



BĪVPRĀTĪGAIS DARBS

Brīvprātīgo senioru apmācības
Kā mācīties izmantojot brīvprātīgo
mācību programmu





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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IEVADS

Brīvprātīgo senioru apmācību pārskats

Projektā “Vietējie un starptautiskie aktīvie seniori” ir izstrādāta mācību programma “Mācīšanās caur brīvprātīgo darbu” pieaugušajiem, kas vecāki par 50 gadiem, programmas mērķis ir sagatavot viņus iesaistīties brīvprātīgajā darbā vietējā un / vai starpvalstu līmenī.

Apmācību mērķis bija palielināt senioru pašpārliecinātību, radīt jaunus sociālos tīklus un attīstīt spēju būt aktīviem, izmantojot brīvprātīgo darbu kā mācību pieredzi, kas varētu uzlabot verslās prasmes un vairo izpratni par 50 gadu vecumu sasniegušo dalībnieku nepieciešamību turpināt mācīties. Kursā tika organizētas darba sesijas grupā, sagatavojot dalībniekus brīvprātīgā darba pieredzei vietējā vai starptautiskā mērogā.

Vietējās apmācības notika 2019.gada februārī un Maijā

Projekta pirmajā fāzē tika izveidota treniņu programma (IO1), lai veicinātu partnerorganizāciju kapacitāti, kas tika pārbaudīta treneru apmācību laikā (CDuring the first phase of the project (C1), kuras norisinājās Itālijā.

Apmācību programma senioriem tika izveidota (IO1) ietvaros un tika pārbaudīta visās partnervalstīs (IO2) ietvaros. Šo apmācību mērķis bija saglabāt, vai paaugstināt senioru aktivitāti mācību un brīvprātīgā darba procesā vietējā kopienā, un iesaistīt seniorus starptautiskajā brīvprātīgajā darbā, lai tas stiprinātu viņu labsajūtu, veselību un aktīvu piedalīšanos vietējā kopienā.

Kopā 80,5 STUNDAS apmācību tika realizētas 6 partnervalstīs

Katrs partneris, lai nodrošināta apmācības iesaistītaj divus trenerus, treneru asistentus, kuri tika pamācīti un varēja paši izmantot savā praksē apmācību programmu senioriem.

Dalībnieku atases procesā bija jāievēro šādi galvenie kritēriji:

- **dalībnieku vienlīdzība**
- **dažāda dalībnieku grupas pieredze, kas balstīta to zināšanu dažādībā**
- **dalībnieki ar zemu pašvērtējumu**
- **dalībnieki kuriem ir pamatprasmes angļu valodā, matemātikā un**
participants who have basic skills with English and Maths

*Kopumā treniņu kursā piedalījās 69 DALĪBNIKĒKI
no 6 pārnervālistīm*



IO2 APMĀCĪBU STRUKTŪRA

Apmācības senioriem atspoguļo nozīmīgākās četras apmācību sesijas (katra ir 3 stundas gara), kopumā 12 stundu garumā. The Training Course for seniors foresaw a general structure of 4 training sessions of 3 hours each, for a total of 12 hours. Apmācību programma iekļauj arī tiešsaistes apmācības, kopā ar apmācītāju, kuram ir pietiekamas moderno tehnoloģiju iemaņas. Pēc tam šīs iemaņas tika praktiski izmantotas vietējā sabiedrībā.

4 APMĀCĪBU SESIJAS katra 3 stundu garumā

Kopā 12 STUNDAS

5 APMĀCĪBU MODUĻI

Apmācības ir plānotas tā, lai pārklātu visus apmācību moduļus:

M1: Brīvprātīgo motivēšana

M2: Starppaaudžu sadarbība

M3: Aktīva pilsonība

M4: Ko brīvprātīgie var sagaidīt no brīvprātīgā darba (ietvars, veselība un drošība, politikas plānošana)

M5: Iemaņu attīstība (komandas darbs, konfliktu risināšana, etc.)

Partneri izvēlējās vietējai dalībnieku grupai piemērotākās aktivitātes, nepieciešamības gadījumā pielāgoja tās vietējām vajadzībām un izaicinājumiem.

Sešās Eiropas partneru valstīs, apmācību programma strukturāli izskatījās atšķirīgi viena no otras, jo tika ņemta vērā vietējā realitāte.

Itālijā, Polijā, Francijā un Portugālē apmācību programma tika sastādīta vienai dalībnieku grupai vienas nedēļas ietvaros un tās garums bija 12 – 17,5 stundas.

Latvijā un Apvienotajā karalistē apmācību programma bija sastādīta divām un trijām grupām divu un triju nedēļu ietvaros apmācību garums nebija mazāks par 12 stundām.

Distribution of training modules & number of activities

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

IO2 TRAINING FORMAT

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

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

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

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

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

Toolkit activities selected

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

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

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

Ask specific questions for obtaining more specific, concrete answers.

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

More time for each activity might be needed.

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

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

Intergenerational interaction mapping

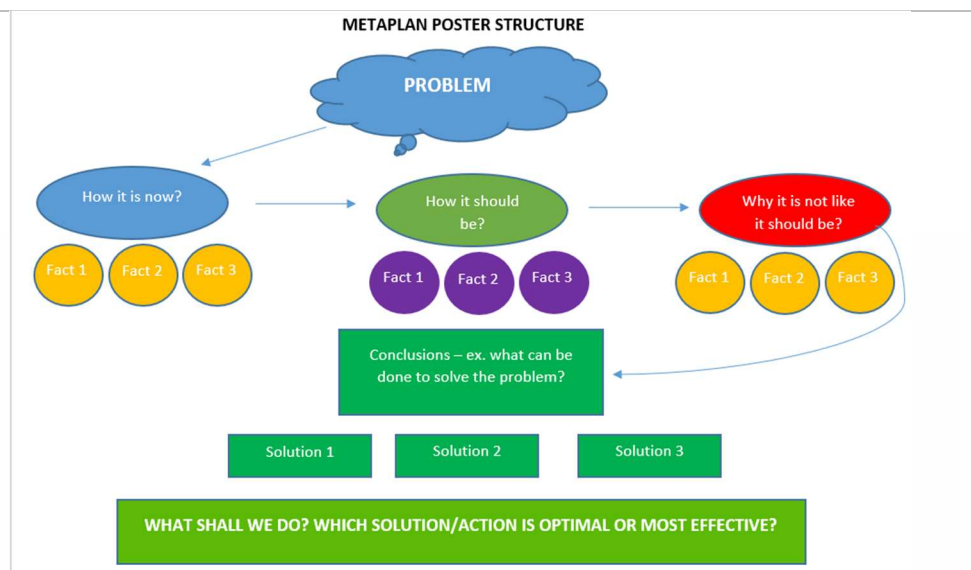
| | |
|--|---|
| Setting | Group & Individual work |
| Activity Description | <ul style="list-style-type: none"> - At first, participants (senior volunteers) work in a whole group together. On a flipchart paper (on a floor or desk) they draw a schematic map of their own community (town, city, municipality,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

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

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

Metaplan

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

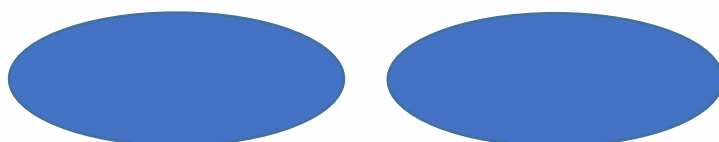


METAPLAN - a method of discussion during which the participants together create a poster to provide a graphic interpretation of this discussion. The metaplan discussion can be carried out in a large group or in small teams.

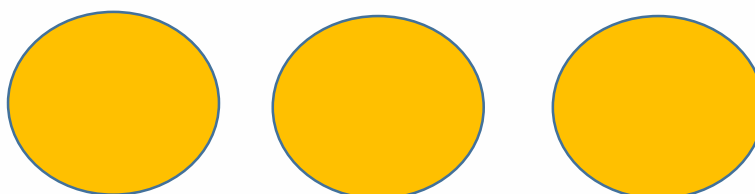
Elements needed to conduct the metaplan discussion:

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

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



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



RECTANGLE - conclusions and final tasks are written on it

| | |
|-----------|--|
| | <div data-bbox="488 237 810 392" data-label="Image"></div> <div data-bbox="924 237 1246 392" data-label="Image"></div> <p data-bbox="443 566 1011 595">CLOUD - the subject of the discussion is written on it</p> <div data-bbox="469 633 1090 884" data-label="Image"></div> <p data-bbox="443 1075 735 1104">Rules for creating a poster:</p> <p data-bbox="443 1131 911 1160">The poster field must be divided into areas:</p> <p data-bbox="443 1187 1361 1252">How it is? - a description of the current state is placed on the sheets in the shape of a circle;</p> <p data-bbox="443 1279 1345 1308">How it should be? - information about the ideal condition is placed in the rectangle;</p> <p data-bbox="443 1335 1353 1400">Why it is not as it should be? - information on the causes of differences between the current state and the ideal is placed on the oval-shaped sheets;</p> <p data-bbox="443 1426 1402 1491">Conclusions - placed on cards in the shape of a rectangle of thoughts, which should serve as a stimulus for further action.</p> <p data-bbox="443 1574 1399 1850">At the top of the poster, the topic of the debate is written in big letters on the cloud. It should be formulated in a clear way, as a questioning phrase - as a problem to be solved. Participants will write down their thoughts in a short form and pin pages to the sheet. Then there will be a poster presentation phase that needs to be discussed. After the discussion, all the cards are stuck to the grey paper and the resulting poster will be used for further work. It is important that the subtitles on the pages are clear and legible for everyone. To do this, use thick writing markers, and reduce the number of words to a minimum, giving only the merits of the case.</p> |
| Resources | - |

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

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

Volunteering can make me...

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| Setting | No particular setting, divided in little groups |
| Activity Description | <p>After dividing participants in groups, give them 3 panels with a big + and 3 with a big -. Show them the video of the Red Cross. Show panels with subtitles while the video is playing:</p> <p>Today I feel + (more)</p> <ul style="list-style-type: none"> + beautiful + brave + tall + strong + combative + good + tidy + constructive + rich + romantic + fast + over to you <p>Mandate:</p> <p>If you are interested in volunteering it is because you have some idea of its impact. Let's skip what you can bring to the others with your volunteering action and let's focus on what can happen to you while volunteering. Create your own idea for an advertisement, like the Red Cross one you have just seen.</p> <p>The + refers to aspects of you that you can gain or reinforce</p> <p>The – refers to limits you can overcome thanks to volunteering (i.e. less shy)</p> <p>Coming back to the full group, share the idea of each group.</p> <p>Open a discussion about expectations and possible impacts of volunteering, sticking panels on the wall like in a “hall of fame” to keep during all the training.</p> |
| Resources | Link to material https://youtu.be/Ee9j8dJdl1s |

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

bidibiBODYbibu

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

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

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

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

IO2 ĪSTENOŠANAS IESPĒJAS

Dalībnieki

Visi mācību dalībnieki bija vecāka gadagājuma cilvēki vecumā no 50 gadiem, izņemot vienu senioru, kurš bija 48 gadus vecs.

Visi dalībnieki tika motivēti iesaistīties apmācību kursā un piedalīties vietējā un / vai starptautiskā brīvprātīgā darba pieredzē.

Dalībnieku grupa bija salīdzinoši atšķirīga, tā sastāvēja no:

SIEVIETĒM

VĪRIEŠIEM

DAŽĀDU PROFESIJU PĀRSTAVJIEM

PENSIONĀRIEM

NODARBINĀTĀM PERSONĀM

BEZDARBNIEKIEM

MIGRANTIEM

PERSONĀM AR PERSONISKAJĀM GRŪTĪBĀM

BRĪVPRĀTĪGAJIEM

JAUNAJIEM BRĪVPRĀTĪGAJIEM

Apmācītāji

Vietējo apmācības kursu nodrošināšanā iesaistītie pasniedzēji bija cilvēki, kas aktīvi iesaistījās neformālās izglītības apgūvē, apmācības mobilitātes virsnieki, ar pieredzi darbā ar senioriem, ar pieredzi brīvprātīgā darba jomā, pieredzējuši pasniedzēji. Lielākā daļa no viņiem bija apmeklējuši apmācības treneriem, kas notika Itālijā.

Metodoloģija

Apmācības balstījās uz neformālās izglītības aktivitātēm, īpašu uzmanību pievēršot pieaugušo izglītībai un pieredzes apgūšanai. Liela uzmanība tika pievērsta senioru personīgajai pieredzei un cerībām, savukārt individuālais darbs tika aizstāts ar grupas darbu. Stāstu stāstīšana Itālijā un lomu spēles Latvijā bija konkrētas izvēles, lai veicinātu apmaiņu un izpratni par noteiktām tēmām. Apmācība vienaudžiem visā mācību kursā bija nemainīga.

Apmācības programma var ietvert arī grupu darbu, atbalstu vienam pret otru, abpusēju pašpalīdzību starp dalībniekiem un pārejot no mācīšanās uz brīvprātīgo darbu, lai iemūžinātu un dalītos pieredzē.

**NEFORMĀLĀ IZGLĪTĪBA, PIEAUGUŠO IZGLĪTĪBA
INDIVIDUĀLAIS DARBS, GRUPU DARBS
EKSPERIMENTĀLA MĀCĪŠANĀS
STĀSTU STĀSTĪŠANA, LOMU SPĒLES
MĀCĪŠANĀS VIENAM NO OTRA**

Aktivitātes un treniņu moduļi

Pasākumi, kurus pasniedzēji izvēlējās vietējiem apmācību kursiem, tika novērtēti par vispiemērotākajiem vietējai dalībnieku grupai, kas atbilda viņu īpašībām un vietējām vajadzībām un kultūrai.

Francijā tika izvēlētas aktivitātes, kas senioriem ļāva labāk izprast un uztvert viņu motivāciju, ko brīvprātīgais darbs nozīmē kopumā un ko tas viņiem nozīmē personīgi. Visi apmācību moduļi tika izskatīti un diezgan līdzsvaroti. Lielāks īstenoto aktivitāšu skaits notika: 3. modulī - aktīva pilsonība.

Itālijā, līdzīgi kā Francijā, apmācību galvenā uzmanība tika pievērsta dalībnieku vēlmei veikt brīvprātīgo darbu. Stratēģija bija veidot labas attiecības grupas iekšienē un atrast kopīgu pieeju brīvprātīgajam darbam, balstoties uz brīvprātīgā darba "mācīšanās pieredzi", vienlaikus apzinoties savu personīgo pieeju brīvprātīgajam darbam. Tajā pašā laikā apmācībās Itālijā tika strādāts pie komunikācijas (ieskaitot starpkultūru dialogu) un komandas darba kompetenču attīstīšanu, kas tika identificētas kā brīvprātīgā darba galvenās kompetences. Izvēlēto aktivitāšu pamatā bija praktiski vingrinājumi un pārdomas, stāstu stāstīšana un vienaudžu apmaiņa, veicinot pašizpausmi.

Kopumā tika apskatīti visi treniņu moduļi. Lielākā daļa aktivitāšu notika saskaņā ar apmācību 5.moduli.

Polijā apmācības tika balstītas uz trīs pamattēmās:

- veidot brīvprātīgā darba veicēju izpratni par brīvprātīgā darba formām, ko tie var veikt;
- sadarbība grupā;
- komunikācijas iemaņu attīstība.

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

Visvairāk īstenoto aktivitāšu bija 3. modulī. Aktivitātes ļāva senioriem padomāt par to, kas viņi ir, kāda ir viņu pieredze, zināšanas un prasmes, un pēc tam tās saistīt ar plašajām brīvprātīgā darba iespējām dažādos līmeņos. Izrādījās, ka dalībniekiem izdevās atrast daudz vietu, kur viņi varēja veikt brīvprātīgo darbu, ņemot vērā viņu noslieces un vēlmes, intereses un aizraušanās.

Latvijā apmācību programmā tika veltīta uzmanība uz personības izaugsmi un tehnoloģisko kompetenču attīstību. Daļa no projekta aktivitātēm, apmācībās Latvijā ietvēra arī tādas aktivitātes kā: koordinācijas vingrinājumi, zīmēšanas vingrinājumi, lai aktivizētu abas smadzeņu puslodes, krēslu jogas vingrinājumi, stāstīšanas vingrinājumi.

Apmācību programmā tika iekļautas aktivitātes no apmācību moduļiem M1-M2-M4-M5, kā arī viena papildu aktivitāte no intelektuālajiem rezultātiem 3, kas paredzēta aktivitātēm ar NVO, kas pielāgotas senioru apmācībām, 2. modulis - starppaaudžu brīvprātīgais darbs un 4. modulis - kas brīvprātīgajiem būtu jāgaida no brīvprātīgā darba (ietvars, veselība un drošība, politika), paredzēja lielāku īstenoto aktivitāšu skaitu.

Apvienotajā Karalistē apmācību programma koncentrējās uz to, lai redzētu, kādas ir brīvprātīgā darba iespējas, kādas prasmes un resursus senioriem var piedāvāt organizācija, kā viņi pārliecinās, ka viņi un organizācijas iegūst maksimālu labumu no brīvprātīgā darba. Tāpēc apmācību mērķis bija saprast, kas ir nepieciešams brīvprātīgā darba veikšanai un ko nozīmē brīvprātīgā loma.

Apmācībās tika apskatīti visi apmācību moduļi. Apmācību programmā tika iekļauta arī viena papildu aktivitāte no intelektuālajiem rezultātiem 3, kas saistīta ar aktivitātēm NVO, kas pielāgota apmācībai ar vecākajiem dalībniekiem.

3. modulis - aktīva pilsonība un 4. modulis - tas, ko brīvprātīgajiem vajadzētu sagaidīt no brīvprātīgā darba (ietvars, veselība un drošība, politika), paredzēja lielāku īstenoto aktivitāšu skaitu.

Portugālē kā arī būtiska apmācību kursa daļa tika veltīta tam, kas ir brīvprātīgais darbs, brīvprātīgā darba nozīme, darbu un brīvprātīgā darba likumiem, jo daudzi brīvprātīgie Portugālē nezina savas brīvprātīgo tiesības un pienākumus. Apmācību programmas 2. modulis tika pielāgots, lai risinātu starpkultūru sanāksmes, nevis starppaaudžu sanāksmes, lai atspoguļotu multikulturālās un daudznacionālās pilsētas kā Lisabona vietējo kontekstu.

Tika apskatīti visi apmācību moduļi. Apmācību programmā tika iekļauta arī viena papildu aktivitāte no intelektuālajiem rezultātiem 3, kas saistīta ar aktivitātēm NVO, pielāgota apmācībai ar senioriem.

Lielāks īstenoto aktivitāšu skaits notika 4. modulī, kas brīvprātīgajiem būtu jāgaida no brīvprātīgā darba (ietvars, veselība un drošība, politika).

Atgriezeniskā saiste no dalībniekiem senioriem

Visi seniori bija apmierināti ar apmācībām. Daži no viņiem sagaidīja tradicionālās mācības ar ierasto mācību procesu, kas viņiem sākumā apgrūtināja neformālās izglītības dinamikas izpratni, taču pasniedzēju darbs un labi izvēlētas aktivitātes ļāva senioriem piedalīties un bagātināt savu pieredzi arī ar dažādiem mācīšanās veidiem un metodēm. Senioru apmācību kursa interaktivitāti novērtēja kā vienu no tā apmācību punktiem.

Apmācību dalībnieki pēc apmācībām labāk izprata brīvprātīgā darba dimensiju un brīvprātīgo lomu organizāciju darbībā.

Apmācību dalībnieki uzlaboja savas iemaņas šādos jautājumos:

- pašapziņa;
- komandas darbs;
- izmantot dažādus komunikācijas veidos un valodas (verbālās, neverbālā, vizuālā);
- kļūva ieinteresētāki par aktivitātēm un pasākumiem, kas notiek vietējā kopienā, lai iesaistītu arī citus brīvprātīgajā darbā;
- spēja ieklausīties citos

Dalībnieki uzskatīja, ka apmācību kurss viņiem deva vairāk motivācijas un iespēju izaicināt sevi un apmainīties ar idejām ar citiem cilvēkiem. Apmācību kursā bija arī idejas par brīvprātīgo iesaistīšanu turpmākajā brīvprātīgā darba pieredzē. Pēc apmācību kursa dalībnieki jutās gatavi iesaistīties brīvprātīgajā darbā

Atgriezeniskā saite no treneriem

No pasniedzēju viedokļa apmācību kurss bija ļoti veiksmīgs un noderīgs. Apmācību moduļi un aktivitātes bija labi izstrādātas. Vajadzības gadījumā viņi pielāgoja aktivitātes vai ietvēra jaunas aktivitātes, lai labāk reaģētu uz vietējās apmācību grupas vajadzībām. Apmācību vadītāji aktivitātes un apmācības papildināja pēc nepieciešamības. Metodika, izmantojot dinamiskas aktivitātes, ļāva dalībniekiem izklūgt no komforta zonas, un pārdomu laiks veicināja pašapziņas celšanu. Pasniedzēji novērtēja, ka senioru grupa ieguva labāku brīvprātīgā darba izpratni un iespējas veikt dažādas aktivitātes. Dažos gadījumos pasniedzēji saskārās ar sarežģītām situācijām, kas bija saistīta dažu dalībnieku nevēlēšanos mācīties vai nedrošību, taču radītā drošā mācību vide ļāva ikvienam pozitīvi izdzīvot mācību procesu un risināt grūtības, kā arī deva iespēju mācīties tādā veidā, kā apmācību vadītāji to gribētu. Apmācību kursam šādā veidā izdevās mācību telpā radīt dinamiku, ar kuru brīvprātīgā darba veicēji varēja sastapties veicot brīvprātīgo darbu, kādā reālā nevalstiskajā organizācijā.

Daži apmācību vadītāji komentēja, ka apmācībām tika atvēlēts pietiekams laika ietvars, savukārt citiem likās, ka apmācības varēja notikt ilgāk.

Rezultāti

Visi apmācību kursa mērķi tika pilnībā sasniegti.

Projekta Lokālie un starptautiskie aktīvie seniori apmācības deva senioriem:

PAŠPĀRLIECINĀTĪBU

PAŠPIETIEKAMĪBU

MOTIVĀCIJU IESAISTĪTIES BRĪVPRĀTĪGAJĀ DARBĀ

JUTĀS LABĀK SAGATAVOTI VIETĒJAM UN STARPTAUTISKAJAM BRĪVPRĀTĪGAJAM DARBAM

PALIELINĀJA INTERESI UZ BRĪVPRĀTĪGO DARBU KĀ VEIDU UZLABOT DAZADAS PRASMES, VESELĪBU, LABSAJŪTU UN SABIEDRISKO LĪDZDALĪBU

PALIELINĀJA INTERESI PAR DARBU KOMANDĀ

PALIELINĀJA INTERESI PAR KULTŪRU DAŽĀDĪBU

VEIDOJA SOCIĀLOS TĪKLUS STARP SENIORIEM

SNIEDZA PIEREDZI NEFORMĀLĀS IZGLĪBAS MĀCĪBU PROCESĀ UN METODOLOĢIJĀ

JAUNU IZAICINĀJUMU PIEŅEMŠANA

MĀCĪJĀS PAR DAŽĀDĀM BRĪVPRĀTĪGĀ DARBA IESPĒJĀM VIETĒJĀ UN STARPTAUTISKĀ LĪMENĪ

Seniori vairāk uzzināja par apmācību kursa mūžizglītības dimensiju un brīvprātīgā darba iespēju pievienoto vērtību. Sekojot aktīvo senioru mācīšanās ceļam uz motivēšanu un pašpārliecinātību, iegūstot seniorus, lai pārvarētu sarežģītas personiskās situācijas

Vietējās organizācijas ir ieinteresētas apmācību un mobilitātes apvienošanai, kas var veicināt brīvprātīgā darba pieredzes veicināšanu.

Francijā apmācību programmu ir lūgušas vairākas vietējās organizācijas. Departamenta padomes (vietējā pašvaldība) pārstāvis, kurš ir arī atbildīgs par senioru vientulības problemātīgu piedalījās rezultātu izplatīšanas pasākumā, kurš norisinājās Po pilsētā.

Svarīgie rezultāti, kas iegūti no senioru apmācībām un brīvprātīgā darba, liek Eiropas partneriem domāt par jaunām projekta idejām, kur gūtās atziņas un zināšanas var vēl vairāk izmantot un ieviest vietējā sabiedrībā

IEVIESTĀS MĀCĪBU POGRAMMAS AKTIVITĀTES

Intelektuālo rezultātu IO2 apmācību laikā sekojošas aktivitātes tika izmantotas

| IO2 APMĀCĪBU LAIKĀ IZMANTOTĀS AKTIVITĀTES | | | | |
|---|----|--|-----------------------|---------------------------|
| Modulis | N. | Aktivitāte | Piezīmes | Valsts |
| M1 | 1 | Ziedu spēks | Programmas aktivitāte | Francija |
| | 2 | Kāda ir motivācija un kāds ir brīvprātīgais? | Programmas aktivitāte | Latvija Polija |
| | 3 | Motivācijas sejas | Programmas aktivitāte | AK, Portugāle |
| | 4 | Makšķernieku spēle | Jauna aktivitāte | Itālija |
| | 5 | Izlase | Jauna aktivitāte | AK |
| M2 | 6 | Starppauzaudžu mijiedarbības kartēšana | Programmas aktivitāte | Francija, Latvija, Polija |
| | 7 | Iespēju karte | Programmas aktivitāte | AK |
| | 8 | Kvadrāts apļu valstī | Jauna aktivitāte | Itālija |
| | 9 | Lomu spēles izpēte | Jauna aktivitāte | Portugāle |
| | 10 | Aisbera teorija | Jauna aktivitāte | Portugāle |
| M3 | 11 | Četri vārdi | Programmas aktivitāte | Itālija, AK |
| | 12 | Globingo | Programmas aktivitāte | Francija, AK, Portugāle |
| | 13 | Mana laika josla | Programmas aktivitāte | Francija, Polija |
| | 14 | Slikta pārvaldība | Programmas aktivitāte | AK |
| | 15 | Resursu kolekcija | Programmas aktivitāte | Polija |
| | 16 | Aktīvas līdzdalības formu dažādība | Programmas aktivitāte | Polija |
| | 17 | Metaplāns | Programmas aktivitāte | Polija |

| | | | | |
|--|----|--|--------------|----------|
| | 18 | Piekrītu/nepiekrīt – Brīvprātīgajam darbam un aktīvai līdzdalībai | New Activity | Portugal |
|--|----|--|--------------|----------|

| IO2 APMĀCĪBU LAIKĀ IZMANTOTĀS AKTIVITĀTES | | | | |
|---|----|--|--------------------------|---|
| Module | N. | Activity | Notes | Country |
| M4 | 19 | Tu saki | Programmas aktivitāte | Francija, Latvija, AK, Polija, Portugāle |
| | 20 | Vadlīnijas | Programmas aktivitāte | AK |
| | 21 | Brīvprātīgais darbs var padarīt mani... | Programmas aktivitāte | Itālija, Latvija, AK, Polija, Portugāle |
| | 22 | Gaidu siluets | Jauna aktivitāte | Itālija |
| | 23 | Veikt brīvprātīgo darbu saskaņā ar likumu | Jauna aktivitāte | Portugāle |
| | 24 | Mācīties no gadījumiem | Jauna aktivitāte | Portugāle |
| M5 | 25 | Priekšrocību galerija | Programmas aktivitāte | Francija, UK |
| | 26 | bidibiBODYbibu | Programmas aktivitāte | Latvija, Polija, Portugāle |
| | 27 | Izgriezumš | Programmas aktivitāte | AK |
| | 28 | Tilts vietējiem iedzīvotājiem | Programmas aktivitāte | Portugāle |
| | 29 | Olu sargāšanas ierīce | Jauna aktivitāte | Polija |
| | 30 | Torņa spēks | Jauna aktivitāte | Polija |
| | 31 | Holistiskā nūja | Jauna aktivitāte | Itālija |
| | 32 | Cik garš ir Alfrēds | Jauna aktivitāte | Itālija |
| | 33 | Identitātes sīpols | Jauna aktivitāte | Itālija |
| | 34 | Iepazīsti manu jautro pusi | Jauna aktivitāte | Latvija |
| | 36 | 10 laimīgie brīži | Jauna aktivitāte | Latvija |

| | | | | |
|---------------------|----|-----------------------------------|--|-------------------------------|
| IO3 M2.2 | 37 | Filma par mums | Citas aktivitātes Adapted to IO2 | Latvija, Polija, Portugāle |
| IO3 M5.2 | 38 | Atzišana ir nepieciešamība | Citas aktivitātes | AK |

IO2 JAUNAS MĀCĪBU AKTIVITĀTES

| IO2 JAUNĀS AKTIVITĀTES | | | |
|--|----|--|------|
| Modulis | N. | Aktivitāte | Lapa |
| M1: BRĪVPRĀTĪGO MOTIVĒŠANA | 1 | Makšķernieku spēle | 31 |
| | 2 | Izlase | 34 |
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Fisherman game

| | |
|----------------------|--|
| Setting | Space to install the table and chairs for the board game. |
| Activity Description | <p>Board game</p> <p>Objective of the board game and conclusion of the match</p> <p>Conquer the cards located in the central box. Dice movements end when there are no more cards available.</p> <p>At this point the players tell something personal ("catching" in their memory) starting from the cards they have available.</p> <p>Materials</p> <ul style="list-style-type: none"> - A square board of five squares for five, with four squares protruding from the intermediate space on each side. In the centre, a box on which the cards are placed facing up. Eight squares of the board are without symbol: they are the boxes of the Fate. - Sixteen cards. Each of these (amphora, starfish, shell and coral) is marked on the back with two words; one indicates a category (Affection, Role, Knowledge, Body) and the other a sub-category: <p>Affection: friends, family, animals, oneself</p> <p>Role: work, people, nature, sex</p> <p>Knowledge: spirituality, art, science, language</p> <p>Body: health, memory, emotion, change</p> <ul style="list-style-type: none"> - A bag containing 9 cards showing the advantages or the penalties. <p>The nine cards of the Fate indicate:</p> <ol style="list-style-type: none"> 1 - return a conquered card (if any) to the centre of the board; 2 - take a card from the board (of your choice); 3 - give one of your cards to a playmate; 4 - take a card of your choice from any playmate; 5- return the die to the starting point; |

6 - nothing happens;

7 - move once more by the number shown on the upper face of the die;

8 - remain immobile for one shift;

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

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

Initial situation

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

Game instructions

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

Note for the start of the game

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

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

Here are the pictures / categories matches:

Coral = Affection

Starfish = Role

Amphora = Knowledge

Shell = Body

The narration

When all the cards have been distributed, the narration begins. The player who finished last turns one of his/her cards and tells something in relation to the words indicated. There are no indications on how / what to narrate (or on time limit). The player is free to make a personal or fantastic narrative, referring to himself/herself. Listener players cannot interfere in the narratives of others. When the first player has finished, it's up to another to turn over a card and narrate. And so on until the end of the cards, or by interruption decided by the players.

Theme variations

The theme of the fishermen can be varied in relation to the players, their age, their experience. A new list of matches can be prepared. The story can be done on an experience (a trip, a travel, an event ...) or on particular aspects of one's existence (changes, reference persons ...) or even on specific learning (memories of a book, of a course, of a school year ...).

Variant

A player can end his/her move on an empty square. In this case he/she is entitled to collect a card of the same symbol from any of the players.

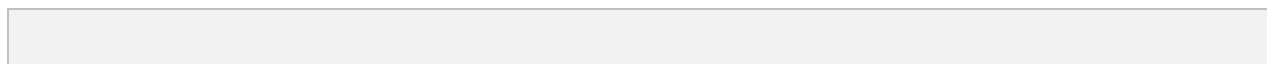
Author

The game designed by Gianfranco Staccioli and illustrated by Massimo de Micco in 2002 recovers ideas that two other authors had developed separately. For the movement of the dice the proposal of Aldo Spinelli (1989, in the game Mastro Alice) of a "die-strategist" is used (where the value expressed by the dice does not count according to its "strength", but in function of the quality of its use). For the narration, the reference goes to the Game of Life by Duccio Demetrio (Guerini e Associati, 1997), where the structure of the classic goose game is used to "tell oneself in a group, to get to know each other a little bit at random and a little bit more."

| | |
|-----------------|-----------------------------|
| Resources | The board game. |
| Equipment | Tables and chairs. |
| Timing/Duration | Min: 90 min Max: 120 min |
| Comments & Tips | Trainer: |

| | |
|--|----------------|
| | Participants : |
| | |

| IO2 | Module 1: Motivating volunteers | New Learning Activity |
|----------------------|---|-----------------------|
| Selection | | |
| Setting | Individual & Pairs | |
| Activity Description | <p><u>Phase 1</u></p> <ul style="list-style-type: none"> - Each individual receives a study case describing an organisation and volunteering role. - Each individual look at their asset list from Gallery of assets <p>Look to match the best 2 opportunities</p> <p>(10 mins)</p> <p><u>Phase 2</u></p> <p>Present back to the partner why they choose the 2 opportunities</p> <p>(10 mins)</p> <p><u>Phase 3</u></p> <p>Partner to give feedback and see whether there was another opportunity which they could have looked at.</p> <p>(10 mins)</p> | |
| Resources | <p>10 study cases of different organisations.</p> <p>Recruitment: McCurley et Lynch (2011)</p> <p>Aranguren Gonzalo, Luis A. (2002), Los itineraries EDucativos del Voluntariado, Madrid, Plataforma para la promocion del voluntariado en Espana, 1st edition of A fuego Lento. (ISU 2014) (DES)ENOLVER A Educação para o Desenvolvimento no voluntariado para a Cooperação</p> | |
| Equipment | <p>Pens and/or colour pencils</p> <p>Flipchart</p> <p>Paper</p> | |
| Timing/Duration | Min: 30 mins | |
| | Max: 60 mins | |
| Comments & Tips | Trainer: | |
| | Participants : | |



| IO2 Module 2: Intergenerational volunteering New Learning Activity | |
|--|--|
| Square in the country of the roundabouts | |
| Setting | No particular setting |
| Activity Description | <p>The trainer/facilitator reads out loud the first part of the Story “Square in the country of roundabouts” (written by Gianni Rodari).</p> <p>The participants are then invited to divide in small groups and to exchange, trying to answer to the question: “When, and in which context, did I feel like the square?”</p> <p>Next, the trainer/facilitator reads out loud the second part of the Story.</p> <p>The participants are then invited to divide in small groups and to exchange, trying to answer to the question: “When did I feel in roundabout?”</p> <p>The activity is useful to tackle the topic of diversity, also the one of intergenerational exchange and learning.</p> |
| Resources | The printed Story, divided in: first part and second part |
| Equipment | - |
| Timing/Duration | Min: 45 min |
| | Max: 60 min |
| Comments & Tips | Participants : |
| | Trainer : |

Role play case studies

| | |
|----------------------|--|
| Setting | Standing / sitting |
| Activity Description | <p>This is a game to experience and introduce the theme of integration of the volunteers, teamwork and organizational management.</p> <p>The group divides itself in two teams that have to play out the situation described in the cases that are given to them.</p> <p>Try to find cases about the situations that can occur during volunteering. The cases can be fictional or adapted from the real life experience.</p> <p>For example discussing problems like: How to deal with disappointment and homesickness of the volunteer?, What to do in the case of arguments between the volunteers?, What is the most optimal way to include the volunteer into the organisation?</p> <p>After the role play the participants are encouraged to talk about the problems and possible solutions in the cases.</p> <p>One other option is to have the group that is performing performance one time, then ask the group what happen but not to give any solution. After the small discussion have the group that is performing start the performance again, at any point the “audience”, in this case the other participants can stop the performance with a STOP and ask to substitute one member of the group and try to solve the problem. It is possible to substitute any character in the performance, including the not original members. The performance stops when the group thinks they get to a conclusion.</p> <p>After the role play the participants are encouraged to talk about the problems and possible solutions in the cases found during the performance.</p> |
| Resources | https://drive.google.com/open?id=19nHSivXrYLWtZnOckNbmlNjr6Jd_WHPI |
| Equipment | Printed paper with the situation and the roles to interpret |
| Timing/Duration | <p>Min: 45 min</p> <p>Max: 60 min</p> |
| Comments & Tips | <p>Participants :</p> <p>Trainer :</p> |

The iceberg theory

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

Agree/Disagree – Volunteering and Active Citizenship

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

Silhouette of expectations

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

Volunteering according to the law

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

| IO2 | Module 4: What volunteers should expect from volunteering | New Learning Activity |
|----------------------------|---|-----------------------|
| Learning from case studies | | |
| Setting | No particular setting. | |
| Activity Description | <p>Objective: to analyse concrete situations of integrating the volunteers in the organisations.</p> <p>The participants are divided in three groups, each group gets the paper with the case description. Try to find cases about the situations that can occur during volunteering. The cases can be fictional or from the real life experience. Participants are encouraged to talk about the problems and possible solutions in the cases. They have 25 minutes for discussion, after that they present the conclusions to the group.</p> | |
| Resources | <p>Study Case 1: https://drive.google.com/open?id=1zFQUBJuW1VK4r_SMrGtUOKVcvYtcNCTq</p> <p>Study Case 2: https://drive.google.com/open?id=1K9DGImt9f9YHsff8N2cMtCH9Rer-dFjb</p> <p>Study Case 3: https://drive.google.com/open?id=1wXVhmf7k2ILKX6rA5NssqoB1sTu96Nho</p> | |
| Equipment | <p>- papers with case studies</p> <p>- white sheets of paper</p> | |
| Timing/Duration | Min: 60 min | |
| | Max: 90 min | |
| Comments & Tips | <p>Participants : Ask each group to read out loud the case before presenting their conclusions.</p> | |
| | <p>Trainer :</p> | |
| | | |

Egg protection device

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

Tower of power

Setting

Wide space

Activity Description

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

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



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

Who was the construction manager?


How does a team treat each other?

What is important for each team member?

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

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

Holistic stick

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|----------------------|--|
| Setting | Free space, large enough for the group to move. |
| Activity Description | <p>The trainer/facilitator can decide to split the group in smaller groups, if he/she might consider it necessary.</p> <p>In the beginning the trainer draws on the flipchart two arrows, one going up, the other going down:</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;"> UP DOWN </div> <div style="margin: 0 10px;">  </div> </div> <p>The trainer takes some moments to explain the concept of UP and DOWN.</p> <p>The trainer to give participants the instructions of the game:</p> <p>Their task is “ALL AT THE SAME TIME to ACCOMPANY the stick DOWN on the floor”.</p> <p>The stick must remain in contact with / touch all of participants’ fingers at all time.</p> <p>The game starts when the trainer places the stick on all participants’ fingers starting from the a fixed height (for example the height of the trainer’s chest).</p> <p>The activity is thought to be realized in more phases:</p> <ol style="list-style-type: none"> 1. The trainers places the stick on participants’ fingers and allows them to try. 2. The trainer stops the participants and invites them to talk between them. The participants are given 15-20 minutes to talk before trying again. (Generally participants don’t use all the time at their disposal.) 3. The trainer places again the stick on participants’ fingers for them to realize the task. (Generally participants are still not able to complete the task.) 4. The trainer stops them again and gives them again the time to talk and find their own strategy to complete the task. (Generally participants take this time more time to discuss and agree on a strategy.) 5. The trainer places again the stick on participants’ fingers for them to realize the task. (Generally the participants are still not able to complete the task.) 6. The trainer stops them again, after some time, and tells them that they can remain with the stick and do as many trials they need. When they decide they are ready, they can say so and the final try can be done. (Generally the task is this time fulfilled.) <p>Music is used throughout the activity as a source of noise, firstly lowed and then, towards the final phases the trainer lowers down the music.</p> |

Debriefing:

The participants are invited share their answers to the question:

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

In general the KEY WORDS that come out are:

TAKING TIME

MOVING TOGETHER

GUIDE

SILENCE

ERRORS – EXPERIENCE

KNOWING

KNOW-HOW

COORDINATION

TRY

BALANCE

FEELING THE WEIGHT

STRATEGY

SYNTONY

FEEL

RELAX

COLLECTIVE SENSITIVITY

RITHM

CONCENTRATION

RESPONSIBILITY

COMFORT

WILL

IDEAS

TRUST

UNDERSTAND

LISTEN TO EACH OTHER

HARMONISE WITH EACH OTHER

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

How tall is Alfred

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

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

Onion of identity

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

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

Iepazīsti manu jautro pusi

| | |
|------------------------|---|
| Vieta | Plaša telpa |
| Aktivitātes apraksts | <p>Dažkārt ir grūti uzsākt jaunas aktivitātes un procesus. Tāpēc dalībniekiem vajadzētu likt justies ērtāk un brīvāk, lai varētu uzsākt darbu.</p> <p>Apmācību vadītājs lapas uz katras ir uzrakstīta aktivitāte:</p> <ol style="list-style-type: none"> 1. Stāvi uz vienas kājas un šūpojies 2. Apskauj 3. Izsaki komplimentu 4. Dejo "Putniņu deju" 5. Dalies ar noslēpumu 6. Izstāsti kādu jautru atgadījumu savā dzīvē 7. Saki kā tu jūties 8. Pasaki "sveiks" citā valodā 9. Izstāsti joku 10. Izstāsti par labāko veidu kā var tikt galā ar stresu <p>Visiem dalībniekiem ir jāpaņem viens uzdevums no lapām, kad apmācību vadītājs saka, katrs atrod pār un izpilda uzdevumu, kas bija rakstīts uz lapas. Kad tie abi izpilda uzdevumus, tie mainās ar lapā un uzdevumiem. Tādā veidā aktivitāte notiek līdz treneris pasaka "STOP".</p> |
| Resursi | Lapas |
| Piederumi | - |
| Laiks/ilgums | Min: 30 min |
| | Max: 40 min |
| Komentāri un ieteikumi | Dalībnieki : Cenšas būt atvērti |
| | Apmācību vadītājs : Cenšas sniegt piemēru. |

10 Laimīgie Brīži

| | |
|------------------------|---|
| Vieta | Plaša telpa |
| Aktivitātes apraksts | <p>Ir ļoti svarīgi, lai process, kas notiek, apvienotu dalībniekus, izveidotu komandu turpmākajām aktivitātēm. Brīvprātīgajiem ir jāmācās kā strādāt kopā, kā justies brīvi grupā, kā sasniegt mērķus. Šādas situācijas ir balstītas uz sadarbību un līdzatkarību.</p> <p>Treneris sadala dalībniekus komandā (minimāli 3 dalībnieki komandā). Tad komandai dod 10 uzdevumus. Kopumā aktivitātēm atvēlētais laiks ir 30 minūtes.</p> <p>Uzdevumi:</p> <ol style="list-style-type: none"> 1. Izveidot deju no 5 soļiem 2. Izveidot draudzības pieminekli (no komandas dalībnieku ķermeņiem) 3. 5 nozīmīgākās dzīves mācības 4. Apskaujiet katru komandas dalībnieku uz vienu minūti (bez runāšanas) 5. Izdomājiet grupas saukli 6. Dāviniet dāvanu kādam no dalībniekiem (ārpus komandas) 7. Demonstrējiet kādu triku 8. Atrodiet trīs kopīgas lietas starp komandas biedriem 9. Uztaisiet komandas selfiju 10. Izdomājiet uzdevumu pārējiem dalībniekiem (ārpus komandas) <p>Pēc plānošanas grupas demonstrē visu uzdevumu izpildi. Uzdevuma vadītāks koordinē procesu.</p> |
| Resursi | - |
| Ekipejums | Lapas un piltspalvas |
| Laiks/ilgums | Min: 60 min |
| | Max: 90 min |
| Komentāri un ieteikumi | Dalībnieki : Mēģiniet būt radoši un domāt ārpus rāmjiem. |
| | Vadītājs : Jābūt gatavam rādīt piemēru, ja grupu darbs nenorisinās pēc scenārija. |

BRĪVPRĀTĪGO AKTIVITĀŠU PĀRSKATS

Treniņu kursā brīvprātīgajiem senioriem projekta „Starptautiskie un vietējie brīvprātīgie seniori” ietvaros tika iesaistīties vietējās un starptautiskās brīvprātīgo aktivitātēs.

*Brīvprātīgais darbs un brīvprātīgie atnes
papildu motivāciju un enerģiju.*

Brīvprātīgais darbs tika veidots kā mācīšanās pieredze, kuras laikā seniori pieņēma jaunus izaicinājumus, palika aktīvi, novērtēja savas iemaņas un ieguva jaunas iemaņas. Gan vietējā gan starptautiskā līmenī, seniori varēja iegūt jaunas zināšanas un satikt jaunus cilvēkus. Brīvprātīgais darbs tika balstīts uz pārmaiņām kuras var notikt mācoties no vienaudžiem un starppaudžu mācīšanās. Brīvprātīgā darba dinamika veicināja brīvprātīgo pašapziņas celšanu.

53 SENIORI veica VIETĒJO brīvprātīgo darbu

24 SENIORI veica STARPTAUTISKO brīvprātīgo darbu

No 69 dalībniekiem projekta apmācībās 6 partnervalstīs From the **69 participants** to the Active Seniors training course in the 6 partner countries, 53 veica vietējo brīvprātīgo darbu un 24 veica starptautisko brīvprātīgo darbu Francijā, Itālijā, Latvijā, Polijā, Portugālē un Lielbritānijā.

1200 STUNDAS VIETĒJĀ BRĪVPRĀTĪGĀ DARBA

714 STUNDAS STARPTAUTISKĀ BRĪVPRĀTĪGĀ DARBA

Kopumā brīvprātīgā pieredze tika uzkrāta vairāk nekā 1900 stundu apmērā strādājot izglītības, sociālajā un vides jomā.

30 ORGANIZĀCIJAS UZŅĒMA VIETĒJOS BRĪVPRĀTĪGOS

20 ORGANIZĀCIJAS UZŅĒMA STARPTAUTISKOS BRĪVPRĀTĪGOS

Projektā tika iesaistītas vairāk nekā 40 bezpeļņas organizācijas, kuras iesaistīja brīvprātīgos seniorus savās aktivitātēs.

Nākamajās lappusēs jūs gūsiat ieskatu projekta vietējās un starptautiskajās brīvprātīgā darba aktivitātēs, kā arī pārskatu par brīvprātīgā darba kalendāru.

Beigās būs brīvprātīgā darba apraksts no katras partnerorganizācijas.

BRĪVPRĀTĪGĀ DARBA KALNEDĀRS

Vietējais brīvprātīgais darbs

| PERIOD: February – July 2019 | | | | | |
|-------------------------------|--------|-------------------|------------------|---------|--|
| Partneris | Skaits | SĀKUMS | BEIGAS | Stundas | Piezīmes |
| Community Action Dacorum (AK) | 8 | 2019.gada aprīlis | 2019.gada jūnijs | 64 | Visiem bija atšķirīgs brīvprātīgā darba grafiks un vieta, tas tika pieskaņots brīvprātīgo vajadzībām un motivācijai. Viena persona veselības stāvokļa dēļ nevarēja piedalīties brīvprātīgajā darbā. Otra persona nav brīvprātīgi darbojusies vietējā līmenī, bet ir iesaistījusies starptautiskajā brīvprātīgajā darbā. Daži no brīvprātīgajiem turpināja vietējo brīvprātīgo darbu, kas pārsniedza 8 stundas. Daži brīvprātīgo darbu veica vairāk nekā vienā vietā. |
| Pistes Solidaires (FR) | 8 | 23/04/2019 | 30/05/2019 | 72 | Divi dalībnieki veica 12 stundu brīvprātīgo darbu 6 dalībnieki veica 8 stundu brīvprātīgo darbu. |
| Mais Cidadania (PT) | 9 | 22/03/209 | 30/07/2019 | 149 | |
| Gulbene Municipality (LV) | 11 | 15/02/2019 | 01/07/2019 | 241 | |
| REPLAY NETWORK (IT) | 7 | 20/05/2019 | 20/05/2019 | 56 | Visi dalībnieki veica 8 stundu brīvprātīgo darbu. |
| FOSa (PL) | 10 | 01/04/2019 | 31/05/2019 | 132 | |

Starptautiskais brīvprātīgais darbs

| PERIODS: 2019.gada aprīlis - jūlijs | | | | | |
|-------------------------------------|------------------------|-----------------------------|------------|--------------|---|
| UZŅEMŠANA | NOSŪTĪŠANA | DALĪBNIEKA Vārds | IERAŠANĀS | AIZBRAUKŠANA | PIEZĪMES |
| Community Action Dacorum (UK) | AMC (PT) | CELESTE BAPTISTA | 12/05/2019 | 27/05/2019 | 16 DIENU ILGS BRĪVPRĀTĪGAIS DARBS (ieskaitot 2 ceļojuma dienas) |
| | AMC (PT) | JULIA HENRIQUES | 12/05/2019 | 27/05/2019 | |
| | Gulbene (LV) | ANITA AUMEISTERE | 12/05/2019 | 27/05/2019 | |
| | Gulbene (LV) | KAIIJA SERPĀNE | 12/05/2019 | 27/05/2019 | |
| Pistes Solidaires (FR) | Replay Network (IT) | GIUSEPPINA SCOLAMIERO | 13/06/2019 | 28/06/2019 | |
| | Replay Network (IT) | ADRIANA FRANCO | 13/06/2019 | 28/06/2019 | |
| | FOSa (PL) | BARBARA DOLECKA | 13/06/2019 | 28/06/2019 | |
| | FOSa (PL) | STANISLAS BRZOZOWSKI | 13/06/2019 | 28/06/2019 | |
| Mais Cidades (PT) | CAD (UK) | KATIE LIA BUDDEN | 05/05/2019 | 20/05/2019 | |
| | CAD (UK) | ADRIENNE GEAR | 05/05/2019 | 20/05/2019 | |
| | Gulbene (LV) | MAIJA BEITKA | 05/05/2019 | 20/05/2019 | |
| | Gulbene (LV) | MARUTA DĀRZNIECE | 05/05/2019 | 20/05/2019 | |
| Gulbene Municipality (LV) | AMC (PT) | LUISA REGO | 02/06/2019 | 17/06/2019 | |
| | AMC (PT) | LUISA VALENTE | 02/06/2019 | 17/06/2019 | |
| | CAD (UK) | KEVIN GREENE | 02/06/2019 | 17/06/2019 | |
| | CAD (UK) | TONY ADAMS | 02/06/2019 | 17/06/2019 | |
| REPLAY NETWORK (IT) | Pistes Solidaires (FR) | FRANZ KARGL | 29/04/2019 | 14/05/2019 | |
| | Pistes Solidaires (FR) | MONIQUE BOUGNON | 29/04/2019 | 14/05/2019 | |
| | FOSa (PL) | HANNA EWA NADZIEJKO | 15/05/2019 | 30/05/2019 | |
| | FOSa (PL) | JOLANTA EWA MARKIEWICZ | 15/05/2019 | 30/05/2019 | |
| FOSa (PL) | Replay Network (IT) | SANTINO CHIARENZA | 13/06/2019 | 28/06/2019 | |
| | Replay Network (IT) | SAVERINA AMOROSO | 13/06/2019 | 28/06/2019 | |
| | Pistes Solidaires (FR) | PATRICK GUILLON | 05/06/2019 | 20/06/2019 | |
| | Pistes Solidaires (FR) | VERONIQUE PERPIGNAA GOULARD | 05/06/2019 | 20/06/2019 | |

IESKATS BRĪVPRĀTĪGĀ DARBA AKTIVITĀTĒS

Brīvprātīgie dalībnieki

Brīvprātīgā darba pieredze ir bijusi lieliska iespēja visiem projekta dalībniekiem iegūt jaunu dzīvi un labāk apzināties iespējas, kuras viņi var būt aktīvi.

Gan seniori, kuri bija brīvprātīgo darbu veikuši iepriekš, gan tiem, kuri bija guvuši pirmo brīvprātīgā darba pieredzi, projekts ļāva labāk saprast, kas var būt brīvprātīgais darbs un ko viņi var sagaidīt no brīvprātīgā darba. Viņi atklāja, cik daudz un dažādas ir brīvprātīgā darba iespējas, kad viņi sazinājās ar vietējām / starptautiskām nevalstiskajām organizācijām un pieredzēja brīvprātīgo darbu dažādās jomās.

Brīvprātīgie ir iemācījušies, ka brīvprātīgais darbs var būt praktiskāks, iesaistot praktisku darbu veikšanu, vai arī tas var būt sociāls, ieskaitot attiecību veidošanu, pieredzes apmaiņu, kā arī kopā būšanā.

Apzināšanās, ka senioriem nav jādara tas pats, ko viņi ir darījuši savā darba dzīvē ir viens no nozīmīgākajiem šo apmācību ieguvumiem. Viņi izprata, ka var darīt arī citas lietas un tādā veidā dod pienesumu sabiedrībai. Tajā pašā laikā viņi uzzināja, kā viņi var izmantot savas prasmes un stiprās puses citu personu un sabiedrības labā. Sajūta, ka viņu prasmes un stiprās puses tiek novērtētas, ļāva senioriem novērtēt sevi un savu potenciālu.

Neskatoties uz visu, brīvprātīgā darba pieredze ļāva senioriem izkāpt no savas komforta zonas, iemācīties jaunas lietas un attīstīt jaunas kompetences mūžizglītības procesā.

Brīvprātīgā darba pieredze bija lieliska sadarbības tīkla veidošanas iespēja. Tas bija arī veids, kā senioriem labāk uzzināt savu vietējo apkārtni, kā arī iepazīt jaunas vietas starptautiskā līmenī. Viņi varēja piekļūt dažādām sociālām institūcijām - biedrībām, sociālajiem kooperatīviem, kopienu dārziem, Eiropas NVO, pārtikas bankai, laika bankai utt. -, kas nodarbojas ar dažādām mērķa grupām un ieinteresētajām personām. Šo institūciju mērķa grupas bija: bērni, jaunieši, veci cilvēki, cilvēki ar īpašām vajadzībām, ģimenes sociālās atstumtības situācijā, bezdarbnieki, migranti utt. Viņi sniedza sociālo, izglītības, kultūras un praktisko atbalstu dažādās dzīves situācijās un tika aptverts plašs jomu klāsts, kas arī palielināja brīvprātīgo senioru izpratni par to, ko nozīmē aktīva pilsonība un kā veidojas sociālie projekti. attīstīta.

Satikšanās ar jauniem cilvēkiem un saskarsme ar jauniem izaicinājumiem senioriem nozīmēja arī pārbaudīt savas robežas un iespējas, kas radīja lielāku pašapziņu un labākas zināšanas par savām stiprajām un vājajām pusēm. Brīvprātīgā darba pieredze, jo īpaši starptautiskā līmenī, deva senioriem iespēju padomāt par savu dzīvi, koncentrēties uz sevi un kļūt atvērtākiem jaunām idejām un iespējām. Seniori saskārās ar savām bailēm un sajūta lielāku atbildību par savu dzīvi.

Izraušanās no ikdienas rutīnas, pieredzes apmaiņa ar vienaudžiem (apmainoties ar idejām ar citiem pieaugušajiem un vecāka gadagājuma brīvprātīgajiem, gan vietējiem gan starptautiskiem), starppaaudžu mācīšanās (apmainoties ar bērniem un jauniešiem), starpkultūru mācīšanās senioriem bija svaiga gaisa elpa, kas paaugstināja viņu motivāciju.

Iedvesmojoties no vienām projekta apmācībām mums ir jāapkopo vīetējā un starptautiskā brīvprātīgā darba ietekme uz dalībniekiem. Un tā bija šāda:

VAIRĀK

Vairāk kontaktu ar cilvēkiem, organizācijām, valodām un kultūrām

Lielāka pašpārliecinātība

Lielāka pašapziņa

Vairāk iemaņu

Lielāka motivācija

Lielākas iespējas

Lielāks kustīgums

Lielāka pacietība

Lielāka iecietība

Lielāka atvērtība

Labākas komunikācijas iemanās

Vairāk komadas darba

MAZĀK

Mazāk baiļu

Mazāk vilšanos

Mazāk nekatīvu priekšstatu

Mazāka vientulība

Mazāk rāmju

Mazāk robežu

Daudzi seniori brīvprātīgie turpināja brīvprātīgo darbu tajās pašās vai citās organizācijās arī pēc projekta beigām. Projekts „Vīetējie un Starptautiskie aktīvie seniori” pozitīvi ietekmēja projektā iesaistīto senioru interesi par brīvprātīgo darbu.

Projektā tika reklamēts brīvprātīgais darbs, kā mācīšanās pieredze un aktīva novecošanās, tas guva lieliskus panākumus dalībnieku vidū un organizāciju vidū, kuras uzņēma seniorus brīvprātīgos.

No organizācijām, kuras uzņēma brīvprātīgos

Organizācijas, kuras uzņēma projekta brīvprātīgos, bija dažādas ne tikai darbības jomā un labdarības aktivitātēs, bet arī pieredzes ziņā darbā ar brīvprātīgajiem. Dažas no tām bija brīvprātīgā darba organizācijas, kuru darbība pilnībā balstās uz brīvprātīgo aktīvu iesaistīšanu brīvprātīgajā darbā, citas bija organizācijas, kuras pastāvīgi organizē ar brīvprātīgajiem brīvprātīgo darbu, citas, savukārt, bija organizācijas, kas pirmo reizi organizēja brīvprātīgo darbu un sadarbojās ar brīvprātīgajiem. Dažas organizācijas bija strādājušas tikai ar vietējiem brīvprātīgajiem, citām organizācijām bija pieredze arī ar starptautiskiem brīvprātīgajiem.

Visas organizācijas atzina brīvprātīgo daudzuma nozīmi ne tikai tāpēc, ka vairāk brīvprātīgo var sniegt lielāku palīdzību, bet jo īpaši tāpēc, ka tādā veidā var nodrošināt dinamiskāku mācību procesu:

Projekta brīvprātīgā darba pieredze ļāva organizācijām izklūst no ikdienas rutīnas, tas īpaši attiecas uz organizācijām, kurām nav vai ir maza pieredze darbā ar brīvprātīgajiem.

Savukārt organizācijas, kurām jau ir pieredze ar brīvprātīgajiem iemācījās, kā labāk atbalstīt brīvprātīgos, kā veicināt to integrāciju kolektīvā, un attīstīt brīvprātīgo spēju strādāt komandā, veicināt brīvprātīgo sasaisti ar organizāciju, kādas ir atšķirības strādājot ar vietējiem brīvprātīgajiem un starptautiskajiem brīvprātīgajiem.

UZDOD JAUTĀJUMU SEV PAR MĒRĶI UN FILOZOFIJU

FLEKSIBILITĀTE

RISINĀT NEGAIDĪTAS SITUĀCIJAS

JAUNAS IEMAŅAS

JAUNAS AKTIVITĀTES

JAUNU VĒRTĪBU RADĪŠANA – PERSONISKO, PROFESIONĀLO, KULTŪRAS UN ORGANIZĀCIJAS

Projekta pieredze iesaistītajām organizācijām sniedza arī ieskatu par to, ko nozīmē darbs ar vecākajiem brīvprātīgajiem, kas nāk ar brieduma, zināšanu un prasmju bagāžu, kā arī ar iepriekš gaidītām idejām un cerībām.

Organizācijas uzskatīja, ka brīvprātīgā darba pieredze bagātināja gan organizāciju pārstāvjus, gan pašus brīvprātīgos. Brīvprātīgo klātbūtne organizācijās deva motivāciju un iespēju novērtēt gan organizācijas darbu, gan brīvprātīgo veikumu. Šajā ziņā ir interesanti atzīmēt, kā brīvprātīgā

darba ietekme uz organizācijām atspoguļo arī brīvprātīgā darba pieredzes ietekmi uz brīvprātīgajiem.

Pateicoties dalībai projektā, organizācijām bija arī iespēja novērtēt sistemātiskas darba procedūras brīvprātīgo integrācijai, pievērst lielāku uzmanību brīvprātīgo individuālas programmas sagatavošanai, kā arī apzināties organizācijas lomu, un mentora lomu kā brīvprātīgā galvenajai atbalsta personai.

Projekta apmācību ietvaros visām organizācijām bija iespēja sīkāk izprast, ko nozīmē strādāt ar brīvprātīgajiem, un pārvērtēt viņu motivāciju un spējas, lai atvieglotu gan vietējā, gan starptautiskā brīvprātīgā darba iespējas.

Visas organizācijas apstiprināja, ka tās ir ieinteresētas turpināt uzņemt brīvprātīgos un tās, kuras pirms tam nebija strādājušas ar brīvprātīgajiem izskatīja iespēju turpināt brīvprātīgo darbu organizāciju darbā.

No Eiropas partnerorganizācijām

Eiropas partneriem, izmantojot projektu, bija iespēja atjaunot sakarus ar dažām organizācijām, ar kurām viņi kādu laiku nebija strādājuši, kā arī paplašināt savu vietējo partneru tīklu un sākt sadarboties brīvprātīgā darba jomā ar jauniem vietējiem partneriem. Eiropas partneri ieguva iespēju labāk uzzināt dažādas brīvprātīgā darba lomas un brīvprātīgā darba iespējas, kas vietējā reģionā ir pieejamas.

Projekta “Vietējie un starptautiskie brīvprātīgie seniori” veicināja izpratni par to, ko nozīmē atvieglot brīvprātīgā darba pieredzi cilvēkiem no 50 gadu vecuma organizācijām, kas jau ir pieredzējušas brīvprātīgā darba jomā.

Organizācijas atzina, ka starptautisko brīvprātīgo klātbūtnei ir vajadzīga daudz lielāka koncentrēšanās un uzmanīga attieksme pret to, ko nozīmē viņu integrācija vietējās organizācijas darbā un komunikācijā ar tām.

Brīvprātīgā darba projekti sniedza partneriem jaunas idejas turpmākai sadarbībai, lai veicinātu brīvprātīgo darbu kā mūžizglītību un aktīvas novecošanās pieredzi, kā arī veidu, kā veicināt aktīvu pilsonību vietējā un starptautiskā līmenī.

Projekts veicināja partneru kapacitāti, lai organizācijas varētu koordinēt un uzņemt brīvprātīgos.

VIDEO STORIES

Training Course & Senior Volunteering - Italy

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

VOLUNTARY WORK PLACEMENTS

Lisbon, PORTUGAL

Associação Mais Cidadania, Lisboa, Portugal

European non-profit NGO

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

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

Local Volunteers: Francisco Melo

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

Centro de Apoio Familiar, Lisboa, Portugal

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

Local Volunteers: Luisa Valente, Julia Henriques, Celeste Baptista

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

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

House for elderly people and daily house for seniors.

Local Volunteers: Maria de Lurdes Raposo

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

Renovar a Mouraria, Lisboa, Portugal

Social and community intervention

Local Volunteers: Maria Albergaria, Luis Leitão

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

Associação dos Albergues Nocturnos de Lisboa, Lisboa, Portugal

Private institution of social solidarity, house for homeless men

International Volunteers: Adrienne Gear, Lai Choy Budden

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

Banco Alimentar contra a fome, Lisboa, Portugal

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

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

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

Hemel Hempstead – Berkhamstead - Redbourne, UNITED KINGDOM

Frogmore Papermill, Hemel Hempstead, UK

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

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

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

Local Volunteers: Adrienne Gear, Kevin Greene

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

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

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

Rectory Lane Cemetery Project, Berkhamstead, UK

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

Local Volunteers: Lynda Gawler

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

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

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

Sunnyside Rural Trust, Hemel Hempstead, UK

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

Local Volunteers: Rosella Rogers

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

Centre in the Park, Hemel Hempstead, UK

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

Local Volunteers: Paulette Siseci & Katie Lai Budden

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

Boxmoor Trust, Hemel Hempstead, UK

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

Local Volunteers: Gillian Wilks and John Dilks

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

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

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

Community Transport, Hemel Hempstead, UK

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

Local Volunteers: John Dilks

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

International Volunteers: Celeste Baptista.

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

Harco, Hemel Hempstead, UK

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

Local Volunteers: Tony Adams

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

Volunteer Centre, Hemel Hempstead, UK

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

Local Volunteers: Kevin Greene

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

Repair Shed, Redbourne, UK

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

Local Volunteers: Adrienne Gear & Katie Lia Budden

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

Margaret Llyod Playgroup, Hemel Hempstead, UK

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

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

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

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

DENS foodbank, Hemel Hempstead, UK

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

International Volunteers: Anita Aumeistere & Katja Serpane.

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

Olsztyn, POLAND

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

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

Local Volunteers: Wiesława Sikora, Jadwiga Olsieńska, Ana Żygowska

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

International Volunteers: Veronique Perpignaa

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

“Strzał w 10” Association, Olsztyn, POLAND

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

Local Volunteers: Stanisław Brzozowski, Hanna Nadziejko

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

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

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

Local Volunteers: Józef Wirgowski, Danuta Gajzmer

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

International Volunteers: Santino Chiarenza, Patrick Guillon

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

Arka Association, Olsztyn, POLAND

Daily house for children and families endangered with social exclusion.

Local Volunteers: Anna Łotys, Janina Miśkiewicz

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

International Volunteers: Saverina Amoroso

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

Gulbene, LATVIA

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

Social care, elderly people integration

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

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

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

Social work

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

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

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

Environment cleaning

Local Volunteers: Maiga Birzniece, Kaija Serpāne, Vija Kokareviča

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

Gulbene Primary School, Gulbene, LATVIA

Education

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

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

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

Education

International Volunteers: Luisa Rego, Luisa Valente

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

Gulbene Regional Library, Gulbene, LATVIA

Work with information

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

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

Gulbene Municipality Agency "Gulbene Tourism and Cultural Heritage Centre",
Gulbene, LATVIA

Tourism and information

International Volunteers: Kevin Greene, Tony Adams

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

Pau – Hagetmau - Léognan, FRANCE

Accorderie Pau-Béarn, Pau, FRANCE

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

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

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

International Volunteers: Adriana Franco

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

Centre Social La Pépinière, Pau, FRANCE

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

Local Volunteers: Françoise Laherrere, Patrick Guillon

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

International Volunteers: Giuseppina Scolamiero, Barbara Dolecka

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

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Trotte-Sentiers de Chalosse, Hagetmau, FRANCE

European non-profit NGO / Hiking associations

Local Volunteers: Guy Pere

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

Pêche de vigne de Leognan, Léognan, FRANCE

European non-profit NGO / Agriculture field

Local Volunteers: Véronique Perpignaa

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

Ecocène, Pau, FRANCE

European non-profit NGO / Environment education

International Volunteers: Stanislas Brzozowski

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

Rome, ITALY

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

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

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

Local Volunteers: Pasquale Tedesco, Santino Chiarenza

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

Casetta Rossa, Rome, ITALY

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

International Volunteers: Hanna Ewa Nadziejko

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

GARIBALDI Social Cooperative, Rome, ITALY

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

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

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

Local Volunteers: Pasquale Tedesco, Santino Chiarenza

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

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

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

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

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

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

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

Local Volunteers: Adriana Franco, Saverina Amoroso

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

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

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

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

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

Local Volunteers: Giuseppina Scolamiero

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

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

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

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

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

Local Volunteers: Giuseppina Scolamiero

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

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

Association taking care of urban community gardens.

Local Volunteers: Petronilla Nocerino, Alessandra Marini

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



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