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VOLunteers in ACTION : Raising Awareness For Volunteer Fire Fighters

Training Methodology TRAINING 2000

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TRAINING METHODOLOGY

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1. Introduction

VOLinACT project aims to further develop awareness **of the need for forest fire prevention**, supporting the **volunteerism of citizens** through awareness-raising activities.

The main goal of the project is to create specific volunteers' profiles, who will be collaborating inside Volunteers' Fire Protection Organizations (existing or going to be created in every country) for **the optimization of the preparedness activities** and, furthermore, for dealing with people's needs in the post-disaster phase.

During the project period, volunteers of these profiles will be trained through **e-learning sessions** for working in an international environment, so as they could be available, not only during emergencies at the national level but also for supporting volunteers' teams in other EU countries.

The target group includes volunteers who will be involved in activities during the project, but also volunteers among all partner local society members who want to learn more in the field of fire protection.

The training methodology describes the didactical approach, the timing, the topics, the contents and the tools to be used during the training to achieve the goals of the project.

The present training methodology aims to support the trainers and training organizations, who want to implement **VOLinACT** training in the future, in using the results created in an easy and flexible way.

The pillars of the **VOLinACT** training methodology are described in the next chapters:

2. Summary of Training Needs Analysis

The results collected through the training needs analyses among the partner countries provide the reasons which constitute the core of the **VOLinACT** training and are the basis for the creation of the training modules.

The **objective** of the **need analysis** was to produce **the competence map of the skills and competencies** required for Volunteers in forest fire prevention/fire fighting across the partners' organizations in relation to the project. For that reason, a questionnaire had been created and addressed to trainers of volunteers, experts in forest fire fighting and volunteers in forest fire fighting with at least some experience in operational activities. This questionnaire was conducted online and filled in all the partner's countries

This **online survey** was conducted to get information about the **training needs** – of the target group. 217 people participated in the questionnaire from Greece, Italy, Portugal, Turkey and Georgia.

The questionnaire consisted of two main questions:

- a. What motivate someone to be a volunteer- According to your experience for what reasons do you believe someone wants to be a volunteer?
- b. Which needed competences/qualities/skills are needed to do the work as a volunteer in forest fire prevention.

The results/ The answers, collected among the partners, provide the data analysis about the motivations that, according the respondents, mainly lead people to become a volunteer in forest fire prevention and fighting, are summarised below:

1. The main reasons that drive someone to be a volunteer are:

- the importance of helping others
- the collaboration to an important purpose
- the social offer
- the acquisition of knowledge and experience –also in terms of intercultural experience
- the cooperation with other people,
- the need of increasing their knowledge
- the development of self-esteem and self-knowledge

2. The 20 most relevant skills and competences of Volunteer fire fighters, according to the respondents, are listed in the table below:

	Competences of the volunteer forest firefighters
1	Assessment of the environment's/scenario's safety
2	Ability to keep calm in difficult circumstances
3	Knowledge of personal safety protection devices and their correct use and maintenance.
4	Problem-solving skills
5	Quick reactions
6	Evaluation of weather conditions (especially wind)
7	The willingness and ability to learn on a continual basis
8	Teamwork skills
9	Adaptability
10	Willingness to help fellow human beings
11	First Aid
12	Desire to offer service to your entire community
13	Patience, understanding and sensitivity
14	Loyalty
15	Sound judgement
16	Very good physical condition

17	Confidence
18	Cardiopulmonary resuscitation
19	Resilience
20	Dexterity in handling machines and manual tools

3. The Competence Map

The competence map was created to **describe the competences that volunteer forest firefighters should possess** to do their job successfully.

The competence map serves as a reference to determine the learning outcomes of the training in each training module and course. The main elements of the competence map are the modules, the units of learning, the key competences, knowledge, skills and learning outcomes.

The competence map is structured as follows:

- **Modules**
- **Units of learning:** the main topics to deal with in order to complete the training course;
- **Learning outcomes:** Statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes are defined in terms of skills and competences.
- **Competences:** The proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy;
- **Skills:** the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive or practical;



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Based on the **goals of the training** and the **findings in the training needs analyses**, VOLinact training program focuses on the following modules described in the competence map:

M1-M2-M3-M4-M5-M5-M6.

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4. The Training path

Successful trainings need successful teaching resources. The training modules are the main body of the training and the course content.

The **Training Content Framework** is the basis of the developed training modules and provides information related to topic, learning time, learning outcomes, learning content, tools that can be used, self-reflection and evaluation questions and external resources.

Module title and unit title:	
National Learning time	The number of hours, which it is expected a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It includes all learning relevant to achievement of the learning outcomes e.g. directed study, essential practical work, project work, private study and assessment
Description of the unit	The developed content will be described
Learning outcomes	This learning outcome which will be reached by the participant when going through the OER
Material	
Learning content	Readings, videos, presentations (all material needed to reach the learning outcome)

Activity/Task	An activity or a task related to the module and possible activities to be carried out in the company
External resources	Links, videos, other
Evaluation	Test, quizzes

Overview of the training modules:

The main resources to be used in the training program are the **6 training modules** prepared within the scope of the project:

- **Module 1:** Identification of the skills of the volunteers and The status of incentives to attract volunteers
- **Module 2:** Legal framework for volunteer firefighters - Definitions of basic concepts
- **Module 3:** Personal Protective Equipment. The importance of learning to use the appropriate protection tools
- **Module 4:** Coordination of shutdown operations. Extinguishing means - Basic actions in extinction
- **Module 5:** Forest fires - analysis of the main causes, evaluation of strategies for extinction and planning for the management of forest fires
- **Module 6:** RescEu – European Mechanism of Civil Protection in forest fires.

Modules	Topics / Units of learning	Learning Outcomes	Learning Time(hours)
Module 1 Identification of the skills of the volunteers The status of incentives to attract volunteers	1.1 Identification of the skills of the volunteers -Hard (technical) skills -Soft skills (Problem-solving skills, Teamwork skills, Adaptability, Ability to stay calm in difficult circumstances Quick reactions, Patience, Understanding and Sensitivity Loyalty, Sound judgement, Confidence, Resilience)	The volunteer is able to explain the importance of the volunteer's skills	1 hour
	1.2 The status of incentives to attract volunteers	The volunteer is able to find innovative ways to attract other volunteers according the needs of each organization,	1 hour
Module 2 Legal framework for volunteer firefighters - Definitions of basic concepts	Responsibilities: 2.1 extinguishment	The volunteer is able to explain the ways of extinguishment	2 hours
	2.2 prevention	The volunteer is able to explain the ways of prevention	1 hour
	2.3 Rescue assistance	The volunteer is able to apply rescue assistance	1 hour
Module 3 Personal Protective Equipment. The importance of learning to use the appropriate protection tools	3.1 Personal Protective Equipment. (Personal Safety)	The volunteer is able to explain the rules of personal safety	1 hour
	3.2 The importance of learning to use the appropriate protection tools	The volunteer is able to apply the Personal Protective Equipment	1 hour
Module 4 Coordination of shutdown operations. Extinguishing means -	4.1 Coordination of shutdown operations - Communication - New Technologies	The volunteer is able to Know how to communicate in case of emergency (radio communication)	2 hours

Basic actions in extinction	4.2 Extinguishing means	The volunteer is able to select the extinguishing means	1 hour
	4.3 Basic actions in extinction	The volunteer is able to explain the basic actions in extinction	1 hour
Module 5 Forest fires - analysis of the main causes, evaluation of strategies for extinction and planning for the management of forest fires	5.1 Forest fires - Analysis of the main causes	The volunteer is able to name the main causes of forest fires	1 hour
	5.2 Evaluation of strategies for extinction and planning for the management of forest fires	The volunteer is able to evaluate strategies	1 hour
Module 6 RescEu – European Mechanism of Civil Protection in forest fires.	6.1 The EU Civil Protection Mechanism	The volunteer is able to explain what is the EU Civil Protection Mechanism	2 hours

5. The Open Educational Resources -OER Platform

The platform will provide information, tools, opportunities, access to the learning materials, etc. to the target audience. It will be used to promote activities, events, opportunities and key lessons working for target groups and it will drive productivity, and sustainability for volunteers around the world.

The e-learning platform will create a continuous upgrade of the human resources through training and development in mentoring and provide a guide to start and participate into voluntary activities.

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The OERs will provide target groups with innovative content for the training of voluntary activities for forest fires, supporting all volunteers in order to involve in the disasters and to participate in disaster management processes.

The target group will be volunteers who are involved in activities from the beginning of the project but also and new volunteers who want to learn via free E.learning training in the Field of Fire protection.

The OER platform of the VOLinact project relies on an **open source platform**, which allows to develop a flexible platform equipped with all necessary features, needed to offer open educational resources for a wider audience.

The **OER platform** for the VOLinact training program is web based. It provides flexibility and open education course for a wider audience. This platform houses the training modules as interactive material, videos, ppt files, PDF files, tests and quizzes.





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6. The potential of the e-learning for the voluntary sector

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7. The Didactic Principles

The core of the training model is a Learner Centred Approach. This approach, is based on different principles:

➤ **Autonomy**

The trainer (both when present and for distance learning) has to facilitate learners to learn autonomously, instead of providing content in a standard way.

➤ **Motivation**

Motivation is a key factor for Volunteers (and also for trainers). The trainers should adopt a positive and motivating approach in using ICT and material created by the partnership.

➤ **Gamification**

The gamification process is directly related to the motivation. It refers to the integration of game design elements in training paths. This methodology will make the educational activities more enjoyable and motivating.

➤ **Technology**

The added value of technology for learning lies in access to

- resources
- information retrieval tools
- knowledge sharing
- communication tools
- mobile objective realisation
- interactivity of the material
- flexibility in the training path,
- reduction of time and need to travel to a specific place for the training.

Technology also introduces a new form of knowledge and pedagogy based on the idea that knowledge is distributed across a network of connections and that learning consists of the

ability to construct and traverse those networks. The trainers and project partners should encourage volunteers to use ICT tools and support activities to put in practice their potentials.

➤ **Just-in-time learning**

Our material supports just-in-time learning approaches. The volunteers will have the possibility to learn when and where they need it. For example, they could review special rules just before starting their related daily work or refresh their knowledge whenever needed.

➤ **Group Oriented Activities (online platform)**

Learning can be seen as a process of acquiring data and information to give meaning by communication with others. In that sense collaborative learning is another way of organizing learning in which trainees learn by externalizing knowledge among each other and constructing new knowledge. These dynamics can be achieved through the online platform created by the partnership. The project partners and the trainers involved in the testing phases should stress these possibilities and support the access to the platform for volunteers and other trainers.

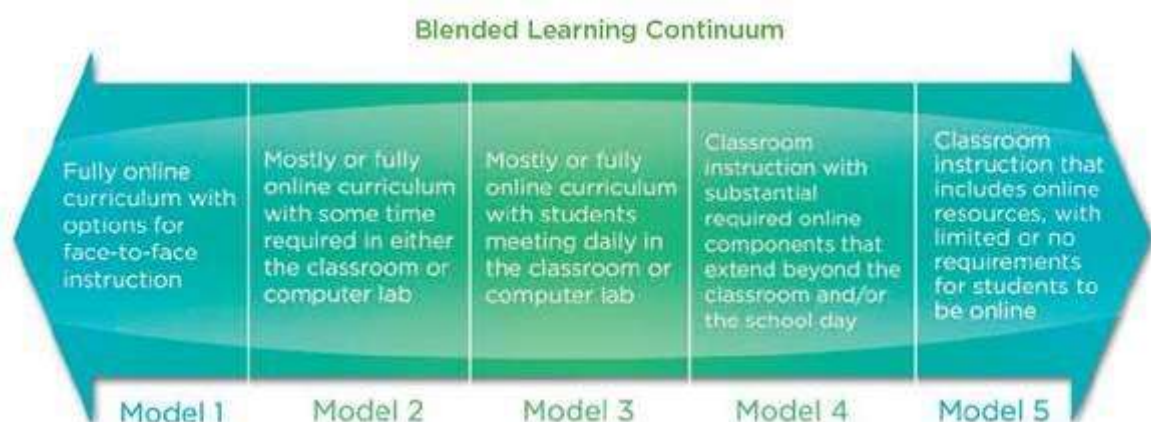
➤ **e-learning¹, blended learning², face to face learning**

The project assumes and is based on a mobile blended learning approach.

In principle, the following models of blended learning can be distinguished (depending on the intensity of the e-learning component).

¹ Education via the Internet, network, or standalone computer.

² The term blended learning is generally applied to the practice of using both online and in-person learning experiences when teaching students.



Source: blackboard.com/k12

8. The lessons learned by the partnership based on the evaluation process's feedback

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