EVARS

Course Materials

CONTENTS

Education and Culture DG

Lifelong Learning Programme

The EVARS Project is supported by The Lifelong Learning Programme

Education and Culture DG

Lifelong Learning Programme

1. Introduction and background for the course materials

These course materials are part of the EVARS[1] project, which aims to strengthen cooperation between senior citizens in civil society and municipal decision-makers, with a view to developing new welfare models.
The EVARS project ran from 2013 to 2015; during this period, the materials were designed, tested and adapted to form the final version.

The project has its roots in a specific political discourse related to the improvement and revision of welfare provision – a discourse which is currently in use at various levels and in various contexts. Concepts such as 'volunteering' and 'co-creation' are setting the agenda, and permeate both the political debate and realpolitik. This discourse is found at the European level, as well as at the national and municipal levels. At the European level it has grown out of the scarcity of resources following the financial crisis, and has been given further impetus by a widespread desire to provide the welfare state with a human face by actively involving citizens in efforts to find the best solutions.

This way of thinking has revealed itself, for example, in the *European Year of Volunteering 2011*, and in the *Active Ageing* programme. Launched by the European Commission in 2012, this programme reflects a growing awareness that: *"Active ageing means helping people stay in charge of their own lives for as long as possible as they age and, where possible, to contribute to the economy and society"*[2]. Senior citizens are no longer regarded as mere passive recipients of benefits; their potential to contribute actively to society and the economy is now recognised.

Various strategies at national and local levels embrace the premise, born out of the financial crisis, that radically innovative thinking is called for to make ends meet. Thus, recent initiatives endorse a sustainable approach to preserving and managing future welfare, with active citizen involvement.

As a group, senior citizens represent considerable resources in terms of meeting the welfare challenges we are currently facing. However, if we are to mobilise these resources to meet these challenges, we shall have to devise ways of involving the population in a meaningful way. The course materials aim to enable participants to cooperate in innovative and creative ways that promote both personal and societal growth.

One theme in connection with ensuring all senior citizens an active life is the combatting of social isolation[3] - for example, by encouraging people to do various kinds of volunteer work. Moreover, taking part in volunteer work can help promote and strengthen intergenerational solidarity.

The older section of the population can make a considerable and significant contribution to social innovation and 'smart growth' in the public sector; we can draw on their resources in terms of insight, knowledge and a variety of skills developed in various contexts and spheres of life. In the case of welfare activities aimed directly at service users, we can involve senior citizens along with children and young people. This will help narrow the generation gap and at the same time actively contribute to reducing instances of social exclusion.

---

[1] http://www.evars.eu/

[2] Via web 03.05.15: http://ec.europa.eu/social/main.jsp?catId=1062&langId=en

[3] Blandt andet som beskrevet i *Ex ante evaluation of the decision on the EY 2012*

Education and Culture DG

Lifelong Learning Programme

Apart from training activities, the EVARS project has investigated and supported municipal cooperation with senior volunteers. For this reason, some of these course materials also target professionals who are formally responsible for the welfare sector and who already cooperate with volunteers or intend to do so.

So when making decisions about using the course materials, it is important to reflect on how the local authority de facto supports cooperation with senior volunteers politically and strategically. The EVARS website, www.evars.eu, offers ideas about how to strengthen this dimension of the cooperation between professionals and volunteers.

The importance of local authorities being strategically aware of senior citizens in connection with volunteer work is underlined in the report, *Volunteering by older people in the EU*[4], which is based on 30 case studies from 11 EU member states. The investigation was carried out by the European Foundation for the Improvement of Living and Working Conditions, and provides information relevant to strategic aspects of working with senior citizens in connection with volunteer work.

The course materials have been developed with a view to being used throughout the European Union. This document presents the basic materials. On the EVARS website you will find examples of local adaptations, for example, the detailed plans for each day of the course. This approach recognises the fact that the three levels covered by the project as a whole – the national, municipal and individual levels – each have their own cultural understanding of welfare, cooperation, learning, volunteering, and caring, to which the course materials must be adapted. Rather than attempting to simplify this complexity, the course materials embrace it; in fact, it is one of the foundations on which the materials have been developed.

1.2 Aims of the EVARS course materials

The overall aim of the EVARS project has two components:

1. to further develop the skills and competencies of senior citizens, qualifying them to cooperate with professionals who are formally responsible for public welfare services; and,
2. to help local authorities develop and improve a strategic approach to cooperation with senior volunteer workers.

These two components will create better opportunities for senior volunteers to realise their potential as a valuable resource in society, though without professionalising their role. At the same time, the public welfare system will become better at cooperating with senior citizens. The total added value of this kind of cooperation is twofold: on the one hand, personal development and growth for those senior citizens who are the target group; and on the other hand, an added value for society, which may be experiencing a scarcity of resources in central areas of welfare provision and may therefore be forced to look for new models and new approaches to the planning of welfare provision.

The EVARS course materials support the overall aim of the project. They are designed to create a common understanding between professionals and volunteers with a view to finding new approaches within central areas of the welfare sector. In addition, EVARS aims to focus on and investigate the importance of the strategic level when local authorities are working with volunteers.

Moreover, one purpose of the overall aim is to qualify senior citizens to gain an understanding of specific professional tasks and target groups within the welfare sector and to work in these contexts.

---

[4] http://www.eurofound.europa.eu/publications/report/2011/quality-of-life-social-policies/volunteering-by-older-people-in-the-eu

Education and Culture DG

Lifelong Learning Programme

The EVARS course materials are exclusively designed to improve cooperation between professionals and volunteers, and to ensure that the latter have the necessary knowledge, qualifications and competencies to enter into this cooperation. EVARS is definitely *not* a tool to enable volunteers to replace professionals in areas where they have formal responsibility.

1.3 Contents of the course materials

The EVARS course materials are the basic training materials. They can be used to supplement existing long and short training courses, or can be used in their entirety as a stand-alone course.
The *Planning* section will contain more reflections on the planning and management of courses.

The course materials consist of:
1. a basic introduction to the rationale and planning of a course and to didactic theory;
2. a description of five interrelated training modules, including plans for each day, exercises, the application of theory, suggestions as to further reading and other kinds of background knowledge; and,
3. a list of terms explaining central concepts used in the training materials.

The appendix contains:
1. a preparatory form for participants;
2. a follow-up form for participants;
3. evaluation forms to be used after each training module;
4. questions and exercises to support the learning process; and,
5. an implementation guide for local authorities that want to focus on cooperation with senior volunteers.

Under each participating country, the EVARS website also contains suggestions for background reading, plans for each day adapted to the local situation, information about the way the course is run, and a description of cooperation between senior volunteers and local authorities. Finally, there are diverse links to relevant sources of knowledge.

1.4 Results

The EVARS project has a number of overall aims, and the project as a whole contributes to:
1. the exchange of good practice between the participating countries with regard to volunteering and the training of volunteers, and the use of this experience in the development of a training concept that can support volunteer work;
2. encouraging political involvement and supporting volunteer work through the direct involvement of at least 16 local authorities throughout Europe (further information about about each country's description of the local authorities involved in the project may be found on the EVARS website);
3. Involving end users – that is, both senior citizens and professionals – through a test phase that calls for the active involvement and participation of senior volunteers in the training course;
4. ensuring, by means of the training course, that volunteers feel secure and at ease with volunteer work;
5. to creating a sustainable training concept by using a process-oriented and action research approach; and,
6. coaching local authorities throughout the project to see the project as part of a broader strategic effort to create the best possible framework for volunteer work carried out by and targeting senior citizens.

These course materials aim first and foremost to achieve the result described in No. 4. In practice, this means that using the training materials can achieve results on different levels, which taken together strengthen the ability of volunteers to cooperate with other volunteers and with professionals working in central areas of welfare provision.

Individual senior volunteers involved in the project will acquire the knowledge and develop the competencies required to act as volunteers by:
   a) gaining relevant knowledge of current trends and problem areas within the welfare system;
   b) becoming acquainted with different forms of cooperation between volunteers and professionals;
   c) being able to support and participate in the creation of networks; and,
   d) getting to know relevant legislation and other formal constraints that affect volunteering.

Professionals and local authorities will become qualified to:
   a) understand conditions affection cooperation between professionals and volunteers;
   b) get to know and understand conditions that either promote or hinder cooperation between professionals and volunteers; and,
   c) help prevent conflict situations.

1.5. Theoretical basis

The emphasis throughout the course is on topics that enable participants to understand and act in the highly complex situations that characterise the social sphere. Often there are no quick solutions to problems in this sphere, and many opinions as to what the correct solution might be, so volunteers might unwittingly find themselves stepping into very troubled waters.

The recurring themes have been chosen so as to:
   1. help participants understand central concepts such as *communication*, *social inclusion, network facilitation* and *ethics in volunteer work*;
   2. ensure that participants possess the qualifications and tools to help tackle challenges within the welfare system; and,
   3. strengthen the competencies of participants to enter into complex cooperative relationships, and to help prevent or manage conflicts in situations involving cooperation between service users, social institutions and the welfare system.

1.5.1 Communication

An important aspect of communication is a focus on the acceptance approach. For example, the Norwegian psychologist, A.L.L. Schibbye[5], has made a deep study of 'recognition', understood as a basic attitude towards other people, founded on equality, and involving the idea of giving 'the Other' authority over her own feelings and thoughts.

Schibbye makes considerable use of Honneth's theory and understanding of the concept of 'recognition', which according to Honneth involves three 'spheres of interaction'[6]: the family sphere, the legal sphere and the sphere of solidarity. In the family sphere, the mode of recognition is love; in the legal sphere, self-

---

[5] See, e.g., Schibbye, Anne – Lise Løvlie (1993). "The role of acknowledgement in the resolution of a specific interpersonal dilemma." Journal of Phenomenological Psychology,2:75-89

[6] See e.g. http://plato.stanford.edu/entries/recognition/

Honneth, Axel (1995a [1992]) *Struggle for Recognition: The Moral Grammar of Social Conflicts*, trans. J. Anderson. Cambridge: Polity Press.

Education and Culture DG

Lifelong Learning Programme

esteem is achieved through rights – for example, rights to welfare; and in the sphere of solidarity we are recognised for our personal uniqueness and social solidarity.

It is precisely by using these three spheres as the basis of communication in volunteering that service users may come to see themselves as significant and actively participating.

Using a theory more oriented towards practice (as Schibbye does, for example), recognition has four constitutive elements:

a) **Listening** – being open, intensely attentive, unprejudiced and sympathetic; accepting the service user's world of experience and attempting to appreciate it.

b) **Understanding** – one (the volunteer) cognitively and emotionally enters into the world of other people while maintaining a professional distance.

c) **Acceptance** of the service user's world of experience allows the person to feel that she has a right to, and ownership of, her experiences, and is thus in a position to change or renounce them.

d) **Confirming** the experiences of service users ascribes to them validity and equality of value.

In the modules, efforts have been made at various stages of the learning process to focus on the acceptance approach, both as regards the volunteers themselves and what they learn about contact with service users. The course materials have integrated both Honneth's theory and a more practice-oriented approach to the notion of recognition.

1.5.2 Social inclusion

The acceptance approach fits the way the EVARS course materials use the term 'social inclusion'. The term includes the idea that service users are able to take part in social activities, and that such participation in fact defines the individual as a citizen. This applies both to the volunteers themselves and to the service users whom volunteers do something for, or together with.

In the light of this understanding, opportunities to participate in social activities should be independent of ethnic origins, social background or special needs. In other words, volunteer work must strive to encourage and promote diversity within communities, irrespective of people's status or background. In volunteer work, a differentiated view of normality and the creation of conditions that allow everyone to take part in social activities are indispensable in terms of civil society and social inclusion.

By integrating senior citizens who perhaps themselves belong to the target group for volunteer work and assistance, EVARS can strengthen the capacity and potential of individuals for active citizenship. In this sense, EVARS as a concept is much more than the training of senior citizens and organisational capacity building. EVARS can become a way of rethinking efforts to social integration.

1.5.3 Facilitating networks

In society, networks and the creation of social networks are of great importance for social inclusion, especially when we are talking about volunteering, which is not rooted in a profession or organisation. The volunteers on an on a training course like EVARS do not necessarily have any binding contract, or indeed anything in common. Nor do they always belong to any particular organisation. It is therefore crucial that the volunteers themselves are able to create and develop networks. It is important that senior volunteers, like any other volunteers, belong to a network; it is within such networks that senior volunteers form social relationships and share their experience of volunteer work. Networks give senior citizens the support and security they need to do volunteer work.

For senior citizens, social networks generate the feeling that they are working together with others as volunteers. Therefore, networks and the support they offer to senior citizens are a theme running through

Education and Culture DG

Lifelong Learning Programme

all the EVARS modules. For example, between two modules there will be a task or exercise which participants are asked to do together.

In order to strengthen networking among volunteers, and to ensure a constant exchange of knowledge and experience between the volunteers working on the modules, the course materials use processes inspired by creative design thinking.

Creative design thinking is a solution-seeking method that focuses on the involvement of users and on cooperation in the creation of solutions and products, while learning along the way. The method starts with an actual problem or challenge and involves a creative, collaborative process and testing of the results in practice. The idea is to provoke innovative solutions using a common platform of knowledge and experience.

The modules themselves are therefore constructed around central phases in a design process. Design processes involve a reciprocal interaction between process and product, which ensures that various aims of the modules are achieved in one and the same operation: testing the modules within a creative design process meets the EVARS aim of involving senior citizens in innovation and the improvement of welfare; at the same time, volunteer efforts are supported, and closer bonds are created between local authorities and volunteer organisations.

The exchange of knowledge and experience takes place through cooperation in the creative design process, which apart from internal cooperation between volunteers within the local authority also involves cooperation between experienced and new volunteers. In this way, we ensure an exchange of knowledge and experience along new lines:

⇓ participants in the network pass on knowledge from the modules to other volunteers and people in the target groups, which in turn results in well- qualified initiatives or activities that

⇓ 1) involve more people in volunteer activities, and 2) improve synergy between measures taken.

⇑ The empathetic and sympathetic insight phases of the design process bring in knowledge, encounters and experience from experienced and potentially future volunteers outside the network. This knowledge, along with experience from ongoing initiatives and activities, provides a qualified basis for the recommendations and descriptions of methods arrived at by the network at network meetings.

A design process is a circular and iterative process which involves 5-6 steps, and may be illustrated as follows[7]:

---

[7] https://dschool.stanford.edu/groups/k12/wiki/17cff/Steps_in_a_Design_Thinking_Process.html
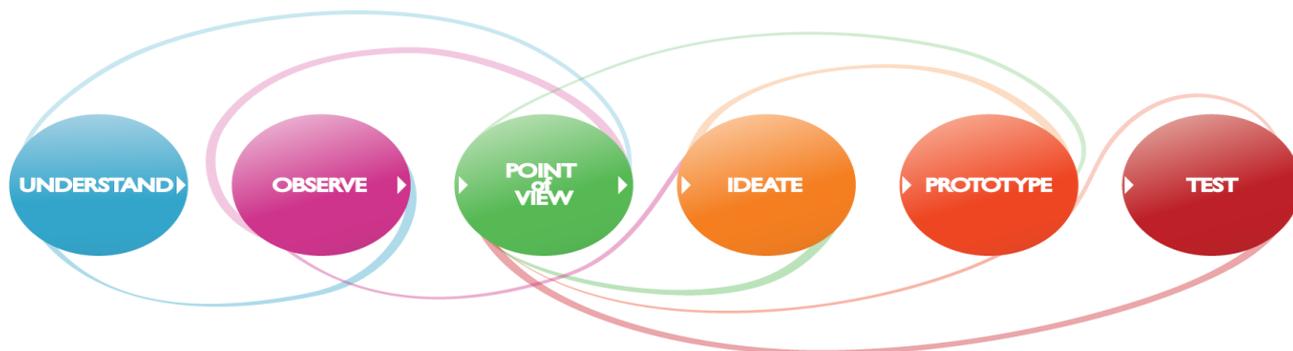
1.5.4 Ethics in volunteer work

When considering ethical standards in relation to actions and deliberations in volunteering, there are three central ethical concepts: duties, consequences and ideals – as described, for example, by Husted[8].
These three concepts help provide a firm ethical base for volunteer activities; they will will be used throughout the modules to reflect on ethical problems faced by volunteers. An ethically defensible decision must take all three dimensions into consideration.

Deontological ethics involves rights and duties which have to be observed – for example, in the relationship between volunteers and service users, the rights of the latter must be respected.
Consequentialism or utilitarianism aims to reach the best decision for all parties involved, in his case the volunteer and the service user. The basic attitude here is caring, which reaches out to all without distinction or difference.
In the case of ethics based on ideals or values, the important thing is to act in the given situation with integrity, solicitude and right judgement when faced with several ethical considerations.

It may thus be seen that volunteer work is based on the dignity of the individual and the personal integrity of all concerned.
The dignity of the individual involves three ethical principles:
a) to respect the self-determination and independence of the service user;
b) to avoid causing harm to the service user; and,
c) to treat the service user fairly and justly.

This means that volunteers must act in a caring and protective way, promoting the interests and needs of service users. Right judgement calls for independent and critical thinking on the part of volunteers, who must take responsibility for their own choices and actions within a broader ethical perspective.

2. Target group

People over 50 are the target group for EVARS. Characteristic of this target group is that they do not (regularly) do paid work.

Senior citizens and professionals take two of the modules together, allowing within the learning process for a common understanding of the roles of volunteers and professionals respectively, and of the distribution of responsibility within the process.

---

[8] See also: Chenoweth, Lesley & McAulife, Donna (2005). *The road to Social work human service practice. An introductory text.* Publisher Thomson

Further, the target group for Module 1 also includes managers from the local authority in question. Thus it is made clear at the outset of the course who is responsible for mobilising and training the primary target group, clearly identifying in whose hands responsibility for the process lies.

Reflections concerning the senior citizens target group:
It often happens that people who are getting on in years are often more selective about what they want to learn. EVARS takes account of this: all learning activities are voluntary, and people take part because they want to. Senior citizens in the member states of the EU and their local authorities constitute a very diverse and complex group, which poses challenges in terms of learning processes and the dimensions of learning.

In recent years there has been a change in the perception that ageing is a universal law of nature, following which most elderly people are infirm and growing old is identified with biomedical ageing. This is the paradox of age: most of those who are ill are old, yet most elderly people are in good health. And this paradox goes against the perception that ageing is a universal law of nature, according to which most elderly people are infirm and growing old is identified with biomedical ageing.

The EVARS project has made it even clearer that a very large number of senior citizens are in good health and living a life of rejuvenation: free of the pressures of the labour market, they have lives full of opportunities. Many of these senior citizens choose to spend some of their senior time as volunteers. The concept of 'cultural liberation' has been popularised by Thomas Ziehe. In the present context, this may also be seen to apply to old age: traditional role stereotypes, such as pensioners or grandparents, are no longer adequate to describe the senior citizens of today, and will not be adequate to characterise those of the future. In terms of social conventions and opportunities for self-expression both in the private and public spheres, cultural liberation means that traditional constraints no longer govern our lives. The reverse side of this coin is the sense of insecurity that accompanies increasing subjectivisation, individualisation and the expansion of intimacy, with the accompanying constant demands for inwardness and meaning in our lives.

There is a small group of senior citizens who are not able to make sense of this social complexity. There are senior citizens who feel extremely challenged by the demands of the welfare state; they do not feel that they possess qualities that make them something special. These are the people who become excluded from the social scene and who are marginalised in terms of community activities. Relative poverty can also play a role in these processes of marginalisation. And those who are no longer earning money, who have to exist solely on an old-age pension, or who are ill, will often find that they have lost their role in society. It is precisely senior citizens in these particular categories who will experience a lack of recognition in society in general, and perhaps also a lack of recognition from family and friends.

Many of these elderly people encounter professionals and other people with the preconceived idea that senior citizens are frail and no longer able to contribute anything of benefit to other people or the welfare society. One of the justifications for EVARS is that it also embraces some of those senior citizens who experience the major challenge of social exclusion. One of the intermediate aims of EVARS is to reach out to and attract senior citizens who would not otherwise be volunteers, and who would therefore not this way make an active and meaningful contribution to the welfare society.

3. Design of the course

The course materials can be used by local authorities alone, or in cooperation with volunteer organisations. The latter can also use the materials themselves, perhaps as an approach to improving cooperation with a local local authority.

Education and Culture DG
Lifelong Learning Programme

The teaching materials are designed so that learning processes are supported both by the choice of various didactic approaches, and by the design of the course itself. This provides for iterative learning processes that are closely linked to practice, and allows the course to be constantly adapted to the practical experience of participants, and not least to their qualifications and needs.

This practical aspect is further supported by applying the principles of action learning – participants are given methods and tools they can work with in their own practice or when carrying out suggested tasks between modules. In this way there is a close link between the learning processes set in motion when participants are attending the course and the processes initiated by the participants themselves in their work as volunteers, or when doing practical exercises derived from what they have been taught.

We suggest that each module be planned locally, so that it can fit in with the other activities and tasks of the volunteers and the local authority.

The course is designed as one continuous unit: the five modules are interconnected, but local authorities (and/or organisations) may choose to use any of them for a one-day course, as long as other training activities are offered to the senior target group, or if they are prepared in other ways to work in close cooperation with professionals.

In the same way, it is important when planning the course as a whole, or one-day courses, to remember that networks are very important for the target group in terms of supporting what they have learned on the course. So, if one chooses to offer one-day courses only, the networking part of the learning process must be directly related to the work the (future) volunteers are, or are going to be, involved in.

Another important aspect of planning is the timing and length of the course as a whole and/or one-day courses.
In the 2014-2015 testing period, which took place in the four partner states involved in EVARS, the modules were taught over a period of four months. This allowed participants to apply tools and knowledge gained from the course to their practice situations.
If the target group is composed of senior citizens who are already volunteers, course design must include suitable periods of reflection between course attendance, supplemented perhaps by exercises to be carried out in the participants' own practice. The practical usefulness of the course will also be enhanced if efforts have been made to determine exactly when and how senior participants will be able to apply their new competencies.

The venue for the course must take account of the target group. This includes access (steps, etc.), acoustics (echo, loudspeakers, etc.) and lighting (e.g., when using a projector).

Catering is an integral part of any course activities. Arrangements for food and drink should therefore have been made before the course, and communicated to the participants.

3.1 Before the course
Both volunteers and professionals should be given the chance to prepare for the course (the whole course or a one-day course). This includes:
- sending out the course description;
- sending out relevant background materials, for example, articles suited to the participants; and,
- a list of participants.

Volunteers should also be sent a form to fill in, or be encouraged in in other ways to reflect on their (future) role as volunteers. It helps the learning process if participants have been asked to reflect on questions like:

- What experience do you have with volunteering? Participants should explain in what context they have worked, for how long, and for whom (an organisation or a local authority).
- What would you particularly like to learn or know more about?
- What do you particularly look forward to (or like) when thinking about volunteering?
- Is there anything that particularly worries you about becoming (or being) a volunteer?

This form can usefully be followed up by another form given to participants at the end of each module. This might be a guide to aid a process of reflection, for example, in network groups. At all events, the form should aim to help participants focus on how they can apply what they have learned on the course, and whether it has made a difference to their work in practice, or to their understanding of what it means to be a volunteer. Participants should wait a week or so before filling in the form, as much learning (and reflections on learning) first comes to the surface in the period after the course.

The form should contain questions such as:
- Was there a particular theme that made a special impression on you? In what way?
- Were there elements of the course that have meant that you now do things differently as a volunteer, or which have influenced your thinking about volunteering?
- How has the course affected your interaction with service users?
- How has the course affected your interaction with the local authority?

The form should be brought along to the next part of the course, so that participants can share their reflections in group exercises, etc.

Appendices 1-3 contain examples of the kind of preparatory and learning supportive materials mentioned above.

3.2   Modules

The course is divided into five modules.
The modules together can be used as a stand-alone course, just as each module can be used as a one-day course.
The content of each module can be adapted to local needs. For example, the module about families might focus particularly on refuges and immigrants. More information about adapting them to local needs will be found on the EVARS website under the flags of each country.

3.3   Instructors
Each module contains learning objectives and any special requirements concerning the knowledge and qualifications of instructors. For example, this could be knowledge about dementia, experience as a volunteer, or other specific requirements.

General requirements concerning instructors include:
- experience of communicating with senior volunteers in a teaching situation;
- experience of cooperation between local authorities and volunteers/civil society; and,
- knowledge of current welfare challenges and new ways of tackling them.

Education and Culture DG

Lifelong Learning Programme

3.4   Learning spaces

One definition of a learning space is: "… a relational safety net that opens the way for curiosity and wonder within an inclusive and tolerant community"[9].

If teaching and creating space for learning are to create a community of practice, there must be a physical learning space that allows for dialogue and can support reflection and knowledge sharing. This space must therefore be large enough to accommodate the number of people involved, and must be adapted to individual needs, such as wheelchair access, induction loops, projectors and other technical equipment, so that everyone can see and hear properly. However, more is needed that a well-equipped physical space; the concept also embraces mental and social factors.

Of course, the teaching space must offer the right conditions for people to learn. This means that volunteers must feel secure enough to ask questions or express their doubt. The right conditions are both psychological and emotional and consist of trust and respect. Those who teach or facilitate the course are responsible for creating a successful learning space.

With these learning goals in mind, the following factors must be considered:
1) Starting up the course.
2) Time spent on establishing good relations in the beginning will bear fruit later on.
3) Establishing good relations through communal experiences. The whole point of establishing good relations is to allow people to formulate doubts and questions in common, and give them time for reflection.
4) Learning must be in focus all the time.
5) Good relations must be maintained throughout the course.

Good relations can be maintained by creating networks throughout the course as a whole, or on specific days. It is equally important that participants are given the time and space to form networks. The formation of networks is part of the overall course design, in that participants are encouraged to share their experience and knowledge outside the physical learning space as well. If we are to get people to share their knowledge outside their actual course attendance, they must feel secure in their relationships and have good contact with the other participants.

4. Reflections on didactics

In the course materials, a dynamic view of learning is applied. Teaching and training activities support change at the individual, group and organisational levels. Inspired by the learning theories of Hiim and Hippe[10] and Bateson[11], different forms of action learning and and iterative learning processes are set in motion. Throughout the course, therefore, the knowledge, methods and tools presented to the participants are to a very large extent put into practice. Learning is seen as contextual; it takes place in a concrete social setting, of which practical implementation is an important element. Throughout the course, exercises and implementation take place not only in the teaching space, but also wherever participants are able to meet in their networks, and in their work, to do exercises based on the modules.

---

[9] Darsøe, L.: *Innovationspædagogik,* Samfundslitteratur, 2011

[10] See e.g. http://www.actionresearch.gr/AR/ActionResearch_Vol1/Issue01_04_p19-30.pdf

[11] E.g. Gregory Bateson: Steps to an ecology of mind. The University of Chicago Press. 2000

Education and Culture DG

Lifelong Learning Programme

The basis of the overall didactic approach is a learning circle consisting of the elements graphically illustrated below:

4.1 A model of didactic relations

The model of didactic relations referred to here[12] has been the starting point for the theoretical paradigm we have used, in which relational factors and the effect things have on each other are of great importance for an understanding of processes of learning and change. Learning takes place through experience, understanding and action in the contexts individuals find themselves in. The didactic model has been used in the design of the modules as an exemplar – a tool that can be used directly in practice, when, for example, participants have to facilitate activities with new groups of service users or enter into new cooperative constellations.

Figure 1: Model of didactic relations

---

[12] See e.g. http://www.actionresearch.gr/AR/ActionResearch_Vol1/Issue01_04_p19-30.pdf

Education and Culture DG

Lifelong Learning Programme
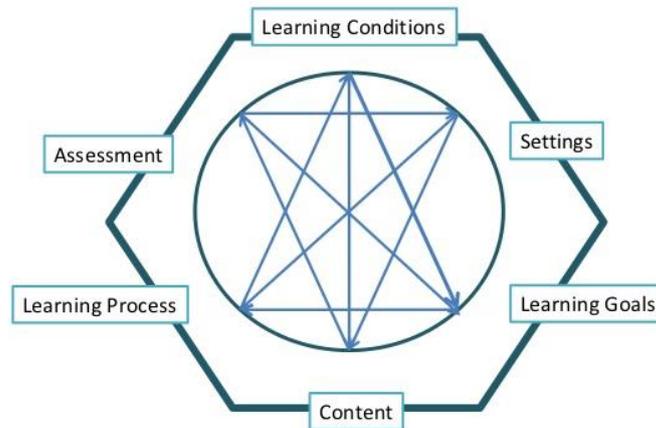
The Didactical Relationship Model (Hiim & Hippe, 1998)

Adapted from: A model of didactic relations (Hiim & Hippe, 1989 based on Bjørndal & Lieberg, 1978)

The model of didactic relations[13] is used to ensure that all factors important to learning and development are taken into consideration in the preparation, performance and assessment of teaching. The six elements of the model are interconnected, and it is not possible to influence one of the elements without affecting the other five. In this way, the model reveals its roots in systems theory, and clearly demonstrates to participants that they are linked to, and influenced by, many interrelated factors.

4.2 Facilitation

Facilitation is a central element in all learning activities. The target group in this case consists of senior citizens whose schooling ended many years ago. Individual learning resources differ, but what the people in this group primarily have in common is the fact that they belong to a group of senior citizens. Facilitation must take account of this, for example, by using short presentations, encouraging active participation and allowing for a lot of dialogue and discussion. On this basis, teaching will be an interaction between short presentations of theory, concepts and tools, and practical group work. The participants will be given 'reflection forms', to help them reflect between modules on their own work and the knowledge they have been presented with. (Alternatively, other ways of promoting reflection on learning can be used).

The course makes use of cases, either suggested by the participants themselves, or fictive cases written for the course.

The narrative method is a fixed point in the methodology and is used to document practice reflectively and subjectively. From the point of view of social constructivism, narrative documentation aims to capture the levels of meaning in the narrator's social construction of reality. The reason for working with a practical case is to inspire reflection, and in this way form a basis for the further development and improvement of volunteer social work. When working with activities such as cases, narratives from practice, questions that

---

[13] Hiim, H & Hippe, E. *Læring gennem oplevelse, forståelse og handling*. Gyldendal, 2007

provoke reflection and role play, teaching and learning processes may be facilitated and made more effective by training the multiple possibilities of communication and language. Language is the most important and active tool. For this reason, the course includes training in communication through exercises and dialogue.

Appendix 4 contains suggestions for exercises.

5. Module description of modules 1-5

In the following, each module is described using a template that outlines:

1. Aims
2. Target group
3. Learning objectives
4. Contents
5. Qualifications of instructors
6. Involvement of people in the field
7. Suggestions for exercises
8. Suggested plan for the day
9. Background reading (see under the flags of each member state on the EVARS website)

This structure emphasises throughout the organisation of welfare and volunteering in the European Union, and the learning resources of participants, we find a common framework and a common approach to the interaction between service users, volunteers and local authorities.

We would also suggest that course organisers take the initiative and make it practically possible for participants to meet in network and learning groups between periods of teaching.

Module 1: *What can we achieve together?*

Aims
The aim of Module 1 is to introduce the structure of the course and create a common conception and understanding of volunteering and cooperation within the local authority. Communication and cooperation are the focal points of Module 1.

Target group
The target group of this module is people over 50 who are new to volunteering, or who are going to do volunteer work in a new setting. The module is also aimed at local authority staff who are responsible for contact with new senior volunteers. Finally, the module will put in context by a relevant representative of the local authority management.

Learning objectives
This section describes the overall aims in terms of what participants are expected to learn.

Course participants should gain a knowledge and understanding of:
- different perspectives on the way the local authority cooperates with volunteers;
- the importance of communication for cooperation, a) with local authorities and other organisations, and b) with service users who receive help from volunteers; and,

Education and Culture DG
Lifelong Learning Programme

- the challenges and opportunities of working as a volunteer in local authorities.

Course participants **are actively involved** in discussions about the challenges and opportunities of cooperation with a) local authorities and other organisations, and b) service users who receive help from volunteers. Through these discussions, course participants gain the qualifications necessary to communicate with service users, local authorities and volunteers.

Contents

CONTENTS	ACTIVITIES	THEORIES, ETC. USED
- Welcome and presentation of participants. - Core values of the local authority and its intentions concerning cooperation with volunteers. - Local authority organisation of cooperation with volunteers. - Communication between volunteers and the local authority. - Appropriate forms of communication. - Handling and prevention of conflicts in cooperative situations. - Achieving intercultural understanding.	1. Coordination of expectations and icebreaker activities for Module 1. Exercise 1 Everyone stands up and finds someone they do not know. They introduce themselves and explain why they are here today. This couple then move on together to another couple they do not know and pass on the information. (Process can be repeated). The couples sit down at a table for a cup of coffee. The participants present themselves again and expect what they expect to get out of the day and the course as a whole. Someone in the group takes notes. The local authority presents its core values, its intentions concerning cooperation with volunteers and how this is to organised. Short presentation introducing basic concepts: communication, cooperation, conflict management and intercultural cooperation. Working on a case: each table chooses a chairperson, a minute taker and someone to make sure that refreshments are available. Based on three cases, the group discusses what might promote or hinder cooperation. The focus is on cooperation, communication and conflict management. Group work around the theme: *what might promote or hinder cooperation between the local authority and service users.* Volunteers form their own groups (*remember: chairperson and minute taker).* Feedback from each group of volunteers (about 7 groups of volunteers, about 5 min. Per group). Recap of basic concepts; recap of the whole	Reading lists and references relevant to the module are provided locally. Further suggestions on the EVARS website under the flags of each participating member state. The local authority provides 1-2 cases that fit the theme. Remember: Local authority websites. The description of the EVARS project. Reading list about communication, cooperation and conflict management.

	day. Participants are given an evaluation form which they will bring back next time.	

Qualifications of instructors

As an instructor in the first module, you will especially need the knowledge and experience to be able to promote learning processes across professional and organisational boundaries.
More precisely, you must have a knowledge of:

1. Communication theory.
2. Conflict management.
3. Cross-sectoral cooperation.

Involvement of people in the field

In the case of the first module, staff from the local authority will attend, and will represent the practical angle of the themes of the day. For example, the cases will involve examples that local authority staff have prepared in advance.

Suggestions for exercises

According to theories of educational innovation, it is a good idea to spend time setting up a proper learning space. When groups distribute roles themselves, everyone is involved in determining the framework for, and assuming ownership of, group processes. The most important ideas are generated in the small groups, and the last group exercise gives volunteers the opportunity to present their reflections on cooperation. The fact that they are the ones who round off the day is an important aspect of the module. Throughout all the modules there is an emphasis on getting the volunteers to play an active role – recognising the need to allow people to learn from each other, to create a sense of ownership and motivate people to take part in the modules.

Suggested plan for the day

The structure of the day revolves round an interplay between presentations, exercises and periods of reflection.

09.00	The course organiser opens the course, presents the programme and objectives for the day. Presentation of participants. Coffee.
09.45	The local authorities present their core values, and their reasons for cooperating with volunteers and how they organise this cooperation. 4 local authorities; 7 min. each.
10.15	Break
10.35	Presentation of the case and the groups.
10.45	Local authorities and senior volunteers work on the cases. Concepts in focus: communication, conflict management and cooperation.
11.15	Plenum.
11.45	Lunch.
12.30	Definition and explanation in the context of the day of the concepts of communication, cooperation, conflict management and intercultural understanding.
13.30	Group work: what might promote or hinder cooperation between the local authority and service users? Volunteers and local authority staff in separate groups. *Including a break*
14.00	Plenum with the volunteers, then a recap of the whole day.
14.30	Concluding remarks.

Education and Culture DG

Lifelong Learning Programme

Background reading

See suggestions for further reading under the flags of the individual member states on the EVARS website.

Further reading includes material from the local authority: rules of procedure, core values, relevant strategic and other materials about the way the authority cooperates with volunteers.

Module 2: *Volunteer work with families, children and young people*

Aims

The aim of Module 2 is to give the target group an insight into the development of children and young people seen from their point of view. In addition, to give participants information about the general living conditions of children, young people and families, plus an introduction to meeting children and young people in an institutional context.
The model can be adjusted to focus on refugees, immigration and integration. In this case, the aim will be to give the target group an insight into the situation of refugees and immigrants with a focus on the culture and living conditions of children, young people and their families. In addition, to give participants an introduction to possible work with refugees.

Target group

The Target group for the course is people over 50 who have done Module 1, or have similar knowledge, qualifications and competencies.

Learning objectives

This section describes the overall aims in terms of what participants are expected to learn.

Course participants should gain a knowledge and understanding of:
- the development of children and young people and of youth culture
- communication and motivation when volunteers are working with children, young people and families;
- intercultural cooperation;
- conditions affecting families today;
- volunteering in schools and other institutions, and the conditions for volunteer work in institutions; and,
- if relevant, the conditions facing refugees and immigrants with a focus on children, young people and families.

Course participants are actively involved in discussions about the challenges and opportunities of working with social inclusion. Through reflection, they concretise the themes of the module and become better qualified to cooperate with other people working with these themes.

Contents

CONTENTS	ACTIVITIES	THEORIES, ETC. USED
• Communication and	Participants sit in groups (*check-in*). They	Relevant further reading

Education and Culture DG
Lifelong Learning Programme

motivation in volunteer work with children and young people.	introduce themselves and talk about what has happened since the last time. Each group choses a chairperson, a minute taker and someone to look after practical needs. After 15 minutes, all groups signal that 'they are ready to start'.	and references are to be found at the local level. See further suggestions under the flags of the individual member states on the EVARS website.
• Child development, youth culture and learning. Social inclusion in relation to working with children, young people and families. • Family life today. • Intercultural cooperation. • Life conditions of refugee families, children and young people. • Cooperation between volunteers, schools and other institutions. • General framework for cooperation with institutions.	Short presentation about the social aspects of family life, children's lives, and modern approaches to education. Or a short presentation about the conditions of refugee families, children and young people. Group discussions about participants' own childhood and upbringing in relation to the present day. Short presentation about social inclusion and its importance when working with children and young people. Communication as a tool for social inclusion. Cognitive child development. Including communication with refugees. Presentation of the views of one or two volunteers about volunteer work with children, young people and/or families in institutions. Alternatively, a presentation of examples of successful cooperation between volunteers and professionals working to improve the well-being of children and young people. Group discussion: how can local authorities use volunteers when working with children and young people and families, including refugee families? Plenum: groups present the pros and cons for a plenum discussion. Presentation: General framework for cooperation with institutions. Rounding off in groups: reflection – *What am I taking home with me?* Short summary from each group, with a focus on any problem areas that may have arisen (*checkout*). Concluding remarks. Evaluation forms handed out.	

Education and Culture DG

Lifelong Learning Programme

Qualifications of instructors

As an instructor in the second module, you will especially need the knowledge and experience to launch learning processes for participants with different qualifications, using the topics of the day.
More precisely, you must have a knowledge of:
- Family life and the lives of children and young people in a postmodern context.
- Social inclusion in relation to children, young people and families.
- General conditions for the daily lives of children and young people in institutions, primarily schools and day care.

Involvement of people in the field

One or two volunteers, with experience from different areas of work related to the theme of children, young people and families, have been invited to participate. These volunteers should be from the local authority involved.

Suggestions for exercises

Participants are divided into groups of five from different local authorities. It is challenging to be placed with people you do not know, but at the same time it allows you to speak more freely. Once again, it is important at the outset to make time for a *check-in* – the idea here is that all participants get to say something in the group and are received by the group. The chairperson informs the assembly when the group is ready, which helps establish group identity. There are a lot of topics on the agenda for this day of the course and they all need to be brought into play at one level or another. 4 presentations are planned, each 20 minutes at the most. The first group discussion about the participant's own childhood makes them aware of their own values and attitudes. This is important when they are working with current values and attitudes concerning children, young people and families. People working in the field can help illustrate what work with children, young people and families can be like; this is why experienced volunteers have been invited to talk about their work. The group discussion about about the scope of the work aims to bring out new aspects that might benefit volunteer work. To end the day, groups *check out* by writing problem areas that have arisen post-its. This is to make sure that everyone *checks out*, with something to think about for next time.

Suggested plan for the day

09.00	Welcome and presentation of the programme for the day.
09.05	Introductions in groups.
09.30	Presentation: social aspects of family life, children's lives, and modern approaches to education.
10.00	Group discussion: own childhood and upbringing in contrast to the present day.
10.30	Pause
11.00	Presentation: social inclusion when working with children and young people. Communication and acceptance as tools to create social inclusion.
11.30	Presentation: 2 two views on volunteer work with children, young people and families.
12.00	Lunch
12.30	Group discussion: scope of volunteer work with children, young people and families.
13.00	Short feedback (4 minutes) from the group about the pros and cons of their proposals.
13.30	Pause
13.45	Presentation: General framework for cooperation with institutions.
14.15	Short feedback from the groups about problem areas. *Check out*. Participants write on post-its what they are 'taking home with them'. Evaluation forms handed out.
14.30	Concluding remarks.

Background reading

See suggestions for further reading under the flags of the individual member states on the EVARS website.

Module 3: *Seniors to seniors*

Aims

The aim of Module 3 is to give the target group an insight into, and understanding of, the life conditions of senior citizens, with a special focus on loneliness and on loss and grief. The module also aims to provide basic information about dementia and the general framework for working as a volunteer with senior citizens.

Target group

The Target group of the module is people over 50 who have done Modules 1-2, or have similar knowledge, qualifications and competencies.

Learning objectives

This section describes the overall aims in terms of what participants are expected to learn.

Course participants should gain a knowledge and understanding of:

- Life conditions of senior citizens, and various views on this.
- Vulnerability and senior citizens: loneliness, loss, mobility and dementia.
- Who are the vulnerable senior citizens?
- General framework for volunteer work.
- Senior to senior – working with people of your own age and being motivated for this work. Includes conversation on sensitive topics.

Course participants are involved in discussions about the challenges and opportunities of working with senior citizens. Through reflection, they concretise the themes of the module and become better qualified to cooperate with other people working with these themes.

Contents

CONTENTS	ACTIVITIES	THEORIES, ETC. USED
- Life conditions of senior citizens. Loneliness, loss, mobility and dementia - Vulnerable senior citizens - Various views on the life conditions of senior citizens - Motivation in this work	Participants sit in groups (*check-in*). They introduce themselves and talk about what has happened since the last time. Each group choses a chairperson, a minute taker and someone to look after practical needs. After 15 minutes, all groups signal that 'they are ready to start'. Presentation: various views on senior citizens and their conditions of life. Group task: each group makes a profile of a senior citizen who they think might benefit from	Relevant further reading and references are to be found at the local level. See further suggestions under the flags of the individual member states on the EVARS website.

	volunteer work.	
• General framework for volunteer work with senior citizens.	Plenum presentations.	
	Presentation: Senior citizens and loneliness	
	Presentation: Dementia	
	Group work: groups discuss the pros and cons of doing volunteer work with the service user they have described. Plenum discussion chaired by the person responsible for the course. Focus on the themes of the module.	
	Checkout in groups. Evaluation forms handed out.	

Qualifications of instructors

Instructors in Module 3 should be aware that the contents of the module could be a sensitive subject for some participants, as it is about people of their own age. Instructors must have the knowledge and experience to facilitate learning processes for participants with different interests and qualifications. More precisely, instructors must have a knowledge of:
- The life conditions of senior citizens.
- Dementia
- Loneliness and ways of combatting it.
- Loss and grief as experienced by senior citizens.

Involvement of people in the field

A relative or worker in the field experienced in communication with senior citizens with dementia. This might be someone from a nursing home or someone specialising in senior citizens with dementia who are living at home.

Suggestions for exercises

In the group task, participants can be as creative as they want in describing the person they have in mind. They can draw, paint, tell stories, etc. Putting words to a non-verbal product can provoke reflection leading to a greater understanding of the subject – in this case the situation of a particular senior citizen.

Suggested plan for the day

09.00	Welcome and presentation of the programme for the day.
09.05	*Check-in* in groups; coffee.
09.20	Presentation: Various views on senior citizens and their conditions of life.
10.00	Group task: make a profile of a senior citizen the group thinks might benefit from volunteer work. Take a break as required.

11.00	Groups present a brief profile of the senior citizen they have profiled.
11.30	Presentation: Senior citizens and loneliness.
12.00	Lunch
12.30	Presentation: Dementia
13.00	Group work: groups discuss the pros and cons of doing volunteer work with the service user they have described
13.30	Pause
13.45	Plenum discussion of the last group work.
14.15	Short recap in the groups; 'What am I taking home with me?'. *Check out*.
14.30	Concluding remarks. Evaluation forms handed out.

Background reading
See suggestions for further reading under the flags of the individual member states on the EVARS website.

Module 4: *Creating networks*

Aims
The aim Module 4 is to further qualify participants to support the formation of networks among different group of people in different connections.

Target group
The Target group of the module is people over 50 who have done Modules 1-3, or have similar knowledge, qualifications and competencies.

Learning objectives
This section describes the overall aims in terms of what participants are expected to learn.

Course participants should gain a knowledge and understanding of:
- The importance of networks.
- Creating networks, for example in residential areas, with senior citizens, young people and children.
- Motivating vulnerable senior citizens to become volunteers or join a network related to volunteering.
- How to run meetings.
- Methods and tools of getting people to meet in various connections.

Course participants are involved in discussions about the challenges ad opportunities of forming networks. Practical exercises will qualify them to facilitate the formation of networks and to support them.

Contents

CONTENTS	ACTIVITIES	THEORIES, ETC. USED
• Creating networks: for example, in residential areas, with senior citizens,	Starting off: participants sit in groups (*check-in*), and talk about what has happened since the last time. Choice of chairperson, minute taker and	Relevant further reading and references are to be found at the local level. See further suggestions under the flags of the

young people and children.	someone to look after practical needs. After 15 minutes, all groups signal that 'they are ready to start'.	individual member states on the EVARS website.
• Methods and tools of helping target groups form networks in various situations; running meetings; other activities.	Presentation: a volunteer organisation describes the formation of different kinds of networks. Group discussion: problems connected with forming networks in volunteer work. Presentation: methods and motivation, e.g. through empowerment. Group task: based on a given situation/case, groups describe how a network could be formed. Plenum discussion chaired by the person responsible for the course. Focus on methods and motivation in the formation of networks. *Checkout* in groups. Evaluation forms handed out.	

Qualifications of instructors

Instructors in Module 4 will especially need the knowledge and experience to launch learning processes around the topics of the day, for participants with different qualifications.
More precisely, instructors must have a knowledge of:
-   Methods for forming networks with different target groups.
-   Recruiting senior citizens for volunteer work.

Involving a volunteer organisation

A volunteer organisation describes the formation of different kinds of networks. Participants are given time to ask questions based on their own experience and the contexts they are working in.

Suggestions for exercises

The presentation by the volunteer organisation brings in the practical angle. It deals with the formation and maintenance of networks in volunteer work. The group exercise is about forming networks in one of the the following contexts: vulnerable senior citizens, young people on housing estates, young families with single parents, refugees living in refugee centres. It could be a good idea to present the networks thus formed by the groups in workshops.

Suggested plan for the day

09.00   Welcome and presentation of the programme for the day.
09.05   *Check-in* in groups.

Education and Culture DG
Lifelong Learning Programme

09.20	Presentation: a volunteer organisation describes the formation and maintenance of various networks.
10.30	Pause
11.00	Group discussion: what problems are connected with forming networks in volunteer work?
11.30	Presentation: methods and motivation, e.g. through empowerment.
12.15	Lunch
13.00	Group task: how to set up a network; focus on methods and motivation.
13.30	Presentation of the groups' networks.
14.20	*Checkout* in groups.
14.30	Concluding remarks. Evaluation forms handed out. Encourage groups to arrange a network meeting.

Homework for the next module

Participants will be encouraged to meet between the 4th and last modules and to help each other work put a plan for future volunteer work, if possible in partnership with a local authority. This homework will support the exercise about network formation.

Background reading

See suggestions for further reading under the flags of the individual member states on the EVARS website.

Module 5: *Personal choice, rights and duties in volunteer work*

Aims

The aim of Module 5 is to inform participants about policy frameworks and regulations concerning volunteer work in a local authority setting. The module also examines what promotes participation in volunteer work, and presents some of the problems participants might encounter in their work. Finally, the module rounds off the course as a whole and will, just like Module 1, involve both volunteers and representatives of the local authority.

Target group

The target group of the module is people 50 who have done Modules 1-4, or have similar knowledge, qualifications and competencies. We recommend that the local authority staff who took part in Module 1 should be invited to take part.

Learning objectives

This section describes the overall aims in terms of what participants are expected to learn.

Course participants should gain a knowledge and understanding of:
- Conditions for volunteers in social work.
- Motivation and volunteering.
- Dilemmas involving motivation, rights and duties in volunteer work.
- Ethics – does volunteer work involve duties?

Course participants are involved in discussions about the challenges and opportunities (legal and ethical) associated with volunteer work. These discussions enable them to reflect on their own experiences and ideas, which will help qualify them to understand their role as volunteers, both in the broader social perspective and in the actual organisational context.

Education and Culture DG

Lifelong Learning Programme

Contents

CONTENTS	ACTIVITIES	THEORIES, ETC. USED
• General conditions for volunteers in society and for volunteers in various specific social contexts. • Dilemmas arising in relation to wanting to, having the right to, or having a duty to take on volunteer work. • Legal and ethical aspects of volunteering: challenges or opportunities? • Motivation and volunteering. • Measures that make it more rewarding to do volunteer social work.	Starting off: participants sit in groups (*check-in*), and talk about what has happened since the last time. Choice of chairperson, minute taker and someone to look after practical needs. After 15 minutes, all groups signal that 'they are ready to start'. Group discussion: what do participants see as the major legal and ethical challenges in volunteer social work? Presentation by an organisation, e.g., *The National Volunteer Centre in Denmark*. Debate about ethical and legal aspects, and dilemmas in volunteer work. Group activity: discuss measures – taken either by a local authority or by a volunteer organisation – that make it more rewarding to be a volunteer. Presentation of the post-its from the groups. Organised as an art opening. Group *checkout* – pinning up small post-its. Concluding remarks, and good luck with your future work!	Relevant further reading and references are to be found at the local level. See further suggestions under the flags of the individual member states on the EVARS website.

Qualifications of instructors

Instructors in Module 5 will especially need the knowledge and experience to launch learning processes around the topics of the day, for participants with different qualifications. Moreover, instructors must know how to facilitate learning processes across professional and organisational boundaries.
More precisely, instructors must have a knowledge of:
- Legal requirements.
- Ethics in volunteer work.
- Motivation in volunteer work.

Education and Culture DG

Lifelong Learning Programme

Involvement of people in the field

An organisation that focuses on the rights of volunteers and the conditions under which they work.

Suggestions for exercises

In this module, participants contribute a lot. On post-its, they write their observations about the challenges of volunteer work and their wishes as to how it can be improved. This is an important activity – as feedback on the course as a whole, and also in terms of future cooperation with local authorities.

Representatives of the local authority attend the course from 13.15, and are invited to the 'art opening' – or whatever fits the local programme.

Suggested plan for the day

09.00	Welcome and presentation of the programme for the day.
09.05	Introductions in groups.
09.20	Group discussion: what do participants see as the major legal and ethical challenges in volunteer social work? Answers on post-its.
10.00	Pause
10.15	Presentation by an organisation, e.g., *The National Volunteer Centre in Denmark*. Debate about *ethical and legal aspects and dilemmas*, based on what the groups see as the major challenges.
11.45	Lunch
12.30	Group activity: discuss measures – taken either by a local authority or by a volunteer organisation – that make it more rewarding to be a volunteer. Groups write their proposals on post-its or posters and hang them up.
13.15	Welcome to the representatives of the local authority. Official closing of the course.
13.30	'Art opening' featuring the post-its/posters.
14.15	All participants write small post-its: 'What am I taking home with me?'. *Checkout*.
15.00	Concluding remarks. Evaluation forms handed out.

Background reading

See suggestions for further reading under the flags of the individual member states on the EVARS website.

6. List of terms

Volunteer

A volunteer is a person who carries out a task without physical, judicial or financial coercion. The work is unpaid, though this does not exclude the reimbursement to a volunteer of expenses incurred in connection with the work, such as transport and telephone expenses. Volunteers may also receive a symbolic amount of money, or a gift, for their volunteer work.

"Volunteers are engaged in a diverse range of activities, such as the provision of education and services, mutual aid or 'self-help', advocacy, campaigning, management, community and environmental action. Volunteer work is one way in which people of all abilities and backgrounds can contribute to positive change". (See http://www.cev.be/about-2/why-volunteering-matters/, visited 13.10.2015 [tr.]).

Volunteering

Education and Culture DG

Lifelong Learning Programme

Refers to tasks carried out for people outside the bonds of the volunteer's family and kinship. It is therefore distinguished from ordinary household work or caring for members of one's family.

Volunteering involves some kind of formal organisation; ordinary helpfulness or spontaneous actions, such as helping an elderly or handicapped person across the road, carrying shopping bags home, etc., cannot be considered volunteering. Volunteering means being active; membership of an association or sending money to a cause are not volunteering.

"Volunteering is a means of social inclusion and integration. It contributes to a cohesive society creating bonds of trust and solidarity and, thus, social capital. It is a powerful source of reconciliation and reconstruction in divided societies."

"Volunteering plays an important role in finding solutions to societal issues. Volunteers and their organisations are often at the forefront of developing innovative actions to detect, voice and respond to needs arising in society. Volunteers help to improve the quantity and quality of services and to creatively develop new services". (See http://www.cev.be/about-2/why-volunteering-matters/, visited 13.10.2015 [tr.]).

Education and Culture DG

Lifelong Learning Programme

Old age

In the European Union, 'older adults' are people over 50. This also covers 'elderly' people or 'old age pensioners' in the EU at the national regional and local levels (the term 'senior citizen' is widely used for people over 65 [tr. note]).

Older adults are thus a very composite group, with different life conditions and opportunities. The group comprises elderly people who are hale and hearty and who live lives of constant renewal, now that they are free of the constraints of the job market and have a wide range of opportunities. But the group also comprises elderly people who are severely challenged by not feeling part of social groupings that are important to them. The group also includes elderly people (mostly referred to in this document as 'senior citizens' [tr. note]) for whom volunteer work is something new, or who are about to do volunteer work in a new context. (See http://www.age-platform.eu/about-age, visited 13.10.2015 [tr.]).

Teaching materials

The teaching materials contain theoretical, didactic and practical outlines of the five course modules. The aim of these materials is to promote the acquisition of knowledge, skills, understanding and insight into matters concerning senior citizens as volunteers.

Learning

Learning is an essential part of our interaction with our environment, including the social and societal environments. Humans are exceedingly social beings, and learning always takes place in interaction with other humans, either directly or indirectly. Learning is regarded as a central aspect of the interaction between volunteers and their environments.

We have used Knud Illeris' three dimensions of learning:

- CONTENT (cognitive and motor): the internalisation of what has been learned.
- INCENTIVE (emotions, will, motivations): the driving forces behind learning.
- INTERACTION (personal and societal interplay): the interplay between the individual and its environment.

The central point here is that volunteers are part of a wide range of interacting communities based on the personal and social interplay of individuals (Illeris 2007, 2014).

Learning space

One definition of a learning space is: "… a relational safety net that opens the way for curiosity and wonder within an inclusive and tolerant community"[14].

If teaching and creating space for learning is to create a community of practice, a physical learning space is called for that allows for dialogue and can support reflection and knowledge sharing. This space must therefore be large enough to accommodate the number of people involved, and must be adapted to individual needs, such as wheelchair access, induction loops, projectors and other technical equipment, so that everyone can see and hear properly. However, more is needed that a well-equipped physical space; the concept also embraces mental and social factors.

Of course, the teaching space must offer the right conditions for people to learn. This means that volunteers must feel secure enough to ask questions or express their bewilderment. The right conditions

---

[14] Darsøe, L.: *Innovationspædagogik,* Samfundslitteratur, 2011

Education and Culture DG

Lifelong Learning Programme

are both psychological and emotional and consist of trust and respect. Those who teach or facilitate the course are responsible for creating a successful learning space. (See http://laics-publication.us10.list-manage2.com/subscribe?u=8a1167ab14808c482d31c5d5e&id=aba1234bff , visited 28.09.15).

Innovation
Basically, innovation means creating something new that produces added (economic) value. It also includes social innovation, which also produces added value, but arises from needs that are social rather than technological. It often involves new forms of social interplay, new forms of organisation, or new functions and roles.
Incremental innovation is a gradual process; here we are looking at something new that has its roots in something that already exists. For example, improvements to processes, products, technologies and methods in volunteering, or applying existing knowledge, products or raw materials in new ways in new 'markets' for volunteering (see, e.g., Darsø, Lotte (2009). *Innovation in the making*. Forlaget Samfundslitteratur).

Social inclusion
Social inclusion means having the opportunity, as a citizen, participate in various social groupings and activities. Participating constitutes the individual as a citizen. This applies equally to volunteers and service users.
In the light of this understanding, opportunities to participate in social activities should be independent of ethnic origins, social background or special needs. In other words, volunteer work must strive to encourage and promote diversity within communities, irrespective of people's status or background. In volunteer work, a differentiated view of normality and the creation of conditions that allow everyone to take part in social activities are indispensable in terms of civil society and social inclusion. (Honneth, Axel (1995a [1992]) *Struggle for Recognition: The Moral Grammar of Social Conflicts*, trans. J. Anderson. Cambridge: Polity Press).

Professional
A professional works in direct interaction with the people she is involved with. A professional possesses skills based on theoretical knowledge and a long course of training, verified through a formal system of examinations. Professional integrity is ensured by a code of ethics, and professional activity is basically altruistic, directed at the individual recipient of welfare services and towards society as a whole (see, e.g., Millerson, Geoffrey (1964): *The Qualifying associations. A study in professionalization*, London, Waddington and Bilton, Tony m.fl., (1981): *Introductory Sociology*, London, Macmillan).