



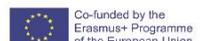
VOLUNTEERING

Training Senior Volunteers

How to Achieve Learning through Volunteering
Training Programme



pistes solidaires





Partners

Dacorum CVS (working name Community Action Dacorum), UK

Replay Network, Italy

Gulbene Municipality Council, Latvia

Pistes Solidaires, France

Associação Mais Cidadania (AMC), Portugal

Federacja FOSa, Poland

Erasmus+ KA2 ADULT Project “Local and International Active Seniors”

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INTRODUCTION

Overview Training Senior Volunteers

The project "Local and International Active Seniors" has developed the training course "Learning through Volunteering" for adult people over the age of 50, that aimed to prepare them to get involved in volunteering experiences at local level and/or at transnational level.

The training course aimed to increase self-confidence, create new social networks and develop the ability to be active through volunteering as a learning experience that could improve transversal skills and raise awareness of 50+ participants' needs to continue learning. The course alternated work sessions in the group and at a distance independently, preparing participants for the experience of voluntary work, local or international.

The local training courses for seniors took place between February and May 2019.

During the first phase of the project, a training programme (IO1) was created to build the capacity of partner organisations and, through transferability, other organisations, that tested the product during the Training for Trainers (C1) held in Italy.

The tools for learning created in IO1 were put into practice during the local training courses for people 50+ (IO2). These tools are aimed at enabling seniors to remain / become active in learning and volunteering. Enabling seniors to be active in their local community and engage in transnational volunteering provides added learning, dimension and inspiration for their future health, wellbeing and participation in society.

80,5 HOURS of training course realized overall in the 6 partner countries

In the training course process each partner involved the two staff / trainers / assistant trainers who had received training in the delivery of the tools for learning.

For the participants recruiting, the partner organisations followed a set of general criteria:

- **equality of participation in terms of age, gender, ethnicity**
- **varied backgrounds, experiences of participants' group, to benefit from their individual diverse knowledge**
- **participants with low self-confidence**
- **participants who have basic skills with English, Maths and ICT**

*69 PARTICIPANTS to the training course
in the 6 partner countries*



IO2 TRAINING STRUCTURE

The Training Course for seniors foresaw a general structure of 4 training sessions of 3 hours each, for a total of 12 hours. The training pathway could also include online learning with assistance as required dependent on IT skills, and then putting the learning into practice through volunteer placements in the local community.

4 TRAINING SESSIONS of 3 hours each

12 HOURS of training course in total

5 TRAINING MODULES

The training course planned to cover the coverage of all the training modules:

M1: Motivating volunteers

M2: Intergenerational volunteering

M3: Active Citizenship

M4: What volunteers should expect from volunteering (framework, health&safety, policies)

M5: Skill development (teamwork, conflict management, etc.)

Partners chose the most appropriate activities for the local group of participants, adapting them, where needed, in order to respond to local level context and needs.

In the 6 European partner countries, the training course took slightly different structures, according to the different local contexts.

In Italy, Poland, France and Portugal, the training course was structured for 1 group of participants throughout 1 week in 2, 3 and respectively 5 days, lasting between 12 and 17,5 hours.

In Latvia and United Kingdom, the training course was structured for 2 and respectively 3 groups of participants throughout 2 and respectively 3 weeks, lasting 12 hours.

Distribution of training modules & number of activities

TRAINING MODULES	M1	M2	M3	M4	M5	TOTAL
	1.1	2.1	3.1	4.1	5.1	
	1.2	2.2	3.2	4.2	5.2	
				4.3	5.3	
No. of activities IO1	3	2	9	4	11	29
No. of IO1 activities shared during C1 TC in Rome	1	1	1	2	1	6
No. of Activities implemented during local TCs	5	5	8	6	11	35
No. of IO1 Activities implemented during local TCs	3	2	7	3	4	19
No. of NEW ACTIVITIES implemented during local TCs	2	3	1	3	7	16
2 additional activities from IO3 Toolkit were adapted and implemented under IO2 local training courses for seniors in Latvia, Poland, Portugal and UK.						

IO2 TRAINING FORMAT

During C1 – Training for Trainers in Italy, the group of trainers identified the following training format for the IO2 local training courses for seniors.

IO2 TRAINING FORMAT			
	Module.Unit	Activity	Notes
1.	M1.2	Which kind of motivations and which kind of volunteer?	Without “Maslow Pyramid” if this might not be relevant for the local participants/culture/group
2.	M5.1	bidibiBODYbibu	
3.	M4.3	Volunteering can make me...	
4.	M2.1	Intergenerational interaction mapping	Volunteering opportunities about being an active senior
5.	M4.1	Your Say	Doing separate questions (the activity done in 2 parts)
6.	M3.2	Metaplan	
7.	M5	<i>IO2 - New Activity on intercultural dialogue / international volunteering</i>	New Activity to tackle the topic of intercultural communication / new context / international volunteering
8.	IO3 – M2.2	Movie about us	Additional activity. To adapt to IO2
9.	M5.1	bidibiBODYbibu	

The training format was, where needed, adapted to the needs of the group of participants and the local context, with the final aim to allow senior participants to make the most of the training course, to maximize learning, increase self-confidence and prepare them for the volunteering experience.

For the local training courses implementation partners chose the most appropriate activities for the group of participants and, where needed, adapted them in order to respond to local level context and needs.

Where the case, some of the activities implemented were adapted to cover more training modules.

Toolkit activities selected

IO2 Module 1.2 - Unit 1 Learning Activity A	
Which kind of motivations and which kind of volunteer?	
Proposed by	Pistes-Solidaires
Setting	Individual and collective decision
Activity Description	<p>Non formal methods</p> <p>Easy adaptation of the activities to other languages</p> <p>Potential ownership by different national situations</p> <p><u>1st PART (100 minutes)</u></p> <p>1. Who are you ? – Everyone chooses a Dixit card and comment his choice. (15 mn)</p> <p>2. Your Maslow Pyramid - The volunteers make their own pyramid with pre-cut answers - 15 mn + Can this pyramid evolve, according to the period, the place, the country ? - 5 mn</p> <p>Very few people know the order of the pyramid, such as it was conceived by the sociologist who invented it. Every participant is invited to compose his own pyramid. The trainer spots on this occasion, at first, the needs of the participants. Secondly, thanks to its comments on the priority of the needs to satisfy (the pyramid changes according to periods, countries, social classes, etc.), an exchange with the participants allows the trainer to understand the different universes known by the participants</p> <p>3. When do you feel useful? Post it. – 15 mn</p> <p>In this animation, the participants are invited to express their feelings on a post-it, which allows them to put forward what they think they can bring to the others.</p> <p>4. What diversity in volunteering? Collective brain-storming about the possible motivations of a voluntary commitment - 20 mn</p> <p>The trainer collects the results of the discussion, writes carefully in the board every expressed motivation, reformulates if needed, the motivations expressed by the Seniors. Non-exhaustive list of the categories: altruistic, fascinated, entrepreneur, citizen, etc.</p> <p>6. I loved it ! What did you appreciate in your professional activities? Post-it - 15 mn</p> <p>Still on post-it, each participant is invited to speak about his professional talents, but under the angle of the personal satisfaction (prerequisite essential to the voluntary commitment). The trainer, but also the participants, have now a more complete portrait of the others.</p> <p><u>SECOND PART (100 minutes)</u></p> <p>Return on the previous session - 15 min</p>

	<p>To make the link with the previous session, each participant is invited to « profile » all the other volunteers in the category of a volunteer's type (entrepreneur, altruistic, etc.) seen previously.</p> <p>1. What are your centers of interest? Individual and group activities. Post it – 15 mn - If necessary, the organizer helps by asking questions.</p> <p>The volunteering will be practiced with more success if the volunteer finds a commitment close to his centers of personal interest.</p> <p><u>Evaluation</u></p> <p>Using a document representing a balance "For and Against", every participant is invited to fill it listing the good sides of the animation and the bad sides.</p>
Resources	<p>Needs : Dixit cards, special Maslow pyramid, post it, big paper sheets</p> <p>Handbook of "the kind of volunteer I am?"</p> <p>Information provided i.e. Presentation, demo, handout etc</p>
Equipment	Table, chairs
Timing/Duration	<p>Min: 120 mins</p> <p>Max: 180 mins</p>
Comments & Tips	<p>Trainer :</p> <ul style="list-style-type: none"> - With some experience of facilitating groups - Native language - Able to understand and talk about the local situation <p>Participants :</p> <ul style="list-style-type: none"> - 8 persons (ideal); between 6 and 10 persons - all publics
Tips for implementation from C1 - TC in Rome	<p>Print the instructions / the questions for the participants. Repeat instructions more times to make sure participants understand.</p> <p>Use a flipchart paper to gather the "flower" (profile) of each participant. Try to make it as visual as possible.</p> <p>Maslow's Pyramid can be used as a reflection exercise.</p> <p>There can be different pyramids for different moments in life, different countries, different people, ecc.</p>

Points of Attention for Dixit Cards: they are not for doing introspection, they should not be followed by judgements from the trainer or from the participants, they serve for encouraging participants to speak about themselves.

Ask specific questions for obtaining more specific, concrete answers.

Motivations for volunteering: encourage participants to think of motivations concerning also themselves and not only the others.

More time for each activity might be needed.

Before these activity some group building activities might be needed in order to build a non-judgmental atmosphere.

Can be done also as part of the TC for NGOs.

Intergenerational interaction mapping

Setting	Group & Individual work
Activity Description	<ul style="list-style-type: none"> - At first, participants (senior volunteers) work in a whole group together. On a flipchart paper (on a floor or desk) they draw a schematic map of their own community (town, city, municipality, as applicable). They discuss and in the map they mark places where are located organisations/institutions that work with children/youngsters (schools/pre-schools/youth centres/organisations etc.). This part of the activity could take 15 minutes. - In the second part, seniors have to think on their own, what skills and knowledge they have that could be interesting and useful to share with young people, e.g. a special language or dialect knowledge, crafts, historical knowledge, old-school team building games. The trainer can facilitate this activity and give examples, because sometimes it is difficult for seniors to recognise that they possess skills and knowledge that can be interesting for someone else. Seniors randomly write these skills and knowledge on A4 paper. (10-15 minutes) - The last task is to link which places, marked on the map, might find seniors' skills and knowledge useful and transferable. For example, senior Linda writes her name on a post-it and that she knows how to weave. She thinks that this skill could be useful to share with young people in a local crafts club, so she sticks it on the map. At the end when all participants have linked their skills and knowledge to the map, the trainer discusses the results, makes a summary and participants can see the common skills they own and can do some activities in the group. (10-15 minutes)
Resources	-
Equipment	Comfortable room, chairs Flipchart paper and desk, post-its, flomasters, A4 paper
Timing/Duration	Min: 35 mins Max: 45 mins
Comments & Tips	Trainer : non-formal education trainer Participants : senior volunteers, approx. 15 participants per group
Tips for implementation from C1 - TC in Rome	An Actual Map of the area could be taken as starting point where participants identify the places of interest. It can open up a chat about what things are available in the area. This activity can be used to map senior's skills.

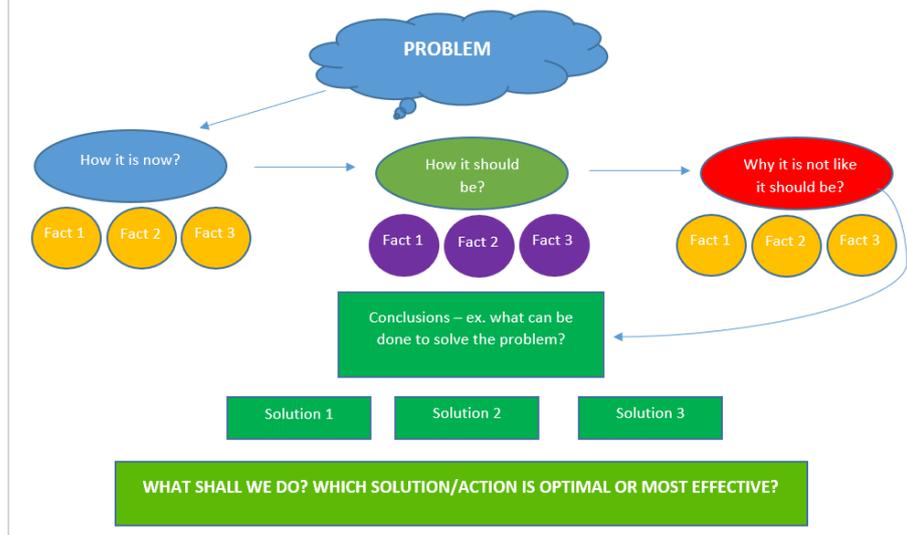
This activity can raise seniors' awareness on their skills and on the possibility to share them with youngsters.

It could be added another part of the activity, by encouraging seniors to think of what new things they can learn from the youngsters and where that could happen.

Metaplan

Setting	group discussion, brainstorm
Activity Description	<p>The subject of whole training module is „Who am I as a citizen and how to use this knowledge to act”. This means that its aim is not only to transfer knowledge about what active citizenship is, but also to systemize the knowledge about local society and its problems and then use it to find solutions or plan specific actions.</p> <p>The purpose of Metaplan method is to look at the problem from many points of view and focus primarily on the search for a common solution. It encourages reflexivity and increase the ability to analyze and evaluate facts. I chose this method because I see many advantages of its use:</p> <ul style="list-style-type: none"> · gives a broad view of the problem · teaches cooperation · gives the opportunity to speak to each member of the group · prepares for research work · arouses interest and commitment of each group member · teaches inference and precise expression of thoughts · teaches the ability to analyze and organize information · teaches accuracy and diligence · teaches planning · systematizes knowledge · gives the opportunity to compare views of group members · it complements the participants' knowledge on a given topic · increases work efficiency. <p>During metaplan discussion its participants try to look at the problem from different angles, which finally leads them to find an optimal solution.</p> <p>METPLAN POSTER STRUCTURE</p>

METAPLAN POSTER STRUCTURE

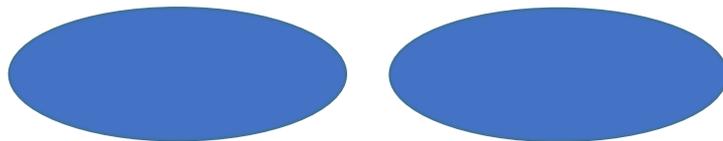


METAPLAN - a method of discussion during which the participants together create a poster to provide a graphic interpretation of this discussion. The metaplan discussion can be carried out in a large group or in small teams.

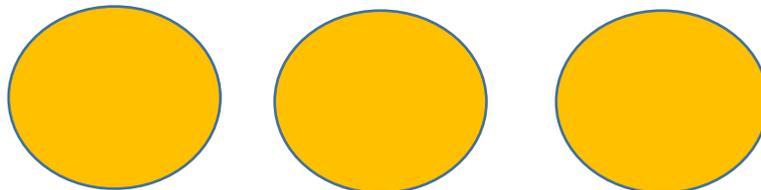
Elements needed to conduct the metaplan discussion:

- a rectangular board to which a sheet of paper can be pinned using pins
- grey wrapping paper with dimensions of 145 / 122cm
- cards in three bright colours with shapes:

OVAL - ideas are written on it (which can be grouped), problems and questions



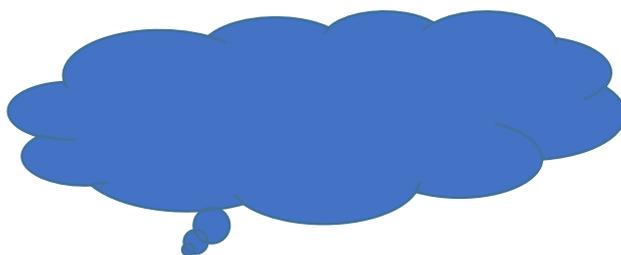
CIRCLE - to describe facts, describe the existing state, to create structures - networks



RECTANGLE - conclusions and final tasks are written on it



CLOUD - the subject of the discussion is written on it



Rules for creating a poster:

The poster field must be divided into areas:

How it is? - a description of the current state is placed on the sheets in the shape of a circle;

How it should be? - information about the ideal condition is placed in the rectangle;

Why it is not as it should be? - information on the causes of differences between the current state and the ideal is placed on the oval-shaped sheets;

Conclusions - placed on cards in the shape of a rectangle of thoughts, which should serve as a stimulus for further action.

At the top of the poster, the topic of the debate is written in big letters on the cloud. It should be formulated in a clear way, as a questioning phrase - as a problem to be solved. Participants will write down their thoughts in a short form and pin pages to the sheet. Then there will be a poster presentation phase that needs to be discussed. After the discussion, all the cards are stuck to the grey paper and the resulting poster will be used for further work. It is important that the subtitles on the pages are clear and legible for everyone. To do this, use thick writing markers, and reduce the number of words to a minimum, giving only the merits of the case.

Resources

-

Equipment	<ul style="list-style-type: none"> - a rectangular board to which a sheet of paper can be pinned using pins - grey, wrapping paper with dimensions 145 / 122cm - cards in bright colours with shapes: clouds, ovals, circles and rectangles - markers
Timing/Duration	Min: 60 mins
	Max: 120 mins
Comments & Tips	Trainer: prepare cards in the shapes described before the start of the workshop
	Participants :
Tips for implementation from C1 - TC in Rome	<p>Give the participants a TOPIC that you find relevant for the TC, to start from.</p> <p>In the case of the senior participants, the TOPIC could be a LIMIT.</p> <p>The activity could be used as a joint activity for NGO and volunteers.</p>

Your Say

Proposed by	Community Action Dacorun
Setting	In pairs, sitting
Activity Description	<p>In pairs talk about what they expect organisations to provide when volunteering. Ask them to write them down on post it notes</p> <p>After 5 mins, bring the group back to together and each pair to present their thoughts.</p> <p>Post the post it notes on to a flipchart</p>
Resources	No additional material
Equipment	<p>Pens and post it notes</p> <p>Flip chart</p>
Timing/Duration	<p>Min: 20 mins</p> <p>Max: 45 mins</p>
Comments & Tips	<p>Trainer : Might have to give an example such as introduction to the organisation</p> <p>Participants : Try to pair people with similar interests</p>
Tips for implementation from C1 - TC in Rome	<p>This Activity should be done towards the end of the TC.</p> <p>You can choose to facilitate a deeper exchange on the topics that most of the participants have thought of.</p>

Volunteering can make me...

Setting	No particular setting, divided in little groups
Activity Description	<p>After dividing participants in groups, give them 3 panels with a big + and 3 with a big -. Show them the video of the Red Cross. Show panels with subtitles while the video is playing:</p> <p>Today I feel + (more)</p> <ul style="list-style-type: none"> + beautiful + brave + tall + strong + combative + good + tidy + constructive + rich + romantic + fast + over to you <p>Mandate:</p> <p>If you are interested in volunteering it is because you have some idea of its impact. Let's skip what you can bring to the others with your volunteering action and let's focus on what can happen to you while volunteering. Create your own idea for an advertisement, like the Red Cross one you have just seen.</p> <p>The + refers to aspects of you that you can gain or reinforce</p> <p>The – refers to limits you can overcome thanks to volunteering (i.e. less shy)</p> <p>Coming back to the full group, share the idea of each group.</p> <p>Open a discussion about expectations and possible impacts of volunteering, sticking panels on the wall like in a "hall of fame" to keep during all the training.</p>
Resources	Link to material https://youtu.be/Ee9j8dJd1s

Equipment	Video projector, panels (minimum A3 if not larger)
Timing/Duration	Min: 60 mins
	Max: 90 mins
Comments & Tips	Participants :
	Trainer : Not all the panels have to be used, but no more than the ones given by the trainer
Tips for implementation from C1 - TC in Rome	<p>Maybe change the + - signs to words like gains and barriers.</p> <p>The activity could be used dividing the group in 2 subgroups (1- seniors that have volunteered before, 2 – seniors that have never done voluntary work).</p> <p>Instead of “+” or “-“, the activity could be done guiding the reflection at:</p> <ul style="list-style-type: none"> - Individual level - Collective level <p>The activity can be used also as part of the TC for NGOs.</p>

bidibiBODYbibu

Proposed by	REPLAY NETWORK
Setting	You need a large room and 2 other rooms to play the game, the more distance you can have between them, the more the game will be challenging. You need at least 2 groups of 6 participants to make the game work, but the number of groups can be increased by multiples of 6 (18, 24, etc...). It is possible to add observers (see the instructions in handouts) or to double MR/MS YES NO.
Activity Description	<p>BidibiBODYbibu is an evolution of another activity mostly known as "the fax". Teams of 6 members have the task of reproducing a complex image with as much details as possible. Each of them has different abilities and limits for the interaction.</p> <p>Aim</p> <p>Reproducing a complex image with as much details as possible is the goal of the activity for a team of 6 members. Basically it is an activity used during training sessions about communication within an organisation. Being quite interactive and complex, the results can reveal a lot about interpersonal communication, strategy, team working (especially rules management and task division).</p> <p>BidibiBODYbibu can be played in 2 or more groups of 6 people. They will have 6 different roles inside each group. Each role has its own rules to follow. The task of each group is to reproduce a drawing as precisely as possible. Only one of 6 members will see the picture. Each group has basically 20 minutes, but each team has the possibility to increase its time, obtaining some time-bonus, thanks to the role of one of the members, focused on passing some tests. The activity is undertaken in 3 rooms, one for the EYES, one for the HANDS and one for MR/MS TIME The 6 roles are:</p> <p>EYE : has in its hands the drawing that the HAND has to reproduce (HAND is in another room). It cannot move and it has to stay on its chair. It can talk with everybody.</p> <p>HAND: has to reproduce a drawing that it cannot see. It is still in its room and it cannot move. It can talk with the VOICE and Mr./Ms. YES/NO VOICE: is the person through which the EYE and the HAND communicate. It can talk with everybody but it cannot see because is blind. It can move from one room to another but only with the help of the FOOT.</p> <p>FOOT: You are accompanying the VOICE. You can see but you cannot communicate with anybody. You can move from one room to another, also without the VOICE.</p> <p>MR/MS YES-NO : can move and see. It can talk saying only YES or NO and answering only to precise questions from the other members implying a yes or a no.</p> <p>MR/MS TIME : can move, see and talk with everybody apart from the HAND. It has to gain some extra time for its group, passing some tests given by a trainer.</p>

	<p>Every test passed will give access to a time-bonus, that has to be delivered to the trainer in the HAND's room. Before starting, the teams have 3 minutes for splitting the different charges/roles inside their group. After this time they have to move to their room to start the game. This activity has been studied during EVS on arrival training in Italy. The activity has been developed to facilitate the participation of youngsters with low language skills.</p> <p>2 different spaces for debriefing, one following a discussion by (colour) team and the other a discussion by roles (Hands, Eyes, Eyes... etc...), will accompany the self-evaluation of the activity (see tips in handouts)</p>
Resources	<p>Link to material loaded on GD</p> <p>https://drive.google.com/open?id=15bs3_Kmeoxag5kcsbAgywnZHv7ZEEaNG</p> <p>Link to video loaded in GD</p> <p>https://drive.google.com/open?id=1luGWryb1jAiHj00bvV85uBtD94btNyW0</p>
Equipment	<p>Video projector</p> <p>Speakers for music</p> <p>3 rooms</p> <p>1 pc</p> <p>4 pencils</p> <p>4 eraser (rubbers)</p> <p>4 little squared or round tables</p> <p>Chairs (equal to the number of participants) 4 ropes 6+6+6+6 sticks (straws will be ok)</p> <p>4 balls of different colors</p> <p>Some white A4 paper</p> <p>Some white A3 paper</p> <p>Some printing will be necessary for the maps of the game</p> <p>4 alarm timers (the ones you use for calculating time while cooking)</p> <p>4 bandages</p> <p>2 helping people</p> <p>6 green paper vest with roles' signs</p> <p>6 blue paper vest with roles' signs</p> <p>6 pink paper vest with roles' signs</p> <p>6 orange paper vest with roles' signs</p>

	<p>6 detailed rules on green paper for the green team</p> <p>6 detailed rules on green paper for the blue team</p> <p>6 detailed rules on green paper for the pink team</p> <p>6 detailed rules on green paper for the orange team</p> <p>Time bonus on green paper</p> <p>Time bonus on blue paper</p> <p>Time bonus on pink paper</p> <p>Time bonus on orange paper</p> <p>Mr Time questions on green paper</p> <p>Mr Time questions on blue paper</p> <p>Mr Time questions on pink paper</p> <p>Mr Time questions on orange paper</p> <p>1 green A3 paper with Mr TIME possible choices</p> <p>1 blue A3 paper with Mr TIME possible choices</p> <p>1 pink A3 paper with Mr TIME possible choices</p> <p>1 orange A3 paper with Mr TIME possible choices</p> <p>1 room sign for EYES room</p> <p>1 room sign for HANDS room</p> <p>1 room sign for MR TIME room</p>
Timing/Duration	Min: 60 mins
	Max: 120 mins
Comments & Tips	<p>Participants :</p> <p>Questions for discussion by color:</p> <ol style="list-style-type: none"> 1) What happened? How did we work? Which were the most difficult moments during the game? How did we react? Do you think that you experienced any conflict with the other members of your group? How was the communication? How the group used Mr Yes/No 2) How did you split the different charges in the group? As individuals, did you prefer another role? If yes, why? Did you consider yourself or someone else inadequate in your/his/her role, in which way has it influenced the final result? 3) How did you feel during the game? And now? <p>Questions for discussion by role:</p> <ol style="list-style-type: none"> 1. Are you satisfied? 2. Why did you choose this role? 3. Did you think it would be like this?

	<p>4. Which role was the most useful one in your team? 5. What was the most difficult thing?</p> <p>You have 20 minutes to answer to these questions as a group using bullet points and short phrases on a flipchart.</p> <p>Trainer :</p> <p>The activity is based on a cooperative learning approach. Everyone succeeds when the group succeeds. Participants must fully participate and put forth effort within their group. Each group member has a task/role/responsibility therefore must believe that they are responsible for the achievement of his/her task and that of their group. The activity tackles the social skills that must be exercised in order for successful cooperative learning to occur. Skills include effective communication, interpersonal and group skills:</p> <ol style="list-style-type: none"> 1. Leadership 2. Decision-making 3. Trust-building 4. Communication 5. Conflict-management skills <p>Positive interdependence among participants is a key element of the activity. All group members must be involved in order for the group to complete the task. In order for this to occur each member must have a task that they are responsible for which cannot be completed by any other group member.</p>
<p>Tips for implementation from C1 - TC in Rome</p>	<p>Pay attention to the more physical activities, make any necessary adaptations for the target group.</p> <p>Adapt the questions of the Quiz for the target group.</p> <p>In some countries/cultures, the target group might have difficulties to enter in the game. Creating a trust pact from the beginning of the TC might be a way to overcome this kind of difficulties.</p> <p>Repeat instructions many times and use all the visual elements provided by the activity which are essential for the smooth development of the activity.</p>

IO2 IMPLEMENTATION INSIGHTS

Participants

The participants of IO2 were senior people aged 50+, with the exception of one senior aged 48 years old.

All the participants were motivated to engage in a training course and to take part to local and/or international volunteering experiences.

The group of participants was throughout the different countries quite eclectic:

MEN

WOMEN

DIFFERENT PROFESSIONS

RETIRED

EMPLOYED

UNEMPLOYED

SOMEONE OF MIGRANT ORIGINS

SOME WITH DIFFICULT PERSONAL SITUATIONS

ALREADY ACTIVE IN VOLUNTEERING

AT THEIR FIRST VOLUNTEERING EXPERIENCE

Trainers

The trainers involved to deliver the IO2 local training courses were people active in non formal education learning, learning mobility officers, with experience in working with seniors, with experience in the volunteering field, experienced trainers. Most of them had attended the Active Seniors C1 Training for trainers held in Italy.

Methodology

The training was based on non formal education activities, with a specific attention on adult education and experiential learning. A close focus was put on personal experience and expectations of seniors, while individual work was alternated with group work. Storytelling in Italy and Role-play in Latvia were specific choices to foster exchange and awareness on certain topics. Peer to peer learning was a constant throughout the training course.

The delivery of the Training Programme could foresee as well a mix of group work, one to one support, mutually self-help between participants and as they move from learning into volunteering capturing and sharing the experience.

NON-FORMAL EDUCATION, ADULT EDUCATION
INDIVIDUAL WORK, GROUP WORK
EXPERIENTIAL LEARNING
STORYTELLING, ROLE-PLAY
PEER TO PEER LEARNING

Activities and training modules

The activities that the trainers chose for the local training courses were the ones found most appropriate for the local group of participants, matching their characteristics and the local context needs and culture.

In France the activities chosen were the ones that allow the seniors to develop a better knowledge and perception of their own motivations, on what volunteering means in general and on what it means personally to them. All the training modules were tackled and in a quite balanced way. The higher number of activities implemented belonged to: Module 3 – Active citizenship.

In Italy, similar as in France, the focus of the training course was to work on participants' expectations to volunteering. The strategy was to build a trust relationship within the group and find together a common approach to volunteering based on seeing volunteering as a "learning experience" while becoming more aware of one's own personal approach to volunteering. At the same time, the training course in Italy worked on communication (including intercultural dialogue) and teamwork competences, identified as key competences for the volunteering dynamics. The activities chosen were based on practical exercises and reflection moments as well as on storytelling and peer exchanges, fostering self-expression.

All the training modules were tackled. The higher number of activities implemented belonged to: Module 5 – Skills development.

In Poland as well the training focused on three main areas:

- making participants aware of the forms that volunteering can take
- collaboration in a group
- development of communication skills

All the training modules were tackled. The training programme included as well one extra activity from IO3 Toolkit of activities with NGOs, adapted for the training with senior participants.

The higher number of activities implemented belonged to: Module 3 – Active citizenship. The activities allowed the seniors to think about who they are, what their experiences, knowledge and skills are and then correlate them with the broad possibilities of volunteering at different levels of engagement. It turned out that the participants managed to find a lot of places they could devote their time according to their predispositions and preferences, interests and passions.

In Latvia the training course programme distinguished itself by the focus on personal growth and technological competences development. A part from the Active Seniors Toolkit activities implemented, the training in Latvia included also activities such as: coordination exercises with arms, drawing exercises to activate both cerebral hemispheres, chair yoga exercises, storytelling exercises.

The training programme included activities from the training modules M1-M2-M4-M5, as well as one extra activity from IO3 Toolkit of activities with NGOs, adapted for the training with senior participants. Module 2 – Intergenerational volunteering and Module 4 – What volunteers should expect from volunteering (framework, health & safety, policies) foresaw the higher number of activities implemented.

In the United Kingdom the training programme focused on seeing what opportunities of volunteering exist, what skills and assets seniors have to offer an organisation, how they make sure they and the organisations get the most out of them volunteering. The training worked therefore on understanding of what is required from volunteering and what the volunteer role implies.

All the training modules were tackled. The training programme included as well one extra activity from IO3 Toolkit of activities with NGOs, adapted for the training with senior participants.

Module 3 – Active citizenship and Module 4 – What volunteers should expect from volunteering (framework, health & safety, policies) foresaw the higher number of activities implemented.

In Portugal as well an important part of the training course was dedicated to what volunteering means, expectations to volunteering and about the law of volunteering as many volunteers in Portugal are not aware of their rights and duties as volunteers. Module 2 of the training programme was adapted to tackle intercultural meeting instead of intergenerational meeting, in order to reflect the local context of a multicultural and multiethnic city as Lisbon.

All the training modules were tackled. The training programme included as well one extra activity from IO3 Toolkit of activities with NGOs, adapted for the training with senior participants.

The higher number of activities implemented belonged to: Module 4 – What volunteers should expect from volunteering (framework, health & safety, policies).

Feedback senior participants

All the seniors were satisfied of the training course. Some of them expected a traditional training with vertical learning process which made it harder for them in the beginning to understand the non formal education dynamics, but the work of the trainers and the well-chosen activities allowed them to participate and enrich themselves also with different ways of learning. The seniors evaluated the interactivity of the training course as one of its strongest points.

The participants felt they could understand better the dimension of volunteering and the roles of organisations and volunteers.

They felt that they improved their approach and learning on:

- self-awareness
- teamwork
- using different communication types of languages (verbal, non verbal, visual)
- being more interested about activities and events around the city, to involve others in voluntary work
- listening to others

The participants felt the training course brought them more motivation and an occasion to challenge themselves and exchange with other people. Also the training course came with ideas for their involvement in the future volunteering experiences. After the training course the participants felt more ready to engage in a volunteering experience.

Feedback trainers

From the point of view of the trainers, the training course was very successful. The training modules and activities were well calibrated. Where needed, they adapted the Toolkit activities or included new activities to better respond to the local needs. They peer exchange and participation of seniors during the training course increased activity by activity. The active methodology through dynamic activities allowed participants to get out of their comfort zone and the reflection time encouraged self-awareness. The trainers evaluated that the group of seniors gained a better perspective on volunteering and on the opportunities they have to do volunteering. In some cases trainers encountered some difficult situations caused by the reluctance or insecurities of some participants, but the safe learning environment created allowed everybody to live the learning process in a positive way and to tackle difficulties as an opportunity for learning, as they would do in a volunteering project. The training course managed, in this way, to create in the training room the dynamics the volunteers could meet in a real volunteering project.

Some trainers found that the training course duration was enough while others felt that it could have been even longer.

Outcomes

All the objectives of the training course have been fully reached.

The Active Seniors training course for seniors fostered:

MORE SELF-AWARENESS

MORE SELF CONFIDENCE

MORE MOTIVATION TO ENGAGE IN VOLUNTEERING

FEELING BETTER PREPARED FOR THE LOCAL AND INTERNATIONAL VOLUNTEERING

INCREASED AWARENESS ON VOLUNTEERING AS A WAY TO IMPROVE TRANSVERSAL SKILLS, PERSONAL HEALTH, WELLBEING AND PARTICIPATION TO THE SOCIETY

INCREASED AWARENESS ON TEAMWORK

INCREASED AWARENESS ON DIVERSITY AND INTERCULTURAL MEETING

BUILDING SOCIAL NETWORKS BETWEEN SENIORS

EXPERIENCING NON FORMAL EDUCATION METHODOLOGY AND LEARNING

TAKING NEW CHALLENGES

LEARNING ABOUT DIFFERENT VOLUNTEERING OPPORTUNITIES AT LOCAL AND INTERNATIONAL LEVEL

The seniors became more aware of the lifelong learning dimension of the training course and the added value of the volunteering opportunities. Following the Active Seniors learning pathway the motivation and self-confidence gained allowed seniors to overcome difficult personal situations, get a new job, engage in further volunteering opportunities, make new projects for their future.

Local entities are interested in the pathway of combining training and learning mobility that can foster the promotion of volunteering experiences.

In France, the content of the training course has been asked by various local organisations. A representative of the Departmental Council (local authority) in charge of the prevention of Seniors loneliness also contacted the partner organisation Pistes-Solidaires and participated to the Active Seniors multiplier event held in Pau.

The important results brought by the Active Seniors training and volunteering pathway brings the European partners to think about new project ideas where the insights and expertise developed can be further on multiplied.

TOOLKIT ACTIVITIES IMPLEMENTED

During IO2 Training courses with seniors in the 6 partner countries, the following activities were implemented:

IO2 TRAINING ACTIVITIES IMPLEMENTED				
Module	N.	Activity	Notes	Country
M1	1	Flower Power	Toolkit Activity	France
	2	Which kind of motivations and which kind of volunteer?	Toolkit Activity	Latvia, Poland
	3	Faces of motivation	Toolkit Activity	UK, Portugal
	4	Fisherman game	New Activity	Italy
	5	Selection	New Activity	UK
M2	6	Intergenerational interaction mapping	Toolkit Activity	France, Latvia, Poland
	7	Map of opportunities	Toolkit Activity	UK
	8	Square in the country of the roundabouts	New Activity	Italy
	9	Role Play Case Studies	New Activity	Portugal
	10	The iceberg theory	New Activity	Portugal
M3	11	Four words	Toolkit Activity	Italy, UK
	12	Globingo	Toolkit Activity	France, UK, Portugal
	13	My Timeline	Toolkit Activity	France, Poland
	14	Bad management	Toolkit Activity	UK
	15	Resources collection	Toolkit Activity	Poland
	16	The variety of forms of active citizenship	Toolkit Activity	Poland
	17	Metaplan	Toolkit Activity	Poland
	18	Agree/Disagree – Volunteering and Active Citizenship	New Activity	Portugal

IO2 TRAINING ACTIVITIES IMPLEMENTED				
Module	N.	Activity	Notes	Country
M4	19	Your Say	Toolkit Activity	France, Latvia, UK, Poland, Portugal
	20	Guidelines	Toolkit Activity	UK
	21	Volunteering can make me...	Toolkit Activity	Italy, Latvia, UK, Poland, Portugal
	22	Silhouette of expectations	New Activity	Italy
	23	Volunteering according to the law	New Activity	Portugal
	24	Learning from Case studies	New Activity	Portugal
M5	25	Gallery of Assets	Toolkit Activity	France, UK
	26	bidibiBODYbibu	Toolkit Activity	Latvia, Poland, Portugal
	27	Cut outs	Toolkit Activity	UK
	28	The bridge for natives	Toolkit Activity	Portugal
	29	Egg protection device	New Activity	Poland
	30	Tower of power	New Activity	Poland
	31	Holistic stick	New Activity	Italy
	32	How tall is Alfred	New Activity	Italy
	33	Onion of identity	New Activity	Italy
	34	Get to know my funny side	New Activity	Latvia
36	10 happy moments	New Activity	Latvia	
IO3 M2.2	37	Movie about us	Additional activity. Adapted to IO2	Latvia, Poland, Portugal
IO3 M5.2	38	Recognition is needed	Additional activity. Adapted to IO2	UK

IO2 NEW TRAINING ACTIVITIES

IO2 NEW ACTIVITIES			
Module	N.	Activity	Page
M1: MOTIVATING VOLUNTEERS	1	Fisherman game	31
	2	Selection	34
M2: INTERGENERATIONAL VOLUNTEERING	3	Square in the country of the roundabouts	35
	4	Role Play Case Studies	36
	5	The iceberg theory	37
M3: ACTIVE CITIZENSHIP	6	Agree/Disagree – Volunteering and Active Citizenship	38
M4: WHAT VOLUNTEERS SHOULD EXPECT FROM VOLUNTEERING (FRAMEWORK, HEALTH&SAFETY, POLICIES)	7	Silhouette of expectations	39
	8	Volunteering according to the law	40
	9	Learning from Case studies	41
M5: SKILL DEVELOPMENT (TEAMWORK, CONFLICT MANAGEMENT, ETC.)	10	Egg protection device	42
	11	Tower of power	43
	12	Holistic stick	45
	13	How tall is Alfred	48
	14	Onion of identity	50
	15	Get to know my funny side	52
	16	10 happy moments	53

Fisherman game

Setting	Space to install the table and chairs for the board game.
Activity Description	<p>Board game</p> <p>Objective of the board game and conclusion of the match</p> <p>Conquer the cards located in the central box. Dice movements end when there are no more cards available.</p> <p>At this point the players tell something personal ("catching" in their memory) starting from the cards they have available.</p> <p>Materials</p> <ul style="list-style-type: none"> - A square board of five squares for five, with four squares protruding from the intermediate space on each side. In the centre, a box on which the cards are placed facing up. Eight squares of the board are without symbol: they are the boxes of the Fate. - Sixteen cards. Each of these (amphora, starfish, shell and coral) is marked on the back with two words; one indicates a category (Affection, Role, Knowledge, Body) and the other a sub-category: Affection: friends, family, animals, oneself Role: work, people, nature, sex Knowledge: spirituality, art, science, language Body: health, memory, emotion, change <ul style="list-style-type: none"> - A bag containing 9 cards showing the advantages or the penalties. The nine cards of the Fate indicate: <ol style="list-style-type: none"> 1 - return a conquered card (if any) to the centre of the board; 2 - take a card from the board (of your choice); 3 - give one of your cards to a playmate; 4 - take a card of your choice from any playmate; 5- return the die to the starting point; 6 - nothing happens; 7 - move once more by the number shown on the upper face of the die;

8 - remain immobile for one shift;

9 - give one of your cards to a playmate (if you have them)

- One die for each player, the size of the board square.

Initial situation

- The four players throw their dice and place it in one of the outer squares with the score obtained visible in the upper face.
- In the central box sixteen cards are placed (on the back of each card there are the two words that must not be read by the players until the time of the story).
- The Fate cards are inside the bag.

Game instructions

- The player who starts moves his/her die, making it rotate from one square to the other (turning on a corner of his/her choice) in an orthogonal direction, with as many boxes as there are points indicated on the upper face.
- If the die reaches a square marked with a symbol, the player has the right to withdraw one of the central cards that has this symbol. The card remains in the player's possession and must not be turned over before the time of narration.
- If the die reaches a space already occupied, the die is placed under that of the occupant which must pass the previously conquered card to the newcomer.
- If the die ends in a square of the Fate (dashed), draw a card from the bag and act accordingly.
- You cannot pass by a busy box or by the central box.

Note for the start of the game

At the time of the dice roll the players can know which categories correspond to the images on the board.

They mustn't know the sub-categories until the end of the first phase of the game.

Here are the pictures / categories matches:

Coral = Affection

Starfish = Role

Amphora = Knowledge

Shell = Body

	<p>The narration</p> <p>When all the cards have been distributed, the narration begins. The player who finished last turns one of his/her cards and tells something in relation to the words indicated. There are no indications on how / what to narrate (or on time limit). The player is free to make a personal or fantastic narrative, referring to himself/herself. Listener players cannot interfere in the narratives of others. When the first player has finished, it's up to another to turn over a card and narrate. And so on until the end of the cards, or by interruption decided by the players.</p> <p>Theme variations</p> <p>The theme of the fishermen can be varied in relation to the players, their age, their experience. A new list of matches can be prepared. The story can be done on an experience (a trip, a travel, an event ...) or on particular aspects of one's existence (changes, reference persons ...) or even on specific learning (memories of a book, of a course, of a school year ...).</p> <p>Variante</p> <p>A player can end his/her move on an empty square. In this case he/she is entitled to collect a card of the same symbol from any of the players.</p> <p>Author</p> <p>The game designed by Gianfranco Staccioli and illustrated by Massimo de Micco in 2002 recovers ideas that two other authors had developed separately. For the movement of the dice the proposal of Aldo Spinelli (1989, in the game Mastro Alice) of a "die-strategist" is used (where the value expressed by the dice does not count according to its "strength", but in function of the quality of its use). For the narration, the reference goes to the Game of Life by Duccio Demetrio (Guerini e Associati, 1997), where the structure of the classic goose game is used to "tell oneself in a group, to get to know each other a little bit at random and a little bit more."</p>
Resources	The board game.
Equipment	Tables and chairs.
Timing/Duration	Min: 90 min
	Max: 120 min
Comments & Tips	Trainer:
	Participants :

Selection

Setting	Individual & Pairs
Activity Description	<p><u>Phase 1</u></p> <ul style="list-style-type: none"> - Each individual receives a study case describing an organisation and volunteering role. - Each individual look at their asset list from Gallery of assets <p>Look to match the best 2 opportunities</p> <p>(10 mins)</p> <p><u>Phase 2</u></p> <p>Present back to the partner why they choose the 2 opportunities</p> <p>(10 mins)</p> <p><u>Phase 3</u></p> <p>Partner to give feedback and see whether there was another opportunity which they could have looked at.</p> <p>(10 mins)</p>
Resources	<p>10 study cases of different organisations.</p> <p>Recruitment: McCurley et Lynch (2011)</p> <p>Aranguren Gonzalo, Luis A. (2002), Los itineraries Educativos del Voluntariado, Madrid, Plataforma para la promocion del voluntariado en Espana, 1st edition of A fuego Lento. (ISU 2014) (DES)ENOLVER A Educaç�o para o Desenvolvimento no voluntariado para a Cooperaç�o</p>
Equipment	<p>Pens and/or colour pencils</p> <p>Flipchart</p> <p>Paper</p>
Timing/Duration	<p>Min: 30 mins</p> <p>Max: 60 mins</p>
Comments & Tips	<p>Trainer:</p> <p>Participants :</p>

Square in the country of the roundabouts

Setting	No particular setting
Activity Description	<p>The trainer/facilitator reads out loud the first part of the Story “Square in the country of roundabouts” (written by Gianni Rodari).</p> <p>The participants are then invited to divide in small groups and to exchange, trying to answer to the question: “When, and in which context, did I feel like the square?”</p> <p>Next, the trainer/facilitator reads out loud the second part of the Story.</p> <p>The participants are then invited to divide in small groups and to exchange, trying to answer to the question: “When did I feel in roundabout?”</p> <p>The activity is useful to tackle the topic of diversity, also the one of intergenerational exchange and learning.</p>
Resources	The printed Story, divided in: first part and second part
Equipment	-
Timing/Duration	<p>Min: 45 min</p> <p>Max: 60 min</p>
Comments & Tips	<p>Participants :</p> <p>Trainer :</p>

Role play case studies

Setting	Standing / sitting
Activity Description	<p>This is a game to experience and introduce the theme of integration of the volunteers, teamwork and organizational management.</p> <p>The group divides itself in two teams that have to play out the situation described in the cases that are given to them.</p> <p>Try to find cases about the situations that can occur during volunteering. The cases can be fictional or adapted from the real life experience.</p> <p>For example discussing problems like: How to deal with disappointment and homesickness of the volunteer?, What to do in the case of arguments between the volunteers?, What is the most optimal way to include the volunteer into the organisation?</p> <p>After the role play the participants are encouraged to talk about the problems and possible solutions in the cases.</p> <p>One other option is to have the group that is performing performance one time, then ask the group what happen but not to give any solution. After the small discussion have the group that is performing start the performance again, at any point the “audience”, in this case the other participants can stop the performance with a STOP and ask to substitute one member of the group and try to solve the problem. It is possible to substitute any character in the performance, including the not original members. The performance stops when the group thinks they get to a conclusion.</p> <p>After the role play the participants are encouraged to talk about the problems and possible solutions in the cases found during the performance.</p>
Resources	https://drive.google.com/open?id=19nHSiVxrYLWtZnOckNbmlNjr6Jd_WHP!
Equipment	Printed paper with the situation and the roles to interpret
Timing/Duration	<p>Min: 45 min</p> <p>Max: 60 min</p>
Comments & Tips	<p>Participants :</p> <p>Trainer :</p>

The iceberg theory

Setting	Possibility to show a big design of an iceberg
Activity Description	<p>Objective: to reflecte about cultural diversity and how we interpret it</p> <p>Description of the activity: brainstorm – show the image of the iceberg to the participants and ask them to reflect cultural wise what do we they think is our perspective upon new cultures, regarding surfasse culture, so what we can see and unconscious culture, so what we can not see but it can have cultural influence in our perspective. As the participants give their ideias we discussed the theory and the model</p>
Resources	-
Equipment	<p>- Big design of an iceberg</p> <p>- Marker</p>
Timing/Duration	<p>Min: 10 min</p> <p>Max: 20 min</p>
Comments & Tips	<p>Participants :</p> <p>Trainer :</p>

Agree/Disagree – Volunteering and Active Citizenship

Setting	Standing, group exercise
Activity Description	<p>Objective: to analyse concrete situations of volunteering and citizenship</p> <p>Separate the place into agree/disagree areas and mark them. For example make a line on the floor and mark with the signs (papers) for agree/disagree. Invite participants to come to the line. Explain that as you read the statement/situations the participants have to position themselves according to their opinions and explain why they agree or disagree with the statement. The trainer encourages the debate among the participants by asking what was the reason for choosing their side, making subquestions, etc.</p> <p>Aim: To make participants think about the difference between formal volunteering and informal active citizenship.</p> <p>The examples of the statements to be read out loud:</p> <ul style="list-style-type: none"> - Paulo follows up weekly for the last 2 years reading for children at the Porto IPO. This is volunteering. - Every week I help my neighbour shop at the grocery store, take her by car, and help her carry groceries home. This is not volunteering. - Last week the residents of the upper district gathered for 2 days to clean the walls of the neighbourhood that were full of graffiti. This is not volunteering. - 2 times a week I go to a refugee centre to help take care of the garden. This is volunteering. - I take care of my nieces once a month while the parents volunteer. This is not volunteering. - Inês works and does not have much free time, so she helps the "Sol da Juventude" from the home by researching and proposing innovative ways to work with young people in schools. This is volunteering.
Resources	-
Equipment	<ul style="list-style-type: none"> - sheets of paper (agree/disagree) - statements/situations - markers
Timing/Duration	<p>Min: 30 min</p> <p>Max: 60 min</p>
Comments & Tips	<p>Participants :</p> <p>Trainer : The questions can be adapted to the group.</p>

Silhouette of expectations

Setting	No particular setting. Space on the walls to stick the different silhouettes of expectations of the participants.
Activity Description	<p>The participants are each given a big Flipchart paper.</p> <p>They are invited to draw on the Flipchart paper their silhouette, as they are in their imaginary.</p> <p>Then they are invited to reflect on their expectations regarding the future volunteering experience that they will participate to, answering to 3 questions. The reflection on the expectations refers to different dimensions: from the rational to the emotional, without forgetting what they would like to bring back home with them after the experience.</p> <p>The questions, associate with one part of the silhouette body:</p> <ul style="list-style-type: none"> - What do I expect to EXPERIENCE? (HEAD) - What emotions do I expect to FEEL? (HEART) - At the end of this experience, I would like to BRING HOME WITH ME... (STOMACH) <p>The results of this activity shall be look at during the evaluation moment after the volunteering experience, allowing them to “read” their learnings in relation to their expectations prior the experience.</p>
Resources	-
Equipment	Flipchart papers, Markers
Timing/Duration	<p>Min: 45 min</p> <p>Max: 60 min</p>
Comments & Tips	<p>Participants :</p> <p>Trainer :</p>

Volunteering according to the law

Setting	No particular setting.
Activity Description	<p>Objective: To inform the participants about the legal framework of volunteering, their rights and duties.</p> <p>Description of the activity: Brainstorming about rights and duties of the volunteers.</p>
Resources	-
Equipment	<ul style="list-style-type: none"> - post-its - markers - flipchart - the volunteering law of your own country
Timing/Duration	<p>Min: 30 min</p> <p>Max: 45 min</p>
Comments & Tips	<p>Participants :</p> <p>Trainer : It is good to high light as topics the most important rights and duties of the volunteer and simplify the language style</p>

Learning from case studies

Setting	No particular setting.
Activity Description	<p>Objective: to analyse concrete situations of integrating the volunteers in the organisations.</p> <p>The participants are divided in three groups, each group gets the paper with the case description. Try to find cases about the situations that can occur during volunteering. The cases can be fictional or from the real life experience. Participants are encouraged to talk about the problems and possible solutions in the cases. They have 25 minutes for discussion, after that they present the conclusions to the group.</p>
Resources	<p>Study Case 1: https://drive.google.com/open?id=1zFQUBJuW1VK4r_SMrGtUOKVcvYtcNCTq</p> <p>Study Case 2: https://drive.google.com/open?id=1K9DGImt9f9YHsff8N2cMtCH9Rer-dFjb</p> <p>Study Case 3: https://drive.google.com/open?id=1wXVh7k2ILKX6rA5NssqoB1sTu96Nho</p>
Equipment	<ul style="list-style-type: none"> - papers with case studies - white sheets of paper
Timing/Duration	<p>Min: 60 min</p> <p>Max: 90 min</p>
Comments & Tips	<p>Participants : Ask each group to read out loud the case before presenting their conclusions.</p> <p>Trainer :</p>

Egg protection device

Setting	Wide space
Activity Description	<p>Sometimes, to encourage a group to team work, they should divert their attention and focus on something that is both fun and creative and cooperation. This exercise aims to integrate the group around a common task, but also to relax the tension and introduce an element of fun to the training.</p> <p>AIMS: Cooperation / cooperation; Breaking schemes; Lifting energy in the group; Integration; Creative thinking.</p> <p>MATERIALS (for one team): Egg, 4 balloons, office clips - 4 large and 4 small, rubber bands - 4, breakfast napkins - 4.</p> <p>COURSE:</p> <ol style="list-style-type: none"> 1. The trainer divides group into small teams (4-5 persons) 2. He gives instructions: Imagine that the egg you have is a very valuable thing for all of you in the group. Dump the egg from a height of 1.5 meters so that it does not break. How you do it depends on you, but you can use all (but only these) materials. 3. Groups perform the task and then present its effect. 4. In the summary, the trainer draws attention to the following issues: <ul style="list-style-type: none"> Grouping of roles; Cooperation - how did it proceed? Who was the main constructor / originator? Have other ideas appeared and what has decided about choosing this particular idea? What were the feelings related to success and with failure; How accurate design of the activity can be used in planning of activities?
Resources	-
Equipment	eggs balloons office clips - large and small rubber bands breakfast napkins flipchart & markers
Timing/Duration	<p>Min: 30 min</p> <p>Max: 60 min</p>
Comments & Tips	<p>Participants : try to be open minded, think "out of the box"</p> <p>Trainer : Careful observation of groups is very important to be able to adapt the summary of the exercise to the needs of the group and the problems it has encountered. In this exercise, you should focus not only on the cooperation itself, but above all on communication inside the group and solving problems together.</p>

Tower of power

Setting

Wide space

Activity Description

A well-coordinated team is able to work wonders. This activity will make the group work on communication and achieve a common goal - building a tower.

The group's task is to set the tower as tall as possible from 8 wooden blocks. The matter is not as easy as it may seem. Each participant manages a rope supporting a special crane that lifts the blocks. Only thanks to the cooperation of the whole group, planning, good communication and mindfulness it is possible to properly control the crane that allows the completion of the building.



After completion of a task trainer shall initiate an discussion on how the team roles emerge and why each of them is so important. May ask several questions, like:

Who was the construction manager?

How does a team treat each other?

What is important for each team member?

The trainer may refer to the typology of team roles of Meredith Belbin, which states that there are nine kinds of roles: there are 3 action oriented roles - Shaper, Implementer and Completer Finisher; 3 people oriented roles - Co-ordinator, Teamworker and Resource Investigator and 3 cerebral roles - Plant, Monitor Evaluator and Specialist.

Resources	-
Equipment	Game “Tower of power” Flipchart Markers
Timing/Duration	Min: 30 min
	Max: 90 min
Comments & Tips	Participants : must cooperate in order to complete task
	Trainer : The coach must be careful that the participants do not shorten the distance to the blocks (rope shall be stretched all the time) and do not help themselves with their hands. More info about Meredith Belbin’s theory, ex. : https://www.belbin.com/about/belbin-team-roles/

Holistic stick

Setting	Free space, large enough for the group to move.
Activity Description	<p>The trainer/facilitator can decide to split the group in smaller groups, if he/she might consider it necessary.</p> <p>In the beginning the trainer draws on the flipchart two arrows, one going up, the other going down:</p> <p>UP  DOWN </p> <p>The trainer takes some moments to explain the concept of UP and DOWN.</p> <p>The trainer to give participants the instructions of the game:</p> <p>Their task is “ALL AT THE SAME TIME to ACCOMPANY the stick DOWN on the floor”.</p> <p>The stick must remain in contact with / touch all of participants’ fingers at all time.</p> <p>The game starts when the trainer places the stick on all participants’ fingers starting from the a fixed height (for example the height of the trainer’s chest).</p> <p>The activity is thought to be realized in more phases:</p> <ol style="list-style-type: none"> 1. The trainers places the stick on participants’ fingers and allows them to try. 2. The trainer stops the participants and invites them to talk between them. The participants are given 15-20 minutes to talk before trying again. (Generally participants don’t use all the time at their disposal.) 3. The trainer places again the stick on participants’ fingers for them to realize the task. (Generally participants are still not able to complete the task.) 4. The trainer stops them again and gives them again the time to talk and find their own strategy to complete the task. (Generally participants take this time more time to discuss and agree on a strategy.) 5. The trainer places again the stick on participants’ fingers for them to realize the task. (Generally the participants are still not able to complete the task.) 6. The trainer stops them again, after some time, and tells them that they can remain with the stick and do as many trials they need. When they decide they are ready, they can say so and the final try can be done. (Generally the task is this time fulfilled.) <p>Music is used throughout the activity as a source of noise, firstly lowed and then, towards the final phases the trainer lowers down the music.</p>

Debriefing:

The participants are invited share their answers to the question:

“What does it take to bring the stick down? What are the necessary elements?”

In general the KEY WORDS that come out are:

TAKING TIME

MOVING TOGETHER

GUIDE

SILENCE

ERRORS – EXPERIENCE

KNOWING

KNOW-HOW

COORDINATION

TRY

BALANCE

FEELING THE WEIGHT

STRATEGY

SYNTONY

FEEL

RELAX

COLLECTIVE SENSITIVITY

RITHM

CONCENTRATION

RESPONSIBILITY

COMFORT

WILL

IDEAS

TRUST

UNDERSTAND

LISTEN TO EACH OTHER

HARMONISE WITH EACH OTHER

	<p>The trainer supports the participants to find the answers and draws their attention that all these elements are connected to TEAM WORK. The trainer facilitates a short reflection regarding how this is relevant in volunteering.</p> <p>In the end the trainer tells a story of the “the slowest soldier” to fix the learning:</p> <p>“Once up on a time there was a platoon of soldiers that had troubles marching together. They go to their general and say: “General, we cannot succeed to march together, we cannot find the rhythm.” The general advises them: “In order to find the rhythm, you must find the slowest soldier and take the slowest soldier rhythm.” The soldiers go back and try to follow the general’s advice. They try to take the rhythm of each of the soldiers, from the slowest to the fastest, but they still are not able to march together. They then go back to the general and share their failure. The general answers to them: “You are still not able to march together because you have probably did a bad research: the slowest soldier is the group.”</p>
Resources	-
Equipment	<p>1 STICK (or more) respecting the following very important characteristics: must be very very light, must be straight, must be thin enough to be positioned on participants’ fingers, must be long enough to cover the entire line of the participants standing all in a row.</p> <p>Flipchart and Flipchart paper, Markers</p>
Timing/Duration	<p>Min: 60 min</p> <p>Max: 90 min</p>
Comments & Tips	<p>Participants :</p> <p>Trainer :</p> <p>Repeat the instructions to the participants more times, while they are doing the activity.</p> <p>Listen on what the participants are saying during the game and take notes to make it more entertaining.</p>

How tall is Alfred

Setting	In groups of 4 or 5, seated in circle facing outwards with postman in the middle.
Activity Description	<p>Minimum no. of participants: 4</p> <p>In groups of 4 or 5, seated in circle facing outwards with postman in the middle.</p> <p>The group members each have a position number (i.e. position 1, position 2, etc.) written on the back of their chair. They cannot talk to each other, they must communicate by sending “mail” to the other position numbers using the postman in the middle.</p> <p>At the beginning each person receives 1 clue from the first round of clues. They have to signal to the postman to give them blank sheets of paper so they can write messages to the other group members (i.e. p1 –p3(message).....) which they give to the postman to pass on.</p> <p>After few minutes, they receive 1 more clue from the 2nd round of clues.</p> <p>They must use the time available to write as many messages as necessary to try to reach the objective of the game: to find out how tall is albert.</p> <p>When the time is finished, the results of each group (if there is more than 1 group) is written on the flipchart and the process is discussed (what communication problems did you have? what went wrong? etc.</p> <p>The trainer decides on the time limit to give to participants to deliver their answers.</p> <p>1st round of clues:</p> <p>Paul is 10 cm taller than Sheila</p> <p>Sheila is 3 cm less than Brenda</p> <p>Brenda is as tall as Robert</p> <p>Robert is 174 cm</p> <p>Robert is 4 cm taller than Mike</p> <p>Mike is 4 cm shorter than Brenda</p> <p>Brenda is 10 cm higher than Calogeno</p> <p>2nd round of clues:</p> <p>Calogeno is 1 cm higher than Mario</p> <p>Paul is 18 cm higher than Mario</p> <p>Alfred is 1 cm less than Paul</p>

	<p>Gwendoline is 1 cm less tall than Sheila</p> <p>Patty is 2 cm more high than Brenda</p> <p>Jenny is 13 cm less high than Paul</p> <p>Mario is 5 cm less tall than Jenny</p>
Resources	Printed papers with the clues.
Equipment	<p>chairs</p> <p>the ten clues below</p> <p>flipchart</p> <p>markers</p> <p>pens</p> <p>small blank pieces of paper</p>
Timing/Duration	Min: 60 min
	Max: 90 min
Comments & Tips	Participants :
	Trainer :

Onion of identity

Setting	No particular setting, access for the participants to see the video-projection.
Activity Description	<p>A travel between me and myself discovering the other...</p> <p>1st PART</p> <ol style="list-style-type: none"> 1. You will receive papers of different colours 2. You will answer to some questions on yourself 3. You can write only on one side of the paper 4. Do not share what you are writing with your neighbour 5. What you will write will be read by only one person <p>BLUE PAPER</p> <p>What music do I like?</p> <p>What do I like to eat?</p> <p>One thing that I usually do...</p> <p>GREEN PAPER</p> <p>What do I like in the others?</p> <p>What do I talk about with my friends?</p> <p>What do I do with my friends?</p> <p>RED PAPER</p> <p>One good thing about me...</p> <p>One bad thing about me...</p> <p>To grow up for me means...</p> <p>In 10 years I will be...</p> <p>YELLOW PAPER</p> <p>Which are my values?</p> <p>What would I never do...</p> <p>Take the papers in this order: 4 – 3 – 2 – 1 and make an onion (page 4 inside).</p>

	<p>2nd PART</p> <ol style="list-style-type: none"> 1. You will receive a white paper 2. You will open the onion one layer after the other 3. You will write some sentences for each coloured paper to the owner of the onion 4. Write your impressions and sensations about what you have read 5. What you will write will be read only by the owner of the onion <p>Open the onion, taking the papers in this order: 1 – 2 – 3 – 4.</p> <p>When your letter is finished remake the onion, with your letter covering the onion. Find the owner of the onion and give it to him/her. Participants can read the letters and can decide to exchange some words, if they like.</p> <p>The trainer facilitates for the participants a reading of this exercise from the point of view of intercultural learning:</p> <p>BLUE PAPER: Inhabits, Folklore, Costumes</p> <p>GREEN PAPER: The representation we have of the others</p> <p>RED PAPER: The representation we have of ourselves</p> <p>YELLOW PAPER: Values, Taboos, Beliefs</p>
Resources	PPT presentation with instructions
Equipment	White board and video-projector Paper of different colours, Pens
Timing/Duration	Min: 60 min Max: 90 min
Comments & Tips	Participants : Trainer :

Get to know my funny side

Setting	Wide space
Activity Description	<p>Sometimes it is hard to get start new things, new processes. There is always need to let participants feel more comfortable, more relaxed to start working.</p> <p>Traner have prepeared 10 leaflets with acitivities on them:</p> <ol style="list-style-type: none"> 1. Stand on 1 leg and wawe to the earth 2. Make a hug 3. Say a compliment 4. Dance "Bird dance" 5. Share a secret 6. Share one funny moment from Your life 7. Tell how do You feel 8. Say "Hello" in different language 9. Say a joke 10. Say the best way how to get deal with stress <p>All participants should take one of those leaflets. When trainer says, everybody find one person to do the activity which is written on leaflet. When both of them share their activities, they exchange leaflets with opposite person and go to another one person. It lasts when trainer says: "STOP".</p>
Resources	Leaflets
Equipment	-
Timing/Duration	<p>Min: 30 min</p> <p>Max: 40 min</p>
Comments & Tips	<p>Participants : Try to be open minded.</p> <p>Trainer : You might have to give an example.</p>

10 happy moments

Setting	Wide space
Activity Description	<p>It is very important process to unite participants of the group for future activities. Volunteers should learn how to work together, how to feel free in group to reach the goal. Those situations are based on interaction and interdependence.</p> <p>Trainer splits participants into groups (minimum 3 people per group). Then gives 10 tasks what to do together with group. Time for this – 30 min.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. To combine dance with 5 steps 2. To make a monument of friendship (with participant bodies) 3. The best 5 important lessons from life 4. To hug each other for one minute (without talking) 5. To think up group slogan 6. To give a present to someone from all participants (out of small group) 7. To demonstrate a trick 8. To find 3 common things with group members 9. To make a group selfie 10. To make a task for all participants (out of small group) <p>After those activities groups represent their tasks. Trainer manages this process.</p>
Resources	-
Equipment	Leaflets and pens
Timing/Duration	<p>Min: 60 min</p> <p>Max: 90 min</p>
Comments & Tips	<p>Participants : Try to be creative and think out of borders.</p> <p>Trainer : You might have to give an example if the group do not get going.</p>

OVERVIEW VOLUNTEERING EXPERIENCES

Following the training course for volunteering, the project “Local and International Active Seniors” has offered the participants aged 50+ the opportunity to get involved in local volunteering and in international volunteering.

Volunteering and volunteers bring motivation and energy.

The volunteering was built as a learning experience in which seniors take new challenges, stay active, put in value their skills and gain new ones. Both at local and at international level, the seniors could get to know a new context and meet new people. The volunteering was based on exchanges that could foster peer learning and intergenerational learning. The volunteering dynamics was meant to be a catalyst for participants’ self-awareness and self-esteem.

From the **69 participants** to the Active Seniors training course in the 6 partner countries, 53 of them engaged in local volunteering experiences, while 24 of them did international volunteering in France, Italy, Latvia, Poland, Portugal and United Kingdom.

53 SENIORS did LOCAL volunteering
12 SENIORS did INTERNATIONAL volunteering

Overall, the volunteering experiences counted more than **1900 hours** of volunteering to the service of educative, social and environmental organisations.

1.200 HOURS of LOCAL volunteering
714 HOURS of INTERNATIONAL volunteering

The project Active Seniors involved in total **40 non profit organisations** that engaged the senior volunteers in their activities.

30 ORGANISATIONS hosted LOCAL VOLUNTEERS
20 ORGANISATIONS hosted INTERNATIONAL VOLUNTEERS

In the next pages you will find insights fostered by the Active Seniors local and international volunteering experiences, followed by an overview of the voluntary work placements and calendar.

In the end you will find more specific details and insights described in the partner reports of each of the 6 European partner organisations.

VOLUNTARY WORK CALENDAR

Local volunteering

PERIOD: February – July 2019					
PARTNER	No. PAX.	START	END	No. HOURS	NOTES
Community Action Dacorun (UK)	8	April 2019	June 2019	64H	All had different arrangements and timing for the volunteering opportunity, as they were matched to the opportunity which meant their needs and motivation. One person has not been able to volunteer due to health reasons. 2nd person has not volunteered locally due circumstances but have volunteered abroad. Some of the volunteers have continued to volunteer at their placement beyond the 8hrs min. Some have volunteered at more than one placement also.
Pistes Solidaires (FR)	8	23/04/2019	30/05/2019	72H	2 participants did 12 hours of local volunteering. 6 participants did 8 hours of local volunteering.
Mais Cidadania (PT)	9	22/03/2019	30/07/2019	149H	
Gulbene Municipality (LV)	11	15/02/2019	01/07/2019	241H	
REPLAY NETWORK (IT)	7	20/05/2019	20/05/2019	56H	All 7 participants did 8 hours each of local volunteering.
FOSa (PL)	10	01/04/2019	31/05/2019	132H	

International volunteering

PERIOD: April – July 2019					
HOSTING	SENDING	PARTICIPANT NAME	ARRIVAL DAY	DEPARTURE DAY	NOTES
Community Action Dacorun (UK)	AMC (PT)	CELESTE BAPTISTA	12/05/2019	27/05/2019	16 DAYS DURATION (including 2 travel days)
	AMC (PT)	JULIA HENRIQUES	12/05/2019	27/05/2019	
	Gulbene (LV)	ANITA AUMEISTERE	12/05/2019	27/05/2019	
	Gulbene (LV)	KAIIJA SERPĀNE	12/05/2019	27/05/2019	
Pistes Solidaires (FR)	Replay Network (IT)	GIUSEPPINA SCOLAMIERO	13/06/2019	28/06/2019	
	Replay Network (IT)	ADRIANA FRANCO	13/06/2019	28/06/2019	
	FOSa (PL)	BARBARA DOLECKA	13/06/2019	28/06/2019	
	FOSa (PL)	STANISLAS BRZOZOWSKI	13/06/2019	28/06/2019	
Mais Cidadania (PT)	CAD (UK)	KATIE LIA BUDDEN	05/05/2019	20/05/2019	
	CAD (UK)	ADRIENNE GEAR	05/05/2019	20/05/2019	
	Gulbene (LV)	MAIJA BEITIKA	05/05/2019	20/05/2019	
	Gulbene (LV)	MARUTA DĀRZNIECE	05/05/2019	20/05/2019	
Gulbene Municipality (LV)	AMC (PT)	LUISA REGO	02/06/2019	17/06/2019	
	AMC (PT)	LUISA VALENTE	02/06/2019	17/06/2019	
	CAD (UK)	KEVIN GREENE	02/06/2019	17/06/2019	
	CAD (UK)	TONY ADAMS	02/06/2019	17/06/2019	
REPLAY NETWORK (IT)	Pistes Solidaires (FR)	FRANZ KARGL	29/04/2019	14/05/2019	
	Pistes Solidaires (FR)	MONIQUE BOUGNON	29/04/2019	14/05/2019	
	FOSa (PL)	HANNA EWA NADZIEJKO	15/05/2019	30/05/2019	
	FOSa (PL)	JOLANTA EWA MARKIEWICZ	15/05/2019	30/05/2019	
FOSa (PL)	Replay Network (IT)	SANTINO CHIARENZA	13/06/2019	28/06/2019	
	Replay Network (IT)	SAVERINA AMOROSO	13/06/2019	28/06/2019	
	Pistes Solidaires (FR)	PATRICK GUILLON	05/06/2019	20/06/2019	
	Pistes Solidaires (FR)	VERONIQUE PERPIGNAA GOULARD	05/06/2019	20/06/2019	

INSIGHTS VOLUNTEERING EXPERIENCES

From Senior participants

The volunteering experiences have been a great occasion for all the Active Seniors participants, to take new hold of their lives and become more aware of the opportunities out there where they can be active.

Both for the seniors that had volunteered before and for those who were at their very first volunteering experiences, the Active Seniors pathway allowed them to understand better what volunteering can be and what they can expect from volunteering. They discovered how numerous and diverse are the possibilities of volunteering work as they got in touch with local/international NGOs and experienced volunteering in different fields.

The volunteers have learnt that volunteering can be more practical, involving doing practical activities, or it can be relational, involving building relations and sharing their time and their attention to others.

Learning that they do not need to volunteer in what their carrier was, that they can do something different is one of the turning points for the seniors. At the same time they learnt that they can use their skills and their strengths for the benefit of others and of the community. Feeling that their skills and their strengths are valued, allowed seniors to reconsider them and revalue themselves and their potential.

Nonetheless, the volunteering experiences allowed seniors to get out of their comfort zone, learn new things and develop new competences, in a lifelong learning process.

The volunteering experiences were a strong networking opportunity and a way for the seniors to know better their local territory as well as to get to know new territories at international level. They could access a variety of social entities – associations, social cooperatives, community gardens, European NGOs, food bank, time bank, etc. – dealing with a variety of target groups and stakeholders: from children to youngsters to elderly, from individuals to families in situation of social exclusion, unemployed, people with disabilities, migrants, etc.. Their interventions spaced between social, educational, cultural and practical support, a wide range of fields that also brought more awareness on what active citizenship means and how social projects are developed.

Meeting new people and getting in contact with a new context meant also facing own limits and capacities that resulted into deeper self-awareness and better knowledge of strengths and weaknesses. The volunteering experience, in particular at international level, gave seniors the possibility to reflect, focus on themselves and become more open to new ideas and

opportunities. The seniors faced their personal fears and felt to become more in charge of their own lives.

Getting out of the daily routine, experiencing peer learning (through exchanging with other adult and senior volunteers, local or international), experiencing intergenerational learning (by exchanging with children and youngsters), experiencing intercultural learning was for the seniors a breath of fresh air that boosted their motivation and their learning, fighting preconceptions about the others as well as about themselves.

Taking inspiration from one of the Active Seniors training course activities we could summarize the impact of the local and international volunteering on the participants as follows:

MORE

More connections with people, organisations, languages, cultures

More self-awareness

More self-confidence

More skills

More motivation

More empowerment

More flexibility

More patience

More tolerance

More open-minded

More communication

More team work

LESS

Less fear

Less frustration

Less preconceptions

Less loneliness

Less limits

Less borders

Many of the senior volunteers continued to volunteer in the same or new organisations after the Active Seniors experiences and all of them expressed their interest to do so in the future.

The project “Local and International Active Seniors” promoted volunteering as a learning and active ageing experience with great success among the senior participants and the organisations hosting the volunteering experiences.

From Organisations hosting volunteers

The organisations hosting the Active Seniors volunteers were diverse not only in terms of field of work and beneficiaries, but also in terms of their experience with volunteers. Some of them were volunteering organisations which activity is totally based on the active involvement of volunteers, others were organisations that constantly include volunteers in the initiatives they carry out, others were organisations working with volunteers for their first time. Some of them had worked only with local volunteers, others had also experience with international volunteers.

All of them acknowledged the importance of having volunteers, not only because of the help volunteers could bring, but especially because of the dynamics and learning that the presence of the volunteers fosters:

QUESTION THEMSELVES AND RENEW THEIR AIM AND PHILOSOPHY

FLEXIBILITY

DEAL WITH THE UNEXPECTED

NEW SKILLS

NEW ACTIVITIES

NEW ADDED VALUE – PERSONAL, PROFESSIONAL, CULTURAL, ORGANISATIONAL

The Active Seniors volunteering experiences allowed organisations to get out of their daily routine, especially in the case of the organisations with none or less experience in working with volunteers. It was very much appreciated the exchange of point of views as well as the intercultural exchange.

The organisations that already had experience with volunteers learned more about how to better support the integration and the recognition of volunteers in their organisation, and

what are the differences and specific points of attention when working with local volunteers or with international volunteers.

The Active Seniors experience brought for the organisations involved also a special insight on what it means to work with senior volunteers, coming with a whole baggage of maturity, knowledge and skills, but also with pre-defined ideas and expectations.

The organisations defined the experience as enriching for both their staff members and their beneficiaries. The presence of the volunteers in the organisations brought motivation and an occasion to re-evaluate and re-value their work. In this sense it is interesting to note how the impact of the volunteering experience for the organisations mirrors the impact of the volunteering experience on the senior participants.

Thanks to the participation in Active Seniors project the organisations had also the opportunity to value more systematized work procedures for the integration of volunteers, to give closer attention to preparing a tailored programme according to the individual volunteer, as well as to acknowledge the role of the mentor and the role of the responsible of the activities as key reference people for the volunteer.

Under the light of the Active Seniors training course, the volunteering experience was for all the organisations an occasion to further reflect on what it means to work with volunteers and re-evaluate their motivation and capacities to facilitate volunteering opportunities, both local and international ones.

All the organisations confirmed their interest to continue their experience in working with volunteers and, for the ones that do not do it already, to possibly include it as a continuous practice in their organisation's life.

From European partner organisations

The European partners had through the Active Seniors project an opportunity to reconnect with some organisations they had not worked with for a while as well as to enlarge their local network and start collaborating in the field of volunteering with new local partners. The European partners got the chance to know better the roles and volunteering opportunities available in the local area for future placements.

The Active Seniors experience boosted even more the awareness on what it means to facilitating the volunteering experiences for people 50+ for the organisations already experienced in this field.

The organisations acknowledged that the presence of international volunteers required much greater concentration and mindfulness on what it means their integration in the local organisations and in the communication with them.

The Active Seniors volunteering projects brought for the partners new ideas for future collaborations to foster volunteering as a lifelong learning and active ageing experience, as well as a way to promote active citizenship at local and international level.

The Active Seniors project brought to the European partners involved capacity building in terms of facilitating and coordinating volunteering.

VIDEO STORIES

Training Course & Senior Volunteering - Italy

<https://youtu.be/3CpZh46gL28>

VOLUNTARY WORK PLACEMENTS

Lisbon, PORTUGAL

Associação Mais Cidadania, Lisboa, Portugal

European non-profit NGO

Local Volunteers: Luisa Rego, Mafalda França, Luís Leitão, Maria Albergaria

Activities in which the volunteer was involved: to help with the integration of the Active Seniors international volunteers from Latvia and UK during the two weeks of their project, with sightseeing and company for these periods.

Local Volunteers: Francisco Melo

Activities in which the volunteer was involved: to help out European Voluntary Service/European Solidarity Corps international volunteers in practicing their Portuguese language skills and communication

Centro de Apoio Familiar, Lisboa, Portugal

The center gives community support to families in situation of social exclusion, in the city of Lisbon.

Local Volunteers: Luisa Valente, Julia Henriques, Celeste Baptista

Activities in which the volunteer was involved: The volunteer experienced different activities in the space, helped in the social shop, dividing donations, selection and organizing clothing's, receiving the users of the center. When possible also integrate workshops or other activities in the center.

Fundação-Lar de Cegos de Nossa Senhora da Saúde, Lisboa, Portugal

House for elderly people and daily house for seniors.

Local Volunteers: Maria de Lurdes Raposo

Activities in which the volunteer was involved: to help in the garden spaces of the institution, cleaning and maintenance, planting and growing flowers, incentive the users to help maintain the flower arrangements.

Renovar a Mouraria, Lisboa, Portugal

Social and community intervention

Local Volunteers: Maria Albergaria, Luis Leitão

Activities in which the volunteer was involved: to help this association on the local celebrations Popular Saints in Lisbon in their "Arraial" to help promote, serve, cook or clean during this celebrations.

Associação dos Albergues Nocturnos de Lisboa, Lisboa, Portugal

Private institution of social solidarity, house for homeless men

International Volunteers: Adrienne Gear, Lai Choy Budden

Activities in which the volunteer was involved: help to prepare the dining room; Help in the cooking of meals; Help organize and separate donations of cloths and hygienic products

Banco Alimentar contra a fome, Lisboa, Portugal

Food Bank is a big Social Organisation in Portugal that involves daily a lot of logistic and social work.

International Volunteers: Maija Beitika, Maruta Dārzniece, Adrienne Gear, Lai Choy Budden

Activities in which the volunteer was involved: hosting the beneficiaries of social organisations and packaging the goods, volunteering in the Goods Bank.

Hemel Hempstead – Berkhamstead - Redbourne, UNITED KINGDOM

Frogmore Papermill, Hemel Hempstead, UK

At Frogmore Paper Mill we celebrated the huge contribution that paper has played in shaping the world in which we live today.

Frogmore Paper Mill is operated by the Apsley Paper Trail, a charitable trust founded to conserve the unique industrial heritage of this site in Hemel Hempstead.

Frogmore is still a working paper mill but, as operated by the charity, it is also a visitor, education and community use centre as well. The trust is entirely self-financing and, of course, is not-for-profit with all proceeds from its activities being re-invested in the repair, maintenance and development of the mill and its historic equipment.

Local Volunteers: Adrienne Gear, Kevin Greene

Activities in which the volunteer was involved: Helping with the maintenance of canal boat, Cafe, Tour guide and setting up displays.

International Volunteers: Celeste Baptista, Julia Henriques. Anita Aumeistere, Katja Serpane.

Activities in which the volunteer was involved: Helping with the maintenance of canal boat and setting up displays.

Rectory Lane Cemetery Project, Berkhamstead, UK

Rectory Lane Cemetery is a historic 'detached' church cemetery, founded in 1842, and it is one of the precious few green spaces in Berkhamsted. The Rectory Lane Cemetery Project was established in 2014 to celebrate the historical connections with Berkhamsted through families interred in the Cemetery. We have now begun an exciting three-year project to transform the Cemetery, creating a new community space with an enhanced wildlife domain and restored heritage features. The friends have secured funding from the Heritage Lottery Fund and the Big Lottery Fund for this scheme, enabling us to restore a neglected area and conserve our heritage for future generations. To enhance the Cemetery for the whole community, we will be creating: Repair and restoration of historic features including, memorials, walls, pillars, gates and buildings, Welcoming entrances, New surfaced paths and improved accessibility, A Garden of Remembrance, Events area for performances and activities such as yoga, Better quality features such as newly designed seating, sculptures and bins, Interpretation to help people enjoy their visits, whether for leisure or to trace relatives. We are working with monument conservation specialists to restore the cemetery. An expert monument conservator has also been engaged to advise us on repairing selected monuments in the Cemetery. Schools, students and researchers will be able to come to the cemetery for historical or environmental studies. Local residents will also have opportunities to learn practical skills through volunteering and participating in conservation work, promoting health and wellbeing in an inspirational, accessible space

Local Volunteers: Lynda Gawler

Activities in which the volunteer was involved: Clearing and planting up graves, Working in the wildlife area, A tour of the Cemetery explaining the Project and book fair.

International Volunteers: Celeste Baptista, Julia Henriques. Anita Aumeistere, Katja Serpane.

Activities in which the volunteer was involved: Clearing and planting up graves, Working in the wildlife area and a tour of the Cemetery explaining the Project.

Sunnyside Rural Trust, Hemel Hempstead, UK

Sunnyside Rural Trust is a thriving charity and social enterprise offering training and work experience for vulnerable people. We train people with learning disabilities to acquire skills in a number of rural activities. These include beekeeping, looking after chickens, growing a wide range of plants and produce, landscaping and garden maintenance. We have a focus on the full "plot to plate" cycle, from sowing seeds and nurturing plants to making produce to sell in the farm shop or market. We do all of this as environmentally friendly as possible.

Local Volunteers: Rosella Rogers

Activities in which the volunteer was involved: Help a plant fair.

Centre in the Park, Hemel Hempstead, UK

The Centre in the Park, in Hemel Hempstead used to be called The Hemel Day Centre; what we do for the elderly and older population of Dacorum has not changed, only improved, and, now we offer additional services for our local area. The Centre is a place where the older people of Hemel Hempstead, Dacorum and beyond can come and enjoy company, have a fresh nutritious lunch, play games, surf the net or just chat. But it is much more as well. The Centre offers security, companionship and care; it is modern and very well equipped and we offer a range of activities from companionable silence to gentle exercises.

Local Volunteers: Paulette Siseci & Katie Lai Budden

Activities in which the volunteer was involved: Socialize with elderly and play games with them

Boxmoor Trust, Hemel Hempstead, UK

Box Moor Trust is a self-supporting charity that manages nearly 500 acres of grazing and amenity land on the outskirts of Hemel Hempstead and Bovingdon on behalf of the local community. Predominantly open access, the land is free to visit and explore. The Trust plays host to three sports clubs and offers a variety of educational courses for local schools, youth groups and adult learners. It also runs a programme of community events, walks and talks, and has a thriving group of volunteers that help out with conservation and other tasks on the estate. Education We offer a variety of fantastic courses for schools, youth groups and adult learners which primarily take place in the great outdoors. We foster strong relationships with school within our locality and ensure that the sessions we provide link in with the National Curriculum. Forest Schools have become an increasingly popular initiative, using the natural resources of the woodland to stimulate creative learning. Our qualified team of Forest School leaders run regular sessions for local schools through the academic year – and the kids love them!

Local Volunteers: Gillian Wilks and John Dilks

Activities in which the volunteer was involved: Conservation group on local land and Forest school

International Volunteers: Celeste Baptista, Julia Henriques. Anita Aumeistere & Katja Serpane.

Activities in which the volunteer was involved: Conservation group on local land.

Community Transport, Hemel Hempstead, UK

For more than 30 years we've provided transport solutions that enable people to live independently, socialise with others and fulfil everyday life activities. Our transport services include Minibus hire available for use by member groups and organisations, timetabled bus services throughout Dacorum using a 16-seater minibus, Door to Store is a shopping service for older people and people with a physical disability or sensory impairment, Social Car service to help less able residents of Dacorum solve their transport problems, Day Trippers is a membership outings club for older people

Local Volunteers: John Dilks

Activities in which the volunteer was involved: Help with CAD community Transport scheme, so help elderly get around in the community

International Volunteers: Celeste Baptista.

Activities in which the volunteer was involved: Help with CAD community Transport scheme, so help elderly get around in the community

Harco, Hemel Hempstead, UK

We help people who've been on the wrong side of the law to get their lives back on track by focusing on both Family Support and the creation of Employment. This is proven to lessen reoffending. Our work depends on our fantastic group of volunteers, partners, donors and supporters and we are very grateful to them all. Reducing re-offending is therefore a win – win – win, for society (and victims), the tax payer and for offenders – we enable them to get their lives back on track. Offer support for offenders, potential offenders and their families to manage positive change in their lives; to engage with influential partners in the community of Hertfordshire and neighbouring counties; and work to establish a range of educational and training initiatives with a focus on gaps in provision.

Local Volunteers: Tony Adams

Activities in which the volunteer was involved: Support back to work

Volunteer Centre, Hemel Hempstead, UK

Volunteer Centre Dacorum has supported charities and community groups for over 50 years, linking individuals and groups of people wishing to volunteer with non-profit organisations needing help from volunteers.

Local Volunteers: Kevin Greene

Activities in which the volunteer was involved: Match volunteers with volunteering opportunities

Repair Shed, Redbourne, UK

International movement developing Sheds as a vehicle for connecting older men to like-minded people and the wider community, through rewarding, often physical, activity. To be an environmental social enterprise that is financially self-sustaining by making, mending and selling products and services as appropriate. To provide a supportive environment in which older men (50+) who are practically-minded and want to make things, do repairs, share skills and learn new ones. To spend approximately 1/3 of our time on income generation through making items for sale and mending items that would otherwise go to landfill; 1/3 of our time on community projects (paid and unpaid) 1/3 on member's own personal projects. To create a project that is member led and helps members make new friends and contacts, support and encourage each other but do not feel under pressure.

Local Volunteers: Adrienne Gear & Katie Lia Budden

Activities in which the volunteer was involved: make things, do repairs, share skills.

Margaret Llyod Playgroup, Hemel Hempstead, UK

Margaret Lloyd Playgroup offers places to children between the ages of 2 and 5 years old at our purpose-built playgroup on Washington Avenue in Grove Hill. The playgroup has been on this site for 32 years and boasts fantastic facilities for the under-fives, We have a realistic roadway within the garden area which encourages road safety whilst the children are exploring the outdoor area with friends. We have had playhouses and a builders yard around the roadway to extend the learning opportunities of this area. We also have slides and climbing frames to further their physical play skills as well as a train, two aeroplanes and a pirate ship. Our indoor space has a separate ball pond room for energetic play times alongside the usual paints, puzzles, role play and various other table top toys and games. At our last Ofsted inspection we were judged as good across all areas of the group.

All children are welcome to join our group as long as they are of age to do so. We have a purpose built changing area which offers privacy for children that are still in nappies. Any child requiring this will be changed by senior staff only, as long as you have given permission on your registration form.

International Volunteers: Celeste Baptista, Julia Henriques. Anita Aumeistere & Katja Serpane.

Activities in which the volunteer was involved: Play with children aged 2-5 yrs, Read to the them and engage them.

DENS foodbank, Hemel Hempstead, UK

Run in partnership with the Trussell Trust, DENS Foodbank provides emergency food parcels to anyone who is struggling in the community, not just those who are homeless. Visitors can receive up to three parcels, which are sized to provide three days food for either single people or families. Our volunteers are trained individuals who are ready to offer not just food, but words of advice and encouragement.

International Volunteers: Anita Aumeistere & Katja Serpane.

Activities in which the volunteer was involved: Pack up food packs.

Olsztyn, POLAND

Fundacja Żółty Szalik (Yellow Scarf Foundation), Olsztyn, POLAND

European non-profit NGO – social inclusion of people at risk of marginalization

Local Volunteers: Wiesława Sikora, Jadwiga Olsińska, Ana Żygowska

Activities in which the volunteer was involved: participation in the preparation and running of workshops and social initiatives for the inhabitants of Olsztyn threatened by social exclusion

International Volunteers: Veronique Perpignaa

Activities in which the volunteer was involved: participation in the preparation and running of workshops and social initiatives for the inhabitants of Olsztyn threatened by social exclusion

“Strzał w 10” Association, Olsztyn, POLAND

European non-profit NGO - supporting children and youth suffering from Down Syndrome

Local Volunteers: Stanisław Brzozowski, Hanna Nadziejko

Activities in which the volunteer was involved: helping in the preparation of the rooms for rehabilitation activities and workshops for children, support in carrying them out

Bank Żywności w Olsztynie (Food Bank), Olsztyn, POLAND

Obtaining food and its distribution for the benefit of the inhabitants of Warmia and Mazury.

Local Volunteers: Józef Wirgowski, Danuta Gajzmer

Activities in which the volunteer was involved: work on the organization of charity food collections, issuing food, work in the Food Bank warehouse, cleaning and maintenance of social garden

International Volunteers: Santino Chiarenza, Patrick Guillon

Activities in which the volunteer was involved: work on the organization of charity food collections; issuing food; work in the Food Bank warehouse; cleaning and maintenance of social garden

Arka Association, Olsztyn, POLAND

Daily house for children and families endangered with social exclusion.

Local Volunteers: Anna Łotys, Janina Miśkiewicz

Activities in which the volunteer was involved: assistance in running classes for children and assistance in organizing initiatives for families implemented by the Association

International Volunteers: Saverina Amoroso

Activities in which the volunteer was involved: assistance in running classes for children and assistance in organizing initiatives for families implemented by the Association

Gulbene, LATVIA

Biedrība "Dēms" (NGO "Dēms"), Gulbene, LATVIA

Social care, elderly people integration

Local Volunteers: Irēna Jakovļeva, Dailis Kadils, Ludmila Grīnberga, Anna Aumeistere, Vija Kokareviča, Antoņina Ozola, Līga Nagle, Ināra Lesiņa, Kaija Serpāne, Maiga Birzniece

Activities in which the volunteer was involved: Activities with elderly people in social care centers "Dzērves" and "Siltais": table games, reading, celebrating birthdays, spending time outside

**Latvijas Sarkanā Krusta Gulbenes komiteja (Latvia Red Cross Gulbene Committee),
Gulbene, LATVIA**

Social work

Local Volunteers: Anna Korkla, Ināra Lesiņa, Ludmila Grīnberga, Vija Kokareviča

Activities in which the volunteer was involved: Distribution of food packages for the poor, sorting second hand clothes

“Krustalīces mantojums” (NGO “The Krustalīce River Heritage”), Gulbene, LATVIA

Environment cleaning

Local Volunteers: Maiga Birzniece, Kaija Serpāne, Vija Kokareviča

Activities in which the volunteer was involved: Working in a territory around Gulbene Lutheran Church: grabbing leaves, cleaning, collecting branches, watering

Gulbene Primary School, Gulbene, LATVIA

Education

International Volunteers: Luisa Rego, Luisa Valente, Kevin Greene, Tony Adams

Activities in which the volunteer was involved: Teaching English to school teachers and kids, assisting in summer camp, creative workshops with kids

Gulbene 3rd Pre-school “Auseklītis”, Gulbene, LATVIA

Education

International Volunteers: Luisa Rego, Luisa Valente

Activities in which the volunteer was involved: Assisting primary school teachers, outdoor activities, assisting in educational greenhouse

Gulbene Regional Library, Gulbene, LATVIA

Work with information

International Volunteers: Luisa Rego, Luisa Valente, Kevin Greene, Tony Adams

Activities in which the volunteer was involved: Collecting information and pictures for the exhibition regarding volunteers` countries – Portugal and UK

Gulbene Municipality Agency “Gulbene Tourism and Cultural Heritage Centre”, Gulbene, LATVIA

Tourism and information

International Volunteers: Kevin Greene, Tony Adams

Activities in which the volunteer was involved: Correcting, editing and consulting on materials regarding tourism information about Gulbene town and district

Pau – Hagetmau - Léognan, FRANCE

Accorderie Pau-Béarn, Pau, FRANCE

European non-profit NGO/ Exchanges of services – time bank

Local Volunteers: Franz Kargl, Monique Bougnon, Amina Baatot, Ghyslaine Gay

Activities in which the volunteer was involved: to help in the administrative tasks – organization of workshops

International Volunteers: Adriana Franco

Activities in which the volunteer was involved: to help in the administrative tasks – organization of workshop: presentation of her journey and her countries – attending some local events organized by the association - to help prepare the multiplier event

Centre Social La Pépinière, Pau, FRANCE

European non-profit NGO in a Social centre managed by Social Security

Local Volunteers: Françoise Laherrere, Patrick Guillon

Activities in which the volunteer was involved: to organize cooking workshop / French classes for immigrants

International Volunteers: Giuseppina Scolamiero, Barbara Dolecka

Activities in which the volunteer was involved: to attend French classes for immigrants – to welcome hosts in the cafeteria – to attend pick-up sessions of vegetables in a local garden - to help prepare the multiplier event

Trotte-Sentiers de Chalosse, Hagetmau, FRANCE

European non-profit NGO / Hiking associations

Local Volunteers: Guy Pere

Activities in which the volunteer was involved: Administrative tasks, – organization of activities

Pêche de vigne de Leognan, Léognan, FRANCE

European non-profit NGO / Agriculture field

Local Volunteers: Véronique Perpignaa

Activities in which the volunteer was involved: to help the organization of the market – administrative tasks

Ecocène, Pau, FRANCE

European non-profit NGO / Environment education

International Volunteers: Stanislas Brzozowski

Activities in which the volunteer was involved: to attend visits of water treatment plants/ waste recycling centres – to help in administrative tasks – attending public events and exchanges with the other members of the association - to help prepare the multiplier event

Rome, ITALY

CEMEA del Mezzogiorno Association - Youth centre “MYO SPAZIO”, Rome, ITALY

CEMEA del Mezzogiorno (Training Centres for Active Education Methods) is a non profit organization, part of worldwide educational movement of trainers and social workers started in the 50s. CEMEA’s local educational activity (playgrounds, youth centres) support participation, intercultural approach and active citizenship as basic elements for collective and individual actions.

MYO SPAZIO is an adolescent centre in the Municipality VIII of Rome. It acts as a cultural and meeting point, precisely because it is placed in an urban context whose arrangement lends itself to various social problems. It is opened 5 days per week, a part from all the external activities and events, such as actions in the territory and workshops in the schools. Among the activities carried out by the youth centre: different workshops based on music, body expression, yoga and dance, manual skills and recycling, urban gardening; support to youngsters with their homework; games; cultural visits in Rome.

Local Volunteers: Pasquale Tedesco, Santino Chiarenza

Activities in which the volunteer was involved: helping young people to take care of the urban garden, helping the team in the planned activities (manual, recycling workshops), exchange with the youngsters through play (intergenerational exchange)

Casetta Rossa, Rome, ITALY

Casetta Rossa is a self-managed social space that is located in Garbatella in the VIII Municipality of Rome. Since 2001 has given life to many political, social and cultural initiatives, as well as a popular wood-fired oven that can be enjoyed by all the community, a supportive buying group, activities for children, theatre workshops, language classes for migrants, photography courses, public presentations and debates, organizing excursions, walking and cycling for Rome and Lazio to get to know the historical places and popular neighborhoods. Casetta Rossa promotes initiatives free of charge through the commitment of activists. Book presentations, film screenings and debates are organized. Casetta self-manages the Park Cavallo Pazzo, the neighboring park in Casetta, and try to redevelop it to make it more accessible to all the inhabitants of the neighborhood, big and small.

International Volunteers: Hanna Ewa Nadziejko

Activities in which the volunteer was involved: Support Casetta Rossa with the ordinary activities of the trattoria and cultural exchange with the other Casetta Rossa volunteers (Italian or of migrant origins)

GARIBALDI Social Cooperative, Rome, ITALY

The main aim of the social cooperative G. Garibaldi is to support the autonomy and self-entrepreneurship of youngsters with mental disabilities (autism in particular). The cooperative born from the activism of parents of mental disabled youngsters.

Part of its area together with a farmhouse completely restored, has been devoted to the development of social, cultural and working activities carried out by the cooperative and more than 100 volunteers. Each activity is involving at least one youngster with mental disability (asperger syndrome, autistic, mental deficiency...).

The educative activities proposed to young disabled are very concrete, with an easy accessibility and aimed to reinforce their daily life skills. The disabled youngster are members and owners of the social cooperative. The mission of the cooperative is to adapt the working environment to its members needs in order to guarantee their access to a fundamental right of any citizen: the right to work. That's why, a Trattoria, an Agritourism, an Open-Air Market and Urban Community Gardens for families are the doors for socialization, letting the outside coming inside, "normal" people meeting "special" people.

Local Volunteers: Pasquale Tedesco, Santino Chiarenza

Activities in which the volunteer was involved: welcoming the young disabled in the morning, collecting fresh products for the Trattoria and the market, interacting with the Autistic youngsters and exchanging with other Italian and international volunteers.

International Volunteers: Franz Kargl, Monique Bougnon, Jolanta Ewa Markiewicz

Activities in which the volunteer was involved: welcoming the young disabled, community vegetable garden activities, collecting fresh products, helping in the Trattoria, cutting vegetables, cooking together, learning new recipes, peer sharing with Italian volunteer, interacting with Autistic youngsters, exchange with other local and international volunteers, participation to local events.

OLTRE Social Cooperative – Day Centre “La bottega delle idee”, Rome, ITALY

Oltre Cooperative was founded in 1992 by a group strongly motivated to go beyond disability, to meet the person in its completeness and complexity. The Cooperative is committed to improve the life of people with fewer opportunities.

The Oltre Cooperative has a Day Centre “La bottega delle idee” for disabled people. The day centre offer support and help to the disabled person and his/her family, supporting their assistance, education and rehabilitation work. Interventions are carried out within them aimed at acquiring individual autonomy in daily activities, maintaining and enhancing residual abilities and social integration of the guest. Activities carried out at the Day Centre:

- Music Therapy Laboratory
- Dance-movement therapy laboratory
- Theater workshop
- Manual arts workshop
- External activities (The territory is my "center"): urban gardening, going out in the territory

Local Volunteers: Adriana Franco, Saverina Amoroso

Activities in which the volunteer was involved: Hosting the disabled people, support to the theatre laboratory, support during lunch, support during manual arts laboratory.

META Social Cooperative – Elderly Day Centre “ATTIVAMENTE”, Rome, ITALY

META Social Cooperative promotes different educational and social services in Rome.

One of them is the Elderly Day Centre “Attivamente”. The service, reserved for the residents in Municipality VII of Rome who are over 65 years of age, is intended for elderly people suffering from forms of senile involution and dementia that limit the autonomy of the person. The activities carried out:

- care and assistance to the person along with re-education in daily life activities
- group or individual physiotherapy
- occupational therapy laboratories
- cognitive rehabilitation
- socialization and recreational activities
- canteen service
- transport service
- support for families

Local Volunteers: Giuseppina Scolamiero

Activities in which the volunteer was involved: participation to the daily activities of the centre, socialization and recreational activities.

META Social Cooperative – Youth Centre “Spazio Incontro Scholè”, Rome, ITALY

META Social Cooperative promotes different educational and social services in Rome.

One of them is the youth center for adolescents and young people aged between 12 and 21 years, managed by educators and expert staff of the Meta Cooperative.

The youth have access to various workstations: Caffè Letterario, library (books, magazines, comics, newspaper library, etc.), multimedia workstations (functional both for tasks and for research and critical reading of information and news concerning in particular issues of youth interest), relaxation and play areas (sofas, table football, table tennis, board games, role playing, etc.). Structured Laboratories are active: Art / Graffiti / Writing, Theater, Movement.

Local Volunteers: Giuseppina Scolamiero

Activities in which the volunteer was involved: support to youngsters for homework, intergenerational exchange, playing together.

Association VIVERE IN..Onlus - ORTO 9, Rome, ITALY

Association taking care of urban community gardens.

Local Volunteers: Petronilla Nocerino, Alessandra Marini

Activities in which the volunteer was involved: exchange with members of the association about the aim and philosophy of the community garden, exchange and work together with local gardeners and volunteers.



LOCAL AND INTERNATIONAL
ACTIVE
SENIORS

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