SMILE

Senior mentoring for intergenerational Learning

Content_

_Introduction

"Family learning should be integrated in strategies of educational institutions to raise young learners' attainment and to narrow the gap between the lowest and highest achievers"
Joke van der Leeuw Roord, Secretary General of EUCIS-LLL.

The European Day of Solidarity between Generations on 28th April reminded us of the very timely need for greater cooperation between generations in our rapidly ageing societies. This only added to the rising number of people who did not have the chance to participate in voluntary activities and people with care needs. Only a small minority of people actively participated in community life through voluntary activities and active leisure in their retirement years. Since coupled with the social and economic crisis, all this was soon likely to enhance tensions between generations and further distanced them, and therefore considerable societal adaptations were needed. Solidarity between generations is an EU objective since the Lisbon Treaty and the EU has made attempts to address this issue in a number of policies; however, this was not enough. Older and younger people were hardly in contact with each other, especially if they were not coming from the same country. Most of the time, young people were living a period of time abroad, without getting in contact with some local people, who could help them to get to know the culture of the country and other aspects. Another important aspect to consider about this project was about the social condition of seniors, which were different from country to country in the European contest. The project planed to involve both retired people and still working seniors interested in participating in a volunteering activity at European scale. The planned partnership was focusing on mentoring and partnership programs aimed to improve the contact between younger and older people. The project provided both involved generation an opportunity to learn more about each other and had an important part in this project. SMILE was aimed to be the beginning of a more structured collaboration among organizations from different partner countries, interested, at first, in setting up a group of seniors. Those seniors subsequently became specialized in the accompaniment of young people from other European countries, specifically, in helping them to become integrated in the foreign society, find a trainee position (placement), or a job in their country. Through this an intergenerational solidarity in the global European labor market was created. The seniors used their experience and know-how explained their country at a cultural, social, political and professional level. The goal of this guideline is to create a tool kit for managers of mentoring and partnership projects focusing on improving the skills of young people. The kit contains materials and information you need to start or maintain a quality intergenerational project, with a wide collection of good practices of voluntary mentoring and partnership programs across Europe.

Perdita Wingerter
Geschäftsführerin
„Gemeinsam leben & lernen in Europa"
Germany

Federica Mason Alimi
Intern
„Gemeinsam leben & lernen in Europa"
Germany

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Recruiting & screening

What is important to know
about mentors and mentees?

Expectations of mentees

What I expect from my senior mentor in the hosting country …

• Support to find an internship, for example: help with the foreign language, perso
  nal contacts, help with bureaucracy stuff
• Information about the labour world in the hosting country
• Intercultural advices
• Exchange about professional orientation and getting to know about the mentor's
  career
• Kind of „supervision" of the professional/academic etc. background (what is im
  portant etc.)
• Insider tips about the hosting place, for example: cheap shopping places, going
  by bus etc.
• Respectful treatment and stick to borders

What I would like to offer as a junior partner …

• Common trips fitting to both interests
• Getting to know the hosting country with the mentor
• Getting to know the youths scene in the hosting country (maybe the mentor is in
  terested in contact to young people in his own country or in doing something that
  is regarded as a young-people's activity)
• Intercultural exchange: presentation of my home country, invitation to a German
  country evening with traditional dishes etc.
• Practical help to do things that are hard for the mentor to do because of his age
  (paint a wall etc.)
• Share my job/studying experience to keep senior up to date, if interested: discus-
  sion and exchange
• Introduction to modern IT applications (WhatsApp, skype)

Whom I would like to be my mentor …

• Somebody who has a similar professional orientation
• Somebody who has similar interests
• Somebody whose home country seems interesting to me

Expectations of mentors

What I expect from my younger partner …

• Openness, open-mindedness, will to approach in the close surrounding of the mentor
• Openness to accept offers, support and attendance of the mentor, even though they should be re-considered
• Direct expression of expectations and wishes so that one can reflect together which things can be realized
• Tell wishes and expectations about the career orientation
• Openness towards the mentor, tell personal things (family background, religion, ...) so that there can develop a trustful relation
• Practical help (support in everyday life)
• The chemistry between mentor and junior has to be right.

What I would like to offer as a mentor...

• Support to find an internship, for example: help with the foreign language, personal contacts, help with bureaucracy stuff
• Exchange about career orientation
• Information about relevant working areas; tips and contact persons in the labour world
• Support (cultural events, getting to know the region within the hosting country, family integration in the circle of friends, exchange of norms and traditions of the hosting country and the partners' coun-try)

Whom I would like to support …

• Every partner (male or female) who studies, learns or searches for vocational training in Passau
• Somebody who shares my basis values or who respects each other's values (no missionary activi-ties)
• Somebody who is open to exchange cultural norms and ways of life in the home country and the ho-sting country

Possible ways of recruiting and screening potential mentors and mentees

The recruiting and screening of potential mentors and mentees can be done with the idea of having limited number of available mentors according to specific criteria. This project should be for people, who are genuinely interested in meeting local people, who are prepared to invest time and demonstrate strong commitment.

How to find mentors?

Senior mentors can be reached through personal and professional networks, local media, seniors´ clubs and the University of the Third Age. Local media outlets are another possible way to gain the attention of seniors and get them involved in this project. Other possibilities are working groups funded by the municipality and seniors representatives in the city council.

How to find mentees?

Mentees can be informed about the project through different ways. First of all, it´s important to consider that mentees could be volunteers, high school or university students. Students at the university can be reached through the internet, students' offices, personal contacts, summer language courses organized by students´ group like AEGEE. The students can be informed about this project during the orientation week at the university or through a round tables session, flyers and placards at the university and the dormitory. Regarding the students of the schools as mentees, they can be informed through creating a contact with a school, for example a teacher, who could inform the younger about this possibility. Mentees can also be volunteers, who want to get in contact with local people. In this case, they can find the information on the Eurodesk, in the section dedicated to the EVS (European voluntary service), or through networks of transnational partners. Moreover, a mentee can be found through the institutions, like embassies, local authorities, chamber of commerce, which can give information about the mentoring programme. The organisation can set up a homepage about the project, which is a good way to get the attention of a mentee. Personal contact through business contacts is of course another successful way to extend the project to more young people.

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Supporting mentors & mentees

Preparation and training of potential mentors

Preparation & training of potential mentors

Every person who wants to join in mentoring programme should be provided with an info-kit about it, including the specific objectives, ways of communication, terms and conditions etc.. This info-kit should be available on the organisation's website and/or as a printed brochure if possible. The most effective strategy would be the possibility to register for the programme online which would also facilitate the creation of an online base for a further matching process. The coordinator can meet with each candidate personally or organize common meeting to discuss all the details and set up the schedules. It's important to organize such meetings at least twice a year – especially when the group of mentors is established as it will allow the monitoring and evaluating process to proceed as well. Before joining the mentor's network a one or two days training session should give mentors the possibility to share their ideas, fears and expectations alongside feedback from the organizers – if it is something which can be done as an improving process for the programme it can and should be implemented. Mostly the meeting should refer to the crucial points of the programme: ways of communication with the organizers, mentees and other mentors if it is requested and tasks of all interested parties. There should be also a workshop's aspect focusing on such issues as personal interests/hobbies of mentors, ITI/social media skills, crisis situations etc.

A senior has to be prepared to give information and support to a mentee. Some important information could be found in these following links:

- http://bookshop.europa.eu/de/die-menschen-fuer-das-leben-ruesten-pbNC0114606/ (the brochure is also available in PDF Format in different languages)
- www.infomobil.org
- www.youthreporter.eu
- http://ec.europa.eu/eures
- www.eurodesk.tv
- http://europa.eu/youthonthemove

Focusing on Germany, seniors could find information in some national websites, for examples:

- www.ba-auslandsvermittlung.de
- www.wege-ins-ausland.org
- www.daad.de
- www.europass-info.de
- www.webforum-jungend.de
- www.entwicklungsdienst.de

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Matching of mentor and mentee

The keys of a relationship are communication, respect and undersanding. Intercultural and intergenerational aspects are the focus of this mentoring programme.

The matching procedure needs a matching system, where personality, interests, professional backgrounds, open-mindedness, respect and communication are important criteria for helping younger mentees in a foreign country. Here you could have a look at the main important factors relating to the organisation of an intergenerational project. Moreover, this chapter includes other relevant aspects, which have to be considered in a senior mentoring project.
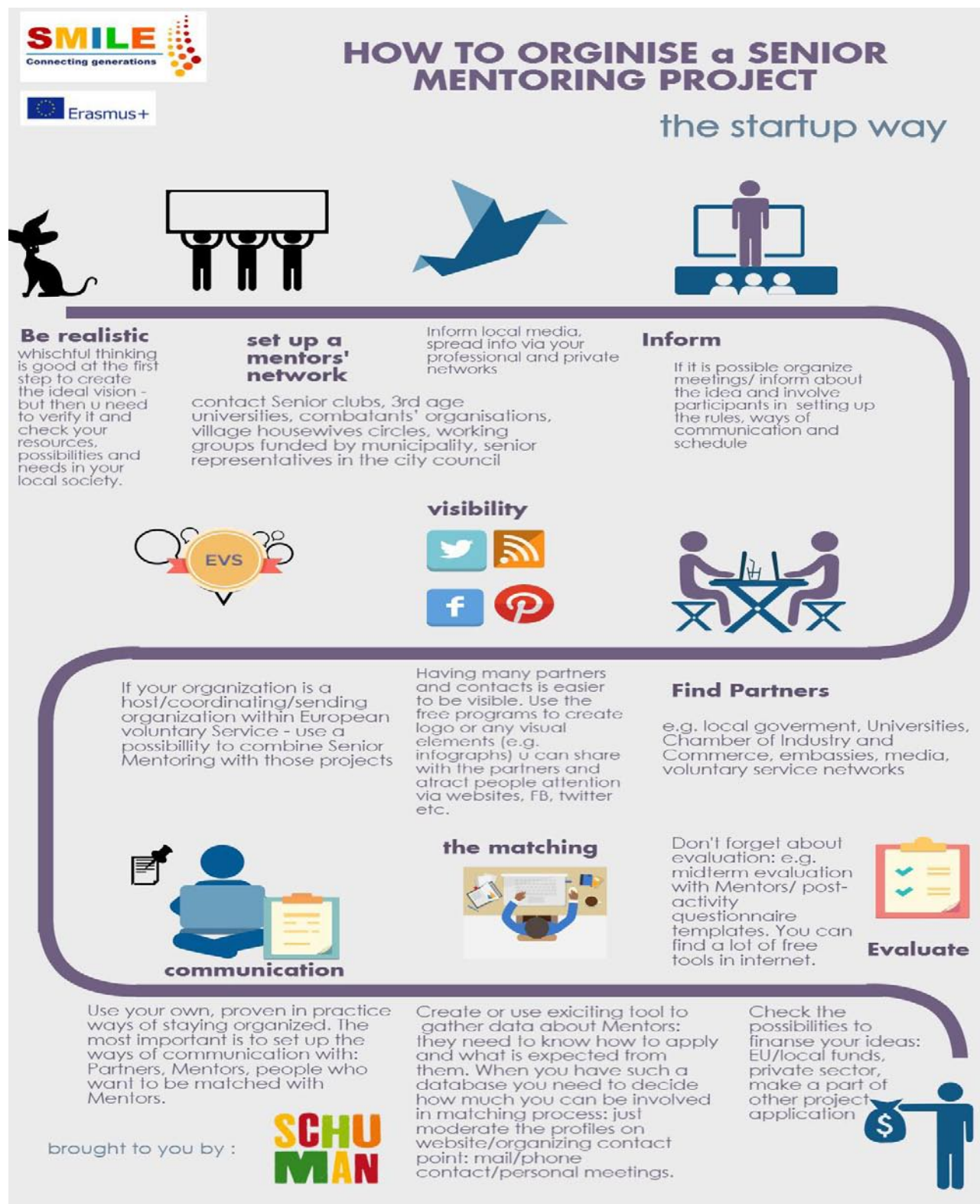
Basics for the matching

The matching of mentor and mentee can start with a questionnaire about the expectations for mentors and juniors, which could make the communication and the relationship between them clearer and easier. Moreover, it´s necessary to create bilateral agreement with expectations, concrete tasks etc. on the basis of an orientation from the coordinating organisation after a certain time with a recheck after a certain time. The coordinating person will act as an objective contact person in case of need and also to make possible a mentoring programme for non-mobile seniors, who are willing to take part of this project.

How to get in touch

The organisation has to set up a Homepage dedicated to this programme, which has to include a profile of the seniors. This profile should be a short description of the senior with his/her hobbies, interests, some personal information and a picture. This profile has to be created by the organisation, which is also responsible for the first contact between the mentor and the mentee. In the profile it has to be clearly stated what a mentor expects from a mentee and what he/she can offer as mentor. The junior has to contact the coordinator of the project, who informs the senior about it. After that moment the senior and the junior have to figure out privately how their mentoring is going to work, and they can contact the organisation in case of problems or more information. The coordinating person of the project can also offer some events to give the opportunity to the mentor and the mentee to meet each other and have first personal contacts.

Goal of the mentoring programme

The mentoring programme aims principally to make seniors active with younger people in a voluntary context. The goal of this programme is the exchange of information, professional and personal experiences, cultures and values between people from different cultural background and ages.

Guideline Smile

Relationship building

This mentoring programme is planned to create and develop the contact between younger and older people, so that they may find together something in common. After the matching comes the important beginning of building a relationship between mentor and mentee. Here are some tips the person, who introduces matched mentor with a mentee, should keep in mind and use according to the project goals:

Intergenerational aspects

In an intergenerational contact both parties have to be aware about some attitudes that can be different from each other's perspective. One of these aspects refers to physical ability, for example if some interactive activities are planned in the mentoring programme, like walk, sports, outside-activities, etc. In this case, the mentor and the mentee can discuss about how their relationship is going to work, finding a good solution for both. For example, they could organize some activities like chess or cards in a quiet place. Another relevant point is the importance and method of communication. Indeed, younger people have to be aware that older people often prefer to organize their activities, while senior have to consider that the younger generation are usually more spontaneous and they may not need to know the details about an appointment. The use of the internet also raises a question about the method of communication in a mentoring programme. Younger people need to be aware that a senior may not like to communicate through social networks, like Facebook and Skype; they may prefer personal contact. On the contrary, the senior should understand that nowadays the new generation is used to keeping in touch with other people through social networks. This sort of problem could be resolved through a conversation, in which both people can clarify their point of view about the relationship and how they would like to stay in contact. Furthermore, the foreign language skills of a senior may not be as good as a younger´s. For this reason, the mentee has to try to express their wishes clearly and be patient with the senior. One more point about intergenerational characteristics in building a relationship is the perception of the personal spaces. The young generation is often more open to have a closer and friendlier approach to the senior, while the older people may be more detached. This point of view has to be connected with social changes, which have reduced the importance of a social hierarchy between the generations. The relationship between the mentor and mentee has to be built without stereotypes. Indeed, the younger people may have some prejudices about the older people, for example, that they are boring, slow, repeating. On the other side the older generation may consider someone younger has no patience and is too quick. Open-mildness and collaboration are very important to pull down the stereotypes.

Intercultural aspects

Intercultural aspects refer to the different perception of and attitude between people from various cultural backgrounds. Time perception is an example of an intercultural component in building an intergenerational relationship. Time perception means the idea of punctually, which is not the same in all the countries. For example in Germany punctuality is an important aspect for a relationship, while in Poland "be on time" is also after fifteen minutes later then the time decided. Also activities and habits can be different from country to country. This point includes also the opening-time of shops, or restaurant. Another point is in Germany it is common to meet friends outside for a coffee and a cake, while most of the Polish people usually invite friends to their home for biscuits and coffee. This aspect can also be connected with the economic situation of a country, which influences quit a lot the habits of the habitants. All these aspects have to be considered in an intercultural relationship in order to know which kinds of activities people from a particular nation are able to afford. Some other general issues are connected to the bureaucratic systems, like the public healthcare system. The European Healthcare Insurance is not always helpful in other countries. Therefore one must bear in mind that every country has its own social system, which usually includes private and public healthcare. For example, when you are working in Germany it is necessary to have German insurance, even if you are a European citizen. It is important to note that in Germany the public insurance is very good and you can use it for all doctors, hospitals etc. In Poland it is better to go to private doctors or hospitals.

The work organisation and working culture need to be taken into consideration in a mentoring relationship, especially because the mentor also gives their support in this area. In some countries work places organize meetings before new people start their job, and on Fridays the work-days are shorter (eg. Germany).

In an intercultural relationship there are also topics of discussion influenced by a cultural point of view. Some subjects are not faced in every country in the same way. For example religion, politics, sexuality are complex themes for Polish people, for example due to the strong presence of the Catholic religion not everyone accepts homosexuality. Moreover, talking about politics with a Polish person could create a long discussion, also in a negative way. In Poland it is difficult to find a middle point between the parties, or a big political cohesion like in Germany the coalition, and this is also a reason why Polish people are really divided about politics. Looking at Germany, Nazism and the use of a German flag are still taboo topics for some generations, especially the older ones. This point refers to the historical knowledge, basic language skills, traditions, which is the basis of intercultural contacts. To understand the culture of a country it is necessary to also get to know the senior´s point of view. Furthermore, this knowledge helps to understand also how another culture is perceived. For example, the Polish population is (a little) more homogenous than a German´s one. This is a reason why people with different characteristics, like black skin, may have more difficulties to be accepted in the Polish society than in Germany, where more refugees and cultural/ethnic minorities are living. Anyway, there are often some prejudices and stereotypes about the different nationalities. For example, Germans are usually seen as cold, hard-working, precise people. Polish people usually are connected with the idea of illegal work, drinking a lot of alcohol, stealing cars, not smiling people. These are very unhelpful stereotypes which should be challenged through this programme.

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Impact of mentoring projects

- The projects should involve local communities, institutions, NGOs, the municipality (e.g. cooperation with contact Senior clubs, 3rd age universities, combatants' organisations, village housewives circles, working groups funded by the municipality, senior representatives in the city council, Universities, Chamber of Industry and Commerce, embassies, media, voluntary service networks).

- Informing local media, spreading information via professional and private networks, press releases

- The mentors can become multiplayers in their own local/professional communities – organizers should encourage them to take up their own initiatives and support activities relating to the programme.

- If your organisation is a host/coordinating/sending organisation within European voluntary Service – should use opportunities to combine Senior Mentoring with those projects as well as add it to any international database/platform.
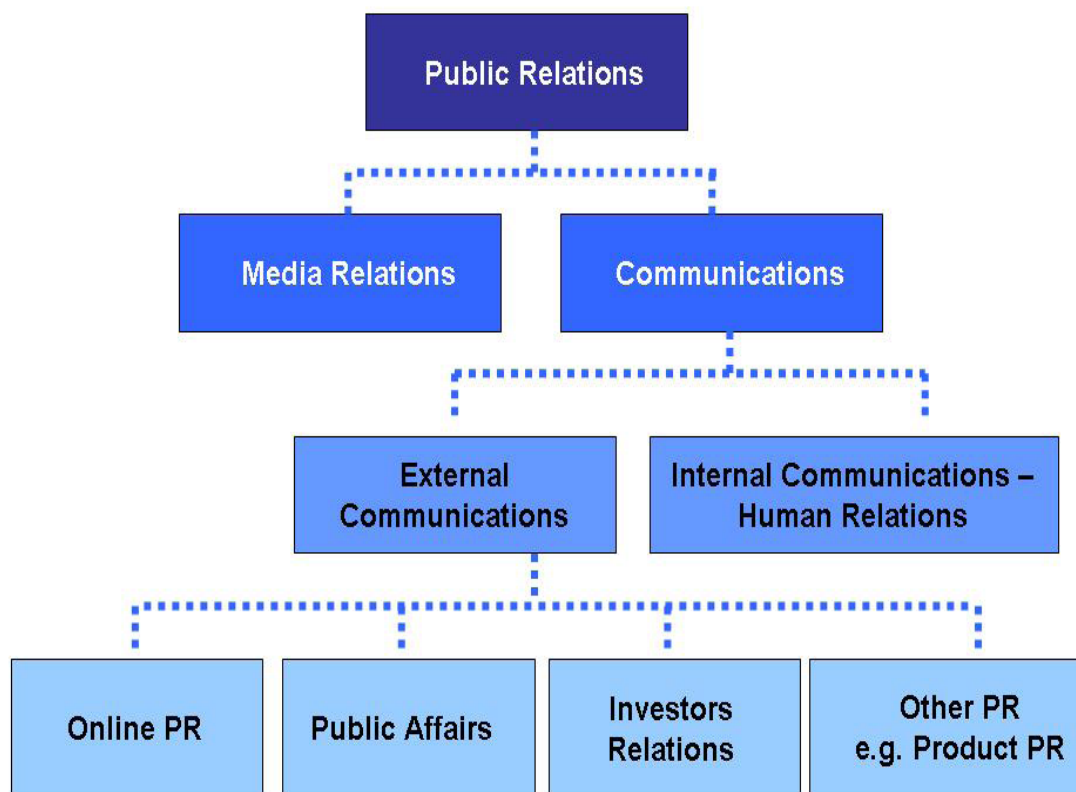
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Dissemination & PR work

How can we reach mentees and mentors? Which are the better
ways to inform them about this project?

Dissemination & PR work

This chapter focuses on dissemination and public relations (PR). Public relations are not only essential for companies, but also for NGOs and mentor-mentee programs. Public relations aim to create trust, reliability and a good reputation, reach the audience, influence opinions, mindsets and images. The following schema shows clearly the definition of public relations (PR).

Public Relations - Definition

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                        Public Relations

        Media Relations              Communications

                         External            Internal Communications –
                         Communications      Human Relations

    Online PR    Public Affairs    Investors      Other PR
                                   Relations      e.g. Product PR
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Moreover there are various sorts of media, which are used for doing public relations. In a senior mentor and young mentee programme is important to consider which kind of media are used more from a senior and which from a young mentee.

Print media:

Newspapers:

Local, regional, daily and national newspapers; Sunday newspapers; foreign newspapers
Advertisement papers
Public bulletins
Magazines
Specified, scientific magazines, organisational magazines (e.g. umbrella organisations, schools, NGOs)
Political or economic magazines, popular or consume magazines
Annual reviews, newsletters, yearbooks, booklets, leaflets, etc.

TV and Radio:

Public broadcaster
National TV- and radio programmes;
State TV- and radio programmes (regional public broadcasting agencies)
Private broadcaster
Local, regional and national programmes

Social media:

Online versions of newspapers
Online TV and radio programmes
Online community portals and websites
Websites of organisations, institutions and companies
Private websites
Facebook and other social network sites, such as LinkedIn, Google+
Online communities
Twitter
YouTube channel
Online event calendars
Blogs
Newsletters

Which types of media/channels are used by seniors?

Looking at the list of methods of communication, the senior may use more print media like local newspapers, Sunday newspapers, political or economic magazines. Furthermore, they are probably used to watch local, regional and national programs on TV and listen to regional radios. The use of social media may be difficult for some seniors, because not all of them are regularly used by them.

Which types of media/channels are used by young people?

For the new generation social media are the most commonly used method of communication. Furthermore, younger people are used to watching more national and international TV and Broadcasts-Program and reading foreign magazines.

Usage of media – some important facts

- 75% of the citizens over 14 years old read a newspaper on a daily basis
- 80% of the newspaper readers read a local newspaper
- 90% read the free advertisement newspapers on a regular basis
- Less of the younger users read a newspaper
- Women read local/regional newspapers more often than men; men read national newspapers and subscription magazines more often than women
- 80% of the citizens listen to the radio on a daily basis
- 70% of the citizens are online; most of them prefer websites with local news

Understanding the media
What gets published?

Only 1% of the available information gets published in the media. So what is interesting for the media? What are their criteria for publishing news?

A story not faces!
People concerned, not concern!
Creation of images!

a) Criteria "TIME"
The information must be "up to date"/ actual.

b) Criteria "RELEVANCE"
The information must be short, important, interesting and easy to understand.

c) Criteria "BENEFIT"
What kind of benefit does the article give the reader? The benefit can be emotional or factual.
Factual benefit example: the reader wants to volunteer and gets information about opportunities through the article
Emotional benefit example: The reader had a similar experience or is interested in the topic and therefore feels connected to it.

d) Criteria "VALENZ"
Must meet the rules of journalism
Must be in line with the medium chosen

e) Criteria "DYNAMIC"

- What interests the reader? What seems more human? (A carrier pigeon gets shot is more interesting than a general article about the topic)
- Less news, more human interest stories: people are in focus
- High entertainment / sensation value e.g. something new, topical (good: training will take place, bad: is already taking place), selective events: 1.000 members, something spectacular: management is skydiving, changes of staff, events, statements about controversial to pics, visit of famous people, social engagement
- Something to show: present people (a participant of the training)
- Unique feature in the region (what is new?)
- Significance of the topic (Has to be seen relatively: What is happening at the time?)
- Volunteering is generally supported by the media

f) Criteria "IMPORTANCE/ STATUS"

Is the article relevant on a regional/national level? How important/how much influence do the involved or participating persons have?
For national newspaper news, articles which are relevant on a national level, are more likely to be published than news, which is relevant on a regional one.
Also if a prominent person or one who is important participates, it also becomes more likely that the article gets published.
But you shouldn't use the same faces again and again!!

What media representatives don't like

- If they get used without permission to present people or advertise something (sponsors) – media that makes it's profit through advertisement doesn't want to advertise indirectly -> You don't need a politician to point to an event
- Long or confusing article. Advise: Put what you want to be published at the beginning, sometimes articles are cut at the end
- Outdated news
- Press conferences scheduled between 4 or 6 p.m. (final editing is done at this time) – morning or early afternoon is better

How the press works and likes it

-> Editorial offices are often understaffed and work with a lot of time pressure and few resources
  - if the articles are small-sized, the less they have to edit and can publish with little changes the higher are the chances that the article are in fact published
  - long protocols are boring and are not screened
-> Gather the contact information for the right editorial office
-> It's okay to follow up on your article but stay polite and don't be annoying. It helps if you call one day after the release and ask if they got your text and if everything is okay
-> Don't stress the journalists when the article was not the way you've expected it to be. Talk to the journalist in a personal conversation and ask how the wrong information came to be and how it can be avoided in the future. Ask if there is a way to set the record straight (mention negative consequences for the work of your organisation because of the wrong information)
-> send a word-file without any special formats – it's easier to edit this way
-> Use proper pictures that fit the text and have good quality (at least 300 dpi): Pictures of a group of people that just stand there are boring, so choose or arrange interesting looking pictures
-> Consider the length of the text. A guideline:

(Characters including blanks)

Event note	ca.10 printed lines or 350 characters
Report	ca. 60 – max. 80 printed lines or 3000 characters
Commentary	ca. 40 printed lines or 1400 characters

-> Mention a concrete contact person that can give more information fast and uncomplicated, as well as pictures etc.
-> Apart from traditional media like a newspaper consider smaller papers (what do gas stations offer? What is free?)
-> Television needs more time – it is best to announce a few weeks beforehand and contact them a few days before -> the decision is made in a morning meeting
-> Get to know the regular routine of the media and find out, when is their editorial deadline and plan your PR work accordingly. It is very helpful to find out about the daily routine and time frame of your local newspaper.

Here are some hints to consider:
- Daily newspapers usually have their editorial deadline at 5 p.m.
- Weekly newspaper have their editorial deadline usually 3-4 days before printing/publishing
- Monthly magazines usually 2-3, sometime up to 6 weeks before printing/publishing
- Some journals need it weeks, sometimes even months, before printing/publishing
- Supplements to newspapers and magazines usually have their editorial deadline up to 2 weeks before printing/publishing
  -> So to adapt to the needs and working routine of the editorial department
    - Call them before 11 a.m.
    - Press release must be send before 10 a.m. the day before printing
    - Between 10 a.m. – 2 p.m. are usually best time for press conferences and media events

Concept of PR work
Main questions for specific PR

- WHO are we? – The SENDER
Critical self-reflection:

Who are we? What is our focus, strengths and weaknesses? What are our main messages? Which topic do we cover, which would be interesting for others, especially our target groups

- WHO is responsible? - Responsibility
Someone within the organisation needs to feel and be responsible for the PR work. This person needs to have the ability for dialogue and communication and needs be available. In general it would be good to have someone, who is outgoing, enthusiastic, sensitive, has good oral and written communication skills and of course has time for doing it.
So if you appoint somebody, find out:

►Who can inspire others?
What is the person in charge's personal approach to communication, PR, flyers, website, events?

►Only someone who is inspired, really believes in the ideas and work of your organisation, can convey a good feeling and can communicate successfully.
What is the correspondence/transfer of information like – internally and externally?

►Internal and external communication have to be adjusted. There have to be clear rules about who is allowed to pass what information to whom in which form. Also there have to be rules how the information and communication processes take place.

What/Who do we want to target? Who is being addressed?
Target group and environment

Depending on your work and activities, as well as your aims, the target group can differ, it can be:
-          potential cooperation partners (e.g. schools, companies, day care centres)
-          decision makers/administration
-          (potential) volunteer or staff
-          Donors and sponsors
-          Media itself
-          Social environment/ neighbours
-          General public …

And identify: Which expectations / needs does the addressee have? Which interests and needs do I need to address?

Goals & Targets
What do I expect of the specific target group /addressee? (Expected reaction)

What do I expect of the specific target group /addressee? (Expected reaction)
I need to clarify my own goals and have to phrase them clearly, realistic, understandable, and managerial.

I have to set my key goals of communication. To make it more clear, divide them into short, mid-term and long-term goals and use SMART criteria to make them achievable.

Key goals could be:
-        I want to inform my target group (short term goal)
-        I want more publicity and increase the level of awareness for my project/organisation
-        I want to gain a good reputation and image (long term goal)
-        I want to be regarded as a good and trustworthy organisation and potential cooperation partner

And to make them more concrete I need to define and plan the methods and ways how to reach it and make an action plan how to reach it.
To give an example:
- All the partners, who we will need to implement our project/ activity, will be informed about our plans (short term).
Within the next 6 months we will have a positive article (minimum 2.000 characters) about us being published in our local newspaper (mid-term goal).

- HOW do we want to proceed? - Method
Way and extent of communication, changing the form
► Method has to suit the people (you don't reach youngsters via local press but via social media) search for someone who is enthusiastic and knows about it
How is information conveyed?
► Find the suitable language and style

How do you want to communicate?
► Define ways, methods, actions, style and forms of communication – adjust them to the given resources

- When? – Time frame
Take into consideration the schedule of the addressee (e.g. holidays), their methods (e.g. date of publication)? Sometimes you have to be patient – sometimes you have to search for experts and sponsors

- Which image do we want to create? – What should people remember?
-        Consistent design (form/method/content have to match) „Corporate Design", Logo, Slogan, colour, font, graphics, paper consistency (visual and content)
-        Be professional. Who could design a good flyer /website?
-        Do you use media according to its function?

WHAT do we want do communicate to WHOM, WHY, HOW and with what result?

Good communication /documentation within /with members /the team
Planning together and talking afterwards is important for focused actions.

Implementation of PR work
Presswork

Story Telling
-     Use the strength of storytelling
-     Build personal relationships
-     Tell stories
-     Explain processes by individual experiences
-     State names
-     Report on personal stories
-     Consider different perspectives

Strength of success stories
-     Talk about your success
-     Make stories out of processes
-     Look at success from a different perspective
-     Consider different perspectives (adversaries, participants, visitors)

Don't get lengthy!

10 criteria for a good title
1. It has to arouse interest
2. It has to be understood in one glance
3. It mustn't be cryptic
4. It has to fit to the content of the article
5. It can be creative but not fantastical (phantasmagorical)
6. It should fit to the visual surrounding.
7. It should show if a news article or comment follows it
8. Verbs are better than nouns
9. Active verbs are better than passive
10. Nothing interest people more than people

Tips for the content:
-     A good title and beginning with the most important facts is necessary to make the reader continue reading. They choose out of their interest – that's why we have to make them curious.
-     Since the text is shortened from the end, the most important thing must be stated at the beginning.
-     To start answer the following six questions: Who? Does what? When? Where? How? And Why?
-     The article should be up to date, newsworthy, significant and original.
-     Report objectively, use a clear structure.
-     Pay attention to the structure, read your text as if you are the normal reader.
-     People, quotes, numbers
-     Possible complimentary information following the text: introduce the people mentioned, links or information about the events.

Tips for the language:

- Write comprehensibly: short and complete sentences
- Vividness captures the reader
- Use verbs to make the text more dynamic – use them in the active tense not passive
- Don't use set phrases, superlative or clichés
- State the full name of the person, don't use initials
- If age matters, state the age
- Don't use abbreviations – especially if they're not commonly used
- We – means the news outlet not the organisation

►If the picture is sent to the press, name the author

c) Copyright
Image copyright– right to my image

For photos: distinction between the author and the pictured person
The author decides on the usage
The pictured person needs to agree (verbal is okay as well)

A group picture can be used until a pictured person disagrees.
If the person is of public interest there is a distinction between public and private sphere. However: No commercial usage is permitted
Bystanders – can be used if they are not in the foreground

►If the picture is sent to the press, name the author

Tools for mainstreaming and dissemination activities
Overview of PR

Advertisement
- Different formats, colourful, black/white, plain text or in combination with graphics and pictures
- Newspapers, magazines, other publications, internet, newsletter

Advertising material
- Flyer, brochure, handouts, catalogues, price list, house organ, leaflets, inserts
- Sending per post, personal distribution, used for fairs and exhibitions, inserts in other publications, use by third parties

Digital communication / Social Media

-        Online event schedules:

         . http://www.kalender.passau.de/
         . http://veranstaltungen.meinestadt.de/passau
         . http://www.passau-live.de/pa_veranst.php
         . http://venyoo.de/Passau
         . http://www.lokalnews.de/

-        Homepage
-        Facebook, Twitter, Google+
-        Links
-        E-Mails
-        Newsletter
-        Blog

Activities / personal communication

- Organize demonstration, participate
- Information stand (posters, table with material, samples, refreshments, sun protection, somebody famous to attract people)
- Lectures, round tables
- Activities
- Be present at events and conferences
- Personal talks
- Cooperation, networking e. g. refer to supporter /cooperation partner and mention them in public relations
- Events and activities
- Marketing buzz, recommendations
- Meetings within the organization
- Celebrations, parties
- Consultation hours

Evaluation and monitoring of mainstreaming and dissemination activities

It is important to evaluate regularly if you reached the goals of your PR work and how effective it was. Through evaluation you can see what are problematic aspects of your PR work and you can adapt your methods. Here are three important instruments to measure the result:

Coverage /number of contacts:

- Number of participant at event
- Development of the number of newsletter subscribers
- Clicks on the homepage

Surveys:

- e. g. feedback form after a seminar or workshop

Clippings:

- Documentation of articles, television and radio coverage. By evaluating those clipping you get an impression on how your organisation is presented in the media.

Good practice examples

Internal communications

- Use Skype /internet to communicate with other parts of your organisation who are located far away
- Regular meetings for mentors in different locations
- Keep minutes and send them out to everyone involved
- Inform you members before the press

External communications

- Make sure you are transparent about where the money is spent
- Try and quantify the amounts of money you need (e.g. per participant)
- Promote any national regulations that businesses may not be aware of e.g. tax breaks or allowances for NGO/charity donations
- Go to events, network, have a presence, promote your organisation's name. Be seen at events that are important to your cause
- Organise your own events and invite other organisations which are similar or which could help promote your organisation, including local/national media
- Offer sharing agreements with sponsors or other organisations, e.g. promoting logos and showing links on websites or leaflets
- In online copy use lots of "buzz words" that mean when people search for something in google you will come out at the top of your list

Ways to get in contact with the public:

- Press release in local press
- Social media (but keep it updated!!!)
- Report in own magazine
- Radio interview
- Local TV
- Being present at local events for promoting volunteering (e.g. volunteer fair, Living library)
- Mentors being active at fundraising or other activities
- Talks in schools
- Information desks at various topic related events
- Word of mouth
- Presentations at events and meetings
- Leaflets, posters, roll-ups
- Informal and formal networks of involved actors (e.g. schools)

Traditional media

• Recruit volunteers through University and school recruitment fairs (e. g. Media studies students)
• Use good positive pictures which represent the diversity of volunteers
• Professionally presented and well written articles
• When producing copy for press releases, make sure everything is complete so that the news agency has no editing or work to do – creates good impressions and relationships
• Use the voices of volunteers – personal stories and quotes
• Know your local media – deadlines, press release dates etc.
• Ensure you use consistent branding so that your organisation is always identifiable and creates an image
• Do what you can internally – leaflets can be created in Microsoft Word
• If using outside agencies for your PR work, ensure they use a package that you can use on a normal computer that doesn't require purchasing software
• Research local art and graphics schools, colleges, courses – see if students might be willing to produce creative and logos etc. for free /reduced prices

New Media
General hints:

• Use national databases and resources where possible, for example when looking for specific volunteer skills on a one-off basis
• Use dropbox or googledocs to store and share volunteering materials
• Make connections with media organisations
• Create online magazines which are free and easy to access
• Ensure those without access to Social Media are able to access materials e.g. by asking those in their area who do have access to print out and pass on materials

Social networks:

• If you are using Facebook ensure you have the resources to dedicate to it – someone to moderate and post regularly, as a Facebook page with no updates can be detrimental to an organisation
• Join other relevant Facebook groups, network in the industry
• Post links to relevant articles, keep your social media current and relevant

18.06.2015

Ein Lächeln kann Menschen verbinden

Besucher aus Polen informieren sich im Theater an der Rott über ehrenamtliches Engagement

Intendant Dr. Uwe Lohr (rechts) und Margot Bofinger (2. von links), die ehrenamtlich am Theater an der Rott ist und den Besuch der polnisch-deutschen Delegation initiiert hatte, führten die Gäste auch hinter die Kulissen des Theaters an der Rott. – Foto: gk

Eggenfelden. Es wurde viel gelacht an diesem Tag. Der Verein "Gemeinsam leben und lernen in Europa" mit Sitz in Passau hatte eine 13-köpfige Delegation mit polnischen Partnern nach Eggenfelden gebracht, um ehrenamtliches Engagement im Kulturbereich kennenzulernen.

Der gemeinnützige Verein, der schon durch eine Reihe bemerkenswerter Aktivitäten in Erscheinung getreten ist, wurde bereits vom Europäischen Parlament gewürdigt. Das höchste gewählte politische Gremium der Europäischen Union verlieh dem Verein den "Bürgerpreis des Europäischen Parlaments". Nach Eggenfelden war die Vereinsdelegation gekommen, um sich am Theater an der Rott im Rahmen seines EU-Projektes "SMILE – Connecting Generations" über ein Theaterprojekt zu informieren, bei dem Menschen mit Behinderungen auf der Bühne aktiv sind.

Die Delegation bestand aus Mitgliedern der jüngeren und älteren Generation, denn: "Es geht im Verein auch darum, dass junge und ältere Personen mit ihren Lebenserfahrungen ehrenamtlich über Ländergrenzen hinweg ein Team bilden", erläutert Margot Bofinger aus Eggenfelden, die den Besuch initiiert hatte.

Margot Bofinger engagiert sich sowohl im Theater als auch in dem generationsübergreifenden EU-Projekt des Vereins – mit großem Engagement und Erfolg, wie der designierte Theaterintendant Dr. Uwe Lohr bestätigte. "Ich durfte im Rahmen des Projektes viel ehrenamtliches Engagement in Polen und der Türkei kennenlernen. Und dabei habe ich dann festgestellt, dass wir auch im Landkreis Rottal-Inn Einiges zu bieten haben, was für die anderen sicher interessant und nachahmenswert ist", begründet Bofinger ihr Engagement.

Und dem konnten die Teilnehmerinnen und Teilnehmer der Besuchsreise ans Theater am Ende des Tages nur zustimmen. Dr. Uwe Lohr zeigte den Teilnehmern nicht nur alle Bereiche des Theaters, sondern schilderte auch die vielfältigen Projekten und Möglichkeiten für ehrenamtliches Engagement im einzigen Landkreistheater des Landes.

"Zum ersten Mal in meinem Leben hatte ich die Möglichkeit hinter die Bühne in einem Theater zu sehen," freute sich beispielsweise der 25-jährige Student Philip aus Polen und zeigte sich überrascht: "Ich wusste gar nicht, wie viel Arbeit hinter so einer Aufführung steckt." Delegationsmitglied Katarzyna meinte: "Am liebsten würde ich mich gleich hier engagieren, ich interessiere mich nämlich sehr für Kunst und Theater. Aber in Polen habe ich leider noch nie von einem Theater gehört, in dem man sich ehrenamtlich engagieren kann."

Die Delegation war auch davon beeindruckt, wie viele ältere Menschen sich in Deutschland ehrenamtlich

engagieren. "Das ist bei uns in dieser Form leider unüblich", erzählte die Unternehmerin Dorota. Wenn überhaupt, dann gäbe es vielleicht noch Engagement im Umfeld der Kirche. "Aber in vielen Bereichen bringen sich nur junge Menschen, vor allem Studenten, ehrenamtlich ein."

Behinderte führen "Perikles" auf

Höhepunkt des Besuchs war das inklusive Theaterprojekt, bei dem sich Margot Bofinger vorwiegend engagiert. Menschen mit Behinderungen arbeiten daran, das Stück "Perikles" von Shakespeare auf ihre ganz eigene Art zu interpretieren. Vor den Proben bekamen die Delegationsteilnehmer eine Einführung in die Schauspielkunst: Dramaturgin Elke Maria Schwab-Lohr hatte erste Übungen vorbereitet. "Jetzt atmen wir erst einmal alle tief durch, dann richten wir uns richtig auf, in voller Größe", lautete das erste "Kommando", und alle machten mit. Und dann gab es einen "Schnellkurs" in Sachen "Schauspielkunst", bei dem alle mitmachten, ob mit oder ohne Behinderung. Da wurde gravitätisch durch den Raum stolziert, ein imaginäres Buch dramatisch weitergereicht – jeder war dazu aufgerufen, seine Freude am Schauspiel zu zeigen.

Danach führten die Laienschauspieler mit großer Begeisterung vor, was sie bisher für das Stück "Perikles" schon eingeübt hatten, das am 26. und 27. Juni, jeweils um 18 Uhr, aufgeführt wird (Karten sind am Theater noch erhältlich). Es gab für diese Präsentation sehr viel Applaus. Das Treffen endete mit vielen Umarmungen. Der Grundsatz, dass der kürzeste Weg zwischen Menschen ein Lächeln ist, bestätigte sich eindrucksvoll: "Nicht jeder spricht Deutsch, Polnisch oder Englisch – aber alle haben sich toll verstanden", freute sich Margot Bofinger.

"Die Zusammenarbeit mit behinderten Menschen war nicht einfach für mich, weil dies mein erster direkter Kontakt mit Behinderten war – aber die Erfahrung war sehr wertvoll", betonte Student Philip am Ende des Tages. "Es ist schon eine tolle Sache, dass die Verantwortlichen des Theaters auch benachteiligen Gruppen Gelegenheit geben, sich zu engagieren und zu zeigen, was für ein Potenzial in ihnen steckt."

– red

Networking

Introduction to networking

Especially for NGOs and organisation that rely on volunteers often face a shortage of financial resources, therefore it is important to have a good network to compensate the lack of money. But it is important to note, that every network is living on a balance of giving and taking. When it comes to networking especially personal contacts are important: after people get to know each other, and speak with each other it is easier to help and support each other if necessary. Following you will find some practical tips on how to start and maintain a network.

Definition of networking

At the beginning the meaning of networking / networks might not completely clear, but it is something every one of us does in their daily lives. To put it simple networking means to establish contacts, maintain and use them. Those contacts can be friends, acquaintance, business partners or other organisations.
It is important to keep in mind, that one person is not only active in one network, but generally in several. Contacts of one network can be of use for someone in or for another network.

What characterises networks?

- Common interests are the central component of networks
- There are no formal hierarchies
- In principle a general openness for new network partners
- The participation of the partners in the network is voluntary
- There is only a temporary arrangement of responsibilities and duties

Networks and their strengths

- It is possible to react fast and be flexible
- Work across borders
- Innovative and multifunctional
- Decentral structures and flat hierarchy
- Close to citizens, working together as equals but also self-determined
- Main effect (goal/purpose) is often accompanied by positive side effects (e. g. integration in the society, social support…)
- Achieve synergy effects and competitive
- Together you can achieve more than alone
- Better access to knowledge and information through the network partners
- Fast to establish but also to terminate, because there is no bureaucracy

Networks and their weaknesses

- No fixed structures and contact persons
- No legal entity
- Because there are no central structures and contact persons /responsible it is not easy to coordinate networks
- Increased coordination and communication effort
- Insufficient coordination of the network partners can lead to collection of same information or execution of same task by two or several people or to contradictory opinions or views being represented
- No tying arrangements regarding tasks, roles, input and output
- The balance between taking and giving can be uneven

Basic principles of networking
A network does not establish and maintain itself. Therefore you will find in the following text some practical tips, which will be especially useful for the establishment of a network. You should take the following points about networks into account:

- A concrete cause: e. g. a joint project or the nessecity to bundle resources (e. g. to improve the financial situation)
- Develop an interesting platform (idee) or create a framework /occasion for a platform
- Have common basic intentions: common formulation of goals while simultaneously protecting the autonomy of the individual
- Situative, project-related /continuous and task-based
- The principle of seconds and thirds
- Close and loose relations have the be connected in an adequate way
- An exchange: all partners in the network should profit from the participation in the network in the same amount
- People are more important than institutions "Personen vor Institutionen"
- Establish trust between the partners and in the tasks, which the network is supposed to per-form
- Put building trust before short term effects and actions
- Create a sense of unity /development of a cooperation structure /sense of belonging
- Respect for the different competences /knowledge of the partners
- Acknowledgement (interest /acknowledgement of yourself and others, recognise com-petences)
- Understanding of the mutual dependence in networks
- Strategic thinking and authentic actions
- Continuity and reliability
- Clarification of the mutual expectations

Conditions for a successful network

- Exchange of expertise is mutual
- Balance of giving and taking
- Consider the different pace of work
- Be balanced; have patience but at the same time demand something in a suitable manner
- Time
- Be open for new things
- At the beginning have concrete actions, which are also easy to realise
- Don't idealise networks, be also critical about them

Initiate a network

1. Goal /function of network:

What do you want to achieve? Define the reason for the establishment clearly and be transparent about it (e. g. a certain project goal, financial /ideational support of the project, attracting new volunteers).

2. Identify, address and obtain network partners:

- Who has resources /competences for my goal?
- What could motivate my partners to participate?
- What platform do I have to offer, in order to realise an effective network?
- Who might be an interesting /useful partner for the network or has many contacts?

3. Determine goals, services, time horizon, public appearance:

  (see implementationent of project management)
- Find a mode for your collaboration: definition of tasks and competences, decide rules, acknowledgement, etc.
- Build trust by maintaining the network
- Clarify the willingness to cooperate, especially if you are working on a project, not only motivate partners of the network, but also enable them to cooperate /work in the net work

Avoidance of typical mistakes in networks

- Burden of time and unequal distribution of work
- Unclear measurement of the results
- Changing representation of the individual organisations
- Lengthy discussions
- Problems finding dates

Practical tips for networking (collected by the VoluMe project)

- Presence in person is important, e. g. at networking events
- Be attentive! Remember the information the people tell you. Get on a personal level to make contacts.
- Have business cards with you and note down on the business cards you get, where you met them and what aims are important for that person.
- The establishment of relationships needs time, sometimes years.
- Send a friendly and communicative person to events.
- Recognition is important (e. g. partners /funders: invite them to events) and report on the use of the money.

Special tips for funders:

- Inviting them to all events
- Giving them the feeling of importance through their contribution
- Personalised letters
- Regular updates
- Thank you event (suitable for the spirit of your organisation)
- Mentors as "door openers"

6 Funding

The funding of this project could be found thank to the cooperation with the university, companies, administrative district, and old work place of involved seniors. Some funding opportunities are:

- Europe for Citizens Programme
- Erasmus +
- Visegrad Fund
- European funds (via national grant programs /Ministries)
- Local grants (Municipalities)

Summary and final recommendation
Germany

SMILE is a project focused on connecting people from different countries and different ages. The aim of the project is to build a mentoring programme, where a senior gives his support regarding professional issues as internship, bureaucratic stuff as visa and also activities in the free time as sport. In the workplace initiatives that help young and old people transfer their skills can improve their working conditions and performance. This can contribute to address the challenge of later retirement age by motivating older workers to use their expertise to support younger staff, which could put them into a new dynamic with potential long-term impact in retirement years. The connection between generations is first of all a relationship between two persons with different cultural backgrounds. This means that, the most important element in this project is the personal contact, where intercultural and intergenerational aspects are bounded and they need to be considered from both parts. The keys of this mentoring programme are respect, interest, communication and openness-mind of seniors and young people. Good practices in intergenerational learning should be better shared across the EU through an increased cooperation between Member States.

7

good practice

Examples of intergenerational contacts

Examples of "Gemeinsam leben und lernen in Europa e.V."

Language mentoring programme in the school

"Gemeinsam leben und lernen in Europa e.V." introduced the language mentoring programme in the city and district of Passau in 2013. The programme is about a language support for around 200 children in primary and high school, whose German skills are not good as German mother tongue speakers. The programme is about supporting children with migration background to learn German and improve their skills in this language. So far around 200 children are participating in the programme. Usually, these children come from different countries like Afghanistan, Dominican Republic, Iran, Iraq, Kosovo, Jamaica, Japan, Spain and they need support to improve their German knowledge in order to be successful in school. This support is given by people from all the ages, like students at the university or seniors. Before the mentoring programme starts, every mentor will receive information about the organisational procedure of the mentoring programme; they will get materials and an explanation about methods for teaching German language skills. Currently more than 90 languages mentors are working in 35 schools and they support around 133 children. The organisation has been able to give language assistance to 99% of the students, for an amount of 1300 hours per month. This programme connects the generations by: teaching young people to have respect for others; helping elders pass on their knowledge and experience to the next generation; supporting adults and high school students in creating and sustaining a mentoring relationship with school age youth in their city and in the district.

Boy´s Day

"Gemeinsam leben und lernen in Europa e.V." Organisation arranges a day just for boys from 12-13 years at their school, where they have to handle some housekeeping issues, which are usually considered to be the job of the woman. Indeed, this project aims to give young boys the opportunity to learn other social competences doing some activities by themselves, for example to iron or to clean the windows. The project involves the collaboration between young and old people; the old people are a support for the young people, giving them practical advices and showing them how the work has to be done. The "Boy´s Day" shows in a positive way how senior and young men are able to work together also in some activities, which are not usually connected with the role of the men. Together they have fun, they communicate and they share their positive energies.

Social Web Skills for Elder People

"Gemeinsam leben und lernen in Europa e.V." Organisation collaborated in 2012 with the INTEGRA Human Development Institute from Slovenia and AHAPunkt, Institut f. Erlebnis-training & Projectconsulting from Austria to the project about an intergenerational work in relation to ITC skills, social media, and digital world. The project aimed to connect young people with older people and teach them to work with the media world and improve the social competences. Internet is a central element in everyone´s daily life and this project aimed to show it as a convenient and readily available source of all kind of information about the topics relevant for elderly people like health, local events, timetables, news, and medical care. Moreover, it´s a chance for showing to the older people how easy, fun and cheap it is to communicate with family and friends, but also to find new friends using Internet (e-mailing, having on-line calls, sending or uploading photos, participating in various on-line communities and forums, etc). The young people will be trained in order to get all the information needed to work with seniors. This intergenerational programme has a goal to have fun and learn new competence in informatics field.

Example of „Polish Robert Schuman Foundation"

Local intergenerational good practices for: active citizenship, education, cultural asset management in Poland, which could be multiplied in other regions.

„How does my commune work?"

The goal of the project „How does my commune work?" is to encourage residents to control the activities of local authorities, to participate in the local elections and to start cooperation on the level: local authorities – citizens. The most important target group is people for whom the local elections to self-governments in 2014 were the first ones where they had the right to vote in. Project participants were being prepared for the participation in the elections, acquired knowledge about the activity of self-governments authorities and became aware of the importance of the decisions taken there. In the project we offer interactive tasks: location-based games, simulations and monitoring of elections which are all supposed to make young people interested and inspired to act. s there were also simulations of the elections to the commune authorities held according to the script prepared by experts. The workshop in question was a simulation of the entire electoral process –starting from the creating election committees and writing programmes to voting and counting votes. The event accompanying the three simulations of the elections to the commune authorities was a visit of a representative of the Partner from abroad. The objective of the visits was to present to local communities the activity of the Partner self-governments.

How to reform my father's farm?

The contest is devoted to students of final and lower classes of upper-secondary schools, especially the ones with an agricultural curriculum. The most important assignment in the competition is to prepare a detailed project of modernisation of a chosen farm. The final of the contest organized – its participants presented and described their projects in front of the commission composed of experts from agricultural universities from the entire Poland.

European Meetings and the Schuman Parade

The European Meetings and the Schuman Parade are the most renowned events organised every year by the Polish Robert Schuman Foundation to celebrate the Europe Day. The objective of the project is to spread the idea of European integration, to encourage active citizenship of Europeans, to promote the European Union and to present our country as the one that has a positive attitude towards the unification of the continent. Annually in the vent that takes place around the 10th of May there are about 10 000 participants from the whole Poland as well as from other EU countries. The accompanying event is a street festival in the centre of Warsaw, where one can meet and talk with experts, including the presentations of the most interesting NGO and European initiatives.

CITYCOM | Citizens` commissions for Europe 2020

The project was addressing some of the most important European political themes laid down in the Europe 2020 strategy for smart, sustainable and inclusive growth to European citizens' political consciousness. By organizing local meetings called CityzenCommissions citizens from six European regions were given the chance to explore how specific policy fields such as structural and social funds, working and voting abroad, consumer social policies, impact on the local space in which citizens live. Citizens had opportunities to formulate expectations and recommendations about the future of the EU.

Local findings were discussed during a wider CityzenSummit in Poland and presented during an annual street festival in Warsaw. The results were finally be publicly presented in the six communities and discussed with local, national and European policy-makers. Directly involving almost 1000 citizens from different ages, social groups and European regions, allowing them to meaningfully relate European policies to their social realities, the project intends to stimulate an informed public debate about benefits and challenges in major EU policy fields.

8

About us

our organisations

Why this project?

Led by our German partner from 'Gemeinsam leben und lernen in Europa e. V.', who clearly identified the need for research and action to confront these issues, two other partners quickly came forward to be involved in what we all regard as a most valuable project. All partners come from NGOs which work with volunteers across Europe. All wished to see the skills developed by volunteers valued more highly by the business world and we formed a partnership to deliver this. The main emphasis of GLLs work is to initiate cooperation, activities and projects among the different individuals and organizations who are all working to eliminate discrimination and inequality, wherever it appears. So therefore members of the organisation are local communities, districts, social organisations, private companies, decision makers and citizens. Equal opportunities for everyone are promoted by projects and mainstreaming activities in the field of promotion of lifelong learning, advancement of volunteer work within the community, the support of disadvantaged target groups, educational work, gender mainstreaming activities and innovative form of mainstreaming activities. Raising public awareness for social and cultural issues and encouraging social commitment is the major focus of all of GLLs' projects (e.g. networking activities, online-platform for volunteering or for migrants, film festivals, campaigns, creating thematic networks, organising activity events). Local projects are linked on a European level (e.g. through Grundtvig learning partnerships), as the promotion of intercultural learning and understanding within Europe plus the exchange of best practices and face-to-face cooperation with European partners is an important issue within GLL. As an expert in the field of volunteer work, GLL can provide the partnership with some innovative measures for promoting and supporting volunteer work within the community. The SMILE Project reflects the aims of the GLL, that´s why GLL decided to take part in this project and gave his contribuite to improve the contact between seniors and youths in Europe.

PARTNER No.1 FROM Germany
„Gemeinsam leben und lernen in Europa e. V." (GLL)

The NGO Gemeinsam leben & lernen in Europa (Living and learning within Europe – GLL) is a grassroots, volunteer-led, non-profit civil society organisation in the region of eastern Bavaria, with its head office in Passau. It is working on European level issues and interventions that benefit citizens locally, nationally and across the continent. Through their activities and projects, GLL promotes volunteering, equal opportunities in education and work for everyone, combats discrimination and inequality based on gender, racial or ethnic origin, disability, age or other social factors. The main emphasis of GLLs work is to initiate cooperation, activities and projects among the different individuals and organisations who are all working to eliminate discrimination and inequality, wherever it appears. So therefore members of the organisation are local communities, districts, social organisations, private companies, decision makers and citizens. Equal opportunities for everyone are promoted by projects and mainstreaming activities in the field of a) promotion of lifelong learning, b) advancement of volunteer work within the community, c) the support of disadvantaged target groups, d) educational work, e) gender mainstreaming activities and f) innovative form of mainstreaming activities.

Raising public awareness for social and cultural issues and encouraging social commitment is the major focus of all of GLLs' projects (e.g. networking activities, online-platform for volunteering or for migrants, film festivals, campaigns, creating thematic networks, organizing activity events). Local projects are linked on a European level (e.g. through Grundtvig learning partnerships), as the promotion of intercultural learning and understanding within Europe plus the exchange of best practices and face-to-face cooperation with European partners is an important issue within GLL.

As an expert in the field of volunteer work, GLL can provide the partnership with some innovative measures for promoting and supporting volunteer work within the community. GLL runs an online platform on volunteer workplaces, provides training as well as advice and support services for volunteers. GLL also have implemented two Senior Volunteering Exchange programs with Volunteer organisations from the Czech Republic. Moreover, GLL supports other NGOs recruiting new volunteers, organizes an annual volunteer fair or information sessions on volunteering, and initiated a lot of volunteer projects, e.g. an international women's' club with an annual program of activities, training programs for migrants to become intercultural trainers as well as intercultural workshops for children run by migrants, film festivals or intercultural film sessions. Volunteers run and implement most of our projects; a lot of them are unemployed or disadvantaged in some ways.

Contact:
Verein „Gemeinsam leben und lernen in Europa e.V."
Leopoldstraße 9
94032 Passau
Tel..   0049-(0)851-2132740
Fax: 0049-(0)851-2132739
info@gemeinsam-in-europa.de

PARTNER No.2 FROM Poland
Robert Schuman Foundation

The Polish Robert Schuman Foundation (hereinafter called "Foundation") is a non-governmental, non-political organisation. Our aim is to encourage Polish citizens to actively participate in the process of European integration and spread the idea of multiculturalism. Within its statutory activity, the Foundation implements educational and activating programs, which are focused upon three main issues: active European citizenship, promotion of democratic and civic values and sharing Poland's experiences of the European integration process as well as social, political and economic transformation.

We inform how to make use of the opportunities given by the EU membership. The activities of the Foundations include organizing conferences, seminars, trainings, debates and discussions on different topics, publishing thematic publications on European issues, coordinating a European School Club network (around 500 European clubs), organizing exchange projects by active involvement in European volunteer movement and arranging study tours youth workers from EECA countries to Poland. The biggest and most popular annual event organized by the Foundation are "Polish European Meetings", where thousands of activists from different pro-European organisations meet and exchange the ideas and information and walk down the streets of Warsaw in a so called "Schuman Parade".

Contact:
„Polish Robert Schuman Fundation"
Al.Ujazdowskie 37/5
Warsaw, 00-540 Polen
Tel..   +48 22 621 21 61
Fax: +48 22 629 72 14
poczta@schuman.pl

PARTNER No. 3 FROM Turkey
„Volunteer movement "Gönüllü Hareketi""

BursArt Training and Youth Association (BursArt) was found in Bursa on 23 October 2009 by the people who had participated in EVS projects within the framework of Youth in Action Program and worked as a volunteer in various art workshops. BursArt is both the first and only non-governmental organization that works on the fields of art, training and youth altogether and it realizes many local and international works with its members and volunteers.

BursArt Training and Youth Association operates in 5 main working team and their sub-teams which are dependant to the administrative board. These are; EU projects team, education and progress team, social responsibilities projects team, marketing team and research & development team.

BurSanat, as an Eurodesk Turkey Local Contact Point since April 2011 gives information about the youth opportunities. BursArt, which makes collaborative projects with several NGOs and platforms in local level, is also a member of the Bursa City Council.

Our mission is:

- To ensure the youngsters' active participation to social and democratic life
- To increase the positive awareness towards the personal development of young people with limited opportunity by the local, national and international projects, and provide them an en-riching environment,
- To help these activities being more effective and development of them in local by closely fol-lowing the activities of youth and civil society in Turkey and in Europe.

Contact:
Volunteer movement "Gönüllü Hareketi"
Atatürk Cad. Koruyucu İş Hanı No:209 16010
Bursa / TURKEY
Phone: 0224 225 12 27
Mobile: 0546 466 85 58
Fax: 0850 225 12 27
info@gonulluhareketi.org

Contact details and websites

Germany   wingerter@gemeinsam-in-europa.de
www.gemeinsam-in-europa.de

Poland   poczta@schuman.pl
www.schuman.pl

Turkey   info@gonulluhareketi.org
www.volunteermovement.org

SMILE - Grundtvig Learning Partnership

The aim of this partnership, involving Germany, Poland and Turkey has been to enhance the awareness and re-cognition of the value of intergenerational contact through volunteering.

The product of this partnership has been the production of a European Guideline for NGOs working with interge-nerational volunteers on how connecting generations, know-how a relationship between a mentor and a mentee can grew up and how to recognize and value the generational contacts by local, national and European employers.
The Guideline is available for free download from this website.
The partners in the project have developed a European format as a basis for a professional reference letter for volunteers in NGOs, which is a useful addition to the Europass Framework.