

Study on Optimization of JIA Volunteer Training System

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Abstract

Voluntary activities can not only assist the government and the market in coordinating social resources, but also improve the quality of social citizens and promote the building of a social atmosphere of friendship and mutual assistance. However, due to the lack of systematic training, many volunteers do not have a clear understanding of the activities and their own work. At the same time, less attention is paid to their own growth, which leads to the low enthusiasm and initiative of volunteers to participate in the activities and affects the overall construction of the volunteer team. This paper uses literature research, case study method and interview method, JIA, for example research volunteers training system, increase the understanding of the social status of volunteer training system, and to think about volunteer training improved way, attention to the cultivation of the youth volunteer activity, to help build long-term effective volunteer training system. Found in the study of JIA training concept of volunteers communicate deficiencies still experience, training transfer effect is poor, lecturer instability and lack of evaluation mechanism of the system, and compared with other in the field of volunteer training has the characteristics of the organization, combining the theory of training and training migration model, put forward the following Suggestions: first, the system shows that the specific work in the training, clear the concept of volunteer activities, in order to improve the volunteer activities enthusiasm; Secondly, the training types and forms should be added appropriately. The influence of learning environment on training participants should be emphasized. The learning memory and association should be enhanced by using environmental features. Third, strengthen the internal exchange of volunteer groups, promote the flow of experience, and improve the ability of lecturers. Fourth, systematic training evaluation training flow.

Keywords

Voluntary organization; Volunteer; Train; Youth.

1. Introduction

In Traditional Chinese culture, helping others has been a traditional virtue for a long time. Nowadays, whether at home or abroad, volunteer activities are indispensable to the whole society. They are very important in poverty alleviation, earthquake relief, education support, environmental protection and large-scale activities support. It can not only coordinate social resources as the government and the third party outside the market, so as to make the distribution of social resources more balanced, but also improve the quality of social citizens and promote the construction of social atmosphere of friendship and mutual assistance.

China's voluntary service began to develop relatively late, after the 2008 Wenchuan earthquake and the Beijing Olympic Games, China's voluntary activities really rise. As of February 2019, there were 12,000 sign volunteer service organizations in China, recording more than 1.2 billion hours of volunteer service [1]. In such a situation of rapid development, many theories and systems on voluntary activities in China are not mature enough compared with those in

foreign countries, and there are still many areas to be improved. If the quality of voluntary activities cannot be better guaranteed, the development of voluntary activities will be gradually limited. At present, there is a lack of systematic and effective training in volunteer activities in China, which is characterized by strong temporary training, single form and low practicality. Meanwhile, both the government and society lack effective training methods and experience for volunteers. As a result, many volunteers with enthusiasm to participate in activities have behavioral biases or mistakes in the process of activities, such as inaccurate understanding of the concept of volunteer activities, inadequate preparation for the activities they participate in, incomplete understanding of the process and precautions of activities, and insufficient understanding of team cooperation and obedience management. Therefore, the volunteers' unclear positioning of themselves leads to their low enthusiasm and initiative in participating in activities, and their enthusiasm for volunteer service decreases, which ultimately affects the overall construction and development of the volunteer team.

In the traditional Chinese concept, "volunteering" means doing good deeds, talking about giving rather than receiving. In such an environment, the current volunteer activities pay more attention to the target of service and the effect of the activity, but pay less attention to the growth of the youth involved in the activity, and seldom provide relevant training. The initiative and growth of young people are often ignored, and young people who contribute in volunteer activities lack learning and growth, which is not conducive to the improvement of the quality and ability of young people in China, but also affects the quality of activities due to the lack of volunteer ability, and finally leads to the decline of volunteers' enthusiasm and even withdrawal from the field. Training, so to speak, therefore, in an independent voluntary system plays a very important role, training can improve to the society to develop more high quality and high ability of volunteers, make the volunteers have higher engaged in activities with enthusiasm, also can promote the quality of the volunteer activities, promote the development of the whole industry.

In October 2008, the Guiding Committee for Spiritual Civilization Construction of the CPC Central Committee issued the Opinions on In-depth Development of Volunteer Service Activities, explicitly requiring that "training and management of volunteers is an important measure to improve the quality of volunteers and the level of volunteer service"[2]. Therefore, how to improve the quality of volunteers and volunteer service has become an important issue in front of volunteer activities, and the construction of a long-term and effective volunteer training system has become an important way to improve the quality and ability of volunteers. Of the volunteer activities training study, this paper selected to eliminate discrimination, JIA also pay attention to a growing youth has a non-profit enterprise as an example, further study of the training system, compared with other in the field of volunteer training has the characteristics of the organization, and combined with the present situation and social development of the youth needs, put forward constructive countermeasures for JIA, hope it can develop better, Creating more young people who are useful to society can also lead to a deeper understanding of volunteer training. Papers in addition to JIA suggest effective volunteer training, and improve training effect promotion activities on the basis of quality and cultivate more excellent youth, also provide examples of other volunteer training lessons, help to the development of volunteer activities and training, and enhance the attention of the society for volunteer activities and volunteer training, Expand and deepen domestic research on volunteer training.

2. Theoretical Basis

2.1. Concepts Related to Volunteer Training

2.1.1. Volunteers

Volunteers refer to those who volunteer to serve the country, society and others by using their own time, skills and other resources without the purpose of material reward [3]. The United Nations defines them as "those who contribute to their neighbors and even the world, not for profit, money or fame." They refer to those who take the initiative to shoulder social responsibilities without any material reward, and devote their time and spirit without caring about reward.

It has the following characteristics: (1) Volunteers are free, not remunerated; (2) The volunteers and the assisted persons are in an equal and respectful position; (3) Volunteers gain self-growth while helping others; (4) The starting point of volunteers is to return to society; (5) Volunteers are not commanders or educators, but people who influence their lives with their lives.

2.1.2. Volunteer Training

Training is an activity process in which the organization adopts various methods to carry out planned education, training and training for employees in order to achieve its strategic development goals, meet the needs of cultivating talents and improving the professional quality of employees [4]. Through training for volunteers, they can understand the meaning and mission of volunteer service, understand the work content, requirements and master the required skills, and ensure the quality of service. In addition, training can stimulate the enthusiasm of volunteers, discover their potential and make them more confident in their work. At the same time, volunteers have an inherent need to learn. Volunteers hope oneself can not only provide service for the society and others, also want to constantly service knowledge and skills, improve service levels, at the same time more hope that through learning to make their own psychological change service consciousness and service, the service ability and quality development, therefore, training is also an important and effective incentives.

With the improvement of social requirements for volunteer service quality, can an effective volunteer training system ensure volunteers' interest and enthusiasm in participating in activities and avoid difficulties and obstacles in promoting volunteer service due to lack of professional guidance and experience.

2.2. Basic Theory of Volunteer Training

2.2.1. Personal Construction Theory

In short, constructivism learning theory emphasizes the student-centered, requiring students to change from passive recipients to the subjects of information processing and active constructors of knowledge meaning [5]. Based on this idea, enterprise training should be designed around "autonomous learning strategy, cooperative learning strategy and learning environment", so as to promote students to construct knowledge meaning actively. Constructivism learning theory emphasizes the initiative, constructivism, inquiry and creativity of students in the learning process, and holds that knowledge is not taught to students by trainers, but acquired by students in a certain context (such as social and cultural background) through learning and understanding of relevant materials and construction methods. According to constructivism learning theory, trainers should be transformed from knowledge imparters and indoctrinators to facilitators and promoters of students' active construction of meaning, and adopt brand-new teaching ideas and teaching modes in the training process.

2.2.2. Humanistic Learning Theory

Rogers, the representative of humanistic psychology, believed that human beings have innate desire and potential to learn, which is a trustworthy psychological tendency, which can be released under appropriate conditions. When students know that the learning content is related to their own needs, the enthusiasm of learning is most easily stimulated; You can learn better in an environment of psychological security. Rogers believed that the task of a teacher is not to teach students knowledge, nor to teach students how to learn knowledge, but to provide students with the means to learn, as to how to learn, should be decided by the students themselves. The role of teachers should be "facilitators" of students' learning [6, 7].

2.2.3. Training Transfer Model

Training transfer refers to the effective and continuous application of the knowledge and skills learned by trainees in their work. In the process of training transfer, there are four stages: Pre-training motivation (the intentional effort tending to master the training course), learning (the process of mastering the training course content), training performance (the measurement of what is learned in the training) and transfer result (the trainee's performance in the actual work after receiving the training), which are the complete four stages, just fit the PDCA cycle. Any problems in its links may lead to a compromised training effect. The connotation of transfer of training learning effect is the fundamental purpose of enterprises to improve performance training [8].

3. JIA Volunteer Training System Status and Analysis of Existing Problems

JIA is a volunteer-based non-governmental organization founded in Guangzhou. In 2012, JIA registered with the Guangzhou Civil Affairs Bureau as a private non-enterprise unit (Youth Service Center of JIA He Work Camp, Yuexiu District, Guangzhou) with the main goal of eliminating discrimination and promoting youth growth. JIA had a total of 18,503 volunteers from 2001 to 2016, carrying out a total of 864 work camp volunteer activities in 68 leprosy rehabilitation villages and 19 schools around the villages in five provinces of South China (Guangdong, Guangxi, Hunan, Hainan and Hubei). The types of volunteer activities include road building, water diversion and other infrastructure repair projects. There are also home visits, social gatherings, campaigns to reduce leprosy discrimination and promote volunteerism. In mountain schools, camps are organized to promote diverse interests and life skills of young people while promoting the elimination of discrimination. JIA not only improves the local living and social conditions, but also enables the young generation to grow into talents who understand and implement public welfare. Besides, JIA also assists college student volunteers in various regions to operate independently according to the region, supporting skills including project, finance, administration and fund-raising. In addition, college graduates form a "support team", which has formed a sustainable development support network.

3.1. Analysis of JIA Volunteer Training System

JIA carries out various levels and diversified forms of training on the basis of supporting the autonomous operation of each region. Besides improving the knowledge system of volunteers and consolidating the skills of organizers, JIA also pays attention to the self-growth of volunteers. Training funds are mainly raised by individuals, corporate sponsors and student volunteers from different districts through charity sales. Main aim of the training is to guarantee the regional coordinator (i.e., event organizers) human needs are met, and promote quality improvement work camp activities, and ensure regional experienced trainers of sustainable production and get exercise, promote cross-regional volunteer network at the same time, promote the exchange of autonomous learning, support a core volunteer's personal growth.

3.1.1. A Training System for New Participants Was Established

Training for new participants, also known as pre-camp training, is usually taught by the coordinator of a previous work camp organized by the district. Pre-camp training is mandatory for all volunteers who want to participate in a work camp, with between 80 and 150 participants at a time. Before the training, the training needs of new JIA volunteers are generally not collected. Therefore, the training content is more about the knowledge needed by campers in the work camp, personal requirements, matters needing attention, life style and skills teaching. Participants' feedback will be received orally by the preparatory team after the event.

3.1.2. Implement Face to Face Coordinator Training

The training for coordinators is mainly divided into basic training and improvement training for coordinators.

The training is aimed at volunteers who have just become coordinators. Organized and taught by experienced facilitators in the district, leprosy knowledge or other simpler parts of the training will be taught by less experienced instructors. Ideally, instructors who have participated in the knowledge, skills and personal development sections sponsored by the office's project department will serve as training instructors on organizational structure and culture, event organization processes, text writing, simulation visits, and coordinator identity. Each section begins with an introduction to the meaning of the section to improve your understanding and motivation. The training also does not collect the needs of participants, but will consider the entry point and focus of training according to the situation of different regions. Coordinator enhancement Training is directed at coordinators who have participated in the Coordinator foundation training, and will be lectured by experienced coordinators in the area, preferably coordinators who have participated in the personal Development training organized by the JIA Office Program department or by JIA Office Program Department staff. Before the training, we will collect the needs of school coordinators in the region by questionnaire, including difficulties in activity organization, difficulties in internal construction, personal growth and confusion in life. Then, we will comprehensively analyze the collected needs and design corresponding training links and forms, with various contents and forms. Teaching, group discussion, interaction, sharing and quality development games are expected to fully mobilize participants' initiative and strengthen their independent thinking.

For the above two training sessions, participants' feedback will be collected, and an activity report will be written in combination with the organizer's evaluation of the effect, which will be given to the next training organizer for reference.

3.1.3. A training System for Core Volunteers Has Been Established

For coordinators who have organized more than one work camp in JIA, they can attend knowledge and skills workshops sponsored by the project department of JIA office. The knowledge part mainly includes the knowledge of leprosy and rehabilitation villages, the history and operation of JIA and the teaching skills of lecturers, etc. The skills part mainly includes the organization process of work camp activities, the methods of problem analysis and thinking, logic training and text writing skills. In the past, these two trainings were mainly lectured with a small amount of discussion, but they were reformed in 2019. In the skills section, more group discussions were added to improve volunteers' independent thinking and learning ability. At the same time, during the whole training process, it is necessary to cooperate with each other within the group to exercise participants' teamwork ability.

For coordinators who have organized more than 2 work camps in JIA, they can participate in the personal growth training, which is mainly to help the coordinators to organize themselves, promote self-knowledge and growth. The training forms are more flexible, including sharing stories, drawing expressions, experiencing the five senses, setting up groups to share, listening and observing, drawing an ideal community through teamwork, inviting graduates to share

their experiences, etc., which can attract participants' attention and enhance their participation. The training focuses on participants' own expression, self-awareness, active thinking and personal growth. The content of the training is not directly related to JIA's activities, but can promote participants to have a more comprehensive self-understanding in the future activity organization and help other partners in the team.

All the above training will ask the registered coordinator to fill in the reasons for registration and training needs, and the project department of the office will select the participants after screening. The participants will go to the same city for 2-4 days of intensive training. After the training, participants need to fill in the activity feedback form, the project department of the office will summarize the training situation and feedback, and put forward suggestions for the next training. Participants are required to return to their respective regions to share what they have learned and thought in the form of writing and face-to-face communication.

3.1.4. Established Volunteer Training for Activities Within the Organization

Volunteer training will be carried out for publicity, charity sale, volunteer exchange after the activity and JIA's annual member representative meeting, aiming to let the volunteers understand the purpose, significance and content of the work. The registered volunteers will be responsible for all parts of the activity to make the activity go on normally. The most typical is the propaganda guide training, which will explain the knowledge and skills required by the publicity to the volunteers, and carry out actual combat exercises to exercise everyone's interpretation ability, and spot check the deficiency. Activity needs will be analyzed and designed based on past volunteer feedback and activity needs. The person in charge of training is usually the corresponding activity preparation group.

3.2. Analysis of Existing Problems and Causes

JIA has been committed to the training of young people on the basis of maintaining the normal operation of the organization, and has been constantly exploring the training. It can be seen that THE training system of JIA is relatively perfect. Training will be conducted at different levels for different objectives, and the training form will be changed accordingly for different training contents. However, The Times are constantly changing, and the match between training and reality will still be different, so the actual implementation and effect of training are still inadequate, as follows:

3.2.1. The Number of Training Participants Decreases and the Motivation to Attend Training Is Not Strong

In nearly four years of training within the district, encountered many areas for propaganda propaganda on training the number of participants, so that to participate in publicity most volunteers have not participated in training, not system, comprehensively introduce to the passers-by leprosy knowledge, volunteer spirit and content, reduced the publicity effect. In addition, during the training held by JIA's project Department in the past two years, volunteers from all over the country showed less enthusiasm for training, and the overall number of people signing up for training decreased. For example, in the skills section in March 2019, no one in Zhanjiang took part in the training, and the number of participants in many other regions was less than before.

The training of JIA is voluntarily signed up by volunteers, and volunteers need to be mobilized to participate in the training before participating. However, the volunteers are not clear about the significance and role of the training, and the training is time-consuming and labor-intensive, so the pre-training motivation in the training transfer model has been insufficient. This is not only because the training organizers failed to explain the significance of the training to the volunteers before the training, but also because of the lack of attention to self-learning in daily

life. In addition, some volunteers chose not to participate in the training after hearing that the training was not effective in the past.

3.2.2. Poor Training Transfer Effect and Lack of Stimulation in Training

The publicity and explanation training for the publicity can provide volunteers with the support of the knowledge needed in the publicity, but the training content has little effect in the actual publicity, and the volunteers are still not proficient in the use of various tools needed in the publicity activities.

Coordinator basic training has a large amount of knowledge and detailed explanation, but the training form is monotonous and boring, and the training participants will have a lack of concentration. After the completion of the training, the trainers often forget the relevant knowledge points in the actual activity organization and make mistakes in practice.

In the training sponsored by the project Department of JIA office, although the knowledge and skills classes were rich and profound due to the rich experience of the lecturers, the form of the training also tended to be a single lecture. Participants relied on the lecturers to acquire knowledge and had little active thinking, which was not conducive to the cultivation of participants' initiative and learning ability.

3.2.3. The Training Lecturer's Qualifications Are Unstable and His Initiative to Learn Is Weak

Many regions have encountered the problem of inexperienced lecturers, which makes the teaching quality of training unstable. Because of lack of experience when lecturers teach the knowledge content, is difficult to grasp the focus, emphasis on the content and the core technical methods and concept understanding insufficiency, unable to effectively communicate skill to trainers, and more on the personal growth because of the lack of language skills and training is not enough, can't make participants more thinking.

This is mainly because the lecturers in the activities in the region are mainly college students, and the lecturers are updated quickly. Moreover, there is a lack of experience exchange and sharing among student volunteers, which makes it impossible to better promote the improvement of personal experience and training ability in addition to training. At the same time, because volunteers are less constrained and their motivation for self-learning is low, the accumulation of their training experience is mainly pre-training trial lectures rather than active learning.

3.2.4. Lack of Effective Feedback and Systematic Evaluation Mechanism

As for the training organized by the project department of JIA's office, due to the lack of participants' understanding and memory of the training, as well as the lack of effective feedback to the region, they were unable to give feedback and share as expected after returning to their region, which made the evaluation find that the training was not ideal for each region.

The existing training evaluation mainly focuses on the organizer's observation of the trainer's participants, training feedback form, training summary of the participants, and evaluation and summary of the actual application. However, the degree of perfection of training systems for different types of activities is inconsistent. That is, JIA has an evaluation of the training organized, but it is not systematic and comprehensive enough.

4. Other Organizations Volunteer Training Practice Experience and Enlightenment

4.1. Yiwei Youth

4.1.1. Basic Situation

Beijing Yiwei Youth Public Welfare Development Center is a non-governmental public welfare organization that supports college students to grow in the practice of rural summer camp. It owns the first volunteer training system "START Learning Circle" in China, the original theoretical model of rural summer camp "Very 123" and the quality and ability model "Collaborative leadership". It is known as the leader of the rural summer camp industry and the fertile ground for the growth of youth for public welfare education. Registered as a private non-enterprise unit in Beijing Civil Affairs Bureau in 2014 [9]. Beneficial microecological youth uphold the concept of service learning, "village summer camp (education)" for backbone training, community network, the selection of funding three working module, as well as the organic combination of the communities of V set up camp, V, V mentor five action plans, V and V products, integration of positive psychology, guide and coach for college students construct platform for growth, Grow into "beneficial youth" by serving others with college students.

4.1.2. Excellent Training Program

Faced with the reality that 90% of the 100,000 college students who volunteer to teach during vacations each year lack training and experience transmission is difficult, Yiwei Youth developed a unique summer camp model and volunteer teaching training system (START Service Learning Circle), and designed a 3-day immersion experience workshop -- V-Camp. V-Camp - rural summer camp design workshop, guided by the "123", through reading, art, multivariate methods such as game, self awareness and empathy to listen to three positive expression ability, to want to do country practice in village summer camp activities of university students in the summer camp experience, rural camp content design and lead, self training.

Country Summer Camp Trainer Development Program is an advanced volunteer training project launched by Yiwei Youth in 2016. Through online and offline training, practical guidance and toolkits, volunteers with experience in rural summer camps are supported to grow into trainers, and experiential training and promotion of rural summer camps are carried out for college students.

Pulpy Academy is an online learning platform for volunteers of rural summer camp produced by Yiwei Youth. By collecting, integrating and developing online graphic and audio courses and offline workshops, pulpy Academy supports volunteers to master knowledge of rural summer camp (and related) and enable them to act more effectively.

4.1.3. Implications for JIA

JIA does work camp activities in school, similar to summer camp, but he still has little experience in this field. Yiwei is good at summer camp activities and can provide training and guidance to other similar organizations. Yiwei youth are more systematic in determining the direction and details of training, so they can consider participating in the training to learn relevant experience.

JIA is not involved in online teaching. For some volunteers who can't get face-to-face training, this is a convenient means to deliver training content faster and more widely. For volunteers who have participated in the training, the video can also be used as their own review materials for private consolidation of learning.

4.2. Shandao

4.2.1. Basic Situation

Shandao is a professional support organization providing participatory training, conference collaboration, group growth and curriculum development services for public welfare organizations and activists [10, 11]. Founded in Guangzhou and officially registered in 2012, it is a national non-profit organization based in the Pearl River Delta region. He is good at leading the research, application and promotion of participatory techniques based on collaborative technology and applied drama to promote the transformation of individuals, the strength of groups and the progress of society. The program includes "Collaborator Development Program", "non-violent Communication training", "Team building and team development Training", "Applying drama to the Floating Population Community", "Zero Waste Alliance conference collaboration", etc.

4.2.2. Excellent Training Program

By providing services such as participatory training, participatory conference collaboration, and participatory project development, shanshao shares the value of participation and attracts people to become collaborators[12].

"Facilitation" and "Applied Theatre" are two professional knowledge lineages, and we can develop and provide a series of facilitation learning for collaborators based on these two specialties. These studies are not only about specific collaboration techniques, but also about the training of the collaborators' inner strength and external social awareness. Because the collaborator is playing its value as a whole person. Shandao also initiates and sustains this community of practice so that a culture of collaboration can be nurtured in the life of the community.

Shandao believes that "collaborators" with collaborative consciousness, technology and vision can promote the transformation of communities and communities, so that people can learn and participate through participation, and thus cultivate individuals and communities capable of facing problems.

4.2.3. Implications for JIA

JIA has only begun to focus on considering teamwork and solidarity training in training in the last year or two, but is still learning how to do it more effectively. However, "applied drama" attaches great importance to the training method of participation, which has a stronger sense of involvement and a more profound impression. It can make the participants realize some subconscious that is not easily detected in ordinary times, and promote the self-cognition and self-growth of young people.

5. Countermeasures

5.1. Increase the Concept of Guidance, Improve the Emphasis on Training

According to humanistic learning theory, although volunteers are relatively free in related learning, they also have innate learning desire and potential [13]. When volunteers understand the meaning of learning and its relationship to themselves, they are more likely to be motivated to learn [14].

In JIA, the volunteers are most concerned about the villagers in the rehabilitation village and their own growth. If volunteers can clearly understand their role in mastering relevant skills through training or self-improvement, they can increase their desire to participate in training, actively attend the training and listen to the teacher carefully. However, these understandings can not be clearly explained at one time, but still need to be emphasized and implemented in the usual organizational culture. Coordinators and other volunteers who have a deep

understanding of JIA need to be reminded to talk about relevant concepts with everyone in daily life, so as to increase their attention to training.

5.2. Improve Training Forms and Increase Training Types

Reasonable arrangement of training content is very basic. The diversity of training forms is not only to increase diversity, but also to break out of the traditional fixed training mode by considering diversity, so as to develop training that can truly improve the effectiveness of training content and training objects [15].

5.2.1. Set the Learning Environment According to the Training Content

Constructivism learning theory suggests that training should be designed around learning environment. That is to say, we should not find a training site and start training directly, but should consider the training of the learning environment for special design.

Such as publicity, explanation and training, you can imitate the training space to design the publicity site [16]. The desks and chairs, single pages, posters, photos and brochures required for publicity should be placed in advance to reduce the difference between the training site and the publicity site, so that participants can feel more involved in the training, and the actual combat exercise can be closer to the real scene, and promote volunteers to master the use of more publicity tools. Such hands-on exercises also facilitate the transfer phase of training, learning, to go better.

Also, consider setting up your environment with more different details. Such as adding more colors to attract participants' attention, playing appropriate music to guide participants into the required state of training, using different smells to make participants in a more peaceful state of mind, etc.

5.2.2. Increase the Proportion of Participatory Training

Personal constructivism emphasizes student-centered learning. Based on this idea, volunteers should change from passive recipients of knowledge to subjects of information processing and active constructors of knowledge meaning, so enterprise training needs to attach more importance to autonomous learning and collaborative learning [17, 18]. The participatory training is a very effective way. The personal participation will make the volunteers have a more comprehensive cognition and thinking, which can not be satisfied by the traditional teaching training.

The participatory approach to learning is to create a structure in which learners can actively participate in all aspects of the learning process: from the content of learning to the assessment of learning outcomes, they can have an impact. Learners are no longer passive listeners and receivers, but a learning community eager to contribute to content and process. In participatory training, individual participants and their abilities and dignity as participants in a collective should be respected and trusted.

Applied drama, which is good at guiding the development of public welfare, is a typical embodiment of participatory training [19]. It can help participants to magnify their small or subconscious thoughts in simulated situations, and finally get a more comprehensive cognition of things on the basis of a clearer self-cognition. Other forms such as drawing, discussion and sharing are also other forms of participation, which are also suitable for different training contents.

Collaborator training is also a participative training for the organizer or the designer of the training. In the collaborator training, volunteers will experience different types of training about collaboration design [20]. They can understand collaboration by participating in collaboration. Each link requires volunteers to have strong independent thinking, which requires a lot of participatory thinking and practice [21]. On the whole, the training does not

provide participants with independent theme modules, but connects all modules into a whole. Meanwhile, the design idea of the whole training is also about training design.

5.2.3. Increase Online Training

Face-to-face training has its irreplaceable advantages, but with the development of the times, online training is a highly effective way to spread training [22]. For pre-camp training, publicity and explanation training and other trainings that involve basic knowledge and need to be reviewed repeatedly to increase understanding, online training can be considered, so that volunteers who cannot attend the training site or who have forgotten and need to review after training can watch and learn by themselves. However, due to the difficulty in determining the training effect and the lack of effectiveness of face-to-face interaction, it is suggested to expand the training scope only as a supplementary means, which cannot replace offline training.

5.2.4. Attend Third-party Training

JIA for summer camp in schools for the internal form of work camp on the lack of experience, and as beneficial microecological rich in the experience of the youth, and the organizers have specifically targeted at summer camp training, then can recommend internal volunteers to take part in a work camp "V-camp - rural camp design workshop" and "Village camp trainers growth plan" and other third party of training activities, To learn from the strengths of other similar organizations [23].

5.3. Strengthen the Internal Experience System and Improve the Qualifications of Lecturers

As most lecturers in the region are composed of students, the experience of lecturers is closely related to the experience level and inheritance mode in the region [24]. There are two ways to increase internal experience and stabilize the level of lecturers. One is to increase the exchange of different experience levels within the region, so that the seniors can provide more experience support when the juniors start to do training. The other is to increase the input of external experience, such as cross-regional exchange on training methods or the experienced training lecturers in JIA's office can come to the region for guidance. Through the continuous cycle of these two methods as much as possible to stabilize the qualification of the lecturer.

5.4. Increase the Angle and Way of Training Evaluation

The organizers of each training should pay attention to the feelings of the participants and increase the ways to collect feedback. Besides the feedback questionnaire, they can also try sampling interviews to understand, and evaluate the changes and improvement of the training participants in the future. In the evaluation, training design and preparation, training, participants harvest, practical application and other aspects can be evaluated, as far as possible not missing.

6. Summary and Prospect

China's voluntary service is developing rapidly, but the quality of voluntary activities is still uneven, and the training system of organizations can not adapt to the current development speed. Even JIA, an organization that attaches great importance to youth development and training, is affected by problems such as single training form, unclear training concept and neglected learning environment. We must keep up with The Times and keep learning so that volunteerism and youth volunteerism are not obsolete.

On April 30, 2019, Xi Jinping said that "the hope of the country lies in the youth, and the future of the nation lies in the youth". Volunteer training is not only for the development of volunteer services, but also for the further training of young people. What society needs is responsible, capable and thinking young people to lead the way forward.

It is hoped that this paper can not only provide the direction for improving the JIA volunteer training system, but also attract the attention of the society to volunteer training, expand the relevant vision, and promote the further development of volunteer service.

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