

# **CONTENTS OF THE MOQUAVO-MANUAL**

---

## **Introduction**

### **Relevance of volunteerism**

- 1 Definitions and self-concept of volunteerism
- 2 Social importance of voluntary work

### **Drug addiction prevention**

1. Addiction prevention in society
- 2 Definition of prevention
- 3 The history of addiction prevention
- 4 Effectiveness of preventive interventions
- 5 Who can carry out addiction prevention?
- 6 Our understanding of addiction prevention

### **Charter for voluntary work in the field of addiction prevention**

### **Results of the questionings of the previous project**

- 1 Survey of institution in drug addiction prevention
- 2 Volunteers survey in drug addiction prevention
- 3 Conclusion

## **Motivation**

- 1 Motives of volunteers
  - 1.1 General aspects of motivation
  - 1.2 Trends in volunteering motives in recent decades
  - 1.3 Motives to start volunteering
  - 1.4 Motives for continuing the work
  - 1.5 Aspects inhibiting motivation
  - 1.6 Conclusion: New alternatives for voluntary work
- 2 Recruiting volunteers
  - 2.1 Recruiting volunteers step by step
  - 2.2 Recruitment campaigns to enlist volunteers
- 3 What volunteers require
  - 3.1 Basic resources
  - 3.2 Organisation

- 3.3 Factors affecting interaction and communication
- 3.4 Public relations
- 3.5 Support and training
- 3.6 Recognition
- 3.7 Needs assessment
- 4 Changes and limits to the motivation of volunteers
  - 4.1 The dynamics of motivation – the motivation curve
  - 4.2 Strategies for times when there is less motivation
  - 4.3 Strategies for short-term activities
  - 4.4 Burn out
  - 4.5 Opportunity to drop out

## **Qualification**

- 1 The case for qualifying volunteers
  - 1.1 Benefits for the volunteers themselves
  - 1.2 Benefits for the institution
  - 1.3 Benefits for the target group
  - 1.4 Benefits for society
- 2 Training content
  - 2.1 Basic information about the institution
  - 2.2 Professional competence in respect of prevention and drugs
  - 2.3 Methodological competence
  - 2.4 Social competences
  - 2.5 Personal competences
- 3 Ascertaining training requirements
  - 3.1 Identifying requirements for specific activities
  - 3.2 Determining volunteers' concrete training requirements
  - 3.3 Is the training content up-to-date?
  - 3.4 Training requirements analysis – step by step
- 4 Various phases of training
  - 4.1 Orientation phase
  - 4.2 Basic training
  - 4.3 Continuous training programmes
  - 4.4 Exchange of experience and supervision
- 5 Designing and organising training
  - 5.1 Design
  - 5.1 Organising a training activity

## 6 The instructors

6.1 What abilities should an instructor have?

6.2 Who can become an instructor?

6.3 Conclusion

## 7 Evaluation of training

7.1 Which aspects can be evaluated, and when?

7.2 Who can provide sources of information for an evaluation?

7.3 How can training and trainers be evaluated?

7.4 What to bear in mind...

## 8 Limits of qualification

8.1 Minimum level of training

8.2 Maximum limits to training

8.3 Further limits to volunteer training

### **The relevance of documentation and evaluation**

1 Documentation

2 Monitoring

3 Evaluation

### **Games and exercises for groups**

1 Games for the start of a new session / for use with a new group

2 Fun breaks – How to make a training session or meeting more relaxed

3 Feedback

4 Happy end . How to close a meeting

### **MoQuaVo - Project partners**

Arbeitsgemeinschaft für Suchtvorbeugung und Lebensbewältigung (Belgium)

Centro Ascolto Problem Alcolcorrelati (Italy)

Centre de Prévention des Toxicomanies (Luxembourg)

Free from drugs (Finland)

The Choise is Mine (Norway)

PFIFF – Suchtprävention (Germany)

PROTASI (Greece)

Wilde Bühne (Germany)

Zentrum für empirische pädagogische Forschung (Germany)

### **Literature references**

### **Index**