

# VOLUNTEERING

Best Practices for volunteer management of volunteers aged 50 plus



















# **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

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# Introduction

#### Introduction

Local and International Active Seniors is a project whose aim is to increase volunteering in people aged 50+ (especially males), improve processes/policies in volunteering organisations, reduce social isolation and improve literacy, numeracy and IT skills. This research involves Intellectual Output 1, 2 and 3 as they are interlinked so the partners had to work on all areas. This does not mean that the partners will not work on each IOs separately but at the initial stage it did cover all.

In this project the partners are due to develop training materials for volunteers aged 50+ and NGOs that work with volunteers 50+, so all the partners looked at what best practices and courses were available in their own region

The research was divided into the following sectors

- What courses/best practices are available to get people into volunteering
- What courses the partners have delivered in this area
- What has worked well in those courses and why
- What has not worked and why in those courses
- Length of courses
- What material is available from these courses

Each country looked at their own experiences along with other organisations in their region that run similar courses

































# Summary of best practices by country

#### Dacorum CVS (working name Community Action Dacorum), UK

The **Volunteer Dacorum Centre (VCD)** puts potential volunteers in touch with organisations looking for people to help. Over the last decade, they have helped 10,000 people of all ages and abilities to become volunteers with over 400 organisations. They run 'introduction to volunteering' sessions for individuals – more like an informal chat – and 'How to recruit and manage volunteers for organisations'.

**St Francis Hospice** provides specialist end of life care in the local area, with a network of 1,200 volunteers supporting a core specialist staff. Training includes a half day induction session, followed by core mandatory training covering 7 topics such as confidentiality, equality and diversity and safeguarding. Further training is provided dependent on the role.

**Community Action Dacorum** ran two successful training projects designed to promote the culture of volunteering as a way of helping seniors back to work. In Senior Pass and Senior Plus, over 50% of participants went on to get jobs or did more volunteering.

#### **Training Topics:**

**VCD** was chosen as a training topic because it links very well with the aims and objectives of the Active Seniors project. It has the same purpose as what we are trying to achieve in the AS. VCD offers training on how to become a volunteer and what's the importance of being a volunteer. VCD is based in the Dacorum borough and supports over 400 charities. VCD also has a track record of transforming people's lives as well as boosting their self esteem and self confidence.

**St Francis Hospice** offers free specialist care for people with a life shortening illness. The service heavily relies on the goodwill of volunteers. This topic was chosen because it provides a slightly different perspective to volunteering from VCD. This will also add value to the project's aims and objectives. The hospice has over 1,200 volunteers and 70% of them are in the over 50s group

# **Training Approach and types of Activities**

**VCD** runs training on "introduction to volunteering" which helps new volunteers to take the 1st step to get involved and understand what is required to be a volunteer. The type of activities can include attending training sessions, working in a group, learning about other volunteers and the organisation that need volunteers. Also, what skills can be gained, how much time you can give, searching for volunteering opportunities to suit your needs and the use of Volunteer Connect database.















**St Francis Hospice's** approaches and activities include inviting volunteers to the Hospice for a half day training session to learn more about the Hospice and the type of volunteering opportunities there are. If the roles are defined they are signposted to team leaders who will give them detailed information on equipment and tools.

#### Training Methodology

VCD's training methodology includes a few hours in a session usually run in a group which could be between 4 to 10 people. Depending on the topic of the volunteering, the training could be a half day or full day course. The methodology also includes training around "Valuing Volunteer Management 6 Points Promise". Once there are sufficient numbers the training is organised according to their needs, looking at volunteer introduction, policies and procedures, the benefit of volunteering and areas of volunteering. The sessions are designed with interactive activities so it's not just the presentation. At the end an evaluation is carried out to assess the learning.

**St Francis Hospice's** training methodology asked volunteers to complete the Core Mandatory training which includes 7 modules: Confidentiality, Equality and Diversity, safeguarding adults, Safeguarding Children, Fire Safety, Health Safety and Manual Handling. The training is provided in 3 formats: Online (using Training Tracker <a href="https://www.trainingtracker.co.uk">https://www.trainingtracker.co.uk</a>); face to face group training (3-12 people), where they go through the online training and with a training booklet.

#### Target Groups and people involved with the delivery of the training

**VCD's** target group includes all kind of organisations and individuals who want to volunteer and give back to the community. These people could be retired or someone who has a spare time on their hands and wants to put it to good use. Of course the opportunity is open to anyone; however they are assessed to see if they are suited for volunteering. It is aimed at all target groups however special measures are put in place if people have certain difficulties. The trainers are usually part of the organisation although sometimes outside trainers are brought in for special topics.

**St Francis Hospice's** target group and people involved with the training could come from any background. Groups could be people from other organisations or individuals who want to give their time back to the community. The trainers are based at the organisation to make sure new volunteers receive full training prior to working with clients.















#### What went well

**VCD's** training has been successful to this date and people go away with more knowledge than they come with. The group session works much better because it gives the opportunity to people to network and socialise as well as learn from each other. It provides insight to volunteering and they feel at ease to take that next step into the volunteering world.

**St Francis Hospice** works with small groups working together and learning from each other. What really works well is people who are volunteering to have specific training in that area.

#### What could be improved?

**VCD:** the group and formal way of delivery didn't quite work so it could be improved by changing the way the delivery takes place. making it more of a one to one session because people tend to volunteer for a reason.

**St Francis Hospice:** the core mandatory training was not really understood because it was much more general so having the training aimed at specific topic works better. Updating older volunteers was an issue, they felt they knew how to do things but they needed to realise certain rules and regulations have changed and they need to know new information to provide better services.















#### Replay Network, Italy

**CEMEA** plans and organises international learning opportunities in adult education. These include Senior Plus, a training pathway for people aged over 50, where local and international voluntary work is designed to improve competences of the individual and foster active ageing through developing the potential of older people.

Auser is a national association committed to enhancing the role of older people in society and promoting active ageing. It invests a great deal in training with a 3 level plan: 'Pioneers' (for new members); 'Taken in the network', (aimed at existing volunteers to identify potential improvements) and 'The Social Mind', (to bring experienced volunteers into contact with people at risk of social exclusion.)

#### **Training Topics**

- Know oneself better: motivations, skills, strengths and difficulties
- The organization, its network, the resources it can make available
- How to deal with the target group of the volunteering activities
- Teamwork, Communication challenges and Conflict management
- Volunteering: limits, critical issues and challenges

#### **Training Approach and types of Activities**

# **Training approach:**

- 1. Foster personal development and active ageing through lifelong learning approach. The training pathway allows seniors to develop their full potential, fostering their self-esteem, motivation, personal branding and spirit of initiative.
- 2. Foster development of competences and positive relations with other people while raising awareness of dedicating time to others in difficulty.

#### Type of Activities:

TRAINING FOCUSED ON THE PERSON: the seniors have training in which they reflect about their cumulative experience, supported by a trainer / advisor, including:

- Group building activities
- Activities about the motivations, the strengths and difficulties of the participants
- Activities that foster the identification and recognition of skills
- Use of an E-PORTFOLIO the seniors learn to translate their experience into an e-portfolio 1 DAY TRAINING TO VOLUNTEERING: seniors take part in training based on non-formal education activities aimed at tackling the impact of volunteering as a learning opportunity. The seniors explore different dimensions: the individual, teamwork, organisational and multicultural.

VOLUNTEERING: seniors are involved in local or international volunteer work TRAINING ON THE SERVICE: focused on developing the skills to implement specific activities and raise awareness about social work with different target groups. At the same time, it is















useful to tackle different situations and challenges and build possible solutions for improvement / innovation.

SELF-EVALUATION: seniors reflect about the learning experience developed during the volunteer service

CONTINUOUS LEARNING: seniors include this reflection in the e-portfolio and use it to enhance their active ageing and employability

#### **Training Methodology includes:**

The active methodology is based on learning by doing, experimenting with situations or activities meant to encourage individual and group reflection, and of the individual in/within the group. In a process of human growth towards the increasing self-awareness, the active methodology allows the participants to learn about themselves, a process based on the interaction with the group through a continuous input and feedback exchange. The participant is thus not "an empty box" using the training to get full contents; but s/he assumes an active role for him/herself and for the other people involved. Every activity (simulations, games, knowledge games, sharing in small groups...) mainly aims at building, together with the participants, an experience that can become an idea, a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span but as a continuous evolution, based on lifelong learning.

One to one mentoring support: useful to foster individual support by building a relationship of trust between the Senior and the Trainer/Advisor/Mentor to ensure each Senior is progressing at a pace which suits them and in the direction they want.

Self and peer assessment of competences: Using both bespoke and 'off-the-shelf" tools to articulate the competences already gained and those needed.

Metacognition: the process of observation and reflection on the learning experience.

#### Target Groups and people involved with the delivery of the training

- Senior people in general
- 50+ unemployed seniors

# What went well

The person is put in the centre, and becomes the protagonist of the learning path for personal growth and development, in a continuous lifelong learning perspective.

The pathway allows seniors to feel again that they are still useful in society, enhancing their know-how and their potential, while allowing the society to recognise the value and importance of their experiential background, creating cultural conditions for their involvement and reactivation in the social and professional life.

The training can facilitate the emergence and understanding of problematic data precisely because it constitutes, within the methodology used, also a "controlled and protected" space for discussion and exchange.















# What can be improved

A closer work of preparation with the local organisations is needed in order to foster a higher level of integration of the senior volunteers in the life and work of the organisations. Develop ways for the constant sustainability of the training action.

















#### **Gulbene Municipality Council, Latvia**

Gulbene Municipality Council (GMC) is one of the 119 elected local governments in Latvia. The main aims of the local government are to provide the community with services and to represent the interests of the local residents. GMC initiates various social, educational, projects and activities that fall in line with the development plans of the area and address the needs of different local groups. One part of GMC is the Education, Culture and Sports department (ECSD) which is responsible for education, culture, sports and youth issues in the municipality. ECSD is coordinating the work of municipal education, culture and youth institutions, providing support, planning the development of a network of institutions, coordinating the necessary training for specialists, creating different kind of projects for community development. ECSD is responsible for life-long learning activities and projects in the region working together with Gulbene District Library and life-long learning centres and coordinators. A wide range of activities is offered to seniors, such as training, volunteering options, project activities etc.

**Seniors in Schools**: involves seniors in local community with different backgrounds through meetings with staff and students.

**Intergenerational co-operation**: the local primary school and older people join together in 'active grandmothers' to take part in workshops, trips to Estonia and Sweden, concerts and theatre.

**Senior Plus:** a training pathway for employability of people over the age of 50.

**Silver sharing:** enabling tourist activity for older people to stimulate self-development and build social capital, through exchange visits to different regions and countries.

**Senior Pass**: a 4 phase programme for seniors to build an e-portfolio, and take part in three weeks volunteering.

#### **Training Topics**

- Training aimed at increasing seniors` self-confidence, to identify their strengths and use them in social interaction, to increase employment opportunities;
- Team-building activities, social inclusion and interaction aimed at decreasing social exclusion and loneliness;
- Specific training regarding topics needed to function in a modern world IT skills, languages etc.;















- Local and international volunteering options as a learning by doing method – working in different kinds of fields (gardening, administrative work, decorations, activities for kids etc.) together with other generations.

#### **Training approach and types of activities**

The training approach is aimed at putting the person at the centre of the activity and involving seniors in social life. This is a way of increasing seniors` self-confidence and assessing their real and unappreciated value: with all the strengths, social meanings, work opportunities and hidden treasures. We provide such activities as:

- \* Specific training in **Gulbene District Library Education Centre** to increase seniors` competences and skills, such as IT skills, competences needed to survive in the modern world, language courses etc.;
- \* Activities organised within the framework of senior projects: **Senior Plus**: a training pathway for employability of people over the age of 50; local and international volunteering activities;

**Local and International Active Seniors**: training activities to foster seniors` engagement in volunteering; local and international volunteering activities;

**Silver Sharing:** enabling tourist activity for older people to stimulate self-development and build social capital, through exchange visits to different regions and countries; local and international volunteering activities; Senior Pass: a 4 phase programme for senior to build an e-portfolio, and take part in three weeks volunteering.

\* Local volunteering – every year seniors participate in local volunteering activities, working together with other generations. These can be divided into short-term volunteering, for a specific work or event, or long-term volunteering that provides 60 hours engagement in volunteering activities culminating in a certificate from GMC.

#### **Training methodology**

The training and activities are based on a non-formal education approach and learning by doing. We encourage participants to focus on their expectations, motivations and experiences, to go deeper into their soft skills, self-discovery and development and group building. Training is organised in groups of several people, usually from 5-25, depending on the topic.

Target groups and people involved with the delivery of the training

- Senior people in general; 50+ unemployed seniors;
- Local and international volunteers.















#### What went well

Putting seniors at the centre of the training or activity is an effective way of concentrating on his/her own needs and expectations. At the same time, working in training groups gives an opportunity for people to network and socialise and at the same time to learn from each other. After training or volunteering activities, seniors gave positive feedback regarding:

- Self-assessment, self-recognition;
- Working in team, developing personal and social skills;
- Getting acquainted with non-formal education methods as a learning tool changing attitudes and approaches to learning itself;
- Developing specific competences in such fields as travelling, IT, languages;
- Being appreciated and useful in the local community by engaging in volunteering;
- Networking and decreasing social exclusion, increasing employment opportunities.

#### What can be improved

Although the activities had a positive influence on the seniors, there are few things to work on in the future. One of them is sustainable and long-lasting volunteering opportunities, since mostly we work with fragmentary short-term vacancies during the summer. The second thing we should work on is involving more seniors in rural areas and with social, economical and geographical obstacles.















### **Pistes Solidaires, France**

**France Benevolat** is a platform created to put people who want to be a volunteer in touch with organisations. They connect them and propose training for volunteers. This organisation, created in 2003 after the fusion of two other organisations promoting volunteering, was granted the label of "public utility" in 2010.

The Centre de Ressources et d'Information des Bénévoles was created in 2011 and replaced the Conseil du développement de la vie associative (Council of Development of Associative Life). This fund is benefiting from governmental funding and its goal is to subsidise training from volunteers.

**The Ligue de l'Enseignement** is a non-governmental confederation created in 1866 initially to promote education for children, when school was not mandatory. It evolved with time to include the non-formal education and training of volunteers.

Pistes Solidaires also developed activities within the projects Senior Pass and Senior Plus, in which most of the organisations in Local and International Active Seniors project participated.

#### **Training topics**

- the project of the volunteers
- relationships with local institutions
- the duties and responsibilities of the leaders and members
- risks and insurances
- accountability and management
- accreditations in youth, non-formal education, sports, tourism, etc.
- authorisations to organise events
- taxes and fiscality
- Copyrights
- Assessment

#### Training approach and types of activities

The approach of the different training practices researched here is based on the assessment of the needs of the volunteers and the organisations, through formal and non-formal activities. These activities are formal when it comes to teaching institutional and theoretical knowledge, and less formal during the practices, as they include the learning by doing methodology.

The activities themselves are different according to the type of training. The Ligue de l'Enseignement, among the organisations presented, is the one using the most non-formal methods with France Bénévolat.















# **Training methodology:**

Formal and non-formal methods, including practices into volunteering organisations

# Target groups and people involved with the delivery of the training

- -People 50+
- -General population
- -Volunteering organisations
- -NGOs

# What went well

The different training allows thousands of people every year to be ready for a volunteering activity, as well to prepare the organisations who want to work with volunteering in their activities.

- -Acquisition of knowledge
- -Development and acquisition of soft skills
- -Practices in NGOs to have more experience
- -Mobilities in Europe helped the volunteers to gain more self-confidence
- -Mobilities in Europe gave the hosting organisations new perspectives

# What can be improved

- -Some national training can mainly promote big organisations
- -The language barrier could be managed in a better way
- -It is not always the case, but sometimes the volunteers feel that they replace paid workers















#### Associação Mais Cidadania (AMC), Portugal

**Lisbon City Council LCC,** produced a volunteer management guide: LCC developed, with others, a guide for volunteer management as a strategic planning tool.

**Pista Magica** – School of Volunteering: education, training and consulting volunteer management: 12-hour Volunteer Initiative Course for potential recruits with shorter versions and as part of a 6 month process.

# **Training topics**

#### **Volunteers:**

- Context of the institution's mission
- Legislation and official documents
- Notions and types of volunteering
- Reflection for action
- Teamwork, interpersonal communication and conflict resolution
- Specific training for their position/function

#### **Organisations:**

- Introduction to volunteering
- Organisation of the volunteer programme
- Planning a volunteer programme
- Job development and design of volunteers
- Preparation of the volunteers
- Recruitment of volunteers (programme promotion)
- Screening and Interviewing
- Supervision of volunteers
- Recognition of volunteers

# **Training approach and types of activities**

#### **Volunteers:**

The approach is based on the person focused on her/his expectations, motivations and experiences.

The types of activities are almost based in methodologies of Non Formal Education working about soft skills, self discovery and development and group building.

# **Organisations:**

The approach aims to enhancing volunteer management in hosting organisations and it includes a process of 4 stages: Empowering (training); Diagnosis; Experimentation and Impact.















The approach is based on the belief that to obtain changes in a hosting organisation it is necessary to involve all the strategic stakeholders and decision makers and not only the volunteer coordinator.

The types of activities in the first stage of empowering (training) are supposed to provide knowledge about tools and strategies that can be useful to the daily volunteer management. After this phase the hosting organisations start to implement them. First they carry out an assessment of the organisation regarding volunteer management, create an action plan, and start implementing this action plan with professional support. The last phase is dedicated to evaluating the impact in the hosting organisation of the whole process.

# **Training Methodology:**

#### **Volunteers:**

Non-Formal Education.

#### **Organisations:**

Technical training that balances theory with practice, by allowing participants to actually produce results for each of the management phases.

#### Target groups and people involved with the delivery of the training

- General population;
- Volunteers and aspiring volunteers of all ages
- 50+ unemployed seniors
- Hosting Organizations
- Volunteer Managers/Coordinators
- Aspiring Managers/Coordinators

#### What went well

#### Volunteers:-

- The inclusion of training on soft skills, for example effective communication, conflict management, leadership in volunteerism has been very appreciated and requested by hosting organisations;
- 12 hours training has the best results;
- The use of Non-Formal Education methods
- Training in groups, because participants get a lot of inspiration from their peers and this enhances the networking opportunity;
- Participants tend to see the training as a change promoting tool, acquisition of competencies and knowledge;
- Moments of group building and personal reflection;















- Individual support to the participants helps to go deeper into individual motivations and get a better match between volunteers and hosting organisations;
- Reflection with the volunteers about the process in their different stages: preparation, support and assessment.

# **Organisations:**

- To have a specific training and consulting directed to a specific hosting organisation;
- The process is focused on the organisation as a whole and not only in a single trainee (the volunteer manager), including Directors (decision making actors), volunteer managers/coordinators and volunteers with mentorship roles;
- The process is adapted to the organisation: its characteristics, context, specific needs and resources;
- The process empowers and supports the organisations;
- The process measures the impact of the action taken and it works as recognition of the organisation for the work done and also promotes continuity.

#### What can be improved

#### **Volunteers:**

People who are generally thinking of volunteering without a specific plan do not seem to derive as much from the training as people who know which project they are going to become involved in.

# **Organisations:**

The training directed only at individuals in groups (volunteer managers/coordinators, aspiring volunteer managers/coordinators) and not to the whole hosting organisation had a lower impact in terms of implementation of changes in the organisation















#### Federacja FOSa, Poland

Three **FOSa** courses are designed to encourage volunteering; manage and retain volunteers, and prepare for volunteering.

Encouraging volunteering: a short film is available on YouTube created by the **Volunteer Centre.** 

Managing and retaining volunteers: a comprehensive set of best practices is used by the Volunteer Centre to attract volunteers, determine the right volunteer path and encourage activity over a period of time.

Preparation for volunteering: a 5-week series of workshops aimed at people at risk of social exclusion, designed to increase their level of social activity, interest in volunteering and confidence with technology and new situations

#### **Training topics**

- Diagnosis of seniors' predispositions and interests in the context of voluntary work
- Social skills development: communication, teamwork, assertiveness, coping with stress, time management
- Organisation of volunteering: what is volunteering; who is a volunteer; what are the
  rights and duties of the volunteer; what are the areas of possible activity; which
  institutions organise volunteering in the local region.
- Motivations and inspirations: what motivates me to get involved?
- Planning of social actions

#### **Training approach and types of activities**

### **Training approach:**

- Active learning training is based on learning through action transfer of theoretical knowledge is limited to the minimum, competencies and skills are developed through practical exercises and experience
- Fostering social competences, group work skills and problem-solving and planning skills
- Fostering self-esteem by referring to life experiences and values important for seniors
- Individualised approach to each senior to enable them to develop in areas that are important to them.

### Types of activities

- JOB COMPANY a 5-week training programme comprehensively preparing seniors for active volunteer work. The programme includes a diagnosis of the predispositions and interests of seniors, social and life skills workshops, meetings with experienced volunteers, joint social actions planning and their independent implementation, including creating a marketing campaign using IT technology and internet tools: an internet blog, Facebook profiles, etc.
- VOLUNTEERING WORKSHOP seniors take part in a workshop during which they work together to prepare their own social action basing on their experience, skills and values















# **Training Methodology**

The main assumption of training programmes for volunteers - also those for seniors - implemented in FOSa is "learning through experience". The workshop techniques used are based on the methodology of effective adult learning, so-called Kolb's Learning Cycle, which assumes that "learning is the process, whereby knowledge is created through the transformation of experience" (Kolb, 1984). During the training we engage volunteers in exercises simulating real problems and we encourage them to search for their own solutions. In this way, we stimulate their commitment, creativity and the "spirit of initiative". In addition, we build a deep relationship between volunteers and organisation, by including them in the daily tasks implemented in FOSa: our charity actions and other social activities. Some of them, as part of the preparation for volunteering, are entirely coordinated and planned by the volunteers themselves.

#### Target groups and people involved with the delivery of the training

- 50+ seniors
- Seniors endangered with social exclusion unemployed, poor, lonely, etc.

#### What went well

- Enabling seniors to plan and coordinate their own social action during the training has significantly strengthened their self-esteem, purpose in life and sense of ownership.
- Seniors are very often reluctant to participate in activities in which they have low competences, eg computer skills. They are very reluctant to take part in traditional training. Involving them in their own initiatives means that they themselves want to break the barriers of their incompetence - they start using computers, the Internet, watch YouTube videos, use Facebook, etc; not because they MUST but because they WANT to.
- The everyday presence in the office of FOSa, and participation in its daily activities creates a strong bond between volunteers and the organisation they are happy to come back to us and engage in further activities

#### What can be improved

Creating an effective method of evaluation of training programmes – a tool for conducting multidimensional analysis of their effects, including the opinions of trainers, seniors themselves, people / institutions using their support















# **Conclusions**

Reading through all the partner reports, some of the elements are very clear particularly relating to senior volunteering, reducing social isolation, improving soft skills and providing a path for employability. It is apparent that all partners share the same aim to promote volunteering and train organisations in retaining volunteering and why it is important to have volunteers. The research also highlights the important role volunteers play in running of the organisations and in their services.

In addition, the report highlights how partners are already running training for volunteers in a number of areas, particularly roles and responsibilities, code of conduct etc. This project will contribute to that training in a positive way. What has worked in the past well and where changes could be made to improve the whole concept are also worthy of note. From what partners have provided so far, we can conclude that there is lot of material with some good key points/tips which could be used for training and used as additional reference material.

These are great partnerships working for a great cause and bringing cross sectoral experience together to share and learn from each other.















# **APPENDICES**

#### APPENDIX 1: Dacorum CVS (working name Community Action Dacorum), UK

What courses/best practices are available to get people into volunteering (Min 2 per country)

**Organisation: Volunteer Centre Dacorum (VCD)** 

Sector: Support Volunteering in local Dacorum area

The Volunteer centre Dacorum (VCD) is based in the centre of Hemel Hempstead and the charity supports over 400 organisations across Dacorum, helping them to find the volunteers they need to keep vital services running. Over the last decade they have helped over 10,000 people of all ages, abilities and walks of life to become volunteers. The charity has a track record of helping to build and strengthen local communities by transforming the lives of those who get involved, VCD has supported charities and community groups for over 40 years, linking individuals and groups of people wishing to volunteer with non-profit organisations needing help from volunteers.

https://www.volunteerdacorum.org/

# Description of the training:

# VCD Volunteering training

VCD run "Introduction to volunteering" sessions which is generally for a few hours and is more like an informal chat to help the volunteers take the first step – once most volunteers start, they will probably continue volunteering at different times throughout their lives.

The session looks at the volunteer and the following areas

- What skills can you offer?
- How much time can you give?
- What do you want to get out of volunteering?
- How to look for volunteer opportunities?
- Register on the "Volunteer Connect" database

The charity provides support for 70+ volunteers a year into volunteering in the local area.

#### VCD NGOs/Organisations that use volunteers

VCD run training courses on "How to recruit and manage volunteers and the policies NGOs organisations should have in place".

The training is based around the "Valuing Volunteer Management 6 Point Promise".

The Valuing Volunteer Management 6 Point Promise is an initiative which aims to raise awareness of the need for good practice in volunteer management. It is a Hertfordshire-wide scheme. All Hertfordshire Volunteer Centres are requesting that newly registered and existing organisations look to achieve this award.

The organisations are requested to self assess their current policies, practices and procedures with an easy to use checklist, available from VCD and on the website. The checklist consists of a series of simple statements about basic volunteer management. The organisations can decide whether they fully meet the criteria, meet them partly, or not meet them at all. Where gaps are identified, VCD offer help with 1:1 guidance, template documents and other training sessions. Once all the criteria of the 6 Point Promise have been met, the organisation will be issued with a certificate.















The benefits of signing up to the 6 Point Promise are:

- to be recognised by potential funders as taking volunteer management seriously.
- to be eligible for nomination for the countywide Valuing Volunteer Management Award.
- to be recognised by volunteers as a good organisation with which to work.
- to be more likely to recruit and retain volunteers.
- to have a higher profile named on Volunteer Centres Herts website.
- to have access to further support from your local Volunteer Centre.
- to use the accreditation logo on organisation literature.

The 6 areas of volunteer management covered in the checklist are:

- Planning for volunteer involvement a Volunteer Policy covers all aspects of the relationship with volunteers. Role descriptions are produced and volunteering is open to everyone
- Recruitment process potential volunteers are contacted quickly and recruitment processes are fair, efficient and consistent.
- Induction new volunteers receive thorough preparation for their tasks and have a named person for ongoing support.
- Support and safety volunteers are covered by insurance and are included in health and safety policies. Out of pocket expenses are met wherever possible.
- Training and personal development volunteers motivations are met with appropriate tasks and those with extra support needs are enabled to volunteer wherever possible.
- Involving, rewarding and recognising volunteers volunteers contribute to decision making and are fully involved, Volunteers receive appropriate recognition for their efforts.

VCD will help the organisations register on the "Volunteer Connect" database and look at how they can promote any volunteering opportunities.

#### **Organisation: St Francis Hospice**

Sector: Hospice care

The Hospice of St Francis provides free specialist care for people with life shortening illnesses in North West Herts and the Chiltern area of Bucks. It costs £5 million to run the services, so relies heavily on the goodwill of the local community and volunteers. The Hospice has over 1200 volunteers, and 70% of these volunteers are in the over 50 age group.

http://www.stfrancis.org.uk/

#### Description of the training:

#### Hospice of St Francis Core Mandatory Training & Induction training

Each volunteer is invited to the Hospice for a ½ day induction session, which gives the volunteer a chance to find out about the Hospice and the types of volunteering opportunities there are. If the role has already been defined, they will go through the role and the team leader for that area will give induction training on that role and the equipment/tools required to do the role.

Each volunteer is then asked to complete the Core Mandatory training, which is 7 modules

- Confidentiality (Information Governance)
- Equality & Diversity
- Safeguarding Adults
- Safeguarding Children
- Fire safety















- Health and safety
- Manual handling

This training is provided in 3 formats

- Online training (using Training Tracker <a href="https://www.trainingtracker.co.uk">https://www.trainingtracker.co.uk</a>)
- Face to face group training (3-12 people), where they go through the online training
- Training booklet

The volunteers then have to sign that they have read/done the training.

# Hospice of St Francis Role specific Mandatory training

Further volunteer related training is provided depending on the volunteering role. The volunteers are split into 5 groups and the training programme is designed to meet the needs of the activity, the volunteer, the team and the organisation,

The 5 groups are as follows

- A. Volunteers with clinical responsibilities
- B. Volunteers who meet patients and have access to confidential information
- C. Volunteers who do not meet patients but have access to confidential information
- D. Volunteers who visit the sites often but do not have access to confidential information or patients
- E. Volunteers who do not visit the sites often but do not have access to confidential information or patients

The training for these volunteers is split into 2 groups

- Non Clinical
- Clinical

In each group a range of topics is covered, some of the courses are online, some are face to face group training.

Depending on the role some of the training must be completed and within 3 months of starting. Update training is given and the frequencies of this varies per subject matter.

# What courses Community Action Dacorum has delivered in this area

Sector: Volunteers aged 50

# Description of the training:

Community Action Dacorum (CAD) have been involved with 2 Erasmus + projects called "Senior Pass" and "Senior Plus", which helped people over the age of 50 improve their competencies to get back into work. Both projects involved training courses.

#### CAD Senior Pass and Senior Plus (S+)

Both projects were designed to work with adults aged over 50, unemployed or inactive, who needed to enhance their employability, especially if they were long-term unemployed. Active ageing means helping people to stay active as they get older and, wherever possible, helping them to continue contributing to the economy and society. With the new challenges of IT and the economic crisis it has become evident that people aged over 50 need to assess their competencies & skills and keep them up to date.















The projects had a specific focus on which new competences this age group need to acquire. The training provided in both projects focused on fostering self-confidence and self-esteem, look at what the present job market required, what methods of job searching there are and how volunteering can help.

In Senior Pass we sent 4 of the participants abroad to volunteer for 3 weeks. In S+ we were meant to send 8 volunteers abroad but this was not possible due to the fact a lot of the participants were on benefits and the UK benefit law had restrictions in place which meant they could not leave the country.

In S+ CAD helped arrange a volunteering experience locally.

In both projects we hosted senior volunteers from Latvia, Portugal, France and Italy, who enthusiastically took part in local events and activities across Dacorum during their stay.

#### What has worked well and why

# VCD Volunteering training

One to one support and interview as a way of finding out how to help volunteers was seen the best practice for providing support.

#### VCD NGOs/Organisations that use volunteers

It provided organisations with clarity on how to work with volunteers and how to use them best in their organisations. It also helped them retain volunteers.

# Hospice of St Francis Core Mandatory Training & Induction training

Offering the 3 options on how to do the training, does not rely on the volunteer having IT skills.

The induction training gives the volunteers a real chance to understand the Hospice aims and objectives, which means they often have a good motivation to do the volunteering.

If the volunteer has some sort of connection to the services the Hospice offers, they really get involved with the training.

#### Hospice of St Francis Role specific Mandatory training

Again the training works well when the volunteers fully understand what is expected from them as well as the aims & objectives of the training and how it relates to the main aims & objectives of the organisation.

#### CAD Senior Pass and Senior Plus (S+)

In both of the projects, what worked well was

- Self-confidence of the participants increased.
- Self-esteem of the participants increased.
- Job prospects.
- Community involvement.
- Increased awareness of volunteers locally and abroad.
- Peer to Peer support.

In both projects we had over 50% of the participants went on to get jobs or did more volunteering.

### All the courses what has not worked and why















#### VCD Volunteering training

VCD volunteering training does not work so well in a formal way or group.

#### VCD NGOs/Organisations that use volunteers

At first the training course was one long day but that did not work very well, so the training course was split into 3 sessions

- Recruiting & Retaining
- Managing volunteers
- Volunteer policies

This meant the organisations could choose the part they wanted more help with.

#### Hospice of St Francis Core Mandatory Training & Induction training

When the volunteer does not really understand the needs, aims and objectives of the team, patients and organisation, the training was not very well received.

When they first introduced training, they gave the training to all existing volunteers and some did not see the need to do it.

#### Hospice of St Francis Role specific Mandatory training

Again the issues occurred mainly when trying to offer training to volunteers who have been with the organisation for while and the need for continuous training and having updates all the time.

# CAD Senior Pass and Senior Plus (S+)

In both of the projects, the part of the training focused on volunteering was hard to deliver because of the following reasons

- A lot of the participants knew about volunteering and the benefits to volunteering can offer.
- A lot of the participants found jobs before they could volunteer and see the benefits of volunteering.
- The volunteering opportunities to meet their needs were limited, there were not enough admin or IT roles, and a lot of the volunteering was manual work.
- Volunteering abroad UK benefit laws had restrictions in place which meant claimants could not leave the country.

# All the courses what was the length of courses

#### VCD Volunteering training

2-8 hrs either 1:1 or in a group, tailored to the individual.

#### VCD NGOs/Organisations that use volunteers

8 hours classroom training plus 4 hours remote learning.

#### Hospice of St Francis core mandatory training & induction training

½ day (3 hours) induction training, Mandatory training 1-3 hours,

# Hospice of St Francis Role specific mandatory training

Varies on the topic, see training material

# **CAD Senior Pass**

10 hours classroom training plus 4 hours remote learning.















# CAD Senior Plus (S+)

12 hours classroom training plus 4 hours remote learning, 1-2 hours 1:1 support and 8-60 hours volunteering locally.

#### What material is available

VCD NGOs/Organisations that use volunteers

6 point plan checklist

https://drive.google.com/open?id=1E8rkWxsgL-I YhOfUx67AcHIm0f0LHGz

CAD Senior Plus (S+)

The volunteering guide

https://drive.google.com/open?id=1e8XAaBwp1-xIBaBFhPO\_j2OFnkoyZ3Av

Hospice of St Francis volunteer training

https://drive.google.com/open?id=1SkAlYFJLKAF9ZN1soOe9Rc9pyEi-T3uT















#### **APPENDIX 2 : Replay Neytwork, Italy**

# What courses/best practices are available to get people into volunteering (Min 2 per country)

Organisation: CEMEA del Mezzogiorno onlus

Sector: non formal education, active ageing, entrepreneurship

The Italian organisation CEMEA del Mezzogiorno onlus (Training Centres for Active Education Methods) works with international learning mobility as a tool for education. Our organisation is part of a worldwide educational movement of trainers and social workers started in the 50s.

Vision: CEMEA promotes the respect of people's diversities, believing in everyone's desire to better oneself. Making this opportunity accessible to each individual is CEMEA's main aim.

Mission: CEMEA's (Training Centres for Active Education Methods) educational activity, combined with the international learning opportunities offered by the European Union, support participation, intercultural approach, local dimension and active citizenship as basic elements for collective and individual actions.

CEMEA's international unit has developed skills and competences in management, implementation and evaluation of long term international projects focused on adult education through its participation to Grundtvig Multilateral, Grundtvig Learning Partnership, Leonardo Transfer of Innovation, Grundtvig Senior Volunteering projects. CEMEA has been hosting and sending senior volunteers in France, Portugal, Spain, United Kingdom and Latvia.

#### **Description of the training:**

#### **SENIOR PLUS**

A training pathway for senior 50+ people, where voluntary work, as learning experience and as reactivation opportunity of seniors was one of the main pillars.

The theoretical assumption Senior Plus started from is that every experience could bring learning, if a reflection on that experience is made. Therefore this awareness can lead to developing competences, if practiced in a different context from the original one, a context that includes a challenging dimension.

Within the training path proposed by Senior Plus, the process of reflection and strengthening of seniors' competences is accompanied by the possibility, for the participants to undertake a local or international experience of voluntary work. Senior Plus Method includes Local and International Volunteer Work as a key component in the individual's learning process with great impact on the individual and the host organisations.

# **Organisation: AUSER**

**Sector**: senior volunteering – care service

Auser is an Italian national association for volunteering and social promotion, committed to promoting the active ageing of the elderly and enhancing their role in society. The proposal is aimed primarily at older people, but is open to relations of dialogue between generations, nationalities, different cultures. An association for which the person is both the protagonist and a resource for himself and for others of all ages.















#### It is proposed to:

- Improve the quality of life;
- Combat all forms of exclusion and social discrimination, especially with regard to migrants and women of all ages
- Support fragility
- Disseminate the culture and practice of solidarity and participation;
- Enhance the experience, skills, creativity and ideas of the elderly;
- Develop solidarity and exchange relationships with younger generations.

The organisation in numbers:

**301,381** associated members

44,753 volunteers

**1,543** sites and affiliated structures in Italy

**7,411,597** hours of volunteering done in 1 year

624,687 participants in the activities promoted by Auser in a year

# Description of the training:

Auser is totally reliant on volunteers and invests a lot in the training of the people who take part, both to increase their personal competence and to improve the interaction between the volunteers and therefore the effectiveness and the pleasure of dedicating their time towards users in difficulty. Its training offer is carried out throughout the country, bringing together participants from groups of regions bordering Italy, not only to reduce travel time and travel costs, but also to promote a macro exchange, while maintaining a geographical scope suitable for supporting exchange and mutual aid.

For these purposes and these intents, a 3-level training action was structured:

- 1. The <u>PIONEERS</u> training course which is aimed at new members who want to be included in voluntary activities with AUSER.
- 2. The training course <u>TAKEN IN THE NETWORK</u> that is aimed at volunteers already active in the organisation to identify from the bottom critical and difficult the voluntary action in AUSER and identify in a perspective of constructive criticism of the possible solutions for improvement / innovation
- 3. The <u>SOCIAL-MIND</u> project which aims to bring volunteers into contact with large sections of citizens, especially the elderly but also adults, immigrants and young NEETs, who have low or very low levels of education and that for this reason they risk a serious condition of isolation and exclusion with heavy repercussions on the quality of life. The challenge is to involve them in cultural and social activities, with a varied offer able to stimulate interest and participation

PIONEERS training courses mainly focus on the following topics:

- Know the organisation, its network, the resources it can make available
- Know how to deal with the people you are going to help
- Know other volunteers to exchange with
- To experiment with tools and actions with which to integrate more easily into the group of volunteers working in the organisation















• Developing teamwork skills

The TAKEN IN THE NETWORK training courses are carried out at an advanced stage of the involvement of the volunteer in the organisation, at a time when they can start to face routine situations, discouragement or crisis of motivation, in order to prevent them. The contents resume and continue what was done in the first course, focusing mainly on:

- Relationship with other volunteers
- The relationship with the people I help
- People in my city / neighbourhood recognise me
- Volunteering: limits, critical issues and challenges

SOCIAL-MIND offers a context of action in which to pursue social ideas and innovations that emerged in the second course. These contribute not only to maintaining a constant relationship between AUSER's social action and the real needs of the people it addresses with all its volunteers, but offers also a field of experimentation and learning (PRACTICE) in which the more experienced volunteers (inspired by the TAKEN IN THE NETWORK course) support the desire to integrate PIONEERS volunteers.

#### What courses CEMEA has delivered in this area

Sector: Volunteers aged 50

#### **Description of the training:**

#### SENIOR PLUS TRAINING PATHWAY

Senior Plus is a training pathway for seniors to realise the seniors' potential, foster their self-esteem, motivation, personal branding and spirit of initiative.

One of the aims pursued by Senior Plus training pathway is to foster active ageing. Active ageing means being in charge of one's own life for as long as possible as we age and, where possible, to contribute to the economy and society.

The training pathway Senior Plus follows the process of:

TRAINING FOCUSED ON THE PERSON: the seniors have training in which they reflect on their cumulative experience, supported by a trainer / advisor.

After building a group atmosphere, which is useful for research and recognition, the course aimed at discovering the motivations, strengths and difficulties of everyone. The identification and recognition of skills is fundamental, supporting the research and construction of evidences of seniors' experience through certificates, photos, video interviews and anything else that could be uploaded to an E-PORTFOLIO, a multifunctional tool. The seniors learn to translate their experience into an e-portfolio through a process of metacognition.

ONE DAY TRAINING IN VOLUNTEERING: seniors take part in training based on non-formal education activities aimed at highlighting volunteering as a learning opportunity. The seniors explore different dimensions: individual, teamwork, organizational, and multicultural. Communication challenges and conflict management are the main key points of reflection during the training.

VOLUNTEERING: seniors are involved in local or international volunteer work















SELF-EVALUATION: seniors reflect about the learning experience developed with volunteer service, in a sense of self-knowledge, awareness of how and why we think as we do, and the ability to adapt and learn, [which] is critical to our survival as individuals" (Z. Zull) CONTINUOUS LEARNING: seniors include this reflection in the e-portfolio and use it to enhance their active ageing and employability

Personal branding and the constant evaluation of the steps that accompanied the seniors in their activation path are other crucial elements of the training programme.

From theorists like Dewey, Habermas, Kolb and Schön we can conceptualise the Senior Plus training path as founded first of all on what they call *metacognition*, i.e. thinking to think. To clarify this concept we can refer to what Dewey affirmed: "We do not learn from experience...



we learn from reflecting on experience".

Kolb's learning theory defines four distinct learning styles, which are based on a four-stage learning cycle. Kolb includes this "learning cycle" as a central principle in his experiential learning theory and says that, ideally, this cycle comprises four stages or learning styles: experiencing, reflecting, thinking, and acting. In this theoretical framework, the senior's volunteering experience needs to be reflected on, in order to allow them to recognise the competencies associated with their experience and to plan a different use for them, fostering their own active ageing and employability. Kolb's model is particularly elegant, since it offers both a way to understand individual people's different learning styles, and also an explanation of a cycle of experiential learning that applies to us all. Kolb includes this 'cycle of learning' as a central principle in his experiential learning theory, typically expressed as four-stage cycle of learning, in which 'immediate or concrete experiences' provide a basis for 'observations and reflections'. These 'observations and reflections' are assimilated and distilled into 'abstract concepts' producing new implications for action which can be 'actively tested' in turn creating new experiences. Kolb says that ideally (and by inference not always) this process represents a learning cycle or spiral where the learner 'touches all the b@ases', ie., a cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences.

















The diagram at the top associates the dimension of time to the reflection needed for creating an E-Portfolio. Referring to self-regulated learning, we have 3 different tenses: the verb associated with the future is planning (establishing new objectives), the present is doing (creating digital diaries or journals) and the past is represented by reflecting (digging in the past, focusing on change occurring over the time). So we can have 3 different perspectives on a learning activity and reflection can happen in all of those phases.

James E. Zull contributed to a new application of Kolb theories that identifies the need to complete the metacognition with a phase aimed at testing implications of concepts in new situations. This is a new way to interpret what Kolb was affirming: "We have an experience, through observation and reflection on this experience (metacognition), we transfer what we learnt in new situations". The application of all those theories and models to the E-Portfolio brings attention to what the digital era can add to this process, called in some researches "dialogue", that is the dimension incorporating the importance in terms of portfolio of publishing and receiving feedback as well as sharing and collaborating. The pathway sees the E-Portfolio as a goal and as tool for deep learning:

> involves reflection is developmental is self directive Experiential Learning Model win/Kolb with adaptations by Moon and Zull Concrete PracticeHave an experience Observations and Reflect on the experience generalizations Metacognition is lifelong Learn from the experience

The further use of the Senior Plus experience will be clearer if we see also what J. Zull added to his reflections affirming that "self-knowledge, awareness on how and why we think as we do, and the ability to adapt and learn, are critical to our survival as individuals".

# Summarising some key elements of the training path:

**Working together:** Invest time in getting the group to know and trust each other so that they can work with each other, challenge and support each other and make the best of sharing experiences and knowledge

One to one mentoring support: Build a relationship of trust between the Senior and the Trainer/Advisor to ensure each Senior is progressing at a pace which suits them and in the















direction they want. Provide an opportunity to discuss confidential matters outside of the group setting

**Self and peer assessment of competences:** Use both bespoke and 'off-the-shelf" tools to articulate the competences already gained and those needed.

These might include...

- Simple tick list questionnaires
- Peer observation and feedback

**Gathering evidence:** Gathering a wide range of types of evidence to support claims about competences and experience.

These might include...

- Testimonials
- Certificates
- Video and photographic evidence
- Products and publications
- News articles and websites

**Learning new competences:** Learning new skills from peers, the Trainer/ Advisor, specialist trainers; also from online learning platforms and other publications.

**Personal development:** This would primarily include specific LLL competences such as problem solving and communication, but might also include targeted development of self confidence or leadership attributes.

**Evaluation of progress and development:** Regular checking with Seniors about their sense of progress and the learning/development they are aware of. Collection of information and data to enable continuous improvement of the experience and the outcomes for Seniors.

# All courses, what has worked well and why

#### CEMEA SENIOR PLUS TRAINING PATHWAY

The training path starts from the person in its complexity and supports the person to rediscover one's own being as formal, non-formal and informal experiences. Senior Plus puts the person back at the centre and works on the awareness that he/she has of him/herself, on the confidence in his/her potential and on enabling him/her to acquire autonomy and independence in continuing to seek and build, even at the end of the training path, opportunities for growth and development for a true and continuous lifelong learning.

The project allowed seniors to feel again or still feel useful in society, enhancing their know-how and their potential, while allowing the society to recognize the value and importance of their experience, creating cultural conditions for their involvement and reactivation in the social and professional life.

Senior Plus Training Path has revealed as an inclusion action that favores equal access opportunities both to social and professional life for a specific target group, seniors over 50s.

#### **AUSER TRAINING COURSES**

Training is a tool to enhance and render objective informal and formal competences (on the organizational level, for example), to support individual motivations and make them coherent with the objectives of the association, to give substance and meaning to the conscious action of civil society in increasingly complex territorial contexts. It can facilitate the emergence and understanding of problematic data precisely because it constitutes, within the methodology used, also a "controlled and protected" space for discussion and exchange. The acquisition of a critical vision, that is an ability for evaluation and judgment, is put to the test during the discussion. Dialogic and reflective energy could in fact be very opportunely used to shake up















- for example - static situations which are blocked, and reinvigorate situations where the pursuit of objectives is deemed difficult and discouraging such as the search for new volunteers. In fact, very often people are attracted to concrete examples, from "moving things" rather than from appeals and brochures.

#### All courses, what has not worked and why

#### CEMEA SENIOR PLUS TRAINING PATHWAY

From the Senior Plus experience we have learned that closer preparation with the local organisations is needed in order to foster a higher level of integration of the senior volunteers in the life and work of the organisations, for the volunteering period.. A process of reflection and planning of the volunteers involvement is essential in order to find the best balance and matching between the volunteer's motivation and needs and the contribution he/she can bring to the activity of the local organisation.

#### **AUSER TRAINING COURSES**

Limited resources are invested in the constant repetition of the training activities, as studied. Activity of this type needs sustainability by the organisation, which is often based on fundraising that is project-based and therefore alternates moments of concentrated action with periods in which there is little training intervention. Once this formative training methodology becomes an integral part of the growth path of volunteers in the organisation, their interruption or suspension due to lack of resources risks becoming a negative accelerating factor.

#### Length of all the courses run so far

# <u>CEMEA SENIOR PLUS TRAINING PATH</u>WAY

The training pathway included:

- Training course focused on the person of 2 x 3 hour group sessions per week for 4 weeks, including group and one-to-one activities (40 hours in total)
- Personal time commitment of 4 hours minimum
- Training to volunteering 1 day long
- International volunteering work 21 days
- Local volunteering work (short term engagement 8 hours, long term engagement 60 hours)

#### **AUSER TRAINING COURSES**

The training path is based on two steps: the first, divided into three-day modules and a second, spaced out so as to accumulate experience in the field and report it in the training modules, over two days. The practice followed consists in making the participation - which is voluntary - in the training proposal as easy as possible for the people involved.

#### What material is available

# CEMEA SENIOR PLUS TRAINING PATHWAY:

SENIOR PLUS GUIDE TO SUPPORT SENIOR VOLUNTEERING in international and/or local voluntary activities. A guide to international and local voluntary work/service as a learning experience was developed based on all the practical experiences of the international partnership involved in Senior Plus.

SENIOR PLUS TRAINING FOR TRAINERS FORMAT AND TOOLKIT for trainers/advisors supporting the training of seniors towards active ageing and employment. The document















describing the definitive training format for advisors also has a support toolkit, that associates some suggested activities with the different areas of intervention for the advisors. The Training for Trainers Format and Toolkit represents the guidelines for training of trainers activities at local level, qualifying professionals to implement Senior Plus method.

















## **APPENDIX 3: Gulbene Municipality Council, Latvia**

# What courses/best practices are available to get people into volunteering (Min 2 per country)

#### **Organisation: Gulbene Municipality council**

**Sector**: Social participation

Organisation and recognition of local volunteer work in the Gulbene region Social aim(s) (i.e. Empowerment, equality, social changes, etc.):

- to increase local loyalties
- to promote charity in the local community
- to promote an active and environmentally friendly lifestyle
- to reduce social isolation

Results concerning citizen participation:

- strengthened membership of the local community
- increased awareness of the work of the municipality
- the opportunity for the local community to be socially and socially active
- improved the well-being of local people
- intergenerational cooperation
- mitigating gaps between municipality and society

## **Organisation: Seniors in School**

**Sector:** Involving and activating seniors in local community

To create meetings between different groups who have different backgrounds and life experiences, between young and old and between school staff and seniors,

- to discourage alienation between generations and between cultures,
- to help create a friendly society of caring and solidarity between people and generations,
- to involve older people in our community as additional resources in kindergartens and schools, to establish connection between the generations and minimise the barriers between them
- to take advantage of seniors' skills and life experience of children and of youth activities,
- to reveal seniors as good role models for children and adults,
- to have people with community involvement, to be connected to pupils, and thus influence ultimately the question of democracy
- to empower people to be beneficial even in retirement,
- to shape an education that will be meaningful for seniors,
- to improve seniors wellbeing. From a public health perspective, being involved and useful can be part of the preventive work
- communicating their experiences of school and preschool in society can provide a counterpart to the often negative image portrayed of seniors in the media,
- to give the students an opportunity to experience other people's attitudes to life than teachers during the interaction with the seniors and in the talk with them about subjects such as social, philosophical and political themes,















- to transfer the knowledge and skills of seniors to younger generations,
- to help teachers with their work in class.
- to let older immigrants become a senior role model in schools with many immigrants

http://www.ritetautskola.org/files/hsis-lat-web.pdf

http://www.ritetautskola.org/files/hsis-eng-web.pdf

Organisation: Intergeneration co-operation

Sector: Social participation

Gulbene Primary School cooperates with a local senior organisation, to give the opportunity for seniors and juniors for intergenerational cooperation.

The school participated in 3 local initiatives. The aim was to give a chance for both generations (seniors and primary school children) to come together – learning good practices from each other. Different methods of cooperation were used: workshops about various topics (handicraft (various), colouring, making candles, cooking different traditional foods, also organising pancake day), dancing together, visiting some seniors in their houses and helping with some practical work (collective work), doing some workshops.

Children and seniors went together in trips to Estonia (to the science centre) and by ferry to Sweden (partly financed from the project). We learned to spend time together and acquire some new things. Concerts, theatre performances were organised.

We call our school's partners "Active grandmothers of our town". One initiative was when our schoolchildren and "Active grandmothers" shared their intergenerational cooperation methods with other villages of Gulbene region. Our pupils and seniors went to other villages with prepared activities and gave them tasks to cooperate in the same way. Some villages are still very happy to use this cooperation method. At the end of this initiative seniors and juniors of each village participated in a big concert in town where they performed the results of their cooperation — showed theatre performance, dance, singing etc.

This was voluntary work for teachers, pupils and grandmothers.

Our cooperation continues without the support of local initiative projects. From time to time seniors are invited to special concerts, visit our school to have some activity together. When seniors have some special events, they invite our primary school children to be with them. We involve seniors in school life by asking them to support and help during pupils' summer camps.

## What courses GULBENES has delivered in this area

Sector : Volunteers aged 50 Description of the training:

<u>Senior Plus</u>

Senior Plus aimed at designing, testing and evaluating an innovative and combined pathway for the employability of people over 50 years old. Its action continues to be sustainable and achievable thanks to the strong cooperation that has been established with local bodies,















who work to support employment of adults, and the synergies that have been built between public and private sectors.

Sector: Social activity, education, tourism and wellbeing activity

## **Description of the training:**

## Silver Sharing Initiative

Enabling tourist activity for older people, this activity stimulates self-development and builds social capital. The basis is the cooperation of two (or more) senior organizations from different regions / countries. Each organisation delegates a specific group of people who visit and revisit in a country or region of a partner organization, where they use the hospitality of members of this organization, living in their homes or hotels, jointly visiting the surroundings, participating in the proposed cultural programme. The Silver Sharing initiative defines and regulates in a comprehensive way the travel arrangements. When undertaking cooperation within the framework of the Silver Sharing, the organisation receives a package of useful information, including preliminary agreements and a practical guide both on the method itself and its implementation in practice.

thod is based on three pillars: social capital, education, tourist activity.

Sector: Involving and activating seniors in local community

## **Description of the training:**

#### Senior Pass

Senior Pass is a European project originating from the Grundtvig programme, whose ambition is to value the place of older people in our societies, professionally and socially, and to give them an active place, possibly a job.

Today an ageing population is a Europe-wide phenomenon, a problem which is tackled in the innovative, transnational, and effective solutions of the « European year of active ageing and intergenerational solidarity ».

To answer this challenge, Senior Pass offers an innovative path of training courses and a learning process, specially conceived to lead unemployed seniors to recognise their knowledge, savoir-faire and abilities. More than a classic learning process, Senior Pass is at the same time a path and a concrete and innovative tool which will allow people involved to develop new abilities, promote themselves, restore their self-confidence and be capable of finding an active place in society.

Senior Pass is divided in four complementary phases.

The senior support will be used to identify the seniors' abilities and savoir-faire, create an e-Portfolio and organise mobilities, according to the seniors' professional interests.

The learning mobilities will allow five seniors to undertake three weeks voluntary service in a partner organisation, while some local network members, all involved in adult support, will benefit from five days international job shadowing.

The transmission phase will give the senior an opportunity to ensure the continued existence of the knowledge acquired during the mobilities by making it a method or activity which will contribute to the Senior Pass kit.















Finally, the knowledge available via the Senior Pass website and the ePortfolio platform provision will ensure that the new methods discovered through the project will be used again in the future.

#### All courses what has worked well and why

#### **GULBENES Senior Plus**

Seniors taking part in the project develop more confidence in themselves. Meeting new people and learning new skills helps them in future. They are happy to take part in projects and develop a new interest in volunteering work with other seniors.

## **GULBENES Silver Sharing Initiative**

Systematic training for trainers to clarify the topic and main steps for training programme.

Good opportunity to develop systems for senior training in a local context and provide more topics that seniors can learn (social tourism, cultural learning).

Good way of involving seniors in active planning and preparation as they need to make a social tourism programme for hosting seniors from another country. We have obtained new ideas for our own local tourism from this exercise.

#### **GULBENES Senior Pass**

Training for trainers. Creating a common platform for senior training, and common understanding about adult education and methods - which ones and how to use them. As partners we obtained more educated adult trainers in our area.

Training programme/courses for seniors – ICT topics and self-development topics.

Possibility to be together and undertake local and international voluntary work. We started to develop closer links with the local community for active participation and citizenship.

For a lot of seniors, international voluntary work was their first possibility of travelling overseas, to learn about a new culture.

The Senior Pass project idea in general: It was a good starting point for our municipality to start to talk, discuss, organise activities for and with seniors and to learn and create new methods/approach for the development of lifelong learning in Gulbene district.

#### All courses what has not worked and why

# **GULBENES Senior Plus**

Lack of information about the opportunities for seniors to be active and volunteer is the biggest problem. In every city, there is a variety of options but people do not know about them.

#### **GULBENES Silver Sharing Initiative**

We missed some of the final meetings and job shadowing with trainers.

There were partnership problems.

## **GULBENES Senior Pass**















The E-portfolio platform idea is brilliant but it took more time for preparation of the platform than anticipated before trainers and seniors could start to use it. As a result it was a little bit late and created unnecessary stress.

Some partnership troubles.

As this kind of project was a new experience we have had some misunderstandings in providing project documentation, reports and intellectual outputs, resulting in unnecessary stress

## Length of all courses run so far

**GULBENES Senior Plus** 

02/11/2015 - 01/11/2017

**GULBENES Silver Sharing Initiative** 

01/09/2015 - 31/08/2017

**GULBENES Senior Pass** 

01/01/2013 - 12/2014

#### What material is available

**GULBENES Senior Plus** 

http://www.cemea.eu/seniorplus/

http://ej.uz/zh61

**GULBENES Silver Sharing Initiative** 

https://www.up2europe.eu/european/projects/silver-sharing-initiative 85632.html

**GULBENES Senior Pass** 

http://www.eportfolio.eu/community/projects/senior-pass















#### **APPENDIX 4 : Pistes Solidaires, France**

# What courses/best practices are available to get people into volunteering (Min 2 per country)

Organisation : France Bénévolat (FB)

**Sector**: NGO with territorial and national subsidies

National association who want to develop voluntary commitment for an active citizenship. FB works with the national administration of pensions to persuade people about to retire to choose voluntary work. FB have created a "volunteer passport", which describes the main skills of each volunteer.

#### **Description of the training**

France Bénévolat is used like a platform to put people who want to be a volunteer in touch with the organisations who need them. They also develop training programmes.

# Organisation: Centre de Ressources et d'Information pour les Bénévoles (CRIB)

Sector: Governmental

The CRIB was created by the French ministry of associative life to train and inform volunteers and small organisations in general. Amongst other things, they run training sessions for the CFGA (Certificate of Training to the Associative Life), that includes all aspects of associative life and volunteering.

## **Description of the training**

The training is divided in two parts: theoretical and practical. The theoretical part is a class of 35 hours, while the practical needs to include at least 120 hours within an association. This training can be undertaken from the age of 16 years old.

# Organisation: Ligue de l'enseignement

The Ligue de l'Enseignement is a confederation, founded in 1866 by Jean Macé, gathering together 25,000 local associations, with 103 delegations in the different French departments. There are thousands of hired workers and hundreds of thousands of volunteers at different levels. Initially founded to promote education to support mandatory schooling, its activities are now extended to non-formal education. It has developed training for volunteers.

Sector: non-governmental

# **Description of the training**

The training sessions, among others (this list is not exhaustive), includes the following topics:

- -the project of the volunteers
- -relationships with local institutions
- -the duties and responsibilities of the leaders and members
- risks and insurances
- -accountability and management
- -accreditations in youth, non-formal education, sports, tourism, etc.















- -authorisations to organise events
- -taxes and fiscality
- -copyright

## What courses the PISTES has delivered in this area

**Sector**: Senior Volunteering

# **Description of the example:**

Pistes-Solidaires has delivered, through the projects Senior Pass and Senior Plus, training to Seniors. These trainings were organised with the same goals: to help the Seniors evaluate and present their skills and competencies to potential employers, thanks to the use of e-portfolios and through volunteering workshops and mobilities.

#### All courses what has worked well and why

The training organised by France Benevolat helped to contribute to the acceptance of volunteering amongst citizens, in a country where there are more than 13 million people doing at least one volunteering activity every year.

The training developed by the Ligue de l'Enseignement allow hundreds of volunteers to be trained and prepared for their associative commitment every year.

The CRIB has also a very good experience in this area.

During the Senior Plus project, the Seniors were really engaged and developed thanks to the training and the mobilities for those who attended them, gaining in self-confidence and developing new competencies. The organisations hosting them also developed new perspectives

## All courses what has not worked and why

In fact, France Bénévolat feeds only the biggest charitable organizations with new volunteers. The small NGOs do not really benefit from the volunteers trained by them.

When it comes to international mobilities, some Seniors would appreciate being better prepared to overcome the language barrier

The Seniors sometimes felt that they were replacing hired workers while they were only volunteers.

## Length of all courses run so far

FB Training

Since 2003

CRIB Training

Since 2011

Senior Plus

2015-2017















## APPENDIX 5 : Associação Mais Cidadania (AMC), Portugal

What courses/best practices are available to get people into volunteering (Min 2 per country)

Organisation: Lisbon City Council, Institute of Social Sciences, Lisbon School of Economics & Management, Pista Mágica – School of Volunteering

Sector: Volunteer Management

In 2016, Lisbon City Council developed, in partnership with several institutions, the "Guia de Gestão do Voluntariado: Boas Práticas da Cidade de Lisboa" (Guide for Volunteer Management: Good Practices of the City of Lisbon). This guide was created as a tool for strategic planning of volunteer management. It is based on the phases of volunteer management proposed by the model of Steve McCurley and Rick Lynch (1996, 2011), illustrated by actual good practices implemented in several hosting institutions in Lisbon:

## **Description of the training**

- **1. Organisation** [of the volunteer programme]
- **2. Planning** [of the volunteer programme]
- 3. Job development and design [job description and volunteer profile needed]
- **4. Preparation** [of the volunteer]
- **5. Recruitment** [programme promotion]
- 6. Screening and Interviewing
- 7. Supervision
- 8. Recognition

## Example of good practise for 'Preparation' included in the guide:

Organisation: Portuguese League Against Cancer

Volunteer programme: Portuguese Institute of Oncology

# **Preparation of the volunteer:**

- 1. Initial training: 1 or 2 training sessions (8 hours each), including the context of the institution mission; appointment of the volunteer's "mentor"
- 2. Volunteer is integrated 3 hours per week, over 4 weeks, in a hospital service (covering a total of 3 services)
- 3. Volunteer chooses the service he prefers and starts training "on the job" (once per week during 12 weeks)
- 4. Assessment by the mentor
- 5. Final "internship"
- 6. Self-assessment with a psychologist
- 7. Delivery of the volunteer card in a public ceremony

[Since the role is so demanding, the preparation of a volunteer can take around 1 year.]

## Organisation: Pista Mágica - School of Volunteering

Sector: Volunteer Management; Training for Volunteers

Pista Mágica is an organisation based in the North of Portugal that provides education and training services to other organisations all over the country and is also involved in international projects. It aims at promoting volunteering as a major tool for social change















(with important gains for the volunteers themselves) and at empowering mainly NGO's for high quality volunteering programmes.

Among other services, they provide <u>training to volunteers</u> and <u>trainings on volunteer</u> <u>management</u>.

# Description of the training

## Training to volunteers - VOLUNTEER INITIATION COURSE

**TARGET GROUP:** General population; volunteers and aspiring volunteers, including people enrolled in Volunteer Centres.

**GOAL:** Giving access to essential contents for an informed and reflected action.

#### **CONTENTS:**

- 1. Notions and types of volunteering;
- 2.Legislation and official documents;
- 3. Reflection for action;
- 4.In the field (team work, interpersonal communication and conflict resolution).

[When the volunteers already know the project they going to work on, they also receive specific training for their position/function]

**METHODOLOGY:** Mixing expositive methods with Non-Formal Education, investing more in the latter.

## <u>Training and consulting on volunteer management</u>

Initially, the training was directed at individuals in groups (Volunteer Managers/Coordinators; aspiring Volunteer Managers/Coordinators). But between 2014 and 2016 a new methodology for empowering NGO's was developed and tested and it worked quite well. This methodology aims at enhancing volunteer management in hosting organisations and it encompasses a process (CADEI) in 4 stages:

- 1. Empowering (training)
- 2. Diagnosis (assess the situation of the organisation regarding volunteer management to create a specific action plan)
- 3. Experimentation (implementation of the action plan with consulting support)
- 4. Impact (measure the impact of having a volunteer management system)

Specifically regarding the

#### *Empowering phase / training course:*

**TARGET GROUP:** Hosting organisations; Volunteer Managers/Coordinators; aspiring Volunteer Managers/Coordinators.

**GOAL:** Providing knowledge regarding the particularities of volunteers' coordination; providing a wide range of tools for the daily volunteer management, according to the needs and specifics of the organisation.

#### **CONTENTS:**

- 1.Introduction to volunteering;
- 2. Planning a volunteer programme;
- 3. Organising a volunteer programme;
- 4.Job development of volunteers;
- 5. Recruitment of volunteers;
- 6.Interview and selection of volunteers;
- 7. Preparation of volunteers;
- 8. Supervision of volunteers;















9. Evaluation of volunteers;

10. Recognition of volunteers.

**METHODOLOGY:** This is a technical training that balances theory with practice, by allowing participants to actually produce results for each of the management phases (e.g., producing an actual action plan for a volunteer programme in their organisation)

## What courses AMC have delivered in this area

Sector: Volunteers aged 50+

## Description of the training:

## Senior Plus

AMC was a partner in Senior Plus project which aimed at developing employability competences among people aged 50+, unemployed or inactive, valuing volunteering in the achievement of this goal: it is seen as a learning process which promotes the development of transversal competencies and the reinforcement of a personal and professional network.

Three editions of a training course based on Non-Formal Education techniques were implemented with 25 people, focusing on the promotion of self-confidence, soft skills, IT skills, reflections on the job market, job searching and volunteering. Seniors were then integrated in local or international volunteering.

#### What has worked well and why

#### Lisbon City Council - Guide for Volunteer Management

- The organisations that implement the most complete management systems include in them:
  - Volunteer profile definition
  - Recruitment campaigns
  - Interviewing scripts and other standardised documents
  - Signature of volunteer agreements with their volunteers
  - Initial and continuous training
  - Follow-up and support methods
  - Volunteer work assessment methods
  - Formal or informal mechanism for work recognition
  - Integration of the volunteers in decision-making processes

## Pista Mágica: Training to volunteers - VOLUNTEER INITIATION COURSE

- To include training on soft skills (e.g., effective communication, conflict management, leadership in volunteering) has been very much appreciated (or requested) by hosting institutions
- 12-hour training for best results
- The use of Non-Formal Education methods was reported as a remarkable catalyst for self-discovery and development.
- The training is within a group and one main gain for participants has been the inspiration they get from peers and the networking opportunity.
- Participants tend to see the training as a change promoting tool, specially due to the acquisition of competencies and knowledge















## Pista Mágica: Training and consulting on volunteer management

Implementing the CADEI process has truly shown good results, because:

- The hosting organisation does not have to "move": the training and consulting training is taken to them
- The process is focused on the organisation, not on a single trainee (the volunteer manager): including Directors (decision-making actors), volunteer managers/coordinators, and sometimes even volunteers with mentorship roles
- The process is adapted to the organisation: its characteristics, context, specific needs and resources
- The process empowers and supports the organisations, while promoting their autonomy
- The process measures the impact of the action taken which not only works as recognition for the organisation for the work done, but also potentiates continuity

## AMC - Senior Plus

- The participative methods for team-building and personal reflection.
- Following and supporting participants at an individual level permitted the strengthening of personal motivations and a better matching between the volunteers and the hosting institutions at local level.
- The reflection with the volunteers about the process in their different stages: preparation, support and assessment.
- As a result of participating in S+:
  - 2 people remained volunteering in the same places where they started the activity
  - 4 people got involved in new volunteer projects
  - 4 people started a professional activity, 2 of them as a direct consequence of their volunteer activity in the project

# What has not worked and why

#### Lisbon City Council - Guide for Volunteer Management

According to Eurobarometer (2011), only 12% of the Portuguese population engages in volunteer activities (14% in Lisbon) which is very different from the European average: 26%.

From a sample 133 hosting institutions, only 53 revealed that they carry out volunteer management tasks. These tasks are heterogeneous and often occasional: it is mainly the organisations with a higher number of volunteers that have a system of volunteer management in place. So, there is a lot to be achieved in the area.

## Pista Mágica: Training to volunteers - VOLUNTEER INITIATION COURSE

• People who are generally thinking of volunteering (without a specific plan) do not seem to take as much from the training as people who know which project they are going to embrace or who, at least, have already enrolled in a volunteer centre.

## <u>Pista Mágica:</u> <u>Training and consulting on volunteer management</u>

 Initially, the training sessions were directed only at single individuals in groups (Volunteer Managers/Coordinators; aspiring Volunteer Managers/Coordinators) and not to the whole hosting organisation. Although the reported satisfaction and programme assessment by the trainees was high, it was noticed in the follow-up that















trainees were not able to implement the changes regarding volunteer management in their organisation, since they found very difficult to change habits and practices already in place. Therefore, a method was developed to take training to the hosting organisations.

#### AMC - Senior Plus

• The short timeframe to prepare participants for international volunteer projects.

## Length of courses run so far

Pista Mágica: Training to volunteers - VOLUNTEER INITIATION COURSE

There is a 12-hour training programme, divided in 2 phases: one focused on general content and another focused on job-specific content.

There are shorter versions of the training, 4 to 6 hours, focused on general content.

Pista Mágica: Training and consulting on volunteer management

The training, corresponding to the "Empowerment" phase of CADEI Process, lasts 24 hours (distributed over 4 days during working hours).

The full CADEI Process may last around 6 to 7 months.

AMC – Senior Plus

Classroom training: 28 hours per training group, 4 of which were dedicated to the subject of volunteering, reflecting on its concepts and the motivations to do it.

#### What material is available

<u>Lisbon City Council - Guide for Volunteer Management</u>

The guide itself with some materials associated with the "good practices"

http://www.cm-

<u>lisboa.pt/fileadmin/VIVER/Desenvolvimento</u> <u>Social/voluntariado/Guia Voluntariado FINAL NET.pdf</u>

Pista Mágica: Training and consulting on volunteer management

The Supporting Manual on Volunteer Management (used for the training courses)

http://www.voahr.com/files/uploads/MAGV\_voahr\_2015%20corrigido.pdf

AMC - Senior Plus

The volunteering guide - PT

http://www.maiscidadania.pt/wp-content/uploads/2018/01/digital-final-pt-version-guide-on-international-and-local-voluntary-work-last-version-.pdf















#### **APPENDIX 6: Federacja FOSa, Poland**

What courses/best practices are available to get people into volunteering (Min 2 per country)

Organisation: Federacja FOSa

**Sector: Encouraging volunteering** 

Description of the training:

## "One day"

This is a short film created by members of the Volunteer Centre operating at the FOSa Federation. Its aim is to promote the idea of volunteering amongst seniors and to encourage older people to volunteer. In the film, our volunteers talk about their lives, about their old age, but most of all about the joy of helping others. The film is a great starting point during workshops for volunteer candidates it is inspiring, moving, stimulating reflection and motivating. The version on YouTube is the director's version - it requires the addition of subtitles and additional editing, but at this stage it already works perfectly as a tool encouraging volunteering

It is available to watch here: https://www.youtube.com/watch?v=O7flbTEZU54).

# Organisation : Federacja FOSa

**Sector**: Managing and retaining volunteers

# Description of the training:

# **Good Practices**

Other good practices used in FOSa's Voluntary Center:

- using a questionnaire examining the predisposition to volunteer work
- creating an individual development path for each volunteer, adapted to his or her predispositions, interests, state of health, social contacts, etc.
- use of voluntary agreements
- cooperation with other voluntary associations joint meetings, workshops, charity actions
- encouraging activity organisation or participation in training, workshops, seminars and conferences on volunteering and the activity of older people
- promotion of volunteer activities in the media (radio, newspapers, social media)
- determination of the scope of duties of volunteer activities
- common celebration of important events within the FOSa Federation (anniversaries, holidays, jubilees, birthdays, etc.) which helps in building a lasting relationship between seniors and the organisation
- intergenerational initiatives organising intergenerational voluntary cooperation
- suggesting volunteers for competitions, commissions, volunteering councils
- selection of "volunteer leaders" persons responsible for coordination of activities, communication, etc.
- making seniors feel important by constantly thanking them for their activities and rewarding them if possible

# Organisation : Federacja FOSa

Sector: Preparation for volunteering

Description of the training:















#### "Job company"

An example of good practice in the field of preparing seniors for volunteering is the "JOB company" programme implemented in FOSa. As part of the programme, future volunteers - unemployed people and people at risk of social exclusion - take part in a 5-week educational cycle, the aim of which is to raise the level of social activity of its participants. They undergo a process of comprehensive examination of predispositions and interests, take part in a series of workshops on social and life competences (from communication skills to self-defence training) and are engaged in current FOSa's activities. The most important part of the programme is the independent creation (under guidance of animators from FOS) of the social initiative plan and then its implementation. For example, the participants of the last edition of the programme conducted a charity collection for the Animal Shelter in Olsztyn. The collection took place in numerous Olsztyn organisations, shops and institutions. Volunteers made contact with these institutions themselves, created colourful collection points, posters, leaflets, they have worked out the rules and schedule of collection and promoted it on the Internet. It required them to overcome the fear of modern technologies and unassisted use of computers, which they were most afraid of at the beginning of participating in the programme. The social action plan was created during an 8-hour workshop run by a trainer from FOSA:

#### **VOLUNTEERING WORKSHOP**

--- Workshop Scenario ---Duration - approx. 8 hours

#### 1. INTRODUCTION TO VOLUNTEERING

- presentation of the meeting's goals
- group contract
- definition of volunteering (set of associations)
- introductory exercises

(example exercise: questions - an exercise during which participants respond to randomly drawn questions - an exercise to help participants get to know each other and reflect on their own insights on volunteering)

- 2. Who is the volunteer?
- Rights and duties of the volunteer
- What are the types of volunteering?
- What features should a volunteer have?

(example exercises: Collage - Creating the image of an ""ideal volunteer"" with the use of photos, pictures and texts from newspapers and magazines, cut-outs; A mind map - ""What does it mean to be a volunteer ...?"")

- 3. Empathy
- Definition of the word empathy
- Am I empathic? exercise ""I and X are similar because ...."" each person draws cards with one character, eg rich businessman, homeless, politician, prostitute, elderly person, sportsman, etc. The task is to find the largest possible number common features with randomly drawn characters)
- Discussion about stereotypes and types of discrimination
- 4. How to plan charity activities
- Creating an outline of social or charitable activities based on participants' ideas
- Presentation of ideas, discussions
- Creation of a charity or social action plan, which will then be implemented















## Working methods:

- mini-lectures and presentations
- individual and group exercises
- brainstorm
- discussion

# What courses the partners have delivered in this area

#### **SEE ABOVE**

## What has worked well and why

#### All FOSA COURSES

- seniors very often defend themselves against participation in activities in which they have low competences, eg computer skills. They are very reluctant to take part in traditional training. Involving them in their own initiatives means that they themselves want to break the barriers of their incompetence they start using computers, the Internet, watch YouTube videos, use Facebook, etc. because they want to, not because they must
- everyday presence in the office of FOSa, participation in its daily activities creates a strong bond between volunteers and the organisation they are happy to come back to us and engage in further activities

# What has not worked and why

#### **All FOSA COURSES**

- activities requiring physical effort and good condition
- direct charitable fundraising seniors often identify it with "begging"
- Organising volunteering in an area with high levels of unemployment and poverty is usually extremely difficult. Official recruitment often does not work. No benefits of volunteering were seen in people at risk of social exclusion, who, regardless of age, are absorbed in securing basic living conditions for themselves and / or their families. Therefore, the only way out was to launch significant neighbourly, family and friendly relations and this was the main motivation for volunteers: to help someone close, familiar (babysitter or parent of a child residing in social welfare home). Volunteers also have to face social disapproval for their commitment: they were perceived by the local community as "suckers" who could be manipulated by a non-governmental organisation.

## Length of courses run so far

## All FOSA COURSES

6 to 8 hours

#### What material is available

None

















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# Erasmus+ KA2 ADULT Project

"Local and International Active Seniors"



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