



CCIVS
70 YEARS
Coordinating Committee for
International Voluntary Service
1948-2018

Volunteering



and heritage management



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of the European Union



Foreword

Heritage has been an important element of local communities where International Voluntary Service organisations have set up projects since 1920 (1st international workcamp). Throughout the years organisations, have developed cooperation with various stakeholders, involving young and adult volunteers in the protection, preservation and valorisation of our tangible and intangible heritage. This topic has expanded to other regions of the world, this demonstrates the value of non-formal learning as the IVS educational approach to disseminate the values and expertise developed at the inter-governmental level to a large public and in particular to young people, based on a dynamic dialogue between the different stakeholders.

Besides thousands of projects run for many years by IVS organisations in small villages rescuing and preserving the local heritage and on world heritage sites worldwide, the implementation of the World Heritage Volunteers programme led by the UNESCO World Heritage Centre and the Coordinating Committee for International Voluntary Service (CCIVS) since 2007 has allowed for a formal partnership between the UNESCO World Heritage Centre and the CCIVS resulting in 368 WHV projects in 61 countries, with 122 local organisations and NGOs, at 141 UNESCO World Heritage sites with the participation of over 5000 volunteers from very diverse cultures. The programme aims at raising awareness about the necessity to protect, preserve and promote cultural and natural heritage in general and the inscribed or potential World Heritage (WH) sites in particular.

For more information
whc.unesco.org/en/whvolunteers/

In 2017-18, CCIVS implemented a capacity building project financed by the European Union Erasmus+ programme entitled Volunteer P.A.T.H. Partnerships Actions Tools and Heritage. The main goals of the project were: to diversify stakeholders and potential financial resources in order to implement high quality projects, to contribute to establish common practices and standards for the participants and to reproduce at the organisational and local level the capacity building process and multiply the impact and outreach of the project.

One of the outcomes of the project is a Volunteering and Heritage Management toolkit. In an effort to implement a long term strategy in order to raise awareness about the impact of IVS in cultural heritage and diversity issues and improve quality standards in our projects, this document gives inputs on the general background of IVS and the value of volunteering in heritage sites as well a set of recommendations and tools divided into five groups: awareness raising and communication, training and capacity building, planning, assessment and evaluation, sustainable partnership, networking and funding. This toolkit intends to contribute to develop a bottom-up and people-centred approach to heritage management where volunteers are at the core of the 'heritage community' (Faro Convention, CoE, 2005), a global community where mutual understanding and respect are brought by active citizens that preserve protect and promote cultural heritage and diversity.

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1. Definition of IVS and the value of volunteering

International Voluntary Service (IVS) is a non-formal education tool that stands for promoting peace and better understanding, inclusion, solidarity, active participation and shared learning. IVS gives people the possibility to participate as an active member of society and work on a task which can benefit a community. IVS aims to be the catalyst for change within individuals and society, to help breakdown prejudices and stereotypes for a world of mutual respect and understanding. As mentioned in the 1998 preamble of the Universal Charter of Voluntary Service developed by CCIVS, international volunteering is vital for development, “social justice and development depend, in turn, on all members of society participating in productive and socially useful work, in a spirit of true equality and the recognition of the right of others to dignity and respect, as called for by the Universal Declaration of Human Rights”.

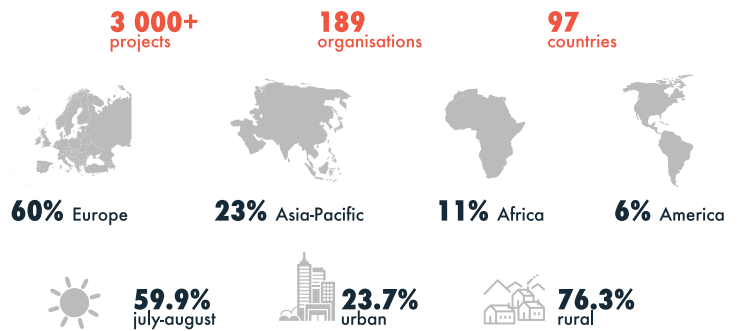
Organisations working in the field of IVS view voluntary service as a means of jointly contributing to different sets of the global agenda such as the Sustainable Development Goals.

The Economic and Social Council of the UN recognises that International Voluntary Service contributes to the Implementation of the United Nations Sustainable Development Goals because “volunteering is an important component of any strategy aimed at poverty reduction, sustainable development and social integration, in particular overcoming social exclusion and discrimination” (United Nations Economic and Social Council, 2001, p. 2).

Research on the impact of international workcamps carried out in 2013 by the French organisation Solidarités Jeunesses together with CCIVS seeks to determine and explain the impact of IVS on volunteers and host communities. This impact research has shown that three thousand (3.000) short term international workcamps are carried out every year, involving over thirty thousand (30.000) international volunteers from one hundred and eighty-nine (189) IVS organisations from ninety-seven (97) countries, which translates into three million (3 000 000) hours of volunteer work (Solidarités Jeunesses and CCIVS, Changing Perspectives, 2013). The results of the Impact research proves that IVS

gives members of society the possibility of developing social values, of forging a stronger identity and of acquiring experience and skills not provided in the sector of formal education or vocational training. IVS allows for social integration and citizen engagement; community projects which help to improve the local people's standard of living in one way or another. This kind of involvement in community projects inspires people to be pro-active at different levels on the international development agenda. The community appreciates the aim of IVS as one that inspires and compliments their efforts in bringing about positive change. IVS provides volunteers with the opportunity for personal development, social skills and collective abilities. The value of volunteering can be stressed also on the benefits for stakeholders such as: contribution to social inclusion; intercultural dialogue, peace and solidarity, pooling local resources and initiating new projects, bringing dynamism in community interaction, creating unity of purpose, active citizenship and involvement, new interests, experiences and hobbies.

The highest priority areas of work in IVS were summarised during the period of 2010 – 2011 in the following thematic areas: Sustainability and Environment; Participation and Social Inclusion; Peace and Human Rights, Poverty Eradication and Health Promotion, and Cultural Heritage and Diversity. IVS organisations work in these thematic areas locally, making actions with volunteers, to improve and spread awareness on the environment, to increase the participation of all community members, to protect and promote their heritage, to improve social and life conditions.



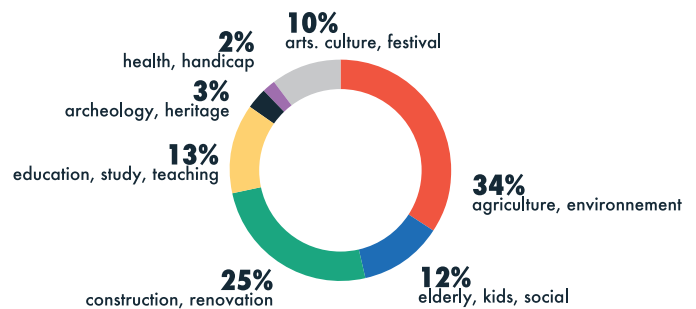
averages for international workcamps' data



2 300 000 +
hours of work every year

70 + millions USD
worth volunteering

Wages by occupation and industry, NAICS 813400 standard, civic and social organisations - ILO Manual on the Measurement of Volunteer Work (table 6.1 page 40)



Graphics by Solidarités Jeunesses, Changing Perspectives Map 2015

2. The importance of volunteering on heritage sites

Heritage in its many forms and practices is not just a representation of the past. It is also a connection or a re-connection with the past that is active and alive in the present. Heritage is coproduced and mobilized by individuals and communities in a number of actions, including remembering, celebrating, forgetting, creating, defining and performing. Heritage shapes and reshapes people's sense of place, sense of belonging and cultural identities locally and nationally.

Nowadays IVS organisations involvement on heritage sites can involve running large or small restoration and preservation projects or can be dedicated to awareness-raising activities. Heritage brings people together. The outreach goes beyond the group of volunteers involved and reaches directly members of the local community. Volunteering on heritage sites allow local communities to have a better understanding of their heritage, revealing or identifying heritage values in order to grasp their multiple uses and to finally find a new value. Volunteering on heritage sites brings attention to the needs, desires and rights of the local

communities and stakeholders who are most concerned by those sites. The CCIVS Impact measurement tools have been improved and updated for this project. Measuring the impact of IVS projects in Cultural Heritage and Diversity will deliver a concrete feedback on the impact of those actions on local communities and on the personal development of volunteers. This research will improve quality and recognition of IVS organisations and work in the field of cultural heritage and diversity.

Volunteers take heritage from the past to the present through different levels of re-appropriation, ownership and stewardship: to renovate and protect, to make known a territory, to revive and to stimulate cultural practices that were thought to be lost, to transmit an activity or a passion. For the volunteers, taking part in a workcamp allows for learning new skills and to live an intercultural experience. Besides discovering new heritages and cultures, volunteers are disseminators: they exchange about their own heritage becoming truly 'makers' and ambassadors.

3. Heritage in action

Volunteering is the key for engaging communities and increasing participation within a heritage management system. Voluntary service contributes to the bottom-up approach towards cultural heritage. Non Formal Learning is an important method to use whilst valorising local customs and the diversity of these. Participation within a heritage management system can be increased through the implementation of quality volunteer projects community-based.

The following part of the toolkit guides you through the main elements that your organization should be aware of in developing community outreach projects: awareness raising and communication, training and capacity building, planning, assessment and evaluation, sustainable partnership, networking and funding. The recommendations developed in the frame of the Volunteer Path project were inspired and influenced by the World Heritage Volunteers Cycle Practices publication (World Heritage Volunteers cycle practices, CCIWS and WHC, 2013).

A. Awareness raising and Communication

Feedback from volunteers, organizations and stakeholders has shown the importance of awareness raising and communication as crucial in engaging the community, partners and individuals in projects. Identifying areas for strategic communication and defining SMART communication objectives (Specific, Measurable, Attainable, Relevant and Time-bound), makes it easier to plan and implement project activities and the monitoring and evaluation process. Having clear communication objectives will increase an organization's understanding of the community being worked with and also improve the community's general knowledge about the organization's mission. Having clear communication and awareness raising also contributes to the development of a strategic approach to the preservation and valorization of local heritage.

Improving communication with locals' habitants before, during and after projects

- » Elaborate community needs assessment through participatory methods.
- » Identify areas for strategic communication and define communication objectives.
- » Community involvement in the preparation, organization and promotion of the project: involve the local community in the project implementation, organize an 'Open day' on the work site open to the press, local authorities and local community; organize free time for excursions, study visits or leisure time between volunteers and the local community.
- » Arrange a meeting between camp leaders, site managers, local partners, stakeholders and the local community.
- » Promote the project at the local, national and international level and recruit participants. Use promotional material any relevant, but also create personalized promotional material to promote the project.
- » Prepare promotional documents for the media. Write press releases in advance and create a press release schedule.
- » Build awareness through local involvement keeping long-term relations with the local community. Organize open days, informative events, implement long-term volunteer projects, etc.
- » Create appropriate communication instruments to raise awareness about projects and other activities.
- » Elaborate impact measurement research and use data.

The next two examples of participatory practices and heritage intend to illustrate how to involve local communities before, during and after the workcamp. The first activity ‘Heritage-mapping and needs assessment’ will allow local habitants to create visual inventories of their assets together with volunteers. Assets could include built, as well as intangible heritage elements such as traditions, practices, knowledge and expressions of human creativity, anything that people who live in the territories feel it is significant to them.

In the second activity ‘Collaborative Heritage Walks’, the idea is to create a dynamic and interactive space of mutual exchange between local community and volunteers. Local habitants will develop a greater sense of belonging to their own territory and volunteers will acquire deeper knowledge of the local heritage.

Activity 1: Heritage-mapping and needs assessment

Name of the activity	Heritage-mapping and needs assessment
Objectives	To allow local habitants to collectively create visual inventories of their own community's assets; To contribute to the development of a strategic approach to the preservation and valorisation of local tangible and intangible heritage.
Key words	Heritage-mapping; Active participation; Tangible and intangible heritage awareness.
Target group	Local habitants, participants in workcamps and trainings; mid and long term volunteers.
Group size	5 to 20 participants
Time	2 full days minimum
Overview and preparation	This activity can be undertaken during a workcamp, or prior to the project, in the frame of a long term volunteer project. The outcomes of this activity will be important qualitative data and can be used to showcase the needs of a local community and establish strategic partnerships. Assets could include built, as well as intangible heritage features (traditions, practices, knowledge and expressions of human creativity), anything that people who live and work in the territories feel it is significant to them. Facilitators and leaders should establish baseline information and preparatory work. Material to be prepared: flipcharts and markers, and if it is possible audio and video recording equipment. Participants can use their smartphones to film and record.
Methodology	The methodology of Participatory Asset Mapping used in Social Sciences will be adapted for use in relation to diverse cultural heritage. Participatory Asset Mapping is a process where community members collectively create visual inventories of their own community's assets on a map.
Step-by-step	<ul style="list-style-type: none"> -Facilitators and leaders transfer information and preparatory work; -Work is done in small groups, participants are invited to reflect about the learning objectives of IVS projects in the field of Cultural Heritage and Diversity. The method used consisted of a process starting from a general perspective (macro categories) and proceeding towards specific targets. -Participants are meant to first agree on general cultural heritage categories or macro-categories and specific elements. -They should begin by itemising all cultural heritage elements that a local community feels to be of significant value to them; -For each categories and elements participants should define statements or questions and elaborate a form. -Field work: there are different types and levels of consultation and there can take place as a forum, symposium, and simple one-on-one meeting, depending on the setting or context (to be defined depending on the time available for the activity). -Participant observation, dialogue with the community and raising awareness on cultural heritage. - Data capturing tools: participants can use audio and video recording equipment besides flipcharts and markers. -Mapping exercise: collecting data and filling forms previous prepared. -Restitution and sharing information: participants will prepare an exhibition that will be held in an ‘Open Day’ event. -Production of a booklet or a guidebook if it is possible.
Debriefing	
Follow-up	
Resources	

Activity 2: Collaborative Heritage Walks: sharing stories, building new paths

Name of the activity	Collaborative Heritage Walks: sharing stories, building new paths
Objectives	To create a dynamic and interactive space of mutual exchange between local community and volunteers. To make local habitants and visitors more conscious of what living in this place means. To bring out how the people in a certain community relate to their own cultural heritage. To find out more about the local heritage.
Key words	Local heritage; Participative path; Sustainable development
Target group	Participants in training or capacity building trainings in cultural heritage field or a workcamp.
Group size	2 to 15 participants
Time	2 hours
Overview and preparation	The organisation should contact prior to the project local habitants. A map or guide could be produced.
Methodology	Intercultural exchange
Step-by-step	During a walk through the cultural heritage of city or village, the inhabitants will point out interesting or unknown places, but also talk about their daily life in the place. This way, local inhabitants will develop a greater sense of belonging to their own territory and volunteers will acquire deeper knowledge of the local heritage. The idea is to showcase not only the institutional heritage but also other forms like intangible, contested and industrial, etc.
Debriefing	Which places did you visit? What kind of elements or stories were showcased during the walk?
Follow-up	Thematic routes can be proposed.
Resources	

B. Training and Capacity Building

Establishing the long-term capacity building goals of voluntary organizations and participants taking part in volunteer projects are an important step towards achieving quality standards in the implementation of heritage projects. Training sessions allow to define the practical approach, methodology and tools that better correspond to the shared vision and the different sociocultural contexts concerned by the projects.

Box 2: Recommendations for long-term capacity building trainings

- » Establish long-term capacity building goals.
- » Develop training curricula for organizations, camp leaders but also partners involved in implementing volunteer projects on cultural heritage and diversity field.
- » Modules and topics should cover the educational project, the description of the role and responsibilities of the camp leader, the practical skills of project management, the leadership methods, that theoretical sessions focus on heritage concepts and contemporary challenges, the ontological politics of heritage, techniques and history, colonial heritage, heritage in conflict and post-conflict areas, theoretical sessions on heritage management network and institutional cooperation, hands-on work, workshops and study visits to local heritage.
- » Diversify topics and modules that focus on intangible heritage and other sub-topics as contested heritage and emerging issues, gender and heritage.
- » Continuously develop tools to help transfer what is being learnt.

In the last few years IVS organisations have shown interest in developing intangible heritage projects. Intangible cultural heritage is made up of all immaterial manifestations of culture and represents the variety of living heritage as well as the most important means of cultural diversity. The importance of the intangible heritage consists on the knowledge and skills that are transmitted from one generation to the next. Its preservation should be relevant to the communities.

The following activities proposed can be developed in a training or workcamp. These activities will contribute to understand how we perceive our own heritage, to contribute to the collective definition and typology diversification of heritage, to develop new narratives regards cultural heritage (with a special attention on how gender issues are brought in the field of cultural heritage) and to understand the social functions and challenges of transmission of intangible heritage to future generations.

Activity 3: Mental Map - Heritage Visual Representation

Name of the activity	Mental Map: Heritage Visual Representation
Objectives	To understand how participants perceive heritage; To position themselves in their own heritage system; To contribute for the heritage collective definition.
Key words	Heritage; Self-awareness; Visual Representation
Target group	Local habitants, participants in capacity building trainings or a workcamp in cultural heritage field.
Group size	10-20 participants
Time	45 minutes
Overview and preparation	Participants will draw mental maps in order to understand how they perceive and position themselves towards heritage. Mental maps are representations of spatial knowledge which are determined by the individual's perspective. Materials needed: papers, flipcharts, pencils and markers. Prepare materials in a room.
Methodology	In the first part of the activity participants will use the mental map. Mental mapping is a useful method for revealing how individuals spatially perceive a reality. A mental map is a person's point-of-view perception of an area or an image of larger environment. This type of visual mapping consists in putting in evidence subjective qualities from individuals such as personal preferences or/and practical uses. In the second part of the activity, the walking gallery and working in small groups' methods will be used.
Step-by-step	-Provide some drawing materials such as papers, pencils and markers and put them in the centre of a room. -Ask participants to split into in groups of 2 or 3 people and to describe without drawing how they see their own city or village in terms of heritage (main heritage elements should be represented). -Request participants to then draw in a blank paper individually. -Ask the group to stick the mental maps in the wall of the room. -Ask participants to go around the room watching the mental maps and taking notes about the impressions they have. -Invite participants to share their own mental map and to debate about their own visual heritage representation in small groups. -In the same groups invite them to define the concept of heritage. -Feedback in plenary and set up of a collective and inclusive definition of heritage.
Debriefing	How similar or diverse were each person's map? How many heritage elements were represented? How much place has tangible heritage in the map? Is there any map that represented the intangible heritage? If yes, how participants represented intangible elements in a material way? Are there any border limits in the representation?
Follow-up	This activity should be done at the beginning of a training or a workcamp. It could be interesting to do the same activity towards the end of a training in order to check if there any changes.
Resources	

Activity 4: Exploring Identities through Gender

Name of the activity	Exploring Identities through Gender
Objectives	Explore how gender issues are brought in the field of Cultural heritage; Develop new narratives as regards cultural heritage; Show case attentiveness to the gendered curation, protection, preservation and commemoration of the past.
Key words	Identity; Gender; Cultural heritage and diversity
Target group	Participants in training or capacity building trainings or a workcamp.
Group size	5-20 participants
Time	45/50 minutes
Overview and preparation	This activity intends to question gender within heritage, identity issues and how to think the value of heritage nowadays. Materials needed to the activity are flipcharts or poster papers and coloured markers and pens.
Methodology	‘Silent discussion’: this discussion strategy uses writing and silence as tools to help participants explore a topic in depth. Silent discussions allows participants to activate prior knowledge, stereotypes and preconceived ideas related to topics. This method helps to make new connections and learn from the collective knowledge of the group.
Step-by-step	<ul style="list-style-type: none"> -This activity will be completed in silence. All communication is done in writing or drawing. -Divide participants into 5 groups. Each group should have a big flipchart or poster paper and coloured markers and pens. -In the centre of the flipchart put an image, problem or quotation. -The groups read the text or look at the image in silence. -Participants write out or draw their thoughts and questions on the topic around the text or image. -If someone in the group writes a question, another member of the group should address the question by writing on the flipchart. Participants can draw lines connecting a comment to a particular question. The length of this step should be at least 15 minutes. -In the next step participants from each group go silently around the room visiting other groups and is allowed to write/draw their ideas on other posters or flipcharts. -Silence is broken after another 15 minutes and participants can exchange about their ideas and discuss verbally.
Debriefing	As a group, explore the contents, discuss ideas, reactions and responses written on the flipcharts. Put the flipcharts in a wall and use the ‘Walking Gallery’ for participants go around.
Follow-up	
Resources	

Activity 5: 'PhotoVoicing' Intangible Heritage

Name of the activity	'PhotoVoicing' Intangible Heritage
Objectives	To use photography to raise awareness and identify intangible heritage ; To understand the social functions and challenges for transmission of intangible heritage to future generations.
Key words	Intangible Heritage; Participatory; Grassroots Social Action.
Target group	Participants in training or capacity building trainings or a workcamp.
Group size	5-15 participants
Time	3 hours (+)
Overview and preparation	This is a practical and interactive activity that uses photography and social action to explore the intangible heritage: practices, expressions and cultural skills of a community. Material to be prepared: photography equipment. In case is not possible participants can use their smartphones.
Methodology	Photovoice is a sub-type of a participatory visual and qualitative method used for community-based participatory research to document and reflect reality. It is an empowering and flexible process that combines photography with grassroots social action. Other methods to be used are: small groups, debates and round tables.
Step-by-step	-Participants are divided in small groups. Each group will be provided with digital camera (or in case is not possible they can use their smartphones). -Participants are asked to express their points of view by photographing scenes that highlight intangible heritage. -These photographers are collaboratively interpreted through discussions in small groups. The idea is to create a storytelling. Texts explaining the photos highlighting intangible heritage in a local community can be developed. -Results will be shared with local communities in an 'Open Doors' day through exhibitions and round tables.
Debriefing	As a group, explore the contents, discuss ideas, reactions and responses written on the flipcharts. Put the flipcharts in a wall and use the 'Walking Gallery' for participants go around.
Follow-up	
Resources	

C. Planning

Project planning is key to ensure quality project success. Planning is important because it helps clarify goals and develop a vision. Community involvement is central to both the strategic planning and project planning. Besides being highly appreciated by financial stakeholders, planning gives coherence to a project. Community involvement should be used to create not only ideas and their implementation, but also to further improve existing projects.

Recommendations for planning a community-based project on cultural heritage.

- » Carry out a study and research work. Compile information and documents on the heritage site, establish the needs of the community, site managers, etc.
- » Arrange a meeting between camp leaders and site managers, local partners and stakeholders.
- » Organize a feasibility visit. When considering organizing a volunteer project, visit locations and check the conditions, accessibility, safety, facilities availability and accommodation.
- » Make a provisional budget filling it in with information you have from your research on costs of supplies, materials, staff and allocation of costs.
- » Define the activities: set goals, objectives and a working plan indicating times and volunteers responsible to carry them out. Define the tasks for the volunteers with the site managers and other partners.
- » Apply for needed permits or authorizations. Compile the documents needed and contact authorities to check what kinds of permits are necessary to work in the heritage site.
- » Recruit camp leaders according to the project, ensure their training for camp leaders and create camp leading duos.
- » Recruit volunteers. Set up a project description, exchange it with your partner organizations and answer application requests.
- » Ensure volunteers' safety and travel preparation. Check visa requirements for participants and ensure volunteers' and organizations' insurance.
- » Organize a meeting between camp leaders and site managers, local partners and stakeholders.

D. Assessment and Evaluation

An evaluation plan is the next key element for the successful implementation of a project. Active participation and feedback are essential to the process of assessment and evaluation. Evaluation should be done at different levels: internally and with participants, partners and stakeholders, and local communities. Besides the potential multipliers in further developing activities, the evaluation should tackle changes in knowledge and skills, cultural self-awareness and social change. The purpose of the evaluation is to improve the project, to share results with stakeholders and partners, to contribute to a comprehensive discussion and to foster comprehension and communication.

Recommendations for Assessment and Evaluation

- » Realise a baseline study from the results of the impact measurement questionnaires to provide background information to monitor and assess the project progress.
- » Standardized instruments to be used to assess projects.
- » Monitoring and evaluation during the project: hold a middle and a final evaluation and reflection time with volunteers.
- » Follow-up and monitor the process of the project involving camp leaders, site managers, local community, stakeholders and donors to the project.
- » Receive feedback from volunteers, camp leaders and local community (quantitative and qualitative data).
- » Organise a final evaluation meeting with camp leaders, local partners and stakeholders.
- » Issue activity reports and send them to: members of the local community, authorities, donors and local/national media.

E. Sustainable Partnership, Networking and Funding

Building strategic and sustainable partnerships are essential for voluntary organizations. A partnership is strategic when it provides the means and methods for advancing one's mission. The reasons for diversifying partnerships are to achieve more effective and efficient projects or programmes; to innovate and diversify sources of funding; to pool resources; to build or consolidate networks; and to create long-term and permanent social change. When interacting with each other in new ways we have different levels of shared resources and responsibilities. Partnerships can range from the informal to the very formal, from the private and public sector, including educational institutions, governmental bodies, private institutions, civil society and the corporate sector. Sometimes relationships with specific partners evolve into active relationships of exchange and support. Possible partnerships can include cooperation, collaboration, coordination, multisector collaboration or networking.

Key steps to implementing a partnership

- » Identify and engage the stakeholders.
- » Create relationships, begin to build trust.
- » Explain the scope and objectives of each partner.
- » Implement a partnership that is mutually beneficial with a shared purpose.
- » Establish roles, methods, ground rules and decision-making structure.

The first step in achieving a strategic partnership is to know your own organization's strengths and weaknesses. Assessing your organization is crucial as it will determine the sort of partnership that will be the most valuable and beneficial. An organization should position itself externally highlighting its strengths. The organizations who participate in the WHV Initiative have extensive strengths and have a global network that constitute valuable assets. When choosing new partners to work with, it is important not to forget your organization's values and align them with your partners'. New partners need information to be able to move forward so being informative and sensitive is essential.

Building new partnerships - Recommendations for organisations' external visibility

- » Positioning.
- » Think outside the box.
- » Active listening.
- » Challenge ourselves and implement projects in new places.
- » Think strategically.
- » Be professional and accountable.
- » Highlight belonging to a global network.
- » Be informative.
- » Be sensitive and value-oriented.
- » Actively share information among the members of the network as well.
- » Be competitiveness.
- » Give recognition.
- » Measure and use impact results.
- » Think sustainable.

4. Conclusion

International voluntary service organisations are responsible for heritage related projects and initiatives since the early 20th century. From 2016-2018, CCIVS implemented a capacity building project financed by the European Union Erasmus+ programme entitled **Volunteer P.A.T.H. Partnerships Actions Tools and Heritage**. Through the P.A.T.H. project we intended to work towards the strategic objectives of the White Paper and to promote the work of IVS organisations, whilst valorising tangible and intangible heritage and cultural diversity. In order to implement high quality IVS projects in the heritage field, we need to diversify stakeholders and potential financial resources, to establish common practices and standards for participants and organisations and finally to reproduce at the organisational and local level the capacity building process that has been done for the last years.

The **Volunteering and Heritage Management** toolkit gives inputs on the general background of IVS and the importance of volunteering in heritage sites as well as a set of tools and recommendations that your organisation should be aware of in developing community outreach projects. The recommendations and tools are divided into five groups: awareness raising and communication, training and capacity building, planning, assessment and evaluation, sustainable partnership, networking and funding. This toolkit should contribute to develop a bottom-up and people-centred approach to heritage management and develop practical hands-on volunteering projects with a long term dimension.

Author - Rita Albuquerque has been involved in international voluntary service organizations' for 15 years. Between 2010 and 2012 she was a member of the Executive committee of CCIVS. She was a team member and facilitator of the CCIVS capacity building project The Volunteer P.A.T.H. Partnerships Actions and Tools for Heritage. Rita Albuquerque has a degree in Art History from the Faculty of Arts and Humanities of University of Porto (Portugal) and holds a Master's degree in International Studies specialised in Latin American studies from the Institute of Latin American Studies University Paris III (France). She's currently a Ph.D. candidate in Heritage Studies and Geography - University of Porto (Portugal) and University of Montpellier III (France). Her research focus on the interaction between local residents and visitors, community engagement and active participation in historic urban World Heritage sites in Portugal and France.

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Further reading

Guidelines for Inter-regional Volunteer Exchange, CCIVS, South-South: North-South Seminar, CCIVS, Paris, 1998
International Voluntary Service Kit, Council of Europe and European Commission, Strasbourg, 2002.
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