

**Plan Be: Active Senior Volunteers**  
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**PILOT TEST REPORT**



**Erasmus+**

**Plan Be**  
Active Senior Volunteers

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## 1. WHY A PILOT TEST?

After the program design, 'Plan Be' Consortium implemented a pilot test in each involved country, in order to:

- Check the global structure of the training programme for active ageing and citizenship of senior citizens through volunteering;
- Analyse the results of the pilot test in terms of impacts on beneficiaries and local communities, and implement the amendments needed to the tested materials;
- Validate the 'Plan Be' Programme;
- Present it to possible Multipliers.

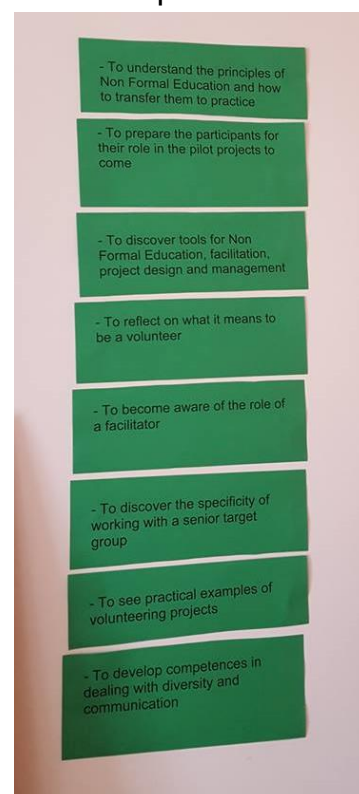
## 2. THE FIRST PHASE

The first phase of the pilot test was the organization of a Short-term training for staff, hosted in Italy between the 17th and the 25th October 2016.

The general aim of this transnational training was to prepare the persons who would perform the role of facilitators with the senior volunteers group selected on local basis, during the pilot test of the training course developed by 'Plan Be' Consortium.

With this training, we intended to approach some basic concepts crucial for the methodology of the training programme, focusing on the following objectives:

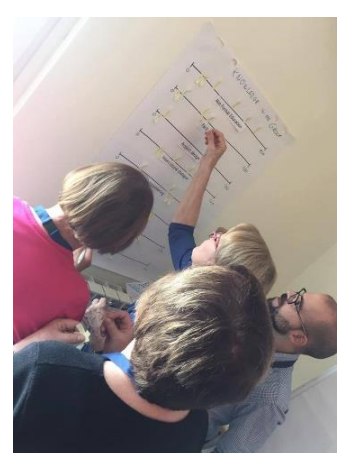
- To understand the principles of Non-Formal Education and how to transfer them to practice;
- To discover tools for Non-Formal Education, facilitation, project design and management;
- To become aware of the role of a facilitator;
- To prepare the participants for their role in the pilot projects to come;
- To reflect on what it means to be a volunteer;
- To discover the specificity of working with a senior target group;
- To see practical examples of volunteering projects;
- To develop communication competencies and skills in dealing with diversity.



Such as the 'Plan Be' Programme created, the initial training was, carefully planned, and framed, within the principles of Lifelong Learning, Non-Formal Education and Informal Learning, Self-directed learning, Learning to learn, and Experiential Learning. This allowed the participants to experience themselves some methodologies they could use later in the pilot test implementation.

Being a transnational project, one of the important aspects was also to provide space for sharing different perceptions and experiences, and connecting the learning achievements to the participants' own reality, allowing them to understand the transferability of the methodologies and tools used.

The document **Guidelines for Facilitators** approaches the basic concepts of this training.



### 3. THE SECOND PHASE

The second phase of the pilot test focused on testing the developed training modules in each country, according to the training needs, personal interests, motivation, and expectations of the senior volunteers involved.

The testing phase was set in each country according to:

- The specific local context of application;
- The profiles of the participants;
- The interests, needs and attitudes of the participants;
- The opportunities offered by the local community.

For this reason, the implementation had different **methodologies**:

- In some countries facilitators started with a training on transversal skills using the similar activities and experiences of their initial training and/or the suggestions offered in the modules 1-3;
- In other countries facilitators started with the group reflection and the support in developing local volunteering projects, and introduced training activities about transversal skills during the volunteering project

The implementation had different **strategies**:

- In some countries was central the training of the volunteers, the motivation and expectations, knowledge and skills acquired, in order to let them start to think in a future volunteering project (experiencing during the pilot test some small volunteering activities). In this case it was more relevant the aspect of the development of the team and its atmosphere;
- In other countries was central the activation of the volunteers through the implementation of a volunteering project. In this case it was stronger the aspects related to the relationship between volunteers and their beneficiaries. The transversal skills acquired were aimed mostly to develop a positive atmosphere between volunteers and beneficiaries.

## Pilot Test in Portugal

### The facilitators

The pilot test in Portugal was insured by two facilitators, one from Junta de Freguesia Cascais e Estoril (JFCE) the other from Associação Animam Viventem (AAV), and one expert from Animam Viventem. Some other experts were involved in some of the implementation phases.

Both facilitators have participated in the initial training in Bitonto.

The JFCE facilitator is a young female teacher and the AAV facilitator is a retired male technology professional who was also a teacher early in his career. The expert is a female specialized in coaching.

The facilitator from JFCE has some experience working with children arising from different social stratus. The facilitator from AAV has some experience in volunteering and is very much involved in group's activities as president of two associations in distinct areas.

Common modules 1, 2 and 3 were addressed by both facilitators in every session, and each one of them lead chosen topics and activities as per previously agreed session plans.

Specific module Social Inclusion was mainly addressed by the JFCE facilitator, and Nature & Environment module was mainly addressed by the AAV facilitator. Each one of them complemented and helped the other in the activities.

The main role of the AAV expert was to monitor the way how the sessions were going, understanding difficulties, volunteers' reactions and providing feedback to the facilitators. Here and there, she also got involved in group's discussions.

Initially there were 20 volunteers registered for the training, but not all of them showed up for the introduction session. A few volunteers also quit after the introduction session mainly due to timetable limitations, so the training was carried out with 12 volunteers who were involved since the beginning and completed the pilot test.

### The volunteers

In the senior volunteers group there were 9 women and 3 men

#### *Age as follows:*

All participants between 61 - 76 years

#### *Special needs:*

3 participants had weakened health (needed some health care services)

#### *Educational level:*

Basic school                      8 participants

Upper secondary                4 participants



*Working experience:*

Office & commercial	5 participants
Banking & Services	2 participants
Education	1 participant
Industry & Maintenance	1 participant
Health	1 participant
Hotel & Restaurant	1 participant
Housewife	1 participant

*Experience in the volunteering:*

Yes	10 participants. Only one of them had a regular commitment.
No	2 participants

*Active role in the international projects (not only travelling):*

Yes	10 participants
No	2 participants

*Motivation to participate (many of the participants had more than one):*

Want to help other people	9 participants
Want to learn something new	5 participants
Want to meet people from other countries	3 participants
Want to develop individual skills	2 participants
Want to take responsibility for common issues	1 participant

*Expectations on the training themes (most interesting modules, some participants had more than one):*

Social Inclusion	11 participants
Nature and Environment	9 participants
Food and Health	3 participants

**Tested Topics:**

*Module 1: Motivations and expectations (about 5 hours)*

They did not follow the module as it was written, but instead they addressed some of the topics and mixed this Module 1 with Module 2.

They tried to explore the expectations of the participants and create a good atmosphere and team spirit.

*Module 2: Managing peer to peer activities (about 7 hours)*

They used some exercises of the module, some others were used from the initial training for facilitators and there were also activities designed by the facilitators.

*Module 3: Social communication and interaction (about 3 hours)*



They addressed the forms of communication and talked about social media, concentrating on e-mail, Facebook, data security and privacy. They also used Google translator.



#### *Module 4: Social inclusion (about 9 hours)*

The pyramid of hate was presented to volunteers, but they had some difficulties in understanding the difference between the concepts of stereotypes and prejudices. Several examples were used and both facilitators and volunteers described some situations they had experienced in their lives.

#### *Module 7: Nature and environment (about 9 hours)*

They discussed about the benefits of nature and healthy environments. There was an interesting conclusion on what the volunteers think it is enjoying nature: for them, nature was basically the forest and the countryside, places where they escape to, and they viewed beaches and seaside as part of normal life. This group lives by the seaside, so that probably had some influence on that point of view.

They focused mainly on recycling and had group exercises studying the cycles of paper/ metal, plastics and glass, and thus analysing the amount of energy and resources consumed with recycling compared to what is consumed when there is no recycling being done.



They had 15 sessions in the classroom with approximately 2,5h each.

The first 8 sessions were directed to address common modules, in a mixed approach and the other 7 sessions were a bit longer. This way, as all the participants had to attend both 4 and 7 specific modules, each session was split into two parts, one for each module. While volunteers were discussing topics on specific modules they were introducing again some concepts, examples and exercises from Common modules.

After the sessions in the classroom, volunteers also had a special session on Module 7 involving a guided visit to the recycling complex Tratólixo, close to their local community.

Upon submission of project ideas by volunteers, they discussed those ideas, one by one, applying the tools introduced in common and specific modules, so revisiting the modules to validate or not the decision to go ahead with each idea, or to consolidate some of them together into one project.

All participants planned some practical volunteering projects as teamwork. After selection of projects to follow through, the group choose the leaders for each project. The volunteers implemented the projects selected during the process until the European mobility month in May. Some of the projects continued after the mobility.

## Results

### Impacts on participants:

They managed to create a cohesive and motivated group. The seniors developed a positive attitude towards volunteering work and showed a lot of enthusiasm to perform volunteering activities. In the beginning, they were not very convinced about performing volunteering activities in an autonomous way, but then they developed the necessary skills to feel more confident. They acquired new knowledge and are willing to put in practice new volunteering ideas.

### Impacts on the local stakeholders and civil society:

The volunteers planned the following projects:

1. Renovation of a public playground, which involved cleaning the area, painting, replacing plants and flowers, etc.. The design and distribution of a leaflet inviting the population for the opening day, scheduled to the 1st June – Children's day.
2. Visiting a seniors' residence with all types of limitations. Talk with them, play with them, tell stories and collect their own stories, etc. Write a sort of booklet with these stories.
3. Renovation of a seniors' day centre, which involved cleaning, painting, replacing flowers.
4. Small enquiry to neighbours about recycling habits. Use the results to

present suggestions to local authorities.  
Collect some recyclables and take them to a kindergarten to make paper folder artefacts and toys.



The total amount of local stakeholders is estimated to be quite large including private participants and partner organizations.

Project 1. – 300 persons (neighbours of the playground)

Project 2. – 80 persons (30 senior residents, 40 relatives, 10 employees)

Project 3. – 200 persons (seniors attending day centre)

Project 4. – 60 persons (inquiries) + 100 persons (children and their families)

In case the potential suggestions to present to local authorities are to be accepted and implemented, the number of stakeholders could increase to the total population of the parish or municipality.

## Pilot Test in Finland

### The facilitators

During the pilot training, they used 4 trainers, 1 technician and 3 experts from other organizations.

All four trainers participated in the initial training in Italy. They were all women with the average age of 65 years old. They are now retired but they have worked in their previous careers, in the social and health sector and in adult education. They all had a lot experience in volunteering and in different community activities.

Our technician was a retired man, aged 75 years, who previously worked for the fire brigade and is keen on IT and social media. He also had a lot of experience on adult education, volunteering, and first aid activities. He participated also as a learner.

They used 3 experts from other organizations. One of them was an IT expert during module 3 and two of them were food experts during module 8.

### The seniors

In the test training 19 people (learners) started the training and 18 finished it.

There were 16 women (1 dropped out) and 3 men

#### *Age as follows:*

60 years	1 participant
61 - 70 years	10 participants (our 4 trainers also participated in the training.)
71 - 80 years	8 participants

#### *Special needs:*

5 participants had weakened health (needed more care than usual) and many others have smaller restrictions in their activities.

#### *Educational level:*

Basic School	2 participants
Upper Secondary	6 participants
Tertiary Level	8 participants
University	3 participants

#### *Working experience:*

Social and Health sector	8 participants
Office and Commercial sector	7 participants
Education	1 participant
Agriculture	1 participant
Nutrition	1 participant
Rescue	1 participant



*Experience in the volunteering:*

Yes	14 participants
No	5 participants

*Active role in the international projects (not just travelling):*

Yes	10 participants
No	9 participants

*Hobbies (many of the participants had more than one hobby):*

Exercise and dance	14 participants
Nature, gardening, animals	9 participants
Culture	8 participants
Handicrafts	7 participants
Grandchildren	3 participants
Travelling	3 participants
Volunteering	3 participants
First aid group	1 participant

*Motivation to participate (many of the participants had more than one):*

Want to learn something new	15 participants
Want to interact with other people	13 participants
Want to develop individual skills	12 participants
Want to meet people from other countries	10 participants
Want to help other people	8 participants
Want to find variety in their own life	6 participants
The themes are interesting	5 participants
Want to do their own duty as citizens	4 participants
Want to take responsibility for common issues	0 participants

*Expectations on the training methods (most appropriate methods, many of the participants had more than one):*

Study visits	12 participants
Special experts	12 participants
Group discussion	11 participants
Practical training in a group	9 participants
Lecture or introduction	8 participants
Games, role-playing, etc.	7 participants
Individual practical training	6 participants
Individual learning	3 participants

*Expectations on the training themes (most interesting modules, some participants have more than one):*

Nature and Environment	12 participants
Culture and Arts	11 participants
Food and Health	11 participants
Motivation and Expectations	11 participants
Social Communication and Interaction	8 participants

Gender Equality	6 participants
Social Inclusion	5 participants
Managing Peer to Peer Activities	4 participants

## Tested Topics:

### *Module 1: Motivation and expectation (1,5 meeting)*

They organized a shortened version of this module using a general presentation on motivation, and trying to explore the expectations of the participants and trying to create a good atmosphere and team spirit.



### *Module 2: Managing peer to peer activities (3 meetings)*

Some exercises of the module were used and some taken from the initial training in Italy. An interesting part of this module was to plan a volunteering project of our own and carrying it out with other participants.

### *Module 3: Social communication and interaction (4 meetings)*

Communication and relationships were studied in one meeting and other meetings were used for social media, concentrating on Facebook and data security. There was a special questionnaire to survey the needs of the participants. They also used an IT expert as a specialist.

### *Module 4: Social inclusion (2 meetings)*

General topic: Dealing with Diversity, practical exercise 2 "Layers of Diversity" and "Strategies for dealing with Diversity" were studied as well as conflict solution, prejudices, and stereotypes.



### *Module 6: Culture and arts*

This module was prepared using our own practical experience with the theme. During the project they had some small activities according to the material: Visit to a museum with elderly people, music and poetry presentations for elderly people, brain gym etc.

### *Module 7: Nature and environment*

This module was prepared using our own practical experience with the theme. During the project they carried out some small activities: Nature day for school children, cleaning environment, preparing nature paths, etc.

### *Module 8: Food and health (2,5 meetings)*

A nutrition therapist and a home economics teacher were used as our experts. One of the participants was a doctor. The theme was adapted to Finnish elderly population.



They organized 13 special meetings (3-5 academic hours) and in some of our monthly meetings, targeted for a larger group of participants, the themes were also shortly presented. All participants planned and carried



out five practical volunteering projects as teamwork.

During the meetings they used short introductions to the themes, group discussions, practical training and role playing (most of them according to the initial training). In the modules "Social Communication" and "Food and Health", they had special experts guiding practical training.

The general comment on the test phase and on the material used: The focus should be on volunteering. All of the participants were interested in developing their own skills with this training, but the question is how to put these skills into practice in volunteering.

## Results

### Impacts on participants:

17 participants self-evaluated the training in general with scale 1 (poor) – 5 (excellent):

- Their own contribution, as well as the general assessment on the training and the assessment on the interests of the themes got the assessment of "4,0";
- The methods used got the assessment "4,1";
- The team atmosphere scored highest with "4,8";
- About the usefulness for volunteering lowest with "3,6".

When they evaluated how rewarding the training modules were for themselves on the scale 1-5:

- "Food and Health" got the highest scores 4,3;
- "Motivation and Expectations" got 3,9;
- "Social Inclusion" 3,7;
- "Managing Peer to Peer Activities" 3,6;
- And "Social Communication Tools and Techniques" 3,5.

They also made a self-evaluation on how they evolved during the training period. The scale used was -2 decreased - +2 increased:

- The highest scores went to "The development of her / his own activity" +1,3;
- And "The willingness to study" +1,1.

Other targets also developed positively:

- "Willingness to take part in society" and "Opinion about European citizenship", both of them got score +0,9;
- "The development of self-confidence", "The development of one's own social skills" and "Willingness to act as a volunteer" got the lowest, but still positive scores +0,8.

The skills of our trainers developed positively and they had a chance to use methods they learned in Italy. They evaluated the tested modules and given feedback separately.

## **Impacts on the local stakeholders and civil society:**

During the test training we continued our permanent volunteering activities with our social partners: "take out seniors", "memory club", "chair gym club" and "IT help". Hundreds of senior participants have taken part in these activities.

Connected to the training the participants planned and carried out five mini projects:

1. Music and poem moment for seniors in a senior house. 6 volunteers, 10 participants.
2. Programme (drama) for seniors in the local parish centre. 4 volunteers, 25 participants.
3. Shared activity between seniors and children in a day centre for children. 4 volunteers, 7 participants.
4. Bus trip for lonely people. 4 volunteers, 35 participants.
5. Cooperation with immigrants. 2 volunteers, 6 contact persons.

The total amount of local stakeholders is quite large including private participants and partner organizations (at this phase about 10 organizations).

## **Pilot Test in Italy**

### **The facilitators**

#### ***Pia Antonaci***

She is a trainer in adult education since 2005, with an extended experience in working with different kind of target groups.

She was responsible for the general coordination of the pilot test and for the facilitation process in both groups about Art and Culture and Gender Equality.

She's expert in the implementation of training sessions based on non-formal activities and in team building and group management.

#### ***Francesco Sergi Cucinelli***

He is a Social Work Assistant since 2012, and he had the opportunity to work with different and vulnerable target groups.

He was the second facilitator of the pilot test and of the facilitation process in both groups about Art and Culture and Gender Equality.

He was responsible for the development of the schedule of the facilitation sessions.

#### ***Damiano Nirchio***

He is an expert involved in several activities with young and adult learners by Sinergia s.c.s.

Mediator, actor, director and trainer, graduated in literature Damiano Nirchio was trained also in theatre with the best trainers at national and international level. In his free time, he plays guitar and writes novels.

### **Tommaso Scarimbolo**

He is an expert involved in the activities based on music managed by Sinergia s.c.s.

His focus is the use of music not only with the purpose of the technical knowledge but also as a vehicle of inclusion, communication and relationships.

### **The seniors**

10 senior volunteers were selected as participants in the pilot test of the training program in Italy:

*Age rate: 60-71*

Their main interests declared in the selection process:

- Creative writing
- Music, dance
- sewing, embroidery, handcrafts
- Gender culture, intercultural dialogue, inter-generational dialogue
- Theatre

The main needs that justified them taking part in the project were connected to personal motivation referred to active ageing, being appreciated beneficiaries and meeting people.

When they started the project they were a little bit scared of not being able to complete it, even if their expectations were very ambitious, in order to develop their own creativity, be helpful, capitalize on their previous experience and keep busy.

### **Tested topics**

The pilot test in Italy was focused on 2 modules:

- Arts and Culture
- Gender Equality.

In the initial phase the staff organized meetings and discussion about:

- - topics
- - their personal interest and perception of the topics
- - the concept of non formal education
- - the concept of team building, team working and building a effective learning environment

Then, the senior volunteers decided which group join in (according to the main topic) and started to identify, according to the selected topic, the beneficiaries and the kind of actions referring to specific objectives.

In the third phase, each group started to structure an action plan identifying activities that needed the active involvement of facilitators/ trainers/ technicians and activities carried out by themselves.

During the implementation the group was also involved in reflection meetings and coordination meetings of each group.

When we started to implement practical activities the seniors became more and more active and started to propose activities by themselves.

Each group planned a weekly session of 2 hours, except from during the country celebrations days.

In each session, seniors, children and facilitators engage non-formal team building and ice breaking small activities, inspired by examples of activities of *Module 1 "Motivation and Expectations"* and *Module 2 "Managing Peer to Peer Activities"*, or searching for more adequate activities considering the scope and the type of group.

The *Module 3 "Social Communication Tools and Techniques"* was introduced by the facilitators' referring to the Facebook communication tools of the project:

- The Facebook page
- The Volunteers group

The volunteers were invited during the meeting sessions to share their impressions, feedback and ideas about the project using these tools; but not all of them have (or want to have) a Facebook account.

## **Module 5 - Gender Equality**

In the Gender Equality group the volunteering project was implemented with a group of children of primary school.

The project was organized in 3 phases:

### **1. Reflection**

The volunteers and the young beneficiaries were involved in small activities in order to develop an initial reflection on the main concepts of the gender equality:

- What is gender equality
- What is gender discrimination
- Which are the gender issues
- What is intergenerational dialogue
- What is intercultural dialogue

Starting from the description of the topic provided in the module the facilitators found practical activities referred to this topic, in order to stimulate reflection, understanding and training through a non-formal approach.

The objectives of this first phase were:

- explore the concept of equality
- explore the concept of gender
- identify social roles
- identify our stereotypes

- dig into our prejudices
- Try to overcome them

The final activity of this phase was a Lego activity inspired by the “Community Mapping” activity proposed in the module, where the seniors coordinated their pupils in building the town of the rights, working in small groups to represent the areas of:

- Right to education
- Right to play
- Right to the job
- Right to the identity



## 2. Action

The second phase, connected to the inputs launched in the first part of the project, and coordinated by a technician expert in mediation and theatre, was aimed to put in practice situations of difficulties, exclusion or conflict related to the gender.



This non-formal approach was very useful for the seniors because they accepted to have a point of view more flexible, comparing with their initial one, and for the children because the life situations are more efficient in communicating what is discrimination.

## 3. Creation

The final phase was aimed to elaborate the result of this project and of the reflection carried out together.





One of the volunteer, supported by the facilitator, held a small poetry school where the mixed group created a composition that describes a superhuman that collects all the characters, gender elements and aspects analysed in the first and second phase.

## Module 6 - Art and Culture

In the Arts and Culture group the volunteering project was implemented with a group of children of pre-primary school.

The main objectives of this project were:

- discover cultural traditions, music, handicraft
- develop cultural curiosity linked to different ages (games), peoples and cultures.

In the first phase the group choose the main approach: identification of a story as starting point to propose several activities with/for the children, involving them in different kinds of activities and promoting the reflection about people, cultures and traditions.

In each session, starting with reading a part of the story, seniors and facilitators proposed the children practical activities referred to a specific tradition, or to a culture or to a country, combining recreational activities with the concepts of cultural curiosity and intercultural society.

Music and handicrafts were selected as non-formal ways to address different cultures in the world with the support of a facilitator and a technician.

At the end the seniors were engaged in the completion of a final stage of the story held during the multiplier event (building all the scenes and costumes and participating in the live show with the children).

## Results

The facilitators implemented each month some activities in order to monitor the impacts of the activities.

The tools were: monitoring meetings, evaluation grids, non formal feedback tools on social networks, face to face meetings.

At the end of the pilot training it was possible to underline the reached results in terms of impacts:

### ON THE TRAINEES

- Very positive seniors group climate

- Very positive attitude in the project development (they're thinking to what they want to do after this project and who they want to involve)
- Very positive relation with the beneficiaries
- Acquiring new knowledge
- Acknowledgement of some of their attitudes, skills, unreported ideas
- ...

#### ON THE BENEFICIARIES

- Very positive cooperation spirit with the seniors
- Interest and participation in non-formal activities
- Interest and contribution on the project topics

#### ON THE LOCAL CONTEXT

- Greater interest for the topics (especially gender equality)
- Greater interest for non-formal activities and volunteering
- Greater interest for European projects

### **Pilot Test in Slovenia**

#### **The facilitators**

##### ***Simona Pavlin***

She is an adult education coordinator and trainer, mostly for implementing ICT courses. She coordinates university for the third age and major events in our organisation and has extensive experience with this target group. She attended training for facilitators in Italy, so she was responsible for the general coordination of the pilot test and for the facilitation process for the modules "*Social Communication Tools and Techniques*", "*Motivation and Expectations*" and "*Peer to peer Activities*".

##### ***Nuška Virant***

She has several years of experiences in adult education as a teacher of Geography and History. She is an external expert of our organisation and she attended training for facilitators in Italy.

She was responsible for implementing pilot workshops of module "*Nature and Environment*" and "*Food and Health*" and she helped to gather ideas for development of a "project" as a result of pilot training and as the preparation for the multiplier event in May 2017.

##### ***Tina Strnad***

Is an expert in guidance activities with more than 10 years of experience working in adult education. Within the Guidance Centre Novo Mesto, she has gained experience with seniors (helping them to participate in different non-formal courses, promoting mobility such as Gruntvig workshops, encouraging them in volunteering, implementing different workshops for



gaining transversal skills). She has experience also as a teacher in school for adults, with mentoring to volunteers and implementing training courses for new volunteers.

### **The seniors**

6 senior volunteers participated in the pilot test of the training program in Slovenia (December 2016 – March 2017). Most of them already had experience with volunteering in different fields. Most importantly they had a strong interest and desire for volunteering and gaining new knowledge. In April and May 2017 at least 5 more volunteers, who had experience in promoting volunteering among seniors, cooperated in the development of the “project”, specifically for the preparation of the multiplier event that took place in May 2017. The project developed within 'Plan Be' was based on their gained experience with the involvement in the project [International Bridges](#). This volunteers cooperated in the project International Bridges, which brought together RIC Novo Mesto and a Polish institution. The project promoted and facilitated intergenerational and intercultural networking with seniors’ voluntary work. The participants of the project improved personal, linguistic, social, intercultural and intergenerational skills and gained knowledge in the fields of folklore, cuisine, geography and history of the two participating countries. With this project we aimed to contribute to changing the mentality about the capabilities of older adults and to the importance of their volunteering and overcoming stereotypes about old age and aging.

Age range of volunteers: 61-76

### **Tested topics**

The pilot test in Slovenia focused on 5 modules:

- 3 Transversal Modules: *“Social Communication Tools and Techniques”, “Peer to Peer Activities” and “Motivation and Expectations”*
- Module *“Food and Health”*
- Module *“Nature and Environment”*

During December 2016 – March 2017 we have implemented five workshops with the duration of 4 hour each.



The first meeting was dedicated mainly to the presentation of the project and the purpose of pilot test and results of the testing, all the other meetings/workshops were very practical. We tested several topics from each of the above mentioned modules.

The volunteers were invited during the pilot testing / meeting sessions to share their impressions, feedback and ideas about the project, topics of the modules and specific exercises.

#### *Module: Social Communication Tools and Techniques*

Tested topics: SWOT analyses, some practical exercises.



### *Module: Peer to Peer Activities*

Tested topics: "The Journey", Conflict management, Communication and Relationships



### *Module: Motivation and Expectations*

Tested topics: Powerful questions, Goals Grid, Action Plan



### *Module: Food and Health*

Healthy eating tips, the nutrition months, 50 foods that should be on your shopping list. We talked also about the Food pyramid and the Importance of a balanced diet, so they proposed to include the Food pyramid into the module.

### *Module: Nature and Environment*

Tested topics: Environment and volunteer work (in local environment), nature protection, Nature paths walks as a means of learning.

General feedback was very positive. In their opinion the topics were very interesting for them and for seniors in general, all the exercises within the tested modules were very practical and useful for implementing volunteering work and promoting active ageing.

From the facilitators point of view, the feedback was similar, except the general proposal was, that the modules should be shorter.

## **The results**

The main results of the pilot training are:

- Proposals for improving some of the tested modules were send to the leader of this activity in the project (to raise the quality of developed modules).
- Volunteers gained some new knowledge which they will use, both in everyday life as well as in voluntary work.
- Facilitators gained new experiences in the field of volunteering work in the local environment and the needs of seniors.
- Volunteers develop their "own project" in April and May 2017 connected with modules Nature and environment and Culture, arts and Heritage. This project was presented on the local multiplier event on 17<sup>th</sup> of May 2017, and also during the Blended mobility and Final Conference of the project (22<sup>th</sup> of May – 27<sup>th</sup> of May in Slovenia).
- Impact on local level: during pilot training volunteers expressed that in our local environment, there should be a greater integration and cooperation between volunteering organizations. They also exchanged opinions about some common barriers in volunteering that they have faced. During the multiplier event in Slovenia we also emphasized this issue and thus ensured a greater integration and cooperation between voluntary organizations in the local environment.

## **4. THE THIRD PHASE**

The final phase of the pilot training was the implementation of a blended mobility in Slovenia for a selected group of senior volunteers involved in the local piloting.

The aim of this activity was to underline the transnational aspect of this experience, in order to create opportunities to empower learners with the transversal and specific skills acquired during the training, exchanging impressions, feedback and new ideas