

# Germany Good Practices: Train-the trainer-Competence in the professional life

## Main Goals

- To integrate migrants professionally
- To give guidelines on the job market and job expectations
- To offer practical guidance to social helpers working with migrants on professional integration

## Objectives

- Identify challenges in professional integration by migrants
- Identify professional opportunities for migrants
- Social workers and migrants to use knowledge and skills to advance into a professional world

## Resources needed

- Space
- Beamer, flipchart etc.
- Funding
- An inspired trainer with experience and expertise.
- External expert(s) for technical topics
- A contact person to stay in touch with participants

## Challenges

- Participants with different experiences and personalities
- Making participants through the bureaucratic jungle of asylum and work related laws
- Making refugees and supporters understand, that professional integration is not an easy pathway, as a high level of educational background and professional skills are needed
- Finding funding and suitable facilities

We realised that migrants face difficulties in integrating into professional life. We noticed also that volunteer and social helpers working with migrants lack necessary knowledge and skills to help and advice migrant towards professional integration. From this discovery, "Gemeinsam Leben und Lernen in Europa" decided to develop training for migrants, volunteer and social workers to give them an overview of the professional environment in Germany, guide on the basic (educational, professional and legal) structure and on important employment and accreditation institutions and professional expectations.

The training targets two groups: volunteers and social workers working with migrants and migrants. For volunteer and social workers, the training is a door towards professionalising their activities; for migrants, the training is a means to finding their way towards professional life (a job or a career).

The training is designed to be flexible and adaptable. It has seven modules. It starts with the legal framework on who is allowed to work in Germany. This is followed by modules in career orientation and career planning, job search and application, expectations in the world of work, job search assistance, legal foundations in the workplace and typical situations and communication in the workplace.

The training is practical oriented and with a lot of hands-on activities. This is very important in demonstrating skills and participants understanding. It is also important to participants as they get to practise their skills from the training and envision how they can put their knowledge into practice.

### Ways of evaluation

We found that evaluation worked best if done in a quick and easy way immediately after the training is completed. Oral feedback was encouraged as questionnaires did not prove to be an efficient evaluation method

### Dissemination

To advertise the training, we used local newspapers, Facebook and our email-newsletter



Participants of the training: Competence in the professional life 2018

## Facts and points:

- ✓ Training for both volunteers, social workers and immigrants
- ✓ Interactive training methods (group work, role plays etc.)
- ✓ The course is free of charge for participants
- ✓ 11 training units for over 30 participants
- ✓ Funding: Bavarian ministry of work and social affairs, Bavarian volunteer agency ("lagfa")
- ✓ Manuals with training contents in different languages



The training has been a real eye-opener to me. I gained not only practical knowledge and skills as a volunteer worker but also I received a road map to career development and professional integration.

-Patricia from Tanzania

# Germany Good Practices: "Talk with me": 10 photos – 10 hours – 10 encounters: Young language mentors for young refugees

## Main Goals

- To integrate young refugees
- To improve language acquisition
- To overcome exclusion and promote integration of young refugees
- Support encounters and hopefully friendship between locals and newcomers

## Objectives

- Promote volunteering of young people
- Provide language learning suitable for volunteers & young people
- Provide space and opportunities for young locals to interact and speak with young refugees

## Resources needed

- Space
- Beamer, flipchart etc.
- Funding
- An inspired trainer with experience and expertise.
- A young coordinator and contact person to stay in touch with participants

## Challenges

- Commitment of young people to volunteer
- Intercultural differences
- Different expectations and time resources of volunteers and refugees
- Finding funding and suitable facilities
- Finding an engaged young coordinator with good people and intercultural skills

Language is the key to integration. In addition, interaction with locals is necessary to learn more about the culture and customs. Most of the existing material on German as a foreign language is not suitable for volunteers and for young people as it has a heavy emphasis on grammar. Moreover, space and opportunities for young locals are needed to interact and speak with young newcomers, since this often does not happen automatically in daily life.

Therefore we created the project "Talk with me": young volunteers (Germans aged 16 – 25) meet at least once a week a young refugee they are matched up with for at least 10 weeks in the center (e.g. youth center, volunteer center). At each meeting they talk about one specific topic (determined by a photograph the refugee brings along or by what's on both partners' mind. Ideally these meetings lead to a friendship, where no further support or external initiative is needed.

Before starting the encounters the young volunteers get a training (8 hours), where they learn about the situation of refugees in their countries, boundaries in volunteer work, ideas and inspirations on how to teach your own language as a non-professional, and an intercultural training. Also the young refugees have to participate in an intercultural training.

Based on 3 years of practical experience with your partner organisations from Bulgaria and Romania a "Language tool box" was created, including learning and teaching material for young volunteers and refugees, for 10 units.

### Dissemination

To advertise the project, we used local media and newspapers, Facebook, Instagram, talks in schools and our email-newsletter. But most successfully are face-to-face talks on personal level and mouth-to-mouth promotion.

We also provided a project website, with all the information on how to conduct the trainings and with all the material for the "Tool box".

Check it out yourself: [www.voluntary-mentors.eu](http://www.voluntary-mentors.eu)



Participants of the project "TALK with ME"



"This is a great project. I got to know German people and improved my German. With my language mentor I talked so much about different topics."  
Nabil Saif Aldeen (25 years old)

## Facts and points:

- ✓ Training for both young volunteers and young refugees
- ✓ Interactive training methods (group work, role plays etc.)
- ✓ The course is free of charge for participants
- ✓ Pilot tests in Germany, Romania and Bulgaria
- ✓ Funding: Erasmus+ Youth programme, Bavarian ministry of work and social affairs, Bavarian volunteer agency ("LAGFA")
- ✓ Manuals with training contents and how to create the tool box in different languages

# Germany Good Practices: 'ProVol: Professional Volunteering'

## Main Goals

- Make volunteer work more professional and efficient
- Give participants skills which are useful for the implementation of volunteer projects and their professional career

## Objectives

- Identify challenges occurring in volunteer work
- Find concrete ways of how to tackle these challenges
- Apply training contents in individual projects

## Resources needed

- Space
- Beamer, flipchart etc.
- Funding
- An inspired trainer with experience and expertise in volunteering
- A contact person to stay in touch with participants

## Challenges

- Participants with different experiences and personalities
- Making participants formulate concrete and realistic aims
- Finding funding and suitable facilities

We have noticed that many volunteer projects do not achieve a significant impact because volunteers lack the professional competences needed to make their projects effective. Because of this, our organisation has developed a training for professional volunteering that will help volunteers to increase the impact and efficiency of their projects.

The training is aimed at two target groups: volunteers from any background and any field of voluntary work and people who coordinate volunteers, either as full-time staff or on a voluntary work and have different amounts of experience.

The training can be adapted to fit the needs and interests of a particular group, but it always comprises ten modules: introduction to volunteering, defining goals, roles and objectives; project and time management; communication; management of volunteers; public relations; event management; networking; finances, taxation and fundraising; legal issues. It is very important to create an atmosphere of belonging and trust within the group. Because of this, we use ice-breakers and cooperation activities so that participants can get to know each other.

The training is meant to be very practical and all participants are encouraged to apply the contents to projects they are currently working at or to create new projects while the course is running. At the end of the course, all participants are given a certificate.

We found that evaluation worked best if done in a quick and easy way immediately after the training is completed. Oral feedback was encouraged as questionnaires did not prove to be an efficient evaluation method.

To advertise the training, we used local newspapers, facebook and our email-newsletter. Additionally, we continue to present the training at (international) conferences. In 2014, we developed a European version of the training, together with partners from the UK, the Czech Republic and Slovenia. Also, we developed two manuals summarising the contents of the training, one for volunteers and one for volunteer coordinators. They are available in English, German, Czech and Slovenian on <http://professional-volunteering.eu/>.



ProVol partner organisations in January 2015



ProVol has helped me to think about all the steps necessary for establishing a local support group for refugees. Also, experiencing group dynamics in the training has been very helpful for my practical work.

- Anton from Germany

## Facts and points:

- ✓ Training for both volunteers and volunteer coordinators
- ✓ Interactive training methods (group work, role plays etc.)
- ✓ The course is free of charge for participants
- ✓ 14 trainings with about 300 participants between 2010 and 2018
- ✓ Funding from different sources: Bavarian volunteer agency ("lagfa"), district of Passau, local institutions, Erasmus+ programme of the European Union
- ✓ Manuals with training contents in different languages

# Finland Good Practices: Language Café

## Main Goals

- To promote language learning
- To raise awareness about the prevalence of minority languages in the local community
- To provide a space to practice language skills

## Objectives

- To enhance communal cohesion
- To provide a chance to form social bonds
- To promote intercultural communication
- To further interest in foreign cultures
- To arrange a memorable event

## Resources needed

- Premises
- Coordinator
- Volunteers (table leaders & others)
- Equipment and resources (printouts, writing materials)
- Refreshments

## Challenges

- To give everyone interested a chance to participate despite the limited resources
- To find volunteers to run the event / competition
- To provide service for each level of language learner equally

In our globalised world, the demand for language skills is growing – and this doesn't just mean English! As the current lingua franca, it has proven its importance, but at the same time, multilingualism is ever more prevalent. Language learning is useful both as a method of flexing your brain and widening your horizons: it is often the very first point of contact between a person and a new country, and it can further the interest in a culture otherwise left unknown. Kompassi's Language Café is an easy access point to starting a journey into the new as well as a chance to brush up old skills!

Our Language Café is open for everyone. The target group consists of the local population of all ages, native Finns and immigrants alike: both are needed for the successful implementation of the event! Kompassi promotes the Language café through several media: our newsletter, Facebook page, flyers and posters as well as the word of mouth – we invite our visiting customers to join and ask them to spread the word in their respective communities.

The Language Café coordinator summons up the volunteers needed to run the event; mainly this means the table leaders, who are all native speakers of the languages provided. The coordinator must always gauge the demand of languages, often on the basis of the previous Café sessions and customer feedback. The table leaders prepare the materials they want to use, however in accordance with each theme of the Café, and lead the conversation during the event.

Kompassi communicates with its volunteers and other Language Café participants mainly via Facebook and email, however calls and texts are used in the organisational context. The evaluation of the event works both ways: the table leaders have a chance to provide feedback to the participants according to their wishes, and the public can leave feedback to Kompassi either orally or in writing. Kompassi takes this feedback into account when developing further Language Café- and other events.



The first language cafe at Kompassi in 2017



*The reason why I'm organizing language café at Kompassi is because of my passion for languages, meeting new people and getting to know to new cultures.*

*Sofia Sarkava from Finland*

## Facts and points:

- ✓ Kompassi started arranging Language Café events in 2017. These were the first ones in Kuopio.
- ✓ Kompassi aims to provide Language Café at least twice every spring and autumn.
- ✓ An average on 60-80 people visit the café each time.
- ✓ All the table leaders as well as the coordinator are volunteers.
- ✓ Café's popularity has spread around, bringing many different language cafés all over the town.
- ✓ It provides a great amount of exposure to the internationality of the Kuopio city.

# Finland Good Practices: 'Welcome to Finland' courses

## Main Goals

- Introduction to Finnish language and society
- Enough language and social skills to operate independently in different everyday life situations by the end of the course

## Objectives

- Peer support: through new friends & sharing your experiences with others
- Understanding the new culture and societal habits, help to cope with cultural shock
- Good social network and opportunities

## Resources needed

- Space
- Pedagogically competent teacher
- Study materials
- Computer
- Collaborator network

## Challenges

- Continuation of funding
- Competition
- Students with continuous residence permit during summer
- students with different levels of learning capacity in one group

In Kuopio, the mainstream Finnish language & integration courses are not offered frequently enough and only few places are available in the ones that are offered. Demand doesn't meet supply and most newcomers are left out for the ones who have been in the queue for a long time. This can cause unrest and unwelcome feeling in the newcomers. To keep them engaged & active 'Welcome to Finland' kick start course was very much needed. Through basic Finnish language teaching, introduction to Finnish culture and society and visits to govt offices, leisure places etc. this crash course helps the students to operate independently in a new place.

The welcome to Finland courses are intensive Finnish teaching for a select group of 12-14 students who have very recently moved Finland and have continuous residence permit. The course duration is 6 weeks and the teaching is held for 5 days a week from Monday to Friday for four hours a day.

Before the course starts, Kompassi, city refugee unit, and employment office advertise this courses through their website, Facebook, newsletter, flyers and other local institutes. The application form is available in electronic and paper version. Kompassi receives applications, selects students, fills up the place if there is any cancellation, plans teaching, visit to different official and other places of importance. Selected students are informed through postal letter about their selection.

The teacher improvises teaching methods according to the levels of the students during the course. Kompassi guides the students to other extracurricular activities and provides counselling if and when needed. Participation in Kompassi's other activities helps widen student's social network along with providing them an opportunity to show their personal skills and talents. The students are communicated through post, by email or phone during the course.

The teacher draws conclusion to the course by handing out certificates and doing report to the funders. The feedback from students and course experience helps the teacher to improve and develop the future courses. The student's feedback about the course and teacher is also used as statistics to measure the impact.

The students receive certificates upon the completion of the course, which mentions their present Finnish levels skills and their development during the course. Kompassi also recommends the students to higher level courses available in Kuopio.



Graduated group in May 2017



*Welcome to Finland course helped me to learn the language in a relaxed but efficient manner. I was happy to have been a part of the course at Kompassi.*

- Layla from Kazakhstan

## Facts and points:

- ✓ The courses target the immigrants who have just come to Finland
- ✓ It is an initiative by the Finnish govt and funded by the city of Kuopio
- ✓ Kompassi has held these courses for around 7 years with an average of 4-6 courses and about 80 students per year.
- ✓ At least one course for the reading and writing under skilled is organized per year
- ✓ Refugees are given priority during admission

# Czech Republic Good Practices: Intergenerational urban garden

## Main Goals

- To support urban gardening and community life in the housing estate
- To arrange intergenerational dialogue

## Objectives

- To offer a meeting opportunity of seniors and children by gardening activities
- To encourage a sense of responsibility for the task within the gardening team
- To increase the efficiency of the TOTEM city garden

## Resources needed

- Competent coordinator with creative ideas
- Space for community gardening
- Gardening and teaching materials

## Challenges

- Funding
- To keep both seniors' and children's motivation to work in the community garden

An area of our long-term interest is the promotion of intergenerational relations and an open dialogue across generations. One of the projects of this type is the intergenerational garden that we have been running on the terrace of our center since spring 2015. We have created a beautiful and useful oasis in the middle of the housing estate for our clients as well as for the general public coming either to events connected with the garden or to events of another character using garden spaces. The garden is co-managed by children from two kindergartens and volunteers - seniors from the Intergenerational and volunteer center TOTEM, z.s. Seniors generally have experience with gardening, but they often do not have the opportunity to use it and furthermore they can't transfer their knowledge in the natural way to children. On the other hand, children, by their naturalness and joy, can motivate and activate the seniors to forget about the troubles of everyday life.

In addition to the specific garden work, we offer to the target group professional workshops with topics such as: how to grow balcony plants, how to prepare your balcony for winter, mikrogreens, cooking from garden products in different seasons, cooking of parents or grandparents with children, herbs and how to use them, use of herbs in cosmetics, inspiration from other Pilsen and non-Pilsen gardens, ecological gardening, etc.

Very important is a longterm and continual promotion of the project. We use all information channels which have proven successful: leaflets, posters, webpage, public notice boards, facebook, local newspapers, Czech Radio, presentation of the project at conferences in the Czech Republic and abroad, press releases during and after the project.

There are evaluations with volunteers involved in the project in the form of regular interviews, there is a playful form of evaluation with kindergarten children and there is an evaluation with the kindergarten teachers and with the implementation team.

An evaluation tool is also the Garden Diary, where there are recorded all the happenings in the garden and it serves as an overview of who works in the garden, or who comes to relax, or who comes as a visitor. We use the Diary for children to become aware of all the activities related to the garden and for the promotional purposes of the project.



Taking shared care of the urban garden



*Gardenwork in general has always been essential to me. The fact that we will run the urban garden with children was initially not my motivation. But it has changed since the beginning of the project. Working with children is fulfilling, makes sense and it's fun. Over the years as a volunteer I got to like this activity the most.*

- Vladimír Dbalý, volunteer -

## Facts and points:

- ✓ During a one year project we organised 10 workshops for public.
- ✓ For the effective use of finance we had regular consultations with professionals in the field of gardening and preparation of workshops for public.
- ✓ Beneficial for public were especially: "Exchange of garden plants" and the project "Semínkovna" to collect and exchange crops' seeds.
- ✓ There are about 500 people per year participating on events connected with our urban garden.

# Czech Republic Good Practices: Mentoring support programs for families and children

## Main Goals

- To support children who, for a variety of reasons - personality, social, family, tend to have a risk-oriented attitude or cope with the first consequences of such behavior

## Objectives

- To establish contact and offer help to children in difficult situations
- To capture the onset of problems and provide non-violent form of specific help in problematic areas of the child's life

## Resources needed

- Subsidies, finance
- Expert team – external and internal
- Coordinator who is in contact with all stakeholders – families, volunteers, professional support

## Challenges

- Qualified collaboration with specialized workplaces
- Qualified and quality training and mentoring support for volunteers involved
- Building trust of families and children involved

Our region shows in the long term that there is a great interest in programs where the family can solve a demanding educational and social situation by field and outpatient ways, where a preventive intervention, remedy or rehabilitation is carried out in a natural environment of a family and the family thus gains deeper insight into the possibilities of how to actively solve the problem by self-help or with a possible support of the necessary institutions.

In solving problems of the children and the families, we actively cooperate with institutions dealing with family rehabilitation, diagnosis of problems and seeking its remedy. When implementing the project, we respond to the needs of the above mentioned institutions, we consult with them the development on a case-by-case basis, we are able to respond to a specific order concerning the individual needs of the child and the needs of the institution that recommends the child to the program. We are active participants in case conferences and meetings and we directly engage at the moment when it is clear that the child needs individual support or support in a small training group with the leadership of volunteers - guides.

TOTEM, z.s. has developed a verified methodology for preparing a volunteer and further work with him so that he is a competent guide for the family and the child. Based on the methodology of Pět P and KOMPAS © programs and applied from leisure time issues to the level of specific support and prevention for children at risk of exclusion or risk behavior.

We have been implementing the project since 2001 and we support about 30 families and children every year. It consists of 4 mentoring programs:

Pět P (Five P) - Individual mentoring support for children aged 6-15 years

KAMPa 15+ - Individual mentoring support for youth aged 15-26

TUTORING - Individual or group support to boost school achievements

KOMPAS® - a small group designed for social skills training for children aged 6 – 15

To promote the project, we use local newspapers, facebook, web site and expert meetings and conferences.



TOTEM implements The Five P project since 2001

*"I can tell that Karolína is a lady with her heart in the right place. For our handicapped son, she is a reliable and great friend he is enjoying a lot of fun with. He realized again that his life might not be limited to his parents, and that he could spend a good time with a person outside of the family, with his male or female friend. We are very happy that there are people like Karolína, who offer a helping hand in their spare time and selflessly bring joy to others."*

The father of the family



## Facts and points

- ✓ Mentoring support is provided on average for one year
- ✓ Since 2001, more than 230 supported children
- ✓ A program recognized by the general and professional public
- ✓ Volunteers Adam Štrunc in 2011 and Jáchym Wiesner in 2016 received the highest award for volunteer work called Křesadlo
- ✓ TOTEM, z.s. passed successfully in years 2016 and 2018 qualitative audits of the Czech Association of Mentoring Programs – Quality of work in Mentoring programs

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## Objectives

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## Resources needed

- Competent coordinator with creative ideas
- Space for community gardening
- Gardening and teaching materials

## Challenges

- Funding
- To keep both seniors' and children's motivation to work in the community garden

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- ✓ Beneficial for public were especially: "Exchange of garden plants" and the project "Semínkovna" to collect and exchange crops' seeds.
- ✓ There are about 500 people per year participating on events connected with our urban garden.



# Romania Good Practices: Volunteering, a bridge between ethnic groups

## Main Goals

- to contribute to the development of three multi-ethnic rural communities from Cluj County
- to address issues related to multiethnic communities and their development through volunteering
- to mobilize all the local actors to generate positive changes

## Objectives

- to develop weekly intercultural clubs in each school
- to train and empower local municipalities in the effective management of inter-ethnic relations
- to create the context of interaction and involvement among all members of the community

## Resources needed

- competent learning and community facilitators
- learning and teaching space and materials
- resources depending on the community actions

## Challenges

- reticence of community members to take part in community actions



*This extensive project was outstanding for me because it had three different working directions in order to reach the proposed goals and objectives - addressing children, decision makers and the local community.*

- Mariann, facilitator -

The project and its activities were designed at the crossroad of two main aspects: *the need* of the multi-ethnic (Romanian, Hungarian, and Roma) communities in Cluj County to develop and be more involved on one side and *the mission* of the organization to develop voluntarism as a means of involving citizens in solving the problems of the Cluj community on the other.

The proposed activities in the three communities involved *several lines of action, each with different type of beneficiaries of the same community*:

1. development of a weekly *intercultural club* in each beneficiary school, intended to encourage positive relationships between primary school children of different ethnicities;
2. training and empowerment of local municipalities in the effective management of inter-ethnic relations through a *training course* for the City Hall's representatives, through a *job shadowing* activity in Norway, but also through permanent involvement in all actions taken in the community;
3. creating the context for *interaction and involvement* among the members in all the communities through the proposed community actions, promoting events etc.

Example of activities addressing the entire community were the *volunteering actions* in the rural villages, organized in order to solve a need that had been identified by the children of the clubs. Another example of activity was a *Photovoice exhibition* in 4 public institutions with photos taken and messages written by the children of the clubs, capturing the aspects the children appreciated and those which could have been changed into better.

All along the project, local and international volunteers had a major role in facilitation of the clubs, as well as in the preparation and implementation of various activities targeting the children and the local community.



community volunteering action in Tureni, Cluj County

## Facts and points:

- ✓ 14 months
- ✓ 3 full-time staff members
- ✓ 18 local and 12 international volunteers with 2466 volunteering hours
- ✓ 133 primary school children through 81 intercultural clubs
- ✓ 520 students, 29 teachers, and 32 parents through other activities of the project
- ✓ 12 representatives of public institutions through a training course on the management of multi-ethnic communities

# Romania Good Practices: EVSification

## Main Goals

- to strengthen volunteering in the three countries involved in the project (Poland, Romania, Slovakia), by increasing the management capacity of organizations which involve EVS volunteers in their activities

## Objectives

- to produce and deliver intellectual outputs on the topic of EVS volunteers management
- to train actors active in the field of EVS volunteers management
- to create the context of interaction and involvement among actors of EVS programs

## Resources needed

- competent staff members, trainers and learning facilitators
- training materials, relevant information for the content writing and space for creation

## Challenges

- time-management
- being based in different offices/ countries



*'Fantastic weekend - with, about and for EVS, with over 100 participants, lots of workshops, hundreds of stories and inspiration!'*

- Oana, trainer -

Starting with the *need* of improving the *management capacity* of organizations that involve *EVS volunteers*, the idea of 'EVSification' was set. The project and its activities were designed according to the identified need, on one hand, and to the *mission* of Volunteer Centre of Cluj-Napoca (CVCN): to *develop volunteering* as a means of involving *citizens* in *solving* the problems of the *community*.

CVCN has a lot of experience with research on volunteering, volunteer management and trainings. However, together with two organizations from Poland and Slovakia was established a stronger foundation for creating a more relevant intellectual output on EVS volunteers' management, the manual 'EVSification'.

The main activities of the project involved:

- attending 3 transnational meetings;
- writing the content of the manual 'EVSification' in English and 3 other languages;
- designing and delivering webinars on the topic of EVS management;
- designing, delivering and organizing a 3 days training named 'EVS Camp' on the management of EVS volunteers, in partnership with the National Agency of Romania.

Thus, the project had two directions: creating intellectual outputs (manual, webinars, training design) and organizing a training for organizations that involve EVS volunteers but still need to improve competences in their work.

The target groups (EVS volunteers, mentors, coordinators, EVS accredited organizations, NGOs, trainers, teachers and young people interested in EVS) developed expertise, increased competences and knowledge regarding better tools and methods for EVS management and for improving volunteers' service.



Non-formal training session at the EVS Camp

## Facts and points:

- ✓ 20 months
- ✓ 3 international organization and full-time staff members
- ✓ 3 webinars delivered in Polish, Romanian and Slovakian (recordings are still available)
- ✓ a publication, 'EVSification', available in four languages (English, Polish, Romanian and Slovakian)
- ✓ a training design created for actors interested in EVS program
- ✓ over 100 participants at the EVS camp (mentors, volunteers, coordinators, NGOs representatives)

# (Austria) Gemeinsam Essen-Dinner Together

## Main Goals

- Giving disadvantaged groups help without the tag of donation
- Socializing
- Sustainability and Waste avoiding

## Objectives

- Getting used to healthy food
- Being responsible for a project as volunteer
- Get into contact with unknown groups
- 

## Resources needed

- Two rooms, a kitchen and a toilet
- Setting for eating and cleaning/washing dishes
- At least one person to overview
- Time(12-15 h/week)

## Challenges

- Empowering enough volunteers
- Financial resources
- Time resources
- Avoiding boredom in doing the same job every week
- Having the setting prepared



*I meet people, I can eat healthy food, I couldn't afford otherwise, I feel accepted, as I am. There is life in these rooms*

*Elisabeth*

In Graz there is a vegetarian restaurant where throughout the day large amounts of food are freshly cooked. After closing in the evening, much of the freshly cooked food had to be thrown away, because the restaurant is not allowed to serve food from the day before. In 2015 the Neighborhood Center Büro der Nachbarschaften, a project of the StadtLABOR, started to register people, who wanted to take away the food after the restaurants closing hour. This setting didn't work well; there were too many people, often at the same time as regular guests, who paid their dish. Therefore the whole setting was changed. The remaining food was brought to the Neighborhood Center in normed restaurant boxes and was served directly in the center as a buffet. At the beginning 6 times a week. This led to an overstrain of both staff and volunteers. The actual state is, that BdN cooperates with other neighbourhood centers, which take the food on two days, and at three evenings dinner together is served in the Büro der Nachbarschaften. Still most work has to be made by volunteers because there is no sufficient funding for personnel resources. The setting has been more or less the same for the last two years, only with different volunteers. The groups visiting these dinners are very mixed: mostly disadvantaged groups like refugees, Roma, poor people etc. mix with students and at least once a week with a chorus group. This mixture makes the neighbourhood center a crowded place with much potential.

1. The need of the community is healthy food,
2. groups, who need food, lonely people, low income
3. Methods of implementation
4. Online channels, mouth to mouth, on the windows of the neighbourhood center
5. Organizing the volunteers, preparing the room and the boxes, prepare the setting for dish washing
6. Ways of communication
7. sheets with weekly plan, where duties are listed and the involves volunteers are written down
8. Dissemination, if any



Picture discription

## Facts and points:

- ✓ Umweltpreis, Award for Environment and Sustainability of the City of Graz in May 2018
- ✓ 8 Volunteers are on the Photo
- ✓ The Place where the Award was given is the "Rathaussaal"
- ✓ This picture went around the world, because the volunteers have friends and relatives all around the world and sent them this picture proudly

# (Austria) Urban Gardening-Gottesacker

## Main Goals

- + using own grown food
- + sustainable and healthy living
- + giving kids the opportunity to learn where plants come from
- + creating awareness for food

## Objectives

- Getting a piece of green in the city
- Showing that there are spaces in the city everyone can use
- Being responsible for a garden and changing the city
- Get into contact with the neighbours

## Resources needed

- Seeds, plants, wood for building up raised beds, water for the plants
- Time for cleaning the garden
- People to take a look at the garden in summertime

## Challenges

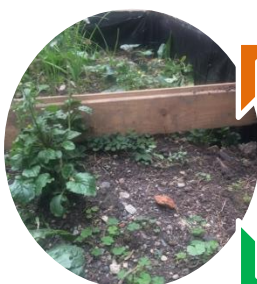
- Showing people that this is a half open garden and not for use for everyone
- Cleaning the garden because it's a space in a park and you can find a lot of rubbish inside the beds
- Who takes care of watering during summer

Many people are living in the city without having an opportunity for some green places in the backyard or even a balcony. This made up the idea to start a community garden in the character of urban and guerrilla gardening. These kind of Projects are growing more and more in many other cities all over the world. Like that people can take the possibility and responsibility for taking back spaces from the city which should be open for everybody.

Beside the part of giving the city back to the people an important part is also the possibility to grow your own food. Many people and even the kids don't have an idea how e.g. garlic is growing, or what it takes to have a bowl of strawberries. Within this Project the neighbours can experiment and learn themselves to handle with growing vegetables and fruits. The Kids from the neighbours can also start to learn where our food comes from, to create awareness for our food and the process of food.

The garden started in 2014 with a small group of neighbours and the project coordinator from Büro der Nachbarschaften. Since then the garden got more raised beds and beds for kids. The group from the garden is changing from year to year because some people are moving or maybe don't have time anymore for the garden meetings. The group is meeting during the summer months minimum once a month. But most of the times some people are more often around to take care of the plants. The group is communicating via telegram messenger so if anybody is in the garden spontaneous other people can get contacted, too. And if the group is meeting there are always a lot of kids around so the whole area gets active and vital. So the group contains of minimum 8 people from the neighbourhood around Büro der Nachbarschaften and their kids who are also helping a lot.

The group is self responsible and volunteering and the Coordinator of BdN only needs to take care of the contracts of the use agreement with the city of graz. If somebody is interested to be part of gardening group the person can just come to the meetings which get announced directly at a board in the garden. The reason the group doesn't advertise the garden is because of the limited space and so the limited beds. From time to time there are some ideas to enlarge the garden so that there could be beds also directly related to BdN to make the city even greener.



*I'm so proud that I can see my seeds growing in the city. It just changes the place.*

Lisa, Neighbour.

## Facts and points:

- ✓ Urban Garden from 8 Neighbours
- ✓ Taking back spaces from the City
- ✓ Having a green place in the city
- ✓ Trying to grow own food
- ✓ Showing kids where fruits and vegetables come from
- ✓ Taking responsibility for sustainable