



**Check list:**

**Involving international volunteers in protected areas**

		<b>Protected areas: prerequisites, tasks</b>	<b>Volunteer coordina- tors: requirements, tasks</b> (Tasks can, in some cases, be delegated to colleagues)	<b>International volun- teers: requirements, tasks</b>	<b>Regional volun- teers: possible involve- ment</b>
<b>Preparation</b>	Motiva- tion	General working culture shows acceptance and interest in involving international volunteers and openness to cultural differences, also consciousness of park-related benefits and positive impact of international volunteers	Interest and delight in involving international volunteers and openness to cultural differences, also consciousness of park-related benefits and positive impact of international volunteers	Interest in the host country, openness to cultural differences, desire to support the conservation area	
	Techni- cal re- quireme nts	Reliable technology for interna- tional communications (espe- cially telephone and internet)			
		Workplace for international volunteers with tools and equip- ment that meet the require- ments of the planned tasks (see “placement site”)			
	Project location, duration and supervi- sion	Planning the activities of inter- national volunteers, taking into account their specific potentials and limits, for example, PR work: translating informational materials, guided tours in a foreign language, inter-cultural enrichment of events	Executive planning of the activity (see left column)		Participation in the planning (see left column)
		Determining a minimum and a maximum period for the volun- teer service according to the affordable amount of prepara- tion and supervision and the planned activity	Planning a time budget for preparation and ongoing supervision		Planning a time budget for assuming preparation and supervising tasks
Posting an opening for a volun- teer position: type of activity and time requirements per week, total duration of the service, required knowledge, abilities, interests, tools and equipment, food and accommo- dation, working environment (links to regional mass transit), depending on the target group, written in German, English or the mother language of the volunteer		Description of the volun- teer position (see left column)	Before the volunteer work begins, receiving compre- hensive written informa- tion about the placement site and working envi- ronment (see left column) in a language that they can understand	Adding accounts of personal experience to the description of the placement site	



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<b>Preparation (cont.)</b>	Accommodation, food and transport	Making accommodation available on location or organizing alternatives (volunteer "housing hosts," accommodation bureau, school or social institutions, etc.) taking into account, for example, the age and gender of the volunteer and clarifying options for meals	If accommodation cannot be provided, helping the volunteer to search for housing	If accommodation cannot be found, it is helpful to take personal steps (ask acquaintances, look for rooms for rent, etc.)	Offering accommodation as a volunteer "housing host"
		Providing a bicycle or, if necessary, paying for local mass transit tickets, also the possibility of giving rides or lending an official or private car	Organizing options for transport (see left column)	Possibly using their own cars or bicycles	Providing a bicycle
	Language	At least one person with knowledge of the language that volunteers master	Has the required linguistic knowledge (see left column); otherwise delegate an appropriate person to look after the volunteer	At least a basic working knowledge of German; in some cases, a knowledge of English is sufficient, but this should be clarified with the placement site; motivation to learn (more) German	When he/she has appropriate linguistic knowledge (see left column), providing services as an additional supervisor
		Paving the way for initiatives to facilitate communication and learning German	Executive preparation (for ex., providing literature, possibly organizing a "language buddy," language courses, etc.), sensitivity to linguistic barriers and difficulties	Motivation and efforts to establish contacts and become involved in conservation work, despite linguistic barriers	Supporting the preparation process (see left column); if involved in volunteer supervision, sensitivity to linguistic barriers and difficulties
	Arranging with the volunteer, organizational aspects	Information on general conditions for volunteers, their roles and activities	Personal (phone) conversation with volunteer	Personal (phone) conversation with volunteer coordinator	
		Providing all key documents (for ex., volunteer agreement, rental agreement – if applicable) in a language that is understood by the volunteer	Compiling all important documents (see left column) and sending them to the volunteer	Returning the signed documents (see left column) to the conservation area	
	Risk prevention	Clarifying insurance coverage for international volunteers (health, liability, accident), privately via the volunteer or via the placement site	Executive clarification of the insurance coverage, knowledge of relevant documents, contacts, processes, etc. required for an insurance claim	If possible, using their own insurance policies (health, liability, accident)	
		When setting up a volunteer activity, accommodation, transport, etc., and selecting volunteers, taking into consideration special risks, needs of volunteers, medical conditions, allergies, etc.	Looking into special risks and needs of volunteers, health conditions, allergies, etc., knowledge of first-aid and procedures in the event of an emergency	Information from the placement site concerning special needs, medical conditions, allergies, etc.	If involved in volunteer supervision, knowledge of first-aid and procedures to be taken in the event of an emergency
	Helping volunteers with formalities	If required, helping the volunteer with visa applications, opening a bank account, registering with local authorities, etc.	Organizational support (see left column)		Organizational support (see left column)



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<b>During the volunteer service</b>	Profes- sional supervi- sion and follow- up	Integrating into the team, the work organization and routines	Introducing full-time and volunteer staff to the volunteer, explaining the work organization and routines, introducing to tasks and the use of tools and equipment		Providing support when introducing to the team, to the work organization, tasks, the use of tools and equipment
		Regular communication concerning the volunteer placement and teamwork	Agreed, scheduled, regular discussions on tasks, needs, possible conflicts, etc.	Participation in regular discussion sessions	If involved in volunteer supervision, participation in regular discussion sessions
	Tools and equip- ment	Making tools and equipment available, in accordance with the agreed activity	Organizing the tools and equipment in accordance with the agreed activity		
	Health and safety	Observing legal safety regulations (safety equipment, learning about safety procedures, etc.)	Information from the volunteers on site concerning the required safety regulations and measures in the work (and living) areas, persons to contact in an emergency, rescue services, dealing with abnormal behavior; if necessary, agreements to deal with special needs, health conditions, allergies, etc., if necessary accompany during visits to the doctor	Knowledge of the information available on site concerning required safety regulations and measures in the work (and living) areas, emergency contact persons, rescue services, dealing with abnormal behavior; if necessary, agreements to deal with special needs, health conditions, allergies, etc.	
	Social integra- tion, support in daily life and cultural educa- tion	Treat the volunteer as a valuable "member of the team" despite cultural differences, linguistic barriers, etc.	Treat the volunteer as a valuable "member of the team," sensitivity to, and interest in, cultural differences, motivation to recognize and explain cultural characteristics; patience and time for communication		If involved in volunteer supervision, sensitivity to, and interest in, cultural differences, motivation to recognize and explain cultural characteristics; patience and time for communication
		Organizational support in daily life	For example, information on relevant shops, services, transport options, use of communications media, etc.		For example, information on relevant shops, services, transport options, use of communications media, etc.
		Providing information on regional and national culture and supporting efforts to learn more about the region, the culture, etc.	Gathering information (specialized literature, calendar of events, cultural institutions, etc.), transport, reserving tickets, etc.		Gathering information (specialized literature, calendar of events, cultural institutions, etc.), transport, reserving tickets, etc.



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<b>During the service (cont.)</b>	Social integra- tion, support in daily life and cultural educa- tion (cont.)	Supporting efforts to establish personal contacts and make friends	For example, establish- ing contacts, providing information on social institutions, group recreational activities, etc.		For example, estab- lishing contacts, providing information on social institutions, group recreational activities, etc.
	Recogni- tion	A general working atmosphere where the volunteers and their work are appreciated despite cultural differences, linguistic barriers, etc.	Personally appreciating the volunteers and their work despite cultural differences, linguistic barriers, etc.		Personally appreciat- ing the volunteers and their work despite cultural differences, linguistic barriers, etc.
<b>When service is complete</b>	Recogni- tion	Issuing certificates in recogni- tion of their work, mementos, etc.	Organizing certificates in recognition of their work, mementos, etc., and a framework to present them		Organizing certificates in recognition of their work, mementos, etc., and a framework to present them
		Issuing a certificate for the volunteer concerning participa- tion in the volunteer program and the qualifications that have been acquired	Preparing the certificate (see left column)		
	Assessing the volun- teer place- ment	Joint assessment by the super- visor (and, if necessary, addi- tional full-time and volunteer staff) together with the volun- teer	Assessment of the team- work at a joint meeting, individual feedback given to the volunteer concerning the place- ment, on qualifications to be acquired, etc., receiving feedback from the volunteer	Assessment of the team- work at a joint meeting, individual feedback on the park to improve the vol- unteer program; ideally, this would include a written report on the experience	If involved in volun- teer supervision, assessment of the teamwork at a joint meeting, individual feedback given to the volunteer concerning the placement, on acquired qualifica- tions, etc., receiving feedback from the volunteer
	Internal assessment of the volunteer placement with all individuals involved in the process		Participation in an internal assessment of the volunteer placement		Participation in an internal assessment of the volunteer place- ment