



Sustainable Learning in the Community

**Raising awareness of older adults' skills
and experience and identifying
new opportunities for learning and engagement**

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1 Introduction and Ideas Behind the Workshop

Introduction

Why is this workshop handbook relevant?

It is now common knowledge that demographics in Europe are changing and the proportion of older adults to younger people is expected to increase for the next four decades. The issue of how older adults spend these extra years of life is taking on new personal, social and political significance. Also, a fixed age for retirement is no longer taken for granted as some continue to work and others look for new ways to remain active and use their skills or develop new skills. The development of the SLIC workshops was a response to this changing demographic landscape.

What is the SLIC project?

SLIC was a two-year project funded by the European Commission's GRUNDTVIG sub-programme of the Lifelong Learning programme and led by the Austrian Red Cross, with partners based in organisations from Austria, Hungary, Germany, Italy, Finland and the UK. The aim was to develop new practical ways to help older adults review their past experience and personal skills and explore new and potential opportunities for learning and community engagement. This was done through the development of an innovative workshop model as set out in this handbook.

What are the objectives of the SLIC workshop?

The main parts of the two-day workshop are:

- To create an individual skills profile from past experience and learning.
- To create a personal action plan based on identifying and prioritising areas of new interest.

The workshop format offers a high degree of interactivity in a secure and confidential environment with small group work identified as an ideal way to address diverse needs.

Who can participate in the SLIC-workshop?

The course was tested on the basis of 103 adult learners from 6 countries: it worked well with groups of volunteers coming from established programmes and with other groups of participants identified as potential community champions or older people from local ethnic communities. It can be particularly useful when inserted into a longer term programme on training or community engagement for older people. An ideal group size is 10–15 participants.

How will this handbook help practitioners?

This handbook aims to help practitioners run similar workshops and encourage organisations to develop and offer similar initiatives. It draws on the practical experience of the partners, from planning and running the events to follow-up and evaluation.

What is the best way to use the handbook?

It can be used as a resource book to guide new projects that address the life transitions of older adults in today's changing world. The workshop material can be adapted appropriately to suit a particular target group to provide new ways of thinking. The ways of working also need to be acceptable to the cultural beliefs, values and assumptions of the participants. Links are provided to further workshop material and examples of individual workshops run on the SLIC website at www.slic-project.eu. A prototypical workshop



1 Introduction and Ideas Behind the Workshop

agenda can be found on page 10. The exact programme can be flexibly adapted according to the needs of participants and resources available using additional material from the website.

Who can use the handbook?

Managers and practitioners in different types of organisations and groups involved in lifelong learning projects, staff and older volunteers/peer trainers, should all find inspiration from the SLIC pilots described in detail in this handbook. It also will be of value to adult educators, seniors organisations, voluntary and welfare organisations and their networks, to local authorities and to policymakers in the field.

Ideas behind the workshop

This section gives a brief overview of the main ideas behind the methods used in the pilot workshops. It provides a deeper understanding of the rationale for the SLIC workshop activities.

Skills profile

European Centre for the Development of Vocational Training (CEDEFOP) definitions for skills and competences were used as a guide by the SLIC team:

- skills: the knowledge and experience needed to perform a task
- competence: the ability to apply knowledge, know-how and skills in an habitual or changing situation

While CVs are the norm with respect to paid work, some older adults may have little personal experience of drawing up a skills profile. The SLIC approach allows people to prioritise and to identify expertise and experience that may previously have been lost or disregarded. This process can:

- improve positive feelings and self esteem
- provide greater insights into personal strengths
- encourage uptake of further learning
- highlight the value of using skills for volunteering

Action plan

There is good evidence that action plans need to be specific, realistic and achievable. While the main activities of the workshops are focused on the creation of the skills profile, it is important that people leave with an idea of their next step forward. This will inevitably involve tapping into local community organisations and resources beyond the host organisation. Some partners created opportunities within the workshop events for local volunteers and volunteering groups to make short presentations, facilitating this forward planning process.

Empowerment

The partnership adopted an empowering approach in workshop design. Empowerment is defined as an 'active engagement' in which older adults are given a real opportunity to have an active part in the learning process rather than being presented with a ready-made agenda. Empowerment of individuals also embodies the idea of community and collective action.



1 Introduction and Ideas Behind the Workshop

Links between community development, volunteering and lifelong learning

The above concepts are often addressed in isolation from each other. SLIC attempts a holistic approach. Volunteering is an important pathway for contributing to communities while enhancing the volunteer's life. SLIC's approach links lifelong learning to later life transitions, rather than the more common context of training for work.


Active ageing

People's sense of identity is strongly linked to paid work and social status within the work environment. Self-confidence can decrease after retiring from paid work. The SLIC workshop approach contributes to raising awareness of the future potential and resources older people have to offer. It is designed to help people prioritise, make choices and consider if further learning is required to make new options a reality and thus enable active ageing.

Disadvantaged groups

EU policy promotes social inclusion and social cohesion. Some older adults are seen as at risk, especially those with lower levels of previous education and economic status. The SLIC approach aims at being inclusive and attracting people with less experience of formal learning, while raising awareness of the informal learning in which they have already engaged.





2 Planning and Running a SLIC-Workshop

Planning a workshop

Have you identified specific aims and objectives?

The overall aims of the workshops are outlined on page 4. However, it may be important to pay special regard to the strategic aims of your organisation or group. You might want to put the focus on a certain sector, community or region, or you could focus simply on raising the participants' skills awareness and follow-up activities. The focus needs to be defined early on in the planning process and discussed with the stakeholders in terms of benefits for participants, the organisation and/or the community.

Have you a clear idea of your target group?

You will want to choose your target group according to the precise objectives you have for your workshops. Consider whether you would like to address older men or women or prefer to have a mixed group. Also you might want to think about targeting people from ethnic minority groups or making sure you have a mix of participants with different ethnic backgrounds. In some cases you might target younger older people, for example those shortly before retirement or those recently retired. It is important to consider the different expectations and needs of different target groups as this will affect the contents, the timing and methods employed.

How will you find participants?

- Contact existing active volunteers in your organisation to value their activities, motivate them to continue or encourage them to become peer trainers
- Recruit participants that are already in contact with your organisation by poster, email, post or telephone
- Recruit new participants through local newspaper or radio adverts or through your organisations' regular communications media

It is essential to produce good promotional material, with clear information of what can be expected, to attract people who will be interested in the workshop and will benefit from it.

Publicity material should provide information about:

- The workshop aim of helping people build a skills profile through reflection
- The workshop aim of thinking of one's future plans and actions
- The benefits of attending the informal and friendly workshop using activity methods
- Timing and location, and the requirement to attend both sessions
- A tear-off slip to allow an immediate response

What type of venue is suitable?

The venue that you choose should:

- Be close to participants' homes or close to public transportation
- Be large enough to allow for work in small groups around tables and space to move around
- Be well-ventilated and appropriately heated
- Have a refreshment/eating space in the room or close by



2 Planning and Running a SLIC-Workshop

What is the best time frame?

Within the pilot workshops two one-day sessions from 10.00 – 16.00, with a gap of a week to allow time for reflection, were tested and found to be successful. The exact time frame will depend on number of participants, life and learning experience of the group and the nature of the activities. If resources are available, a third follow-up session is useful to bring people together to share developments and to discuss networking activities and support for each other.

What resources will you need?

At the very least you will need one (preferably two) experienced facilitators, administrative help, a fitting venue, some basic materials and some kind of catering facility. A budget for running a two-day workshop needs to be drawn up and a decision made about the extent to which your own organisation can absorb costs or whether you need to find partners or external funding from local or national sources, or through the European community.

How do you ensure you have the right facilitators?

Ideally you need someone with experience of teaching older adults so she/he will be an “enabler” and be capable of handling a diverse group while attending to individual needs.

A good facilitator is able to:

- Lead the group without being dominant
- Encourage participation and self expression from everyone
- Handle expressions of different opinions
- Respond sensitively to disagreement or difficulties
- Be flexible, adaptable and remain positive throughout the workshop

If the facilitator is an older person it should make it easier to create quickly the rapport and trust necessary for reflective exercises. However, a well-trained and experienced younger person could do an equally good job. Be wary of putting an inexperienced facilitator of our age with such a group as the chances of success would be greatly reduced.

Running a workshop

Challenges likely to be encountered:

- Sharing personal information

It should be made clear that it is an individual choice whether to share information or personal experience with the group and it is acceptable to leave if the workshop is not what the participant expected. Informative and accurate promotion material should avoid this.

- Some people may feel inhibited in front of the others

It should be explicit from the start that conversations within the workshop are confidential. Once people have got to know each other, working in small groups has proved to be very liberating.

- Discussion moving away from the point

A good facilitator will tactfully bring the group back to the original goal of the session.



2 Planning and Running a SLIC-Workshop

- Ensuring creative flow of activities

The facilitator should aim for a smooth and unrushed flow of activities, with individual supportive materials, written guidance for tasks and encouragement to interact, discuss and help each other. Also, the facilitator should move participants towards thinking creatively about their skills as well as new future possibilities in a non-threatening and inspiring way. He or she should be prepared to adapt activities and timing if participants are getting tired.

- Difficulties with writing

The facilitator should be aware that someone may have writing difficulties. Suggest people share group tasks so that anyone who wishes to can opt out of a particular activity easily.

- Breakout times

Use breaks for extra or personal issues. Also networking and interaction among participants during and after the workshop should be actively encouraged.

How do you maintain the momentum for more workshops?

- Refine your most successful methods by using evaluation techniques
- Disseminate your experiences and workshop successes in your organisation's media, as well as in community publications and online
- Liaise with other organisations to attract more like-minded people
- Plan "public relations" activities to follow on immediately from successful workshops
- Delegating someone to be a contact person for this or other similar projects if resources permit it.





3 An Example for a Two-Day Workshop

This represents a general example of a possible agenda for the workshop. Agenda and individual sessions should be adapted to fit your specific objectives, the size of your group, as well as the nature of group etc. Further activities and examples of workshop agendas can be found under www.slic-project.eu. The timing of the sessions are approximate and depend on the size and composition of the group and the style of the facilitator.

Workshop Day 1

- Introducing the workshop and ice breakers – Page 11 and 12
- Refreshment break
- Skills profile: Stage 1 Preparatory session – Page 13, 15, 17, 19
- Lunch
- Skills profile: Stage 2 Creating the personal skills profile – Page 13, 14, 16, 18, 21
- Refreshment break
- Explaining and discussing the “Between workshop activities” – Page 23
- Celebration and evaluation of the first day – Page 22

Between workshop activities to be completed. Ideally provide a contact number or email for advice in case of queries regarding the home exercise.

Workshop Day 2

- Opening: Welcome and summary of achievements on Day 1 and the aims of Day 2 (15 min)
- Feedback on the homework and continuing/follow-up work on the skills profile (15 min)
- Introducing volunteering and learning opportunities – Page 25
- Refreshment break
- Introduction of the action plan or completion of skills profile – Page 26
- Lunch
- Creating an action plan – Page 26, 27
- Refreshment break
- Evaluation and closing – Page 30



4 Introducing the Workshop and Ice Breakers

45–60 minutes 

Objectives

- To introduce the aims, methods and style of the workshop.
- To outline the agenda and practical issues.
- To create a relaxed and friendly atmosphere.
- To promote exchange and communication between participants.
- To collect participants' expectations for the workshop.

How to run the activity

- Welcome participants and introduce facilitators.
- Distribute agenda for the first day and go through "housekeeping" points.
- Select one or more ice-breakers that will be enjoyable and appropriate to your group.
- Explain the aims, methods and style of the workshop and what the participants can expect from the two days. Tell the group that one aim is a friendly, interactive and relaxed atmosphere.
- Collect participants' own expectations for the workshop.

Activities for ice-breaking and gathering expectations

(See www.slic-project.eu for further activities)

5 minutes 

Ice-breaker 1: 'Hello'

The facilitator asks participants to walk around the room slowly without saying anything, just nodding and smiling at others. Next, participants greet one another while walking slowly, using different forms of greeting, such as 'Hello', 'Good morning' or 'Pleased to meet you'. As a last stage, participants walk faster and greet everyone in the room.

20 minutes 

Ice-breaker 2: 'Getting acquainted'

All participants are handed a sheet of paper with four questions on it: name, favourite colour, favourite holiday destination and whether he/she has any volunteering experience. Participants work in pairs and take turns asking each other these questions. Each individual records his/or her partners' answers and introduces these in plenary. If there is an uneven number of participants, participants can also work in groups of three.

15–20 minutes 

Ice-breaker 3: Where are you from?

You need an open space. The facilitator describes an imaginary map of the country or city/town on the floor by indicating south/north, east/west or the city centre. Everyone stands on this imaginary map following instructions to move from the facilitator – e.g. where she/he was born or lives at the moment.

This exercise gets people moving around, interacting and feeling part of a group. When everyone is standing in the appropriate place, you can leave some time for people to talk. Then ask people to introduce themselves and share other relevant information.



4 Introducing the Workshop and Ice Breakers

20 minutes 

Ice-breaker 4: Gathering expectations from the group

In pairs, small groups or within the whole group, ask the participants to write down what their expectations are of the two day workshop. In pairs or small groups, allow some time to discuss responses. Then share expectations in plenary and write up answers on a flip chart. Emphasise there are no right or wrong answers during the whole workshop, only individual perspectives. Then explain to participants which of their expectations are likely to be fulfilled during the workshop and which expectations might not be realistic.

Issues to consider with regard to ice-breakers 1–4

- You can combine the introduction of participants with gathering their expectations, e.g. with ice-breaker 3 or 4.
- Write the expectations that were collected on a flip chart so that they are clearly visible throughout the workshop and check regularly that you are on track meeting these.
- Reassure everyone that sharing personal information at the workshop is optional.
- According to the amount of time available, the objectives of your workshop and the number and structure of your participants, it might also be useful to give some input on ageing and learning and/or addressing some of the key ideas mentioned on page 5 and 6.

10 minutes 

Ice-breaker 5: Starting and ending each day with a song, word of well-wishes or a poem

Objective

- Set the tone for the workshop by opening and closing each day with a song, word of well wishes or a poem thus forming and completing a “circle”.

How to run the activity

Ask for a volunteer to open the day with their expression of a song, words of well wishes or a poem. The volunteer presents his/her expression and the other participants listen in a group. At the end of the day the same activity takes place and completes the “circle”.

Issues to consider regarding ice-breaker 5

- Do not comment on or analyse the activity since it is an expression of how individuals and the group feel and is understood as a contribution of well wishing.
- Encourage the group to participate in the contribution of the volunteer.
- If more than one person volunteers then the contributions at the beginning and end of each day can be divided evenly among the number of volunteers.



5 Creating a Skills Profile

One of the core activities of the SLIC workshops is to create an individual skills profile. This will help participants become aware of the skills and talents that they have acquired throughout their lives. The process of creating a skills profile involves a preparatory phase as well as the actual completion phase. Older adults are a diverse group of people with different ranges of life experience, therefore there are different ways to approach the creation of a skills profile. This section details three methods which demonstrate variations on the theme and provide examples of the use of different tools.

The preparatory session

Objectives

- To familiarise participants with the concept of skills
- To enable participants to practise terminology
- To think of their own skills and the skills of others
- To access which experiences of living and working participants value

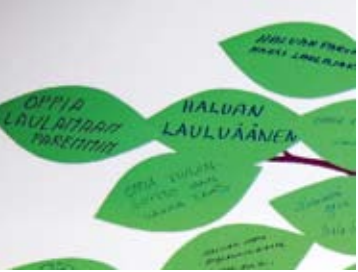
Resources

- A well-equipped classroom with projector, screen, flip charts,
- Room to move around
- Flexible seating and tables

Completing the personal skills profile

Objectives

- To encourage people to look back and rediscover their skills and talents
- To decide what experiences have been important and informative
- To make each individual more aware of their skills and talents
- To help participants appreciate that throughout life they have learned through experience as well as formally
- To pinpoint that some skills are more important than others at different stages of life
- To compile the skills profile as an important step toward future action



5 Creating a Skills Profile

Resources

- A checklist or memory map: tailored to the participants' expectations and experience
- Definitions, explanations and examples of skills to enable participants to complete the list
- A way of measuring the importance of certain skills for the individual (e.g. using a scale from 1–5)

Issues to consider regarding the personal skills profile

- It is critical that time is spent on the preparatory activities so participants are motivated and understand the rationale for completing the profile.
- The skills profile is a personal document. It should be emphasised that people select the skills that matter to them rather than creating a long meaningless list to please the facilitator.
- Time spent on the skills profile will vary depending on the tools selected and the size and nature of the group experience.
- Definitions, explanations and examples of skills to enable participants to complete the list.
- A way of measuring the importance of certain skills for the individual (e.g. using a scale from 1–5).

How to run the activities

The following are three examples of running this activity, using different methods. Methods include: short PowerPoint presentations, discussions, prepared worksheets/ work cards, group and individual activities, café conversations, brainstorming, and mind-mapping.



5 Creating a Skills Profile

Example 1: Skills cards and skills checklist

60 minutes 

Resources

- Flip chart
- Pens
- Tables
- Blank and prepared cards (15 for every group of 3–4 people) with the names of extreme skills (e.g. bungee jumping), important skill clusters (e.g. organisational skills) and simple activities ('non-skills' e.g. television viewing).

How to run the activity

The facilitator discusses skills concepts and gives examples of skills (e.g. speaking a foreign language, cooking, communicating). Each participant is given 5 blank cards on which to write down 5 important skills. Then participants are asked to gather in groups of 3–4. Each of these groups receives the 15 prepared cards in addition to their own. The groups are then asked to eliminate identical/insignificant/irrelevant cards and rank remaining cards for importance and usefulness. Each group should now have 10–12 important cards. Next larger groups are formed by merging two groups respectively. These larger groups repeat the procedure with the 20–24 cards and a group spokesperson explains their results to the other groups. The 10–12 most important or relevant skills are recorded on the flip chart based on all the groups' work and discussed.

Issues to consider

- Help people explore the widest possible spectrum of skills in the home, workplace and community
- Unpick everyday activities (e.g. cooking) that can embody a range of different skills
- Encourage people to work at the right level for them as some people (or groups) may have rich levels of experience and education, others less so



5 Creating a Skills Profile

75 minutes 

Resources

Completing the skills profile using a checklist

- Stage 1: Example 1 Skills checklist : (Appendix p. 32)
- Stage 2: Example 1 Skills profile : (Appendix p. 32)

60 minutes 

How to run the activity

Stage 1

The facilitator distributes the skills checklist to each participant and explains how to complete it in 3 steps:

- Look at the named skill and explanation and decide whether it applies to you. Tick the “not relevant” box if it does not.
- If it does, think of a concrete example from your life and write that down briefly.
- If appropriate, assess the skill according to the scale.
- The facilitator circulates among the participants and offers any help required

15 minutes 

Issues to consider

Stage 2

The facilitator asks participants to look through the skills profile again and choose those skills that are most important for them and transfer these to the skills summary (form B).

Before ending the first workshop, give participants the chance to celebrate the results of the day together by giving everyone the opportunity to express what they have gained from the workshop by recognising how many skills they have and the extent of their experience and knowledge. In a feed-back round encourage participants to tell everyone their 3 most important skills and what they have liked most about the past day.



5 Creating a Skills Profile

Example 2: Memory map and skills profile

20 minutes 

Resources

- Short PowerPoint presentation (see www.slic-project.eu)
- Projector
- Computer

How to run the activity

Give a short PowerPoint presentation addressing skills in general along the following lines:

- What kind of skills are there (formal and informal skills)?
- In which areas of life can people acquire skills?
- What benefit does an older person have from becoming aware of or writing down his/her skills?

After the presentation invite questions from participants to clarify what is meant by skills and allow for discussion on these issues.

Issues to consider

The facilitator should be experienced with PowerPoint. Illustrations should be included in the presentation and everyday language should be used to counter the more formal nature of this introduction.

If PowerPoint or resources necessary to use it are not available, you can prepare flip charts addressing these issues.





5 Creating a Skills Profile

2 hours 

Resources

- Example 2 – Memory map (Appendix p. 33)
- Example 2 – Skills overview (Appendix p. 34)

How to run the activity

The aim of this part of the workshop is for older people to collect their formal and informal skills using a memory map. The idea of the memory map is to go back to the important stages of their lives and remember which skills they acquired in that period of life. The memory map has eight predefined areas : working life, education, further education, family life, volunteering, free time, special events and others. One or more areas can be added to the 8 defined areas if necessary.

- Introduce the idea of a memory map by handing out an empty memory map to each participant and give one example per area (5 min).
- Encourage participants to fill out their own map individually. Go around the room and answer questions (30 min).
- Discuss results in groups: Each participant presents their “memories” and key skills in a small or larger group. During the discussion participants select their most important skills which include skills they like and know well and want to continue working with (60 min).
- Filling out the skills profile: Facilitators hand out the skills profile to each participant. Participants are asked to select their three key skills and individually write them into the skills profile. All participants fill out skills profiles with three key skills they have acquired during their lives (25 min).

Issues to consider

- This activity is narrative and therefore helps to draw out personal memories and experiences. It works well with those who would not particularly enjoy filling out a written questionnaire.
- People who have less experience in one area or the other (e.g. working life or volunteering) might have a rather empty memory map in some areas. They should be reassured that all memory maps will look different.
- People will think about their memories during this activity. Negative experiences are part of life and people will possibly want to tell about these experiences, like death of a spouse or hard times at work. There should be enough time to do so though facilitators should be aware of time management.



5 Creating a Skills Profile

Example 3: Structured discussion groups using mind-mapping

In this example the preparatory activity for the skills profile takes place on Day 1 of the workshop, the filling in of the skills profile is done at home by participants. These results are then discussed on Day 2 of the workshop.

2 hours 

Preparatory session on Day 1

This example adopts an indirect approach to producing a skills profile by spending this opening session orienting participants towards the issues around volunteering, learning or other activities through addressing three questions, e.g.

- Why volunteer?
- What are useful skills for volunteering?
- What reservations do you have about volunteering?

The key to the method's success is ensuring every participant feels involved and has a voice. Therefore it is vital to create sociable seating arrangements in small groups around tables. This method is sometimes called 'Cafe Conversations'. (See Resources).

Resources

3–4 tables around which 4–5 people can sit comfortably.

- The tables have paper table-covers suitable for writing/drawing on with coloured pens.
- 'Cafe Conversations' : www.theworldcafe.com/hosting.htm is a website dedicated to explaining this method and its uses.
- Mind mapping: uk.youtube.com/watch?v=MlabrWv25qQ&feature
This 5 minute clip illustrates how to mind-map by its inventor Tony Buzan.

How to run the activity

- Begin with a short colourful PowerPoint presentation (see www.slic-project.eu) to set the scene for discussion about volunteering. The presentation sets out the aims of the workshops to identify personal skills acquired through learning and experience and to create a personal profile. It is important to allow for discussion to dispel any doubts participants may have about the value of the skills profile or how they will create one.
- The three questions mentioned above can be displayed on the screen and written on the paper table covers in the form of the main branches of a mind-map. (See website). Show how a mind-map is an excellent way of capturing ideas visually through key words and pictures. Through shared listening and extending the branches of the mind-map as discussions progress, participants capture a visual record of the conversations on paper. Freedom is the key! The facilitator moves around to ensure all groups are recording ideas as well as talking.
- After 15–20 minutes groups move on to the next table and examine the ideas the previous group has 'mapped' and add to the branches or create new branches. By the third move it is more challenging as many ideas have been covered. This last session may be shorter. The participants then walk round all the tables and look at how the ideas they began with have been developed by others.



5 Creating a Skills Profile

How to run the activity

- Through this interactive, practical and enjoyable activity participants have gained greater insight into volunteering, have pooled their own knowledge and have gained the confidence and motivation to focus on their own personal skills. (See website for mind-map of the kinds of ideas to emerge from this activity). To complete this session hand out the skills and aptitudes checklist sheet to be completed before the next workshop see Appendix (skills checklist, p. 35) and discuss the value of doing this with a trusted family member, friend or fellow volunteer, as they may be able to identify skills the person herself/ himself may have overlooked.
- The various table maps are then collected by the facilitator and later assembled into a summary map illustrating the key themes identified by the groups. At this point, it is useful to photograph the maps for future reference. The key themes may also be set out as a summary document and presented in a written text format for ease of reading.

Issues to consider

- Emphasise the importance of everyone contributing to the mind-mapping.
- If possible, have a 'host' at each table to ensure this happens and to help an arriving group understand quickly what has been discussed by the previous group.
- Alternatively the facilitator can go from table to table and ensure everyone is actively engaged.
- It does not matter if the mind-map deviates from the standard one-word/one branch model as long as it can be read and understood by the groups as they move from table to table.
- You can use the three questions mentioned above or adapt these questions to suit the aim of your workshop.





5 Creating a Skills Profile

2.5 hours 

Resources

- A mind-map summarising the preparatory session (see picture below)
- Completed homework worksheet – ‘Identifying my skills and aptitudes’ (Appendix p. 35)
- Guide to producing a profile with example of a completed personal profile (Appendix p. 35–36)
- Computers for word processing or paper for handwritten profile

How to run the activity

- In plenary, discuss key issues to emerge from the skills checklist during the week between workshops. Take time over this to explore participants’ experiences and share any insights they gained about themselves.
- In plenary, discuss the sample profile and show how to use the completed skills questionnaire to write sections on skills, aptitudes and experience.
- Participants then settle down to write up their profiles using pens and paper or computers. This can be done individually or in pairs.

Issues to consider

- The intense interaction and engagement that stems from the Day 1 activities are central to this method’s success, as free writing is a high level skill and demands more mental effort than filling in a questionnaire.
- As the profile involves the process of turning a questionnaire into a personal statement it is important to have assistance on hand if participants get stuck. People should be encouraged to help and talk to each other. However, some may like peace to get on with it quietly so split up the room if possible into ‘quiet’ or ‘shared’ areas or arrange to have a separate ‘quiet room’ available.
- Remind participants it is not a test but a personal statement with no set way to complete as the sample profile is only one way of many possible approaches.



6 Evaluation of First Day



Objectives

- To assess the overall level of satisfaction and the general feeling of the participants after the first day
- To find out how people feel and whether the day has gone well or if changes and adaptations are necessary

Methods

The overall level of satisfaction can be measured easily and swiftly by applying the “bull’s-eye” technique. Simply ask people to document their general feeling by “smileys” (descriptions below) or by running a feed-back round.

Issues to consider

As no long explanations are demanded from the participants and they move around, most people are happy to complete this type of exercise. These can also be used at the end of the second workshop day.

10 minutes 

Example 1: Smiley or not smiley

Resources

- Post-its
- Pens
- Flip chart

How to run the activity

The facilitator explains the objectives and gives participants blank post-it cards and draws three “Smiley” faces on the flip chart: one smiling, one crying, one neutral. The participants are asked to select a face for the post-it card depending on how they feel at the moment and stick their post-its on the flip chart below the appropriate face. This will give an overview of how the group feels. Afterwards the participants can simply look at the results as a whole or, preferably, finish the day with some general comments on their choices.

20 minutes 

Example 2: Bull’s-eye

Resources

- Flip chart with a bull’s-eye
- Stickers

How to run the activity

- Create a bull’s-eye beforehand and put it a central place. The bull’s-eye will have three to four areas: e.g. the content, the timing, the organisation and the atmosphere. Put a flip chart beside it. Make sure that every participant has the same amount of stickers as areas on the bulls-eye.
- Explain the objectives of the activity and ask people to put the stickers on the sheet depending on their level of satisfaction and to write down any remarks on the flip chart. Afterwards analyse and discuss the results together, draw conclusions, acknowledge any difficulties and discuss what needs to be adapted for the next workshop.



7 Between Workshops Activities

Since there is a week between them, it has proved helpful to give participants the opportunity to engage in a related activity between the two days. In the following examples two activities are highlighted. Ensure the activities are not too time consuming and participants do not feel put under pressure by these tasks.

45–60 minutes 

Objectives

- To prepare the development of a personal action plan
- To enable participants to talk about their own experience and wishes on day 2

Resources

- One object of personal relevance chosen by each participant. This object should be related to an activity they like or to a story that is important in their lives. Each participant will need to take some time at home to find this object.

How to run the activity

- At the end of Day 1 ask participants to bring an object of personal relevance with them to the next workshop and explain to them briefly that they will be asked to talk about this object and/or a story related to it for 2–4 minutes on the next workshop day.
- As an introduction on Day 2 explain to the participants that this is an opportunity to tell and listen to inspiring stories about activities and hobbies. The object is the trigger for the stories and each participant is given a chance to talk for about 2–4 minutes. Also allow some time for possible questions and comments.

Issues to consider

Often the best way to become interested in something new is to hear, see and learn what other people have done and what is important and meaningful for them. The stories have this effect.

The timing has to be calculated on the basis of how many stories are going to be told. Make sure each participant knows that time is limited to around 2–4 minutes.

Examples from Finland

One male participant asked the others to guess what he had in a small plastic bag and after a few guesses finally took out swimming trunks. “My hobby for many years has been ice swimming in winter. Ice swimming is proved to have positive health effects and it has also brought me many friends. In winter we meet regularly to swim and have a sauna afterwards.”

One participant took with her a boy doll she had made on her first handicraft course. “When I entered the adult education centre and saw all the possibilities to learn new skills I realized what a paradise I had come to. Today my first handicraft, this doll, has a special place in our home and family. For years now I have attended several courses in patchwork, sewing, fitness etc. The atmosphere in the courses is very warm and I have made many new friends there.”

7 Between Workshops Activities



30 minutes 

Objectives

- To continue thinking of their own skills profile
- To check the validity of skills profile with relatives, friends and other volunteers

Resources

- Participants' own skills profiles (participants will have to take some time at home to speak with their friends or relatives)

How to run the activity

Each participant takes the skills profile home to discuss with relatives, friends or other volunteers and asks them to comment on the participant's skills. Are the skills perceived by the participant valid from the friends/relatives point of view? Are they realistic? What would they add? Do friends/relatives have a similar perspective as the participant or a completely different one? Would they like to have their skills profiles compiled? The facilitator asks everybody to give feedback on the reaction and comments of these relatives and friends at the beginning of the next meeting.

Issues to consider

The facilitator can give ideas to participants on which questions to ask relatives and friends and how to do this. However, participants should feel free to ask questions they are interested in and to collect the feed-back in a way in which they are comfortable. The facilitator should emphasise that the participants should only carry out this task if they feel comfortable with it and that giving feed-back in plenary is optional. This exercise was one of the most popular activities over all trial workshops. Participants found it very interesting and worthwhile.





8 Volunteering and Learning Opportunities

45–120 minutes 

Objectives

- To link work done on the skills profile to community action
- To allow the group to receive information directly from an active volunteer or an external expert
- To give information on the different kinds of existing local opportunities for learning and volunteering
- To motivate participants to think about new areas of activity
- To motivate people to become active in their area/community

Resources

- Guest speakers
- PowerPoint presentations
- Large area map for the wall
- Pins or small flags
- Handouts of websites and contact details of learning and voluntary organisations or access to internet and printer

How to run the activity

- In a short introduction the facilitator explains that this session builds on the practical work previously done on skills profiles; that skills can be improved through further learning or volunteering activities and that the speaker(s) will emphasise these points. (15 min)
- The guest speaker gives an overview on local volunteering and learning opportunities and/or presents personal experiences.
- The speaker may illustrate volunteering and learning opportunities on a large map and put a flag or a pin up for each opportunity. If your area is well represented by these opportunities the blank map will fill up with colourful flags or pins. This prompts the participants to ask questions and can lead to opportunities not previously identified.
- It is also helpful to provide handouts with information on different volunteering and learning opportunities.
- Participants are invited to ask questions and engage in a dialogue with the speaker. (app. 30 min)

Issues to consider

- Speaker can be tutor from a further education college, a centre for lifelong learning, a volunteer centre, a community college or from a voluntary organisation, campaigning group, advocacy services or local government.
- Inviting older volunteers or learners will offer a more personal touch and possibly a more motivating view on opportunities, but will not allow participants to get to know many different possibilities for learning and engagement.
- Regardless of which type of speaker you choose, he or she should be carefully chosen and briefed about the purpose of the talk. He or she can explain recruiting procedures of their organisation explain opportunities for volunteering or offer concrete volunteering options. If speakers are volunteers or learners themselves ask them to tell interesting and inspiring personal stories from which others can learn.



9 Creating an Action Plan

Completing the skills profile is a major piece of work but without thinking about how to put it to work it can be quickly forgotten as life moves on. Therefore it is important that the participants think about how they will plan the next practical steps. This section begins with an overall suggestion for an action plan and then highlights two preparatory activities.

120 minutes 

Objectives

- To encourage participants to clarify personal goals
- To order thoughts and ideas for future action
- To plan concrete steps for future action
- To turn 'dreams' for the future into action

Resources

- Action plan template (see appendix, example A and B, p. 37)
- A silhouette of a big tree in paper or board
- Green leaf-shaped blank cards
- Flip chart
- PowerPoint
- Coloured pens/pencils

How to run the activity

- Start by introducing the idea of an action plan in general and the activities of the session. It is helpful to start with a creative preparatory activity such as the tree of dreams, before making concrete plans for future activities (see below).
- After the preparatory activity discuss in plenary whether participants are familiar with the idea of making an action plan to transform dreams into reality. Invite suggestions why a plan is a good idea. You can discuss the pros and cons with the whole group, use a flip chart or a PowerPoint presentation to stimulate discussion.
- Introduce a filled out or partially filled out example of an action plan as this helps people to get started. Allow time for questions before people start on their plan.
- Participants start filling out the plan using the prepared format, individually or in pairs, if they wish.
- After completing the plan it can be useful for people to discuss their plans in small groups. Let people hear about others' plans and talk about their own. This makes the plans more real and stimulates networking. People might need some time to amend their own plans on the basis of fresh input from discussion. Have additional forms available.
- Participants are encouraged to take the plan home and implement it. In a possible follow-up workshop, participants can be invited to discuss progress and difficulties.

Issues to consider

- Since making an action plan can be quite personal, make sure participants are comfortable with working in pairs or discussing their plans in small groups.
- The action plan works for both active volunteers and learners and those not currently involved in volunteering, learning or other activities, since it is good for general planning.
- Older people over the age of 80 years may be dismissive of an action plan that looks too far ahead. So make sure it is appropriate and realistic. Different formats may be needed.



9 Creating an Action Plan

30 minutes 

Preparatory activity 1: Tree of dreams

Objectives

- To prepare for filling out the action plan
- To remember and share ones' dreams

Resources

- A silhouette of a big tree out of paper or cardboard
- Green leaf-shaped blank cards
- Thick pens

How to run the activity

Each participant writes on green blank cards two dreams of their own (e.g. what they would like to do straight away, what they would like to keep doing, what kind of a new skill they would like to learn). The facilitator collects the cards and attaches them to the tree silhouette on the wall, grouping similar dreams together. Participants come out and read out their 'dream-leaves' and time can be spent for questions and discussion.

Issues to consider

Make sure that participants write one dream per leaf, to allow for the regrouping of the leaves.

If there is a big group it takes some time for the trainer to group the dreams and attach them on the tree. Meanwhile the group can either have a break or discuss the following issues in small groups:

- What prevents you fulfilling your dreams at the moment?
- What ways have you found to keep up and find time for an interesting activity?

Discussing these issues is a further helpful step to formulate realistic action plans.

60 minutes 

Preparatory activity 2: A Dream, a Wish, a Goal

Objectives

- Facilitating participants' understanding that a goal is a personal objective
- Showing participants how wishes or dreams can be turned into goals

Resources

- PowerPoint presentation (www.slic-project.eu)
- Goals and Action Plan Handout (Appendix, example B, p. 37)
- Flip chart and pens

How to run the activity

- In pairs, participants discuss any wishes or dreams they have in relation to their personal development.
- In the group, the facilitator records these wishes and dreams and prompts how they might become goals.
- Definition of a goal is established using the 5 Golden Rules of Goal-setting (www.mindtools.com).
- Facilitator hands out a model action plan to achieving personal goals.

Issues to consider

The facilitator should emphasise that personal goals and volunteering goals are not mutually exclusive of each other and that one could be used to achieve the other.

10 Ways Forward



After completing the workshop sessions, that focus on the individual, further activities can be carried out that address the sustainability of the workshop. This can be done by encouraging participants to become involved in future activities with others or by giving participants opportunities for exchanging knowledge and skills and keeping up contacts after the workshop. Both can be the first step for further follow-up activities initiated by the organisation.

30 minutes 

Objective

To explore successful ways of motivating and involving people not currently engaged in community volunteering or learning.

How to run the activity

- The trainer asks participants to discuss in pairs their own experience of persuading relatives, friends or acquaintances to become involved in learning or community work. What worked and what was less successful? What were the barriers? After discussion, the pairs come together to share their ideas in a plenary session and successful strategies are highlighted. The facilitator writes the ideas on a flip chart and at the end summarises the best ideas and the best ways to overcome barriers.

Issues to consider

A follow-up activity could be that participants of the current workshop encourage other older people that they know to participate in activities they are planning or in further planned workshops.



10 Ways Forward

45–60 minutes 

Objective

- To build small learning communities

Resources

- Post-its (two different colours)
- Plan
- Flip chart / board or appropriate surface to put post-its on

How to run the activity

The facilitator explains the importance of sharing knowledge, and how this is an example of building a learning community.

Using the skills profile and action plan, the facilitator asks participants to write on the different coloured post-its three things they would like to learn and three things they are good at and could possibly teach to others.

The facilitator prepares two flip charts with the titles: “I would like to learn ...” and “I could teach”

Participants stick their post-its on the relevant charts. Then they find other people who are interested in the same thing or who might be able to teach them and they form small groups. Facilitators sum up the results (no. of groups, topics that have emerged.)

Issues to consider

This exercise works well in small groups but has scope to be used within the larger community and be expanded to include others with skills to exchange. This could be a way to attract people who are not already engaged with their community.

Be careful that participants do not feel pressured to become involved in an activity that might lead to too many commitments.





11 Evaluation and Closing

15 minutes 

Objectives

The participants should be given the opportunity to assess the most important aspects of the workshop in terms of:

- Organisation
- Contents and methods
- Outcomes and own involvement
- Contributions from own expertise
- Ability to express doubts and uncertainties as well as disagreements

In addition to this, it is important to receive feed-back on

- What participants especially liked
- Which topics were particularly relevant, interesting and motivating
- Whether anything was missing
- Whether participants decided to take further action

How to run the activity

Distribute evaluation form (see appendix) and allow 10 minutes for completion. Encourage comments afterwards through a short feedback round when all are handed in, or use one of the evaluation exercises highlighted in Section 7 to complete the session.

Issues to consider

- A section of the evaluation form should aim to collect socio-demographic data such as age, gender, ethnicity, profession, volunteering experience and adult education. This allows the evaluation of satisfaction in relation to these elements. However it should be made clear that people are under no obligation to fill in any section if they would prefer not to.
- Try and get as many evaluation forms back as possible even if someone has to leave early.
- The evaluation results from the participants are of importance to further develop and improve workshop design. On this basis it may also be possible to attract hard-to-reach older adults who are not attracted by the more conventional lifelong learning approaches.

Closing the SLIC Workshop

After the evaluation forms have been completed and collected it is time to present the certificates (see certificate, p. 39). This can be done by the facilitator or perhaps a senior person in the organisation. Next, a group photograph of participants with their certificates and facilitators can be taken for distribution later either electronically or by post, including a list of contact details which have been agreed by participants. Finally, the facilitator finishes the day by thanking all involved in the workshops and wishes the participants success with their future volunteering and learning.

12 Follow-Up Activities

3–4 hours 

Objectives

- Obtain feedback on how far the participants have got with their plans
- Discover any problems participants are having in realising their action plans
- Answer questions and offer further help if possible
- Help the group build a network of support
- Continue the discussion of how to involve those currently not volunteering

Resources

- A facilitator

How to run the activity

Start by stating the above mentioned objectives of the follow-up meeting. Next, people split up into 3 small groups. Each group answers following questions written on a big poster which is placed in the middle of the group on a table. Questions can be: *Which of my goals have I reached so far? What has been successful up to now? What do I still need for my future learning and volunteering plans?*

After work in these small groups, all groups get up and meet in front of one small group's poster.

The small group explains and summarizes the discussion at their table. Then the whole group walks on to the next poster etc. until all groups have explained their posters. The facilitator writes all requirements for future support of participants on "problem" cards and places them on the wall. The whole group comes together in a last plenary session and solutions for all "problem" cards are found.

Issues to consider

- The follow-up sessions should not be used to introduce new topics. It is better to revisit the issues of the two workshops days.
- When planning the time table for the follow-ups make sure you do not plan too much and leave plenty of time for sharing experiences, successes and failures.
- Other ways of keeping up contact with and/or between participants and supporting them after the workshops are:
 - Individual consulting: It is very helpful to designate a contact person that participants can call, email or consult personally in case of further questions or support needed.
 - Self-organisation: Participants can also be encouraged to organise a meeting themselves. Here it is important to provide contact details of all the participants and guidelines for these sessions to work well. Offering a venue as well as other support can also be helpful.





Appendix – Skills Profiles

Example 1 – Skills Checklist

Skills	Please give an example from your own experience. How do / did you use this skill?	Assessment of skills
Human relations		
Relationships (Creating, developing and sustaining partnerships with individuals or organisations)	<input type="radio"/> very good <input type="radio"/> good <input type="radio"/> not too good <input type="radio"/> not relevant
Motivating Others (Encouraging others to get involved)	<input type="radio"/> very good <input type="radio"/> good <input type="radio"/> not too good <input type="radio"/> not relevant
Problem Solving (Analysing problems, finding appropriate solutions to specific situations)	<input type="radio"/> very good <input type="radio"/> good <input type="radio"/> not too good <input type="radio"/> not relevant
Active Listening (Being receptive to what others say, showing empathy)	<input type="radio"/> very good <input type="radio"/> good <input type="radio"/> not too good <input type="radio"/> not relevant

Adapted from: Önkéntes Központ Alapítvány, (2006) European Tool: Portfolio for volunteers to assess knowledge, experiences and skills acquired through voluntary activities. Önkéntes Központ Alapítvány, Budapest, 2006

Example 1 – Skills Profile

My skills profile	
Name	Age
.....
Skills I am very good at:	1) 2) 3)
Other skills I am also good at:	1) 2) 3)



Appendix – Skills Profiles

Example 2 – Memory Map

A grid of eight white hexagonal boxes arranged in two columns and four rows on a light blue background. Each box has a title in bold blue text at the top and three horizontal blue lines below for writing. The titles are: 'Working life', 'Education', 'Further education', 'Family life', 'Volunteering', 'Free time', 'Special events', and 'Others'.

Adapted from: Mathis, Klaus (2000): Quali-Box – Ein Selbstarbeitsinstrument der Berufs- und Bildungsberatung. In: Grundlagen der Weiterbildung (GdWZ). – 11 (2000), H. 3, S. 144-148.



Appendix – Skills Profiles

Example 2 – Skills Overview

Overview of skills and competences

Name

.....

Contact details

.....

.....



Previous experience

Work

.....

.....

Education and training

.....

.....

Other

.....

.....

Summary of skills and competences

.....

.....

.....

Plans for learning and engagement in the community

.....

.....

.....

Date

Signature participant

Signature trainer

Logo or stamp of organisation



Appendix – Skills Profiles

Example 3 – Skills Checklist

Name

Personal profile – identifying my skills and aptitudes

Tick the closest to your experience

Activities within personal, family and social circle

Practical skills:	Very Experienced	Quite experienced	Little/no experience
Household repairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing my home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gardening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication skills:	Very Experienced	Quite experienced	Little/no experience
Letter writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phoning/texting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emailing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Example 3 – Skills Summary Guide

Answer the questions below to help formulate your completed Personal Profile:

Preferences:

What are most important elements you would like to see in your volunteering job? "I would like the focus of my volunteering job to involve supporting a young adult to make a good start in life. I have not worked with young people before and would find this interesting and challenging."

Previous work/volunteer experience/knowledge:

Is there any previous experience you can draw on? "I have informally advised colleagues at work, family and friends at turning points in their lives and I have motivated others to start learning something new."

Training courses:

Are there any courses you have attended? e.g. coaching, counselling, presentation skills etc? (Elaborate briefly on any one you select.) "I have attended a number of short courses on managing stress and communication over the years that have given me some strategies for connecting quickly with people"



Appendix – Skills Profiles

Skills:

Have you any IT – or technical skills? (Itemise and elaborate.) “I would be able to help a young person produce a CV in Word and search the web for jobs.”

Achievements:

“I am proud to have raised a family of four who are successfully getting on with their lives.”

Communication Style:

How best do you communicate? e.g. co-operative, coaching, convincing, customer-orientated, people-orientated (Choose 3)

My signature strengths:

Choose no more than 5 and write them into a statement. “I ... speak up for what is right; value close relations with others; am a careful, thoughtful person; am always looking for new ways of doing things and like exploration and discovery.”

“I am always looking for new ways of doing things that add interest to life. I am aware of the good things that have happened to me in my life and want to reach out to others less fortunate. I like to think that I am never too busy to give others a helping hand when it is needed and help out to the best of my ability.”

Example 3 – A Completed Personal Profile (using the Skills Summary Guide)

Kathleen Gray – My volunteering role

I would like the focus of my next volunteering job to involve supporting a young adult to get a good start in facing up to life after school. This would fit comfortably with my current commitments – maybe half an hour a week or a couple of times a month. I would find it very rewarding using my interpersonal skills to connect with someone new and try to appreciate where they are coming from. I am a good listener and have previously helped people find a way forward. I have not worked with young people before and would find this interesting and challenging. I believe it is important that older and younger people see each other in a positive light and this would be central to my role. I would not want to be allocated an office-type job with a mentoring organisation as this would not utilize the interpersonal skills I want to use.

Experience

I have informally advised colleagues at work, family and friends at turning points in their lives and I have motivated others to start learning something new. I have attended a number of short courses on managing stress and good communications over the years that have given me some strategies for connecting quickly with people and putting them at ease. I have some basic IT skills and would be able to help a young person produce a CV in Word and search the web for jobs. I have experience campaigning locally against house-building on designated green space so I can be quite persuasive if motivated.

On a personal level

I am proud to have raised a family of four who are successfully getting on with their lives. My communication style is co-operative, people-oriented and sensitive. If I had to summarise the kind of person I am I would say I am always looking for new ways of doing things that add interest to life. I am aware of the good things that have happened to me in my life and want to reach out to others less fortunate. I like to think that I am never too busy to give others a helping hand when it is needed and help out to the best of my ability.

5th March 2009



Appendix – Action Plans

Example A – Action Plan

Name

What would I like to do to be active in the community and/or learn?	What do I have to do to achieve this?	Until when do I want to achieve this?	What have I done until now?

Adapted from: Önkéntes Központ Alapítvány, (2006) European Tool: Portfolio for volunteers to assess knowledge, experiences and skills acquired through voluntary activities. Önkéntes Központ Alapítvány, Budapest, 2006

Example B – Action Plan

GOAL : To read more books and relax

Task	Priority	Action How will it be achieved?	Timescale When will it be achieved?	Resources What do I need?	Success Criteria How will I know?
Broaden my reading base	High	Join the local library	In a fortnight 12 June	Time to join and become familiar with library systems	Library Card
Make a list of books I want to read	High	Browse library shelves, catalogues and book reviews in newspapers. Investigate authors Visit Borders bookshop	In four weeks 3 July	Help from librarian to source books Browse in charity shops Money to buy books	Book list compiled and perhaps some books obtained
Create time and opportunities to read	High	Mark out a regular slot every day to read (on the bus, before bed, when the house is peaceful, go out for a coffee on Saturday take my book along)	Start next week with two hours reading time and increase this over following weeks	Time	Read at least one book per month Tick off on my book list when read
Join a book group	Medium	Join a book group	In three months August	Browse internet and local notice boards for reading groups Money to buy books and join group	Made contact with a book club



Appendix – Evaluation Form

Example Evaluation Form

(the complete evaluation form can be downloaded from www.slic-project.eu)

SLIC Workshops Evaluation Form

University of Strathclyde, Senior Studies Institute, 29 February & 5 March 2009

At the end of these workshops we would like to know whether you were satisfied with the organisation and the contents of the workshop. Please dedicate 10 minutes to improve the quality of future courses!

1. Organisation of the workshop

1.1 I found the **information** which I received **before the workshop** ...

very good good average poor very poor

1.2 The **duration and timing** of the different parts of the workshop were ...

very good good average poor very poor

1.3 The **rooms and equipment** for these workshop were ...

very good good average poor very poor

2. Contents and methods

2.1 I found the **discussions** with the other participants ...

very good good average poor very poor

2.2 I found the **methods used** in the workshop ...

very good good average poor very poor

2.3 I found the **learning aids** (pin wall, handouts etc.) in the workshop ...

very good good average poor very poor

3. Outcomes

3.1 The **personal skill profile** helped me to understand my present position.

strongly agree agree undecided disagree strongly disagree

3.2 The **action plan** provided me with a way forward.

strongly agree agree undecided disagree strongly disagree

3.3 The **certificate** will provide recognition and help my progress.

strongly agree agree undecided disagree strongly disagree

4. Own involvement

4.1 I felt **involved** in the workshop.

strongly agree agree undecided disagree strongly disagree

4.2 I was able to **contribute my own expertise** to the workshop.

strongly agree agree undecided disagree strongly disagree

4.3 I was able to **express my doubts and uncertainties**.

strongly agree agree undecided disagree strongly disagree

4.4 I was able to **express my views and opinions**.

strongly agree agree undecided disagree strongly disagree



Appendix – Example Certificate

The template for the certificate can be downloaded from www.slic-project.eu

This Certificate is awarded to:

Simon Sample

In recognition of successfully participating in the workshop:

“SLIC-Sustainable Learning in the Community”

On 26 February & 5 March 2009
at University of Strathclyde, Glasgow

Signature

Function in organisation



Workshop Handbook



Sustainable Learning in the Community

Raising awareness of older adults' skills
and experience and identifying
new opportunities for learning and engagement

www.slic-project.eu

With the support of the Lifelong Learning Programme of the European Union

