



**FRITO**  
*Fire & Rescue Services ITO*

# Engaging Volunteers





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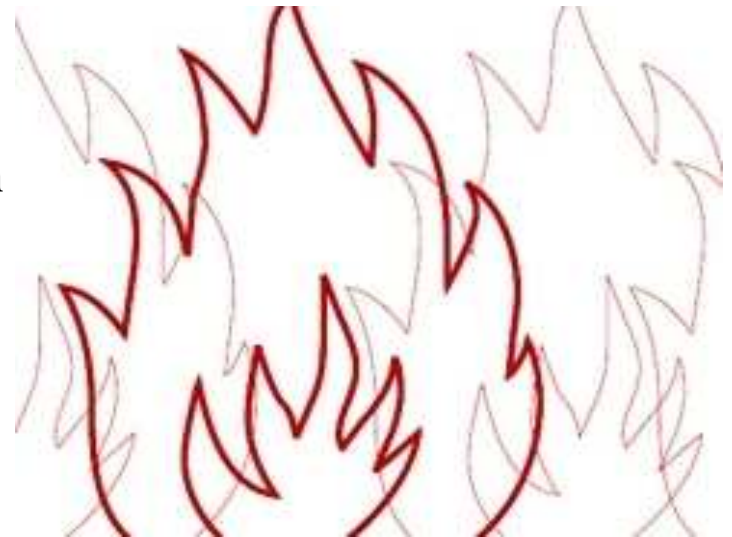
**“We’ve got to get back to what our core responsibilities are.....**

**Our core job is to make sure people in the valley are safe.”**

**(Volunteer Chief Fire Officer)**

**VS**

**FRSITO requirement of qualification completion**





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## **The Research**

Undertaken by NZIER

Methodology

Literature review

Qualitative research

**Primary**

*Identify ways in which volunteer related training can be improved*

**Secondary**

*Identify barriers that inhibit participation or completion*

*Profile and characteristics of volunteers*



## What are the major barriers?

Barrier	Strategy to overcome
Time constraints	Training is relevant; directly relates to role
Costs	On-site training; cover costs; better coordination of training
Lack of flexibility	Training at nights and weekends
Rural challenges	Trainer to them; better coordination of training; support for trainers
Training requirements	Assessment approaches; clarity in qualifications
Individual characteristics	Match volunteers to needs; involve volunteers early

Source: NZIER, drawn from various studies



## How does training relate to volunteer motivations?

Motivation		Emergency service/volunteer characteristic	Implications for training
Broad motivation	Specific aspect		
Investment	Stepping stone into the emergency service itself	St John	Align volunteer training with that of paid workers, so volunteers can cross-credit their training  (National) qualifications and formal assessment
	General labour market skills for CV	Younger volunteers Immigrants	Transferable/generic skills

Source: NZIER, drawn from various studies





## How does training relate to volunteer motivations?

Motivation		Emergency service/volunteer characteristic	Implications for training
Broad motivation	Specific aspect		
Altruistic	Assist community	All – especially rural	Content emphasises relevance to community
	Provide something that might not otherwise be provided	Rural	<p>Training should be kept to a bare minimum</p> <p>Develop core requirements. Train everyone to those, then specialise</p> <p>Target ‘pre-skilled’</p>

Source: NZIER, drawn from various studies



## How does training relate to volunteer motivations?

Motivation		Emergency service/volunteer characteristic	Implications for training
Broad motivation	Specific aspect		
Consumption	Love of activity Excitement	All – especially fire	Involve in activity early Hands on practical Exciting delivery Relevant to role  Establish training requirements as prerequisite to being operational
	Achievement/ Satisfaction	All	Recognise training achievements
	Social	All	Interactive delivery

Source: NZIER, drawn from various studies



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## **What are we doing?**

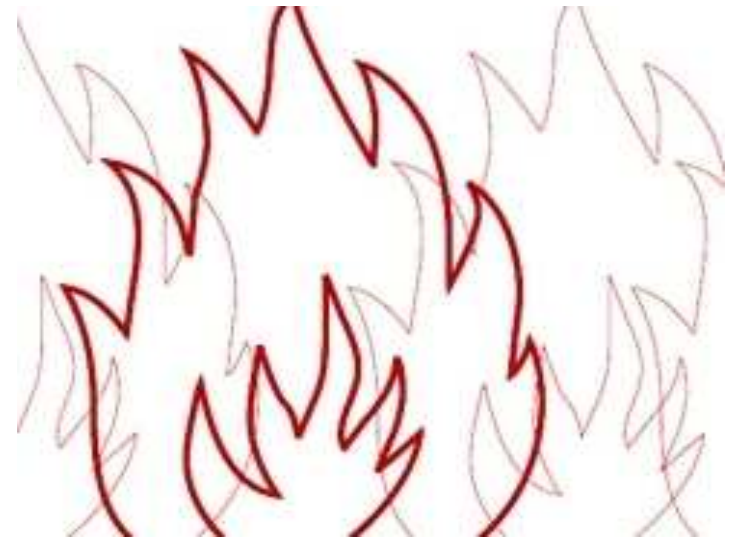
Qualifications

Learner Support

- literacy and numeracy
- role of field support
- mentoring

Quality System

- role of assessment
- high trust model
- flexibility in assessment approaches







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## **In Summary**

Training is a seamless activity toward qualifications

Understand volunteer motivations and match training

Develop trainers and assessor skills in adult education

