Cards

One of the best ways to give a volunteer recognition is through hand-made cards. Cut a plain piece of colored paper with pinking shears or decorative scissors. With a colored stamp pad and stamps, send a message (i.e., "Keep smiling" or "Keep up the good work") Volunteers love the personalized touch and it really means a great deal to them when they know you have spent some time on them!

Submitted by Cindy Fairs, Consultant , Okanagan Volunteer Management Services

Our Brightest Stars

In our facility, the Volunteer Manager and I (coordinator of Volunteer Services) worked on a bulletin board. We cut out blue stars and in them we printed each volunteer's name and, in the center of the board, we posted their pictures with a slogan that read "Volunteers Our Brightest Stars." It was a hit. The bulletin board was hard to miss and the staff and volunteers loved it!

Submitted by Mirna Alberto, Coordinator, Volunteer Services, Misericordia Health Centre, Canada

Thank You Notes to Volunteers' Workplace

Many of our volunteers have full time jobs and busy careers. We began sending letters of recognition to their places of work either directly to their superior or through the Human Resources office. These letters often find their way directly into the personnel files and in many cases reflect well on an employee to their employer. What has been really interesting is that our organization has actually received donations from companies whose employees have been our volunteers. A letter from our organization has often prompted an inquiry from a company to the employee about who we are and what we do. This method of recognition has become greatly appreciated by our volunteers.

Submitted by Christine Cooper, Volunteer Coordinator, Citizens for a Clean Caledon

Free Motivational Messages

Here's a free service to send motivational messages/cards via e-mail at <http://www.motivationalquotes.com/servicequotes.shtml>. Most of the messages relate to serving others.

Submitted by Steve McCurley, consultant/trainer

Great Websites for Volunteer Recognition Ideas

Steve McCurley just shared a wonderful example of volunteer recognition via an agency Web site: <http://www.shsw.wisc.edu/press/091599.htm>. See how the State Historical Society of Wisconsin celebrates volunteer accomplishments as an integrated part of public information (and recruitment, too). For more ideas on using cyberspace for volunteer recognition, go to the Virtual Volunteer site at:

<http://www.serviceleader.org/vv/recognize.html>

Submitted by Susan Ellis, President, Energize, Inc.

Personal Note from Board

Our Board of Directors has a Volunteer Services Committee. These members write a personal, handwritten note to each volunteer who donates anything over four hours during a year. The committee members are given enough information to let them know what work the volunteer has done. The notes are written around Thanksgiving and around Valentine's Day, for those who started volunteering after Thanksgiving. We have recently added a printed note to all our one-time volunteers with the personal signature of the committee chair. This wonderful tradition, which is above and beyond the annual Volunteer Recognition Party, wasn't started by me, but I am happy to be apart of an agency with such caring board members.

Submitted by Marty Atherton, Coordinator of Volunteer Services, Families First

Thanks Booklet

We asked the patients (& staff) in our mental health facility to write a brief note of thanks to the individual & groups that come in to provide parties/entertainment, etc. for them ; then we typed them all up to be put in a booklet with the center fold pages signatures of many patients expressing in their own handwriting, their own thanks. These were placed at the place settings of each volunteer at our recognition luncheon/reception. They all loved them. Entertainment during this was provided by the patient choir.

Submitted by Judy Gaby, Secretary, Logansport State Hospital

Community Volunteer Recognition Program

When I first arrived at my child advocacy volunteer program, there was nothing in the budget for recognition. I did some research and found a free community volunteer recognition program. Nonprofit agencies nominate volunteers every month. The volunteer's name and story is announced on a local talk radio station, and the volunteer receives a free engraved plaque from a local trophy company. It's great advertising for the radio station and trophy company, and the volunteers love it. This program was organized by the local volunteer center, and was a huge help to non-profits.

Submitted by Lori George, Volunteer Coordinator, CASA

Recognizing our Volunteer Bookkeepers

A few years ago while working for a community organization, it wasn't long before I realized we needed a great deal of help with book keeping. I recruited volunteers, with those skills, from the local accounting school. They did an excellent job. As a way of saying "Thanks" I bought a bunch of fat pencils for each person, tied them with raffier and placed a "thank you" note on them. They loved them and many still have them sitting on their desks today.

Submitted by Marian Wilkins, Regional Coordinator Volunteer Resources, BC Cancer Agency

A Free Evening

Many volunteers who donate their time to museums or other cultural institutions do so for access to the facility in addition to their interest in the mission of the facility. When it came time to organize a recognition for volunteers at the science center, it was assumed we'd have some sort of recognition dinner.

I felt the best gift we could give our volunteers was a free evening for them and their families in our great facility. The bonus was seeing how easy it was to get staff to volunteer that evening so the volunteers could party. We usually offered some sort of light food in the cafe and had every bit of the center open and free to our volunteers and their friends and families. We always had some sort of food related thank you theme, like Pizza and cake, "Volunteers, thanks for sharing a slice of your time" an ice cream social became, 'OMSI has the scoop on the best volunteers!' Staff truly enjoyed helping out, with the food serving positions usually the job everyone wanted.

The added bonus was hearing staff say the next day how much they enjoyed meeting all the volunteers and seeing how much these people loved our science center. The staff, especially those who didn't work closely with our volunteers, were especially struck by how much our volunteers treasured and valued what they did for us, and how proud they were to "show off" for their families. I almost think the staff looked forward to this yearly event more than some of the volunteers, it was a great way to build camaraderie and a real morale booster. Now, at a new science center, I'm looking forward to continuing this tradition with a new group of volunteers and staff.

Submitted by Marcia Hale, Manager, Volunteer Services, Chabot Observatory and Science Center

Photo Scrapbook

While managing a volunteer program for a social service agency, I worked with many corporate volunteer groups. Our agency had a set of standards that all of our children memorized. I created a thank you certificate with the standards written as an outside border. Thank you and the event name was in the center along with our logo. I left a big space in the middle. Throughout the event we'd capture Polaroid pictures of the volunteers doing their job. Afterwards, I'd use my circle cutter to make a hole in the center where I taped the Polaroid of the volunteer. These thank you certificates were always gratefully accepted as a special token of the event.

For one particularly large event where we had the help of a very dedicated corporate team I created a photo scrapbook of their time with us. I'm an avid scrapbooker so I used fun papers, die cuts, and special lettering to tell the story of this group's involvement. It takes a little bit of time, but when you stack it up against the huge contribution of these volunteers, it's well worth it!

Submitted by Marcia Hale, Manager, Volunteer Services, Chabot Observatory and Science Center

Invitations Colored by Kindergarten Students

We were looking for a way to invite our volunteers to our annual Volunteer Recognition. We wanted something special but not expensive. We enlarged some graphics with simple designs from our computer. We used the computer and copy machine to put the text on the invitation with "colored by...in Mrs.....'s kindergarten class" at the bottom. They were then sent to the schools to be colored by the children and then they were mailed to the volunteers. They were a huge hit and now our volunteers look forward to receiving one each year.

Submitted by Ruth Anne Bleakney, Senior Center Director, Milford Senior Center

For Volunteers in the Arts

At *Women & Their Work* years ago, we ordered paper fans (the type that were used in unair-conditioned churches and funeral homes in the South) and one of our artists silk-screened a design that said "Art Fan"... it was a huge hit. She is now famous, and everyone who got one has kept it! Mine hangs on the wall in my den... I could never afford another piece by this woman!

I don't know where you can get the fans, but you could get door hangers from Papers Direct and have an artist design something that said "Do not disturb... visiting with the muses." or something like that. I think having an artist involved would be more meaningful than anything you could buy for these volunteers. If your program works with kids, why not have the kids design refrigerator magnets?

Submitted by Ann Stafford, Austin (TX) Public Library

Check out the June 2000 hot topic, [Enough Formal Banquets! Let's Transform Recognition Events](#), for additional ideas.

[More Ideas!](#)

[What's Your Volunteer Recognition Success Story](#)

LPM VOLUNTEER EVALUATION FORM

Volunteer's Name: _____

Volunteer Position: _____ Supervisor: _____

Evaluation Period: _____ to _____ Date of Evaluation:

Which of the following personal qualities has the volunteer shown (please check if applicable)

- | | | | |
|-------------|-----------------------|--------------------------|-----------------------|
| Punctual | <input type="radio"/> | Takes initiative | <input type="radio"/> |
| Organized | <input type="radio"/> | Honest | <input type="radio"/> |
| Responsible | <input type="radio"/> | Enthusiastic | <input type="radio"/> |
| Cooperative | <input type="radio"/> | Respects confidentiality | <input type="radio"/> |
| Flexible | <input type="radio"/> | Attentive to details | <input type="radio"/> |
| Patient | <input type="radio"/> | Friendly | <input type="radio"/> |

How would you rate the volunteer's success in the following skills?

	Often Successful	Occasionally Successful	Seldom Successful
Ability to perform tasks assigned			
Ability to follow instructions			
Ability to ask questions to get necessary information			

Areas for improvement:

Areas where LPM will help the volunteer improve:

Need for additional training: Yes No

Please list: _____

Suggestions for changes to volunteer job description:

Is volunteer willing to continue in this position? Yes No

Supervisor's comments (general feedback on communication skills, leadership abilities if relevant, etc):

Volunteer's Comments:

Supervisor's signature: _____

Volunteer's Signature: _____

Signing this document indicates that the information on this form has been reviewed with the volunteer, but does not necessarily mean that both parties agree on the evaluation.

Volunteer Self-Evaluation Form

When I started volunteering at LPM on _____, I expected to: _____

So far, I have successfully accomplished: _____

and am still working on: _____

How much time have I spent volunteering per week/month?

Too much _____ Not enough _____

Explain: _____

How do I feel about the work I've done so far? (Consider type, quantity and quality.)

Did I have enough training and supervision to carry out my work?

Did I have enough responsibility and authority to carry out my work?

Do I want to continue volunteering? Yes _____ No _____

If yes, what do I want to do or accomplish from now on:

What could I do to make sure I am successful?

What have I found most satisfying about volunteering here? _____

What have I found most frustrating?

How have I dealt with my frustrations?

What can I do to improve things?

As a result of this self-evaluation, I will do the following to reach my goals:

1. _____

2. _____

3. _____

Does the volunteer need additional training: Yes No

Please list: _____

Should there be changes made to this Volunteer's job description? Yes No

Please

list: _____

Is the volunteer willing to continue in this position? Yes No

Supervisor's Comments (general feedback on communication skills, leadership abilities if relevant, etc) :

Volunteer's Comments:

Signing this document indicates that the information on this evaluation form has been discussed and reviewed with the volunteer, but does not necessarily mean that both parties agree on the points raised.

Supervisor's signature: _____ Volunteer's Signature: _____

Volunteer Exit Interview

Volunteer's Name: _____ Start Date:

Position: _____ Last Day: _____

Exit Interview conducted by: _____

Date: _____

Phone

In person

Mail

Volunteer's Supervisor: _____

Type of Separation: **Voluntary** **Involuntary**

Reasons for ending the volunteer contract:

Voluntary

- End of agreed on contract
- Job commitments
- Moving away
- Conflict with supervisor
- Conflict with staff members
- Conflict with other volunteers
- Working conditions not suitable

Involuntary

- Uncooperative
- Dishonesty
- Alcohol/drug problems
- Accident prone
- Rudeness
- Inefficient use of time
- Absenteeism

Other reasons or comments:

Future involvement with Literacy Partners of Manitoba:

- Call on a casual basis for special events/displays
- Call on a casual basis for help in the office
- Returning for another long-term commitment
beginning: _____
- Not interested in any further involvement
- May possibly return at a later
date: _____
- Other _____

1. ***Changing the face of adult learning: volunteers in adult literacy programs: recruitment, management and evaluation.*** Winnipeg: Adult Literacy and Continuing Education, Manitoba Education and Training, [199-]

TR M TEA CHA

Copies: 1

ID: 3743

2. ***Doing it for ourselves: a collection of resource tools for volunteer tutor program coordination*** / prepared by Mary Thompson Boyd and Paula Davies, Literacy B.C. for the Province of British Columbia, Ministry of Education, Skills and Training and Human Resources Development Canada National Literacy Secretariat. -Victoria, B.C. : Ministry of Education, Skills and Training, 1997

TR M TEA BOY 1997

Copies: 1

ID: 3737

3. ***Economic dimensions of volunteer work in Canada = Les aspects économiques du bénévolat au Canada: [social trends analysis = analyse des tendances sociales]*** / David P. Ross; with the technical assistance of Richard Shillington .--[Ottawa] : Dept. of the Secretary of State of Canada, 1990.

TR B RES ROS

Copies: 1

ID: 2083

4. ***ESL home tutor resource kit*** / prepared by Maureen Nurse for the Province of British Columbia, Ministry of Advanced Education, Training and Technology and the Centre for Curriculum, Transfer and Technology. --Vancouver: Ministry of Advance Education, Training and Technology, 1998

TR S ESL NUR 1998

Copies: 1

ID: 3627

5. ***Financial management.*** --[New ed.] .--Ottawa: Voluntary Action Directorate, Multiculturalism and Citizenship Canada, c1986.

TR K PRO FIS no.3

Copies: 1

ID: 2076

6. ***Fund raising fundamentals: a two day workshop sponsored by Literacy B.C.*** / presented by Judi Angel. --[Victoria, B.C.] : Ministry of Education, Skills and Training, 1995

TR K PRO ANG 1995

Copies: 1

ID: 3739

7. ***Getting started, and, The board of directors*** .--[New ed.] .--Ottawa : Voluntary Action Directorate, Multiculturalism and Citizenship Canada, c1986.

TR K PRO FIS no.1

Copies: 1

ID: 2074

16. *Volunteering in the workplace: how to promote employee volunteerism* . --Ottawa: Voluntary Action Directorate, Canadian Heritage, c1994.

TR C GEN LAU

Copies: 1

ID: 3340

17. *Volunteers in Manitoba: a profile of volunteers based on the 1987 National Survey on Volunteer Activity* / completed under contract to the Social Trends Analysis Directorate of the Secretary of State for the Voluntary Action Directorate, Multiculturalism and Citizenship Canada. --Ottawa: Voluntary Action Directorate, c1989.

TR B RES STE

Copies: 1

ID: 2081

18. *Working with volunteer boards: how to improve their effectiveness*. -- Rev. version. -- Toronto: Ministry of Citizenship and Culture, 1984.

TR K PRO ABB

Copies: 1

ID: 2384



LITERACY PARTNERS OF MANITOBA

998 -167 Lombard Ave.
Winnipeg, MB., R3B OV3
Phone (204) 947-5757 Fax (204) 956-9315

Celebrate National Volunteer Week!

April 9-15, 2000 is the perfect time to recognize the contributions of your volunteers with one of the following gifts all featuring the colourful "Passion of Writing" design.

Please return to: Literacy Partners of Manitoba, 998-167 Lombard Ave. Winnipeg, MB R3B OV3 OR Fax to (204) 956-9315

Organization: _____ Contact
Person: _____

Address: _____
Street City Province Postal Code

Telephone: _____
Fax: _____

Are you a member of Literacy Partners of Manitoba? Yes No

Passion of Writing



ITEM #	DESCRIPTION	UNIT NET	QUANTITY
103	Notebook 5 V4 x 9 1/2 128 pages	2.50	
118	Hardcover Journal 5 V2 X 8 V2 128 pages	4.50	
128	Notebook 5 V4 X 8 V2 288 pages	3.75	
208	Cheque Book Size Address book	4.50	
657	Magnetic Memo Pad	2.50	
670	Correspondence Gift Set	7.50	
900	Ballpoint Pens	1.15	

Deadline for orders is March 31st -We must receive a minimum of six orders per item in order to meet supplier requirements. LPM will contact you if we cannot fill your order.

Winnipeg School Division #1 1577 Wall Street R3E 2S5	Mr. Jack Smythe Superintendent	775-0231 fax: 772-6464	14 high schools 20 posters
St. James School Division	Mr. George Buchholz Superintendent	888-7951 fax : 831-0859	5 high schools 10 posters
Seven Oaks School Division 830 Powers Ave R2V 4E7	Mr. John Weins Superintendent	fax: 586-8061	3 high schools 6 posters
St. James Assiniboia School Division 2574 Portage Ave R3J OHB	Ms. Diane Bowman	888-7951 fax: 831-0859 ext 235	5 high schools 10 posters
Transcona-Springfield SD 12 760 Kildare Ave East R2C 3Z4	att. Edna	958-6565	4 high schools, 8 posters
St. Boniface SD 50 Monterey Road R2J 1X1	Lorraine Lavich (secretary)	253-2681	5 high schools 10 posters
St. Mary's Academy 550 Wellington Cres. R3M OC1		477-0244	2 posters
St. Paul's High School, 2200 Grant Ave. R3P OP8	Mr. Comeault	831-2300 fax: 831-2340	2 posters
Balmoral Hall School 630 Westminster Ave. R3C 3S1	Heather Emberly	784-1600 fax: 774-5534	2 posters

St. John's Ravenscourt 400 South Drive R3T 3KS	Ms. Jo Stuchberry	477-2485	2 posters
Winnipeg Public Libraries Centennial Branch	Shelly Saunders		20 branches 40 posters
Connie Drysdek Youth Program Consultant	945-3556		20 posters
Winnipeg Boys and Girls Club 929 Main Steet R2W 3P2	Tula Para Youth Leader Gilbert Park Club	office : 582 -4403	27 posters
Winnipeg Boys and Girls Club	Camilo Mondaca Youth Leader Aberdeen Club 582-4403	office: 582-4403 home: 475-9349	25 posters
Annishnaabe Oway-Ishe Inc 317-181 Higgins Ave R383G1	Darlene Daniels Executive Director	957-7930"	2 posters
Partners for Careers 309 Balmoral Street R3C 4AB	Roberta Hewson	945-0906 fax: 948-2714	20 posters
New Visions Mosaic 616-1661 Portage Ave R3J 3T7	Pat Flaws D i rector	786-3200	5 Posters
Youth For Christ 325 Talbot Ave R2LOP9		669-4205	2 posters
Hope Program NSOS3 -431 Tache. R2H 2AI	attn. Sandra	772-1757	2 posters
Red River Community College	Larry Partop Creative Communications	632-2455 fax: 632-2455	

YM- YWCA Youth Now Program 311-428 Portage Ave. R3C OE2	att. Cecilia	989-5884	2 posters
John Taylor Collegiate	Mary McCormick	888-8930 fax: 889-9999	faxed info
Murdoch McKay Collegiate 260 Redonda	Cheryl Carrot?	958-6460 fax: 224-5920	faxed info
Gordon Bell High School, 3 Borrowman Place	Barb Hurt Guidance Dept	774-5401	
Silver Heights Collegiate 350 Lodge Ave.	Connie Shaver	837-1321	sent 25 posters for students to distribute
Miles MacDonnel Collegiate 757 Roch	Brenda McConaghy or Mr Zavitsky (IB)	667 -1103	
Kelvin High School 155 Kingsway	Donna Goodman (IB)	474-1492	
Garden City Colleiate	Ashok Athavale	339-2058	
Dakota Collegiate	Linda Watson and Leslie Later	256-4366 fax: 257-4347	
Glenlawn Collegiate 770 St. Mary's Road	Mrs. Arpi Babriaian	233-3986 fax: 233-9212	
Daniel McIntyre Collegiate 720 Alverstone	Mrs. Kelsch	783-7131 fax: 783-9286	
St John's High School 401 Church	Gail Frishman?	589-4374	
Sisler High School	Mrs. Kideckel	589-8321 fax 586-0625	
Grant Park High School		452-3112 fax 452-6815	

Volunteer Recognition Gift Survey

LMP would like to determine whether or not its member would be interested in purchasing "volunteer recognition gifts" in bulk next spring. Please take a few moments to complete our survey. If it's turned in before 3 p.m., you will be entered into our gift. draw at 4:00 p.m!

1. Would you be interested in buying volunteer recognition gifts through LPM if we could buy them at a reduced (wholesale) cost?

2. What is your budget per gift.?

Under \$5 \$5- \$10 \$10- \$ 15 \$15- \$ 20 More than \$20

3. How many gifts do you think you'd be needing?

4. We have several sources to shop from, and we will keep looking for new items until the end of January. Please take a look at the items and catalogues at our display table. Complete the survey on the back of this sheet to let us know which types of items you'd be interested in ordering through LPM next spring.

"Valunteers Shine"

Volunteer Recognition items from Brian Shippam Inc for April 2000 feature a very cheerful, funky blue and yellow dancers/sunburst logo. There are many items to choose from; a few of which you can see from the artwork on display. (This artwork comes hot off the presses --the catalogue is just in the process of being finalized.)

Under \$5

bookmark	\$.75	pen/on-a-rope	\$1.50- \$2.00
paper clip holder	\$2.75	flower pot	\$2.75
20 Certificates	\$4.00		

\$5.00 to \$10.00

10 Mechan. Pencils	\$6.50	Post it Note Cubes	\$6.00 (five pads)
Latte mugs	\$8.50	Desk Clocks	\$9.50

Over \$10

Cargo hats	\$12.00	T -shirts	\$14.00
Sweatshirts	\$24.00	Silver photo frame	\$24.00



LITERACY PARTNERS OF MANITOBA

998 -167 Lombard Ave.
Winnipeg, MB., R3B OV3
Phone (204) 947-5757 Fax (204) 956-9315

SUMMER 2000 "VOLUNTEER SHINE" ITEMS	
Classic pen on a rope	\$2.00
Pear-shaped candle	\$2.50
Frame with magnet	\$3.65
Tote Bag	\$5.00
Balloons (set of 25)	\$6.50
Glass Jar	\$8.00
Desk Clock	\$8.00
Calendar Photo Frame (Silver-plated)	\$16.00
	GST
	PST
	Shipping
	Total

Organization: _____ Contact
Person: _____

Address: _____

Street City Province Postal Code

Telephone: _____
Fax: _____

Volunteer Coordinator's report.

By Susanne Magyar-Chapriel, [LPM](#) Volunteer Coordinator.



Name your Mascot!

If you've ever been at a community event where a well-known mascot like Ronald McDonald or the A&W Root Bear appeared, you know how much children and adults like to meet them, and how much excitement they can create!

Well, we've been thinking about getting a mascot of our own – a friendly character that would bring LPM greater exposure at large community events like festivals, picnics and parades, and one that would also help us celebrate our own special events like [International Literacy Day](#) (September 8th), [National Family Literacy Day](#) (January 27th), Canada Book Day (April 23rd) and so on.

We've come up with several good possibilities, but now it's time to narrow it down to one. Which one do you prefer from the list below? The deadline for replies is **July 30, 2000**. Please send in your vote to me, smagyar@mb.sympatico.ca or fax to 956-9315 or call 204-334-8700 and leave me a message. Your choices:

1. **The Literacy Lion**

He's furry, he's friendly, he's purrrrrfectly happy so long as he's got some good books to read and some pencils and paper to write with. He's getting pretty good at writing letters too...it's not easy with those great big paws. He can help people read between the lions!

2. **Miss Lillian Literacy**

(ie: Miss Frizzle, the Magic School Bus teacher). She knows all about reading, writing and math, and she can help you learn too! How can you spot her? She's the one with the "ABC-print" dress, colorful wig and glasses, and the oversized book bag brimming with LPM pencils, pens, bookmarks, etc. Oh– she also has storybooks – lots of them, and ideas for books to read, whatever your age or reading level!

3. **The LPM Spelling Bee**

He's a buzzzz with excitement. Why? Because he's just learning to read...and wow...all the new words he is learning! He had no idea that learning could be so much fun. How old is he? It doesn't matter! You can learn to read at any age, and you should never stop learning. Get busy and improve your reading, writing and math skills, like our spelling bee!! After all, life long learning is the key to success!

4. **The Wizard of Literacy**

See him coming from miles away! His long flowing robe, long white hair, and (headpiece). He knows everything because he reads everything! Cereal boxes,

newspapers, magazines, bulletin boards, storybooks, trivia games! Try to stump him with a word from the dictionary. Bet he can spell it and give you the definition! If he can't, you win a prize! (A pencil, a bookmark, magnet, etc.)

5. **Captain Literacy**

Fighting for the right to literacy for all! Literacy is Power, Literacy is the key to success – fight on, Captain Literacy! It's cool to be you!

Sample Kit Arrives

Looking for a few gift ideas to give to your volunteers? The new LPM Volunteer Recognition Sample Kit is full of great ideas, all at reasonable cost.

The kits contains six items, all with the "Volunteers Shine" theme, which have been available through Brian Shippam Inc. since the start of the year.

They make great "welcome to our program" gifts for new volunteers, and can also be tucked away to present to volunteers later in the fall or at Christmas.

If you're in Winnipeg, ask to see the kit the next time you visit the office. (But please call ahead to make sure it's in.) If you live outside the city and want to look through the kit before placing an order, call us and we'll arrange to have the kit sent to you! You can also have a good look at the items by visiting the LPM website.

In November, we will be unveiling several other items featuring the new [LPM](#) logo (and our new mascot!) Some of the new items we are considering are sweatshirts, canvas valises, address books, day timers and posters. As well as making great gifts for your volunteers, we hope that LPM members and our many community partners and sponsors will consider buying them for themselves, their families and friends.



“Volunteers Shine” Items

Classic pen on a rope	\$2.00
Pear-shaped candle	\$2.50
Frame with magnet <i>(“Volunteers touch our lives and make a difference.”)</i>	\$3.65
Tote Bag <i>(16x14 inch canvas bag with 20 inch handles)</i>	\$5.00
Balloons <i>(set of 25)</i>	\$6.50
Glass Jar <i>(Fill with candies, bath beads, pot pourri etc.)</i>	\$8.00
Desk Clock <i>(White, comes with battery.)</i>	\$8.00
Calendar Photo Frame <i>(Silver-plated, perpetual calendar)</i>	\$16.00

Literacy News in Brief

Marg's pot of gold

After her recent misfortunes, **Marg Rose's** spirits received a boost when friends and colleagues surprised her at the LPM office on Friday to express their concern and affection. Highlights of the informal and congenial gathering were Roberta's remarks, cards from afar, and a recitation by the Raging Grammarians of an account of Marg's woes composed with dactylic panache by **Leuba Franko**. After being presented with the pot of gold, Marg chokingly expressed her renewed faith in human nature after a debilitating series of thefts in February.



Marg Rose



The Raging Grammarians Quartette

Manitoba Book Week

The Association of Manitoba Book Publishers presented Manitoba Book Week 2000 during April 16-29. Thanks to these merchants for participating: Book Haven (Austin), Candlewood Books (Brandon), Chapters (all Winnipeg locations), Coles/Smithbooks (all Winnipeg and Brandon locations), Friesens Stationary & Books (Altona), Judith's Books (St. Malo), Just Books (Portage la Prairie), McNally Robinson (Grant Park and Portage Place locations in Winnipeg), Page One Books (Boissevain), Paperwork (Morden and Winkler), Tergensen's General Store (Gimli), University of Manitoba Bookstore (Winnipeg). Affiliated publishers will donate 5% of the sales from the Manitoba Book Week Display to Literacy Partners of Manitoba. For more information call the AMBP at (204) 947-3335.

Orioles Adult Learning Centre Fundraiser

On March 15th, Orioles Adult Learning Centre held their third annual fundraiser at the Palomino Club. In all, \$1762 was raised through a silent auction and a 50/50 draw. The silent auction consisted of 16 different prizes which were compilations of various donations from students and local businesses. MLA **Mary Ann Mihychuk** did the draw, and when her husband's name was drawn he gallantly donated his prize to the Orioles. **Suzie Shepherd**, coordinator, wishes to thank the Palomino Club, the Orioles Literacy Board, students, and teachers who volunteered their time to put the fundraiser together.

Partners for Careers: Aboriginal Employment Information Centre

Partners for Careers is a job placement service for Aboriginal graduates connecting First

Nations, Metis and Inuit job seekers with employers throughout the Province through partnerships with their delivery agents: Staffing Solutions, in Winnipeg, and the Manitoba Association of Friendship Centres, in rural and northern Manitoba. A new office at 309 Balmoral serves as the Partners for Careers, Aboriginal Employment Information Centre. Job seekers will find information on job placement services throughout Manitoba, training opportunities, educational institutes, financial services, government programs, scholarships and 'employers of choice'. This information will help Aboriginal Employment Practitioners serve their clients in their communities and will be helpful to Employers as well. Inquire about the Open House Ceremonies to be held later in May. For further information, contact **Roberta Hewson**, Executive Director, Partners for Careers, 309 Balmoral Street, Colony Square, Winnipeg, Mb R3C4A8. Telephone 945-0447, fax 948-2714, <http://www.partnersforcareers.mb.ca/>

Get into the Swing

Give and receive at the same time! LPM members are asked to help raise funds for the PGI Learner Bursary and the LPM lending library through our two largest fundraising events: the Chip in for Literacy tournament on May 13, and Peter Gzowski Invitational Golf Tournament for Literacy on May 31. The PGI is a unique experience, combining great food, poetry with **Peter Paul Van Camp**, humour and wisdom by MC **Jim Ingebrigtsen**, music with the **Spittunes**, the **Westgate String Ensemble** and Manitoba's emerging recording artist **Richard Moody**. We need prizes, golfers and poster help to reduce our costs. Call Jasmin for registration forms, letters and posters asap at 947-5757.

Volunteers for Literacy

Does your organization need more helping hands, without having to dip into its pockets to incur more staffing costs? **Susanne Magyar Chapiel** has researched and compiled job descriptions of several roles that volunteers can play in a non-tutoring capacity with literacy groups. Many volunteers who call the LEARN line want to help the literacy movement. Most of them think they have to have teaching skills to help adults learn to read. We wanted to show them alternative ways they can be of valuable service to LPM and other community-based programs. Our funding was through the NLS Youth Literacy Corps project, so we focused on youth-oriented roles first," Susanne explained.

Help yourself to these sample job descriptions from the website What's New feature at <http://www.mb.literacy.ca>. A series of worksheets for recruitment, literacy orientation, talent inventory and screening will be posted in time for fall outreach efforts.

Volunteer Project a real "eye opener"!



With Susanne Magyar-Chapriel are (L to R) LPM's Youth Advisory Council members Courtney Hill, Lindsay Kavalench, Marianna Boukailo, Tara Maltman. Missing: Kiera Pannel and Inez Okanovic.

LPM's first Youth Advisory Council members all agreed that their volunteering experience was richly rewarding. Their orientation to [LPM](#) and literacy as a social issue was a real "eye opener" for all of them, said **Susanne Magyar-Chapriel** (Volunteer Coordinator).

Initially, the group held a lengthy discussion on several literacy-related questions such as what is your definition of literacy, why do some teens and adults have trouble with reading and writing, what percentage of Canadians have low literacy skills, and is literacy essential in today's society.

Meeting the Learner Speakers

After reviewing the LPM information kit and meeting with **Marg Rose** and **Bunny Cobb**, the students listened to members of the Learners Speakers' Bureau. "You are the most courageous group of people I have ever met," said **Kiera Pannell** (Silver Heights Collegiate) when thanking them for sharing their stories.

"Meeting them definitely had the greatest impact on all of us," added **Courtney Hill** (Silver Heights Collegiate). "The way they talked about how they were able to change their lives was really moving. We all developed a greater understanding of the many problems they faced and the ways in which literacy helped improve their lives. It gave us the feeling that by volunteering we could make a difference."

"I learned that illiteracy wears many faces; that it does not discriminate to a particular culture, age, gender or social status," added **Lindsay Kavalench** (Silver Heights). "And I recognized that LPM is an organization that clearly represents hope and the chance of a better life for thousands of Canadians."

In subsequent meetings the group worked towards developing a number of youth oriented recruiting tools including a volunteer application form, a recruiting poster, and several volunteer job descriptions. As well, the team members discussed and came up with an

orientation program geared towards youth and a list of recommendations for volunteer recognition ideas.

The poster went into production in late June. –Distribution will be primarily to all Winnipeg area high schools, as well as places we thought youth would most likely spot them,” said **Marianna Boukailo** (Miles MacDonnell Collegiate). –We decided two posters for every high school, as well as posters for community and recreation centres, public pools, malls, coffee shops, book stores, libraries, colleges and universities.”

The Youth Volunteer Application form and a number of youth volunteer job descriptions were completed early in the project, and were posted on the LPM website and the Volunteer Centre’s –Volunteer Opportunities Exchange” site <http://www.voe-reb.org/>

Council members also spent time discussing a possible mascot for LPM. –We had great fun coming up with the mascot ideas,” said Lindsay. –Our favorite was the Literacy Lion, but we also came up with the Spelling Bee, a character like Miss Frizzle from the Magic School Bus books, and the Literacy Wizard.” (One student volunteered to be LPM’s first mascot – provided she didn’t have to wear a bee costume!)

Recommendations

The council members also came up with a list of recommendations regarding volunteer recognition for youth, including individual letters of reference outlining the work done by the volunteer, certificates indicating number of hours donated or special project worked on, group events like lunch at a restaurant or a pizza party, useful items such as day timers, pens, gift certificates, and souvenirs such as t-shirts, photos or a poster.

Satisfaction of Volunteering

The council members wrapped up their work on Friday June 2nd with a special hour-long presentation to LPM staff and their teachers, followed by lunch at a nearby restaurant.

–Overall, this experience was immensely worthwhile and I hope to continue volunteering at LPM next year,” said **Tara Maltman** (Transcona Collegiate). –I want to increase awareness of literacy issues at my school.”

–It’s hard to believe we could accomplish so much in so little time, but we did it,” says Magyar-Chapriel. –The key to our success was the quality of students I was able to recruit. All were exceptional, hard-working students, so once they understood what we wanted to do, there was no stopping them.”

Visit the LPM website to hear and read what each of the students said about their overall experience.

Introducing Volunteers:

A New LPM Project

by Susanne Magyar-Chapriel smagyar@mb.sympatico.ca (204) 334-8700



Most of us have long known that there aren't enough hours in the day or days in a month to get our literacy work done. We also know that volunteers could make our work lives easier, if only:

- we knew how to effectively recruit and screen them,
- we had formal policies and procedures to follow and volunteer job descriptions that clearly defined their roles and responsibilities,
- we could tap into a specific group in our communities that was willing and able to give us their time and energy.

Good News

There's good news on the way! As LPM's first Volunteer Coordinator, I've been thinking about these questions, and soon I'll be able to share all that I've learned.

Since early October, I've been researching the way more than a dozen local agencies operate their volunteer programs. I've met with their Volunteer Coordinators, reviewed their policies and procedures manuals, reviewed volunteer job descriptions (and skills/talent inventories), and read stacks of volunteer management books and articles. I also attended the Volunteer Centre of Winnipeg's highly-regarded Volunteer Screening and Interviewing workshops to get the latest information and advice on how to select or reject people who come forward to help us.

Volunteer Management Guide

Once this research is done, I'll be developing an LPM-specific Volunteer Management guide, providing you with several sample volunteer job descriptions (non-tutoring jobs you may want to recruit for) and providing you with step-by-step information on how to effectively incorporate volunteers into your programs.

As for a target audience for this project, we've selected teens – young people who have the time and energy after school, on weekends, and on holidays, to give to a good cause – and what better cause than ours? Hundreds of high school students around the province have skills and talents that they want to put to good use in their communities, while other teens are looking for opportunities to develop their skills and find their talents – by working on real-life projects and learning from professionals.

Services to the Field

Over the next few months, I'll be providing you with the results of our research as one of the services we offer to the field:

1. The latest tools (forms) and information (procedures) for recruiting and screening these potential volunteers.
2. A "volunteer" application form, and a Volunteer Recruiting poster.
3. Information on how to interview potential volunteers, how to check their references, and how to make them feel welcome when they first start.
4. Information on how to track their progress, help them to improve their work, and how to deal with any problems that may come up.
5. Ways to appreciate volunteers in your community — throughout the year, not just during Volunteer Week.

What you can do:

- Tell me what volunteer job descriptions you'd like to see developed: receptionists during registration time? community outreach workers to recruit learners? special events organizers? fundraisers? internet researchers? grant writers? etc.? etc.?
- What work could you delegate so that you could focus on helping your learners?
- How have you said "thank you" to your volunteers in the past? If you give gifts, what is your budget per person? What kinds of gifts would you be interested in seeing offered this spring?
- Would you be interested in purchasing volunteer/board appreciation gifts through LPM, if we could order large quantities at wholesale prices?

Please send me your comments by January 15th. Thank you. Susanne.

Judith Hayes Report

The Manitoba Learn Line Update

The Learn Line has become very busy during the first three months of the program year. That's really good news for the literacy programs in Manitoba! You may have noticed Learn Line advertisements in the Winnipeg Free Press of late. We are very pleased that they have donated advertising space for the promotion of literacy programs. We



have seen a 15% increase in Learn Line calls resulting in many more referrals to literacy programs throughout the province.

Our callers include potential learners, as well as counsellors from social service, community, and government agencies. These callers and/or their clients are referred to appropriate programs in their areas. Since September, the Learn Line has received over 100 calls and has referred those callers to your programs.

A fax form was sent to programs asking about available space. **In order to meet our clients' needs, it's important to notify Literacy Partners of your available program seats immediately.** You can fax the office at 956-9315 or call Judith Hayes, Learn Line Coordinator, at 697-3133.

The Learner Speakers' Bureau

Learner Speakers have been busy this year making presentations at literacy programs for university students and at events for Literacy Partners of Manitoba. We have two learner mentors, Ken Gesell and Dan Deurbrouck, available to provide support for new speakers. The Learner Speakers' Bureau is always looking for new members.

The Learner Speakers' Bureau would like to visit your program. Learner speakers would like to encourage other learners to take the Speakers' Training. The training has been rescheduled for February 2000. If your program would like to have a presentation by one of the speakers, or if you have students interested in taking the February Speakers' Training, please call Judith Hayes at 697-3133 or leave a message at Literacy Partners (947-5757)



Ever wish you could put a "HELP WANTED" sign outside your literacy program and find someone in your community who could come in and do some of the things you really don't have time for...so you could concentrate on your learners???? Well, Literacy Partners of Manitoba is working on a project to come to your rescue!

It's called the "**Volunteer**" project and it involves two parts:

- 1) Researching the latest information on recruiting, screening, interviewing and supporting youth volunteers;
- 2) Developing a comprehensive plan to help get Manitoba teenagers involved in our literacy programs, wherever they live.

One of our first steps is to identify the types of non-tutoring "jobs" LPM members would like help with, so that we can develop job descriptions for them, and interview questions and notes for you.

These opportunities can range from entry-level positions such as answering calls regarding enrollment or helping to distribute posters, to higher-level or once-a-year positions such as writing proposals, organizing special events, or doing research on the internet

Take a few moments to think about the tasks you'd feel comfortable or grateful delegating to a high school student in your community --someone who'd be willing to help you for the experience they would gain, opportunity to practice their skills. Please use the back of this sheet to list your ideas.

It's a proven fact: hundreds of Manitoba teens are looking for opportunities to make positive contributions to their communities. By getting them involved in our work now, we can ensure a bright future for literacy in the future. Thank you!

Volunteer Project Coordinator
Susanne Magyar-Chapriel
smagyar@mb.sympatico.ca
(204) 334-8700

Are you 16 years or older... looking for a great volunteer experience?

Then drop in at Literacy Partners of Manitoba's

OPEN HOUSE for Volunteers*
and explore our possibilities!

Thursday, October 5, 2000
1:00 to 5:00 p.m.

Room 998 - 167 Lombard Ave.
(corner of Lombard Ave. & Rorie Street)



*teachers/youth workers welcome

*Refreshments will be served

Please RSVP to Susanne at 947-5757
or visit our website at www.mb.literacy.ca

THE TIMES - Thursday, October 12, 2000

Non-profit literacy group seeks volunteers

By Jim Harris
Staff Writer

It's estimated that at least one in six adult Manitobans has severe difficulty reading.

If you're reading this, you may be asking why that makes any difference to you.

Consider this: low literacy costs Manitoba up to \$374 million each year, and it costs Canadian society as a whole more than \$10 billion annually.

Which is precisely why Literacy Partners of Manitoba is trying to recruit volunteers to help fight illiteracy in this province.

On Oct. 5, the non-profit organization held an open house in an effort to entice new volunteers, but Outreach Co-ordinator Susanne Magyar-Chapriel says they still need more.

"We have lots of different jobs available for all different skill levels," Magyar-

Chapriel said.

The various volunteer positions including general office work, media-related work and even a job for a mascot.

Recently, they began asking for volunteer help from high school students, something they hadn't done in the past.

Many high school students have to do volunteer work as part of their studies, which made them a good choice, Magyar-Chapriel says. Established in 1987, Literacy Partners of Manitoba acts as the headquarters for a number of literacy groups throughout the province.

The organization also provides training for literacy practitioners and provides resources such as videos, texts and a lending library.

If you are interested in volunteering, or if you'd like more information about Literacy Partners of Manitoba, call 947-5757 or visit www.mb.literacy.ca.



LITERACY PARTNERS OF MANITOBA

998 -167 Lombard Ave.
Winnipeg, MB., R3B OV3
Phone (204) 947-5757 Fax (204) 956-9315

September 6, 2000

Tula Para, Gilbert Park
Winnipeg Boys & Girls Club

Dear Tula:

Thanks very much for offering your club's leadership team to help distribute the new Literacy Partners of Manitoba volunteer recruiting posters.

I have also included some blue tacks, and some bright yellow posters, announcing our Open House for new volunteers (and people who work with youth -like you!) so hopefully, we can meet again next month (feel free to bring some youth from your team if you like).

The following are a list of places your team could try to get the posters up:

swimming pools	community centres	teen drop-in centres
health clinics	churches	Teen stores (video/clothes)
book stores(even 2nd hand stores)		grocery store bulletin boards
shopping mall bulletin boards		

I am working with all of the school divisions and all of the public libraries, so high schools and libraries are taken care of.

I would really appreciate receiving a list of places that the posters were accepted and the places that said no (so we don't ask them again).

If you run into any problems Monday night, please call me at home at 334-8700, or during office hours at 947-5757.

Thanks again for volunteering with us!

Susanne Magyar-Chapiel
Outreach Coordinator

What young people want from volunteering

The research

The 1997 National Survey of Volunteering has stirred up controversy with its finding of a 'sharp reduction in levels of participation by young people aged 18-24' and of more negative views of volunteering among the younger generation than older age groups. These findings have been challenged by some in the youth volunteering field, who maintain that young people are participating at a high level.

This research, funded by the Institute of Volunteering Research, set out to explore through focus groups of young people their understanding of voluntary work and their view of its relevance to them. Attention was focussed on the conditions and incentives which would attract them to voluntary work, and the best ways of publicising and marketing volunteering opportunities to young people. Topics covered included the image of volunteers; motivations and perceived benefits for young people; their views of the opportunities for them to volunteer, and the availability of information and access routes; and their perceptions of the barriers, deterrents and disadvantages.

The findings are presented as a 'wish-list' for volunteering. 'Flexivol' summarises the essential requirements of 16-24 year olds, and serves as an acronym for the most important elements:

Flexibility

Legitimacy

Ease of access

Xperience

Incentives

Variety

Organisation

Laughs

The context

The context for young people's voluntary activity is rapidly changing, with the introduction of New Deal 'Welfare to Work' schemes in pilot areas and the imminent launch of Millennium Volunteers. Concern has been expressed by youth organisations about 'enforced volunteering' undermining the essence of free choice in voluntary work. The emphasis on the disaffection of young people and the potential role of voluntary work in promoting training for employment and citizenship has placed youth volunteering high on the policy agenda. Recent government initiatives have created unprecedented opportunities to expand youth volunteering.

Research evidence has grown rapidly in the last few years, indicating that many young people, while disliking the term 'volunteering', believe in the value of voluntary work both for society and for themselves. Instrumental motivations to volunteer – to gain work experience, qualifications and skills – are increasingly prominent among the young. However, young people are keenly aware of barriers and obstacles to their involvement. Solutions have been proposed and this report endorses them, with fresh emphasis on key areas. Above all it argues for the principle of flexibility to accommodate the pressures which young people experience and the preferences which they express.

Flexivol

The message from young people is that volunteering needs a make-over. It needs to improve its image, broaden its access points and provide what today's and tomorrow's young people need. Volunteering suffers from out-dated associations with worthy philanthropy and conjures images that do not appeal to the young. However, it is recognised as potentially offering opportunities to young people which are scarcely available anywhere else. This study suggests, as do previous ones, that there is a vast pool of young people who could benefit from voluntary work. Many are on the edge of involvement, and many could do more than they already do, but certain conditions need to be met in order to achieve this. Changes are needed to raise levels of knowledge and awareness, to increase access routes and information and, once involved, to improve the quality and value of the volunteering experience.

The Flexivol wish-list

'Flexivol' summarises the essential requirements of 16-24 year olds.

Flexibility is given top priority by young people, particularly in respect of flexible work and working times for volunteering. The young have many pressures and demands on them and find it hard to make the time and commitment. They have a sizeable number of other outlets for their free time and volunteering has to compete with this. Much of their lives are controlled by others and it is important to them to have an element of choice and spontaneity in volunteering.

Legitimacy is a widespread need. Better education from an early age about the full range of voluntary work and its significance, and more positive images, would make volunteering seem 'normal' and 'cool' to young people. Their view of volunteers is basically favourable but negative stereotypes persist. Peer pressure, particularly on boys, prevents many young people from getting involved for fear of being labelled as suckers or wimps.

Ease of access is a requirement that has been highlighted in several studies and access is still a barrier. Most of the young people in this research did not have much idea of how to find out about volunteering opportunities. A major reason for not volunteering was simply that they didn't know how to go about it. More information, more encouragement and easy access points would help break down these entry barriers.

Experience is high on young people's wish-list for volunteering. They want relevant and interesting experiences which will stand them in good stead in their personal and career development. Volunteering needs to offer opportunities to learn new skills, to take on challenges, to explore different careers, and to get work experience. These instrumental motivations are not new, but are increasing rapidly among young people.

Incentives are important because of the competition for young people's time and attention. Inducements may be needed to help tip them into involvement, and once there certain rewards would sustain them. Most prominent is the incentive of tangible outcomes in the form of a reference or a qualification, to validate their experience and demonstrate their achievement to employers and others. In the absence of the main incentive for working – pay – young people at least need not to be out of pocket and full payment of their expenses would be an incentive.

Variety is an obvious and widely recognised requirement. Variety in types of work, issues and structures would accommodate the huge range of individual interests, goals, constraints and preferences among the younger generation. Variation should be offered in the amount of commitment, the level of responsibility and the type of activity in order to attract the widest possible range of young people.

Organisation of the volunteering needs to be efficient but informal, providing a relaxed environment in which young people feel welcome and valued. They would like some appreciation and the right kind of advice and support. They do not want to be over-organised and heavily supervised but to have people there who can support them when they need it, and help them progress when they are ready.

Laughs should not get left out of the picture because of young people's serious ambitions for self-development. Volunteering should be enjoyable, satisfying and fun. Since some of the competition for young people's time is from the attraction of a good time socially, it is a distinct bonus if volunteering also offers some laughs. While young people may not volunteer primarily for the social side, they are more likely to continue if they are enjoying themselves.

A strong consensus

Using young people's own words, the report shows that these are not unreasonable demands by a selfish generation, but practical preferences in the context of young people's lives. Their reasons are well thought out and represent sometimes difficult choices as they negotiate their way through the pressures and freedoms of adolescence and early adulthood. Despite their varied backgrounds – and some variation in their views – the central messages are strong, with a substantial consensus on the eight Flexivol areas.

„Marketing' volunteering

To increase legitimacy and knowledge of volunteering opportunities, young people advocate much more widespread promotion and advertising, so that their generation encounters images of volunteering in many different settings. They recommend an educational and awareness-raising approach in schools, reinforced with personal talks and visits from representatives of organisations and young volunteers. This would familiarise young people from an early age with the varied world of volunteering and the opportunities available to them. It would also help expand understanding of the term 'volunteer' so that it becomes more acceptable to young people.

Although the personal touch in communication about volunteering is most strongly recommended, young people also see scope for using other media. Short television advertisements and 'fillers', and local radio features are most popular. The printed word, in youth magazines and comics, posters and leaflets is not as likely to attract young people's attention. Telephone helplines and the Internet get minority votes.

The message should concentrate on people's achievements and potential gains, as well as the fun side, to counter volunteering's traditional image of worthiness. If a sustained programme of awareness-raising were to be carried out, this would help legitimise volunteering for young people and remove or reduce the apparent stigma associated with it. In the words of an eighteen-year old volunteer, 'If a lot of people do it, then it looks normal, it's cool, because everyone's doing it'.

Strategies for change

The report posed the question: are young people losing interest in volunteering? The answer is a qualified 'no'. Young people have not given up on volunteering, but there is a raft of factors which affects their likelihood of becoming volunteers.

The overwhelming desire for flexibility in volunteering which was expressed by all types of young people suggests that organisations and government need to rethink volunteering in the light of the realities of young people's lives. Instead of presenting volunteering as a given into which young people should fit, we need to take the preferences and imperatives of young people's lives as the basis, and reshape volunteering to accommodate them.

Young people's recipe for improving the youth volunteering situation involves both short term and longer term strategies and action at a number of levels. Local and national voluntary organisations, statutory agencies and private companies, schools and colleges, need to examine their publicity, information, organisation and incentives, and adopt policies that encourage and support young people as volunteers. The government can play a guiding role by setting the policy framework and overseeing broader strategies to develop infrastructure for youth volunteering and in developing educational policies. It can also continue to allocate funds to youth volunteering development and shape national initiatives such as Millennium Volunteers in response to young people's preferences and priorities.

Most challenging for all volunteering providers will be to address the need for flexibility and to put in place options that accommodate it. Flexible volunteering may require more effort and resources to organise but if large numbers of people become involved, then the advantages are obvious. Moreover, it is likely that a low-pressure, 'toe in the water' introduction to volunteering will translate into more committed involvement over time for many young people.

Methodology

Eight focus groups were held in March and April 1998 in London, the East Midlands and the West Midlands. The groups contained between six and ten people and captured variation by age, socio-economic status and experience of volunteering. All the groups were mixed by gender, and a number contained young people of African-Caribbean, Asian and other ethnicities.

A topic guide of questions was used in conjunction with five sets of 'cue cards'. Each index-sized card showed a statement or description, and the groups were asked to sort each set into three piles, denoting level of importance. The cards proved popular and achieved their goal of varying the pace of discussions and encouraging the young people's interest and participation. Thanks are expressed to all those who took part, and to people and organisations which helped set up groups.

**Are you 16 years or- older looking for a great
volunteer experience?**

Then drop in at
Literacy Partners of Manitoba 's

OPEN HOUSE for Volunteers *
and explore our possibilities !

Thursday, October 5,2000
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*Teachers/youth workers welcome!
* Refreshments will be served.

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