SVMI / Senior Volunteers for Migrant Integration

METHODOLOGY FOR TRAINING PROGRAMME FOR SENIOR VOLUNTEERS PROVIDING SUPPORT FOR MIGRANT AND REFUGEE INTEGRATION

Introduction to development of methodology

The Senior volunteers for migration integration (SVMI) project developed training materials to prepare seniors who wish to serve as volunteers to support migrants in their integration process into a new host society. The training material consists of methodological information for trainers, training modules for trainers to work with senior to prepare them for their volunteering activities and materials, volunteers can use when they work with migrants.

The SVMI methodology and training programme integrates the wide expertise of all SVMI partners. **The training programme consists of five modules (theoretical and practical parts) and will include**

1. **Adult educator's competences,**
2. **Intercultural communication skills,**
3. **Understanding of key migrant integration models,**
4. **Key principles and values of volunteering as element of active citizenship, volunteering for migrant and refugee integration, important cultural aspects and**
5. **Tips of partner country cultures as well as migrant and minority cultures.**

The different methodologies and approaching to adult learning for seniors are suggestions. Trainers and tutors are free to choose and select those methods which are most suitable for their specific groups of learners. The selection is based on the experience of the trainers and tutors.

The training concept will be built on enhancing training effectiveness through the use of real life simulation. The methodology and training programme will be based on a mentorship model and the programme will use of modern ICT.

Both methodology and the training programme will have a direct impact on the three SVMI target groups:

- **seniors from one side**
- **migrants/ refugees as final beneficiaries from the other side,**
- **and trainers working with senior volunteers.**

With this output the seniors will be provided with an opportunity helping them stay involved and active in their communities by preparing them to provide a brand new social service – support for migrant and refugee integration. On the other hand, migrants and refugees will be offered an alternative and friendly way to improve their social integration into a local society by using this new service and getting an access to the initial network of its providers - the project participants-senior volunteers.

Transferability potential of the developed methodology and training programme is relatively high, as it will be designed to be scalable and replicable for training of other target groups (both trainers and trainees), as well as other sectors (cultures, languages, etc.).

The development of the SVMI methodology is based on a common learner profile. This profile defines prerequisite competences and skills an individual serving as a potential volunteer for migrant integration. A training needs analysis will collect evidence of learners' needs and preferred forms of learning.

The SVMI training methodology is based on adult learning theories and adapted to the learning needs of senior learners who wish to serve as volunteers for migrant integration. The methodology will guarantee that desired learning outcomes specifically demonstrating the abilities senior volunteers will be achieved as a result of the SVMI training programme.

Principles of the SVMI methodology

SVMI will work with senior adults. The project will develop training modules for senior adults to service as volunteers for migrant integration.

The methodology is based on key principles of adult education. The SVMI training

- ✔ **will be developed and provided by professional institutions with background and experience in adult education,**
- ✔ **will be professional and oriented along learners' needs,**
- ✔ **will follow innovative didactic principles,**
- ✔ **will be clearly focused on the target group of senior adult learners,**
- ✔ **will build upon the experience and biographical skills and competences of the adult learners,**
- ✔ **will be internationally transferable and applicable,**
- ✔ **will be based on scientific research and resources,**
- ✔ **will be clearly structured in terms of time, expected learning outcomes and element of a lilfelong learning process.***

Adult education is part of a lifelong learning process. After compulsory education with primary and secondary school, either initial vocational training or tertiary education (i.e. university studies), an individual normally starts with his or her professional life. During this active working phase of life, education of an adult often focuses on continuing education and training to enhance vocational skills, to acquire new competences for a professional career or to take part in an in-company training programme.

Adults may also enjoy education and training which are not linked to their professional life or vocational development. Adult education comprises all formal, non-formal and in-formal learning opportunities in the field of non-vocational continuing training.**

Senior adult learners are learners after their active working life. They wish to learn because they have a specific interest and personal motivation to learn or acquire something new. Senior adult learners can draw from a rich experience of skills, competences, knowledge, know-how and tools collected and acquired during their entire lifelong learning process – be it formal, non-formal or in-formal.

Methodologies for senior adult learners need

- ✔ **to respect and build upon existing skills and competences of learners,**
- ✔ **to be based on self-experience, self-exploration and personal interest,**
- ✔ **to be case based and linked to real life and practical life situations,**
- ✔ **to include time for self-reflection**
- ✔ **to provide an environment where they can learn best.**

Principles of andragogy may help to understand adults and senior adults as learners.*** The Canadian Literacy and Learning Network outlines **the seven key principles of adult learning based on andragogy:**

- ● Adults cannot be made to learn. They will only learn when they are internally motivated to do so.
- ● Adults will only learn what they feel they need to learn. In other words, they are practical.
- ● Adults learn by doing. Active participation is especially important to adult learners in comparison to children.
- ● Adult learning is problem-based and these problems must be realistic. Adult learners like finding solutions to problems.

---

*See also: Seitter, W.: Geschichte der Erwachsenenbildung, Bielefeld 2000, p. 12f.
**Arnold, Rolf, Nuisll, Ekkehard and Rohs, Matthias: Erwachsenenbildung, Einführung in Grundlagen, Probleme, Perspektiven, Baltmannweiler 2017, p. 38.
***Knowles, Malcolm Shepherd: The Adult Learner. Fifth Edition. Gulf Professional Publishing, Houston 1998.

- Adult learning is affected by the experience each adult brings.
- Adults learn best informally. Adults learn what they feel they need to know whereas children learn from a curriculum.
- Children want guidance. Adults want information that will help them improve their situation or that of their children.*

Senior adult learners choose to learn because they wish to do so. They are not forced to learn:

- Senior learners have a strong wish towards self-guided learning, in-formal learning and learning at their own speed,
- Senior learners wish to include or integrate their life-experience into the learning process,
- Senior learners wish to prove that they are able to learn, able to acquire something new and apply it in a realistic situation with practical approaches,
- Senior learners wish to learn to find solution for problems or challenges they may encounter in their daily life.**

By including a senior learner's life-long experience, adult education for seniors will make use of a learner's personal identity. For some senior learners, the transition from working life into retirement may be accompanied by feelings of loss of biographical continuity. Adult education methodologies for seniors need to take into account developments of personal transitions, definitions of new roles within society, a person's family and social environment.***

The special conditions of providing adult education and learning for senior learners also results in a special relationship between trainers or tutors and the learners. **Trainers and tutors working with senior adult learners need to take into account the different levels of relationships within such a learning situation:**

RELATIONSHIP	COMMENT
Relationship learner – tutor	Senior adult learners see their tutor / teachers as a guide, a companion leading them through a new personal learning process. They do not see their tutor / teacher as instructor or "traditional teacher" (like at school) who could give them orders
Self-understanding of senior adult learners	Senior adult learners are learning either in their own interest, to explore or discover something new and useful or they wish to learn to make new contacts, do something positive for their social communities, environment
Relationship between senior adult learners	Senior adult learners tend to treat each other in groups with more respect and less "competition" as compared to younger groups of learners; cooperative learning in small groups often is a preferred form of learning
Relationship adult learning provider (institution) and learner	Provider of adult education and learning for seniors take the responsibility to offer senior learners a safe and protected space for learning, reflection, trial and error

*Source: Canadian Literacy and Learning Network. Principles of Adult Learning Archived 2014-02-17 at the Wayback Machine, Jossey-Bass, 2013.
**Reischmann, Jost: Andragogik – Wissenschaft von der lebenslangen und lebensbreiten Bildung Erwachsener. In: Björn Paape, Karl Pütz (Hrsg.): Die Zukunft des lebenslangen Lernens / The Future of Lifelong Learning: Festschrift zum 75. Geburtstag von Franz Pöggeler. Lang, Frankfurt am Main 2002, p. 59–81.
***Meueler, Erhard: Didaktik der Erwachsenenbildung, Weiterbildung als offenes Projekt. In: Tippelt/von Hippel: Handbuch Erwachsenenbildung/Weiterbildung, 6. Überarbeitete und aktualisierte Auflage, Wiesbaden 2016,p. 973-988.

Funded by the
Erasmus+ Programme
of the European Union

S⊻MI

Senior Volunteers for
Migrant Integration

METHODOLOGY FOR TRAINING PROGRAMME FOR SENIOR VOLUNTEERS
PROVIDING SUPPORT FOR MIGRANT AND REFUGEE INTEGRATION

Key principles of the SVMI methodology

The SVMI methodology is based on key didactic and methodological principals which are recommended to be followed for the development and implementation of the SVMI learning modules for senior adult learners.*

❖ Self-reflective learning

Self-reflective learning allows a learner to profit from his or her experience collected earlier if life. A former experienced is applied to a new situation and allows for reflection why a solution may have worked earlier, may not have worked, may work now and may not be applicable to a new situation.

Reflective learning is a way of allowing learners to step back from their learning experience to help them develop critical thinking skills and improve on future performance by analyzing their existing experience. This type of learning, which helps move the learner from surface to deep learning, can include a range of activities, including self-review, peer review and other pedagogical tools.**

Self-reflective learning is based on a practical case study or sample situation. Learners are being introduced to a specific situation, problem or challenge. They are asked to find a solution. They are invited to think, to reflect if they remember such a situation, problem or challenge from an earlier phase of their life. If yes, can the former solutions be applied to the new situation? If no, why not?

Reflecting helps a learner develop his or her skills and review their effectiveness, rather than just carry on doing things as one has always done them. It is about questioning, in a positive way, what you do and why you do it and then deciding whether there is a better, or more efficient, way of doing it in the future.

You wouldn't use a recipe a second time around if the dish didn't work the first time? You would either adjust the recipe or find a new and, hopefully, better one. When we learn we can become stuck in a routine that may not be working effectively. Thinking about one's own skills can help a learner to identify changes one might need to make.

Reflective questions to ask yourself:

- **Strengths** – What are my strengths? For example, am I well organised? Do I remember things?
- **Weaknesses** – What are my weaknesses? For example, am I easily distracted? Do I need more practise with a particular skill?
- **Skills** – What skills do I have and what am I good at?
- **Problems** – What problems are there at work/home that may affect me? For example, responsibilities or distractions that may impact on study or work.
- **Achievements** – What have I achieved?
- **Happiness** – Are there things that I am unhappy with or disappointed about? What makes me happy?
- **Solutions** – What could I do to improve in these areas?***

During the discussion of a case, learners are invited to reflect and speak about their emotional experience during the phase of finding a solution. Where they happy with the solution they found for a similar problem earlier in their life? Are they happy with the solution they found now? Do they feel confident and feel ownership of the solution or do they wish to learn new ways and forms to solve a specific problem?

The tutor or trainer is free to suggest alternative forms to solve a specific situation or challenge. Self-reflective learning

*Siebert, Horst: Didaktischen Handels in der Erwachsenenbildung, Didaktik aus konstruktivistischer Sicht, 7. überarbeitete Auflage, Augsburg 2012.
**See also: https://www.sheffield.ac.uk/lets/toolkit/learning/reflective#Resources (as of 11.01.2018)
***Source: http://www.open.ac.uk/choose/unison/develop/my-skills/self-reflection (as of 11.01.2018)

Funded by the
Erasmus+ Programme
of the European Union

**Senior Volunteers for
Migrant Integration**

METHODOLOGY FOR TRAINING PROGRAMME FOR SENIOR VOLUNTEERS
PROVIDING SUPPORT FOR MIGRANT AND REFUGEE INTEGRATION

can be done in small groups such as tandems or two learners or individually, learner and tutor.

During the reflection phase, senior learners may meet borders or limits of their personal skills and abilities. During such a phase the tutor or trainer has to offer skills or competences which could be acquired now as part of this self-reflective learning experience. Such new skills or competences could be i.e. digital and IT-related skills, communicative skills or new cultural skills.

The key principle of self-reflective learning is a cognitive experience of the learner during which he or she analyses existing skills and competences and may discover the need or desire to learn something new as well.

❖ Biographical learning / identity based learning

Biographical learning may seem a bit similar to self-reflective learning. However, **biography-based learning really draws on episodes of a person's individual history. Many people share similar patterns in their life without knowing about this.**

"The term "biographical learning" is used to describe the study of the relationships that exists between learning and biography, the influence of biography on learning processes and practices, and biography as a mode of learning."*

Biography-based leaning presents a situation which many people can share:

- First day at school
- First day in a new job
- The day of getting married
- A period of being sick, ill or at the hospital

These four simply samples show that a biographical event in a person's life can be positive or negative. The important point is that it can be shared by many. Biographical learning is good for groups of learners. Each learner is asked to i.e. tell a short story about his or her first day at school. What do you remember? How did you feel? Or they are asked about memories they have about a stay at the hospital. Where they afraid? Why? Did the feel to give away "control" to doctors and nurses?

After telling the short stories, the trainer tries to identify a commonly shared feeling or emotion: You all were telling me that you were nervous at your first day at school. How did you handle being nervous? Do you remember other situations where you were nervous (i.e. an exam)? How did you handle this situation? What instruments did have you developed during the course of your life so far to deal with anxiety, being nervous?

Biographical learning focuses on the application of own biographical experience on another person's biographical experience. At this point, learners could be given a real-life case and be asked to discuss this case in small groups. The case could i.e. be story of a migrant who still feels lonely in his or her home country. The migrant is hesitant to make contacts with local people, even afraid maybe to get in contact or simply too shy.

Learners are asked to take samples from their own biography and to apply this to the case study. How could they help the migrant with stories and samples from their own life?

Biographical learning often shows that people share similar stories and biographical experiences or events despite all cultural differences, regions of origin, language or education.

*Tedder, Michael, Biesta, Gert.: Learning from life and learning for life: Exploring the opportunities for biographical learning in the lives of adults. Working paper 7, 2007, p. 3 f. Learning Lives Website, www.learninglives.org

❖ Explorative learning / make things possible

Exploration means discovery. To explore something new is fun. Explorative learning is a good format for senior adult learners to introduce them to new skills, themes or learning content in an entertaining, fun and playful way.

Explorative learning has two dimensions:

● **Exploration in the sense of research:** Learners are asked to do research on a specific topic. They may use computers, do online research, collect data from the Internet, from books or use libraries or other sources for their research.

Technically assisted research is a good way to train and enhance a person's IT and computer-aided research skills. Learners with more experience can help other who are less experienced in using the Internet for research.

● **Exploration in the sense of excursions:** Learners are asked to visit places which are new to them or to re-discover places they know. A visit to a library with a tour around the library, the archives, a meeting with a librarian etc. may add a totally new dimension of knowledge on tools, media, services etc. a local library may offer.

Excursions may also take learners to place like mosques, cultural centers, markets, festivals, nature parks, public administration etc. The intention of excursions is to present to the learners something new or new and additional aspects which expand or complete their knowledge about a specific place or institution.

Explorative learning gives learners a high amount of control over their own learning process. Learners can and should take control of their own learning, the knowledge they gather is rich and multidimensional, learners may approach the learning task in very diverse ways and it is possible for learning to feel natural, it does not have to be forced or contrived.* This could be a special and new experience for senior learners.

A traditional explorative learning exercise could be a research assignment of the most important holidays and festivities of migrants living in a neighborhood. As a first step, learners could simply use the Internet and research the history, background, cultural traditions etc. of a holiday. Based on this research, learners could prepare presentations, posters etc. and share with each other.

As a second step, learners could visit a migrant cultural center, a mosque or a migrant family where a specific holiday is celebrated. Learners will directly experience traditions, music, customs of a specific holiday. They could also be involved in preparing special food or traditional costumes which are typical for a specific holiday.

❖ Connected learning

Connected learning describes a holistic concept of learning. This learning process includes personal interests of a learner, social and peer relationships, professional achievements (during a career, at university etc.), hobbies and all forms of informally or non-formally acquired skills.**

"In addition, connected learning is an approach to educational reform keyed to the abundance of information and social connection brought about by networked and digital media. Advocates of connected learning posit that this approach leverages new media to broaden access to opportunity and meaningful learning experiences."***

The connected learning model suggests that a person learns best

---

*Rieber, L. P.: Microworlds, in Jonassen, David H. (ed.) Handbook of research on educational communications and technology. Handbook of Research for Educational Communications and Technology. Second edition, Boston 1996.
**Ito, M.; Gutiérrez, K.; Livingstone, S.; Penuel, B.; Rhodes, J.; Salen, K.; Schor, J.; Sefton-Green, J.; Watkins, S.G.: Connected learning: An agenda for research and design (PDF). Irvine 2013.
***Cornwell, W. R.; Cornwell, J. R.: "Connected learning: A framework of observation, research and development to guide the reform of education", Breckenridge 2006, p. 62.

- when they are interested in what they are learning;
- when they have peers and mentors who share these interests;
- when and their learning is directed toward opportunity and recognition.

Connected learning is when a learner is pursuing a personal interest with the support of peers, mentors and caring adults, and in ways that open up opportunities for them. It is a fundamentally different mode of learning than education centered on fixed subjects, one-to-many instruction, and standardized testing.

People "learn best when actively engaged, creating, and solving problems they care about, and supported by peers who appreciate and recognize their accomplishments. Connected learning applies the best of the learning sciences to cutting-edge technologies in a networked world. While connected learning is not new, and does not require technology, new digital and networked technologies expand opportunities to make connected learning accessible to all learners. The "connected" in connected learning is about human connection as well as tapping the power of connected technologies."*

Connected learning combines individual learning outcome with outcomes achieved by a group. A group of learners shares the same goal, the same intention for learning, the same purpose. Each learner is allowed to learn and work on his or her own but stays connected to all other members of the group during the learning process. Whenever support is needed, learners will support each other.

Connected learning can be described as a network of learners. This network could be a real inter- and intra-personal network of a group. Such a network could also be a network in a technical sense through which learners at different locations are connected and learn together.

Connected learning often uses technical tools to support the learning process. One sample could be that learners are asked to watch a video or learning tutorial either at home or in a group. Each learner analyzes his or her perception of the video, takes notes and presents these notes in the plenary (may also be during an online meeting or skype conference of learners) to the other learners. Each learner can bring in supportive materials, literature, references and share them with the other members of the group. These materials could be uploaded to a user platform or protected site.

❖ Cooperative and collaborative learning

Collaborative learning is a method of teaching and learning in which learners team together to explore a significant question or create a meaningful project. A group of learners discussing a lecture or learners from different groups working together over the Internet or in a real meeting on a shared assignment are both examples of collaborative learning.**

Cooperative learning is a specific kind of collaborative learning. In cooperative learning, learners work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.***

In small groups, learners can share strengths and also develop their weaker skills. This method has shown good results with senior learners who can bring in their lifelong skills and competences. They develop interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, learners engage in numerous activities that improve their understanding of subjects explored.

In order to create an environment in which cooperative learning can take place, three things are necessary

✓ first, learners need to feel safe, but also challenged,

---

*Quote from: https://clalliance.org/why-connected-learning/ (as of 10.01.2018)
**Johnson, D.W. and R.T. Johnson: Learning together and alone. Englewood Cliffs, N.J.: Prentice Hall, 1991.
***Verduin, J.R., Jr.: Helping students develop problem solving and investigative skills in cooperative settings, Springfield 1996.

✔ second, groups need to be small enough that everyone can contribute,
✔ third, the task learners work together on must be clearly defined.

Also, in cooperative learning small groups provide a place where*:

- learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- projects and questions interest and challenge students;
- diversity is celebrated, and all contributions are valued;
- learners learn skills for resolving conflicts when they arise;
- members draw upon their past experience and knowledge;
- goals are clearly identified and used as a guide;
- research tools such as Internet access are made available;
- learners are invested in their own learning.

Collaborative learning methodologies in adult education for seniors can have many positive aspects:

✔ **Collaborative learning promotes diversity:** Learners work with many different types of people in small groups. During these sessions they interact with their fellow learners, they learn to discuss different points of view and it supports learners to better understand other cultures and perspectives.

✔ **Collaborative learning accepts individual differences.** Different learners may have different responses to a question. Learners will acquire a wider an more comprehensive perspective on a specific topic or learning item.

✔ **Collaborative learning allows learners to work and learn in tandems.** This support continuing personal development, offers a protected space for exchange of knowledge and acquisition of new learning content and learners benefit from structured interaction between each other.

✔ **Learners are actively involved in collaborative learning sessions.** Each learner has an equal chance to contribute and to share with others. This also serves as motivation to explore the next step and go beyond existing skills.

✔ **Collaborative learning also offers tutors and teachers a chance for individual feedback, group feedback and evaluation of learning progress in adult education.**

❖ Contextual learning and case- or project-based learning

Contextualized learning is a proven scientific concept that incorporates the most recent research in cognitive science. According to contextual learning theory, learning occurs only when (adult) learners process new information or knowledge in such a way that it makes sense to them in their own personal frames of reference (their own inner worlds of memory, experience, and response). Senior learners have many of such personal references collected during their lifetime.

"The human mind seeks meaning in context by searching for relationships that make sense and appear useful. Building upon this understanding, contextual learning theory focuses on the multiple aspects of any learning environment, whether a classroom, a laboratory, a computer lab, or a worksite. It encourages educators to choose and/or design learning environments that incorporate many different forms of experience in working toward the desired learning outcomes. In such an environment, learners discover meaningful relationships between abstract ideas and practical applications in the

**See also: http://www.thirteen.org/edonline/concept2class/coopcollab/index.html (as of 10.01.2018)*

context of the real world; concepts are internalized through the process of discovering, reinforcing, and relating."*

Contextual learning focuses on real world situations. It is less about theory but more about practical aspects of life.

Contextual learning methodology often works with real-life case studies or real project assignments. This could be the story of a person, a film or documentary, a short text with a description of a situation. This real-life case should describe a specific situation and the solution a person found for this specific situation.

Learners can link this situation – as in biographical learning – to their own experience. However, they are asked to take into account as many as possible "environmental" factors: Where did the situation happen? Who was part of it? What was the main problem or challenges? How was the solution found? Would I have done the same in the same situation?

A case study could try to include as many characteristics as possible of a situation. As examples, learners could be confronted with the story of a migrant who was forced to leave his country of residence and now settles in Europe. What were the conditions which made the migrant to finally decide to leave his home town? All factors should be listed, from personal ones, social ones, political and economic ones.

Mapping of all factors which influence a situation can be used as exercise to list as many items as possible.

Learners will present their analysis of a given situation. The tutor or teacher will ask them to compare their analysis with their own present situation.

There are many other terms used to describe contextual learning including:**

- Hands on experience
- Real world education
- Active learning
- Integrated learning
- Project or case based

Because of the flexibility of this type of learning a teacher can design a learning environment which incorporates many different forms of experience, including social, cultural, physical and psychological.

Quote from: http://cordonline.net/CTLtoolkit/downloads/What%20Is%20Contextual%20Learning.pdf (as of 10.01.2018)
**Bern, R.G. & Erickson, P.M.: Contextual Teaching and Learning: Preparing Students for the New Economy. New York 2001.*

The SVMI methodology for a training programme for senior volunteers providing support for migrant and refugee integration

The SVMI learning modules for a training program for senior volunteers for migrant integration will

- ✓ be based life experience of senior learners,
- ✓ respect existing skills, competences and knowledge,
- ✓ motivate learners to discover, explore and try something new,
- ✓ be in small groups of senior learners.

The learning modules are available as paper-based learning materials for use with a teacher or tutor in a classroom like setting. All modules are also available online on the SVMI project website and learning platform.

The materials will be suitable for

- ✓ self-guided learning and learning at one's own speed,
- ✓ integration of life experience based on case studies,
- ✓ practical real life situations a senior volunteer may encounter when providing support for migrant and refugee integration.

Each module will be of four hours length. The five SVMI learning modules will offer a total of 20 hours of training.

The methodologies applied in these modules will be based on innovative principles of adult learning provision such as

- Self-reflective learning
- Biographical learning / identity based learning
- Explorative learning / make things possible
- Connected learning
- Cooperative and collaborative learning
- Contextual learning and case- or project-based learning

All methodologies will be applied in a safe, protective learning requirement which will also take into respects needs of senior adult learners such as loudness, clearly spoken language, good light, materials to take notes, accompanying water and drinks, easy to reach toilets and – if necessary – barrier free access to rooms and venues.

Of course teachers and tutors are free to combine SVMI materials with learning provisions and may apply SVMI materials to other target groups as well.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

10

Additional recommendation for working with senior volunteers

Based on experience collected by SVMI partners during the recent years when working with senior volunteers and based on sociological studies on volunteering and society*, we recommend some additional points of consideration:

❖ A new role at an older age

✔ Seniors in retirement may look for a useful and challenging form of "work", of "being needed" after their active working life;
✔ Volunteering for seniors can be a form of "public recognition" and "public appreciation" of their skills and knowledge;
✔ Seniors may need advice or help to transfer their knowledge and skills collected during their active working life into a new situation, to a new target group (i.e. such as migrant, refugees etc.);

❖ A new form of being active

✔ Senior volunteers may see volunteering as something new for them;
✔ Seniors may see volunteering as an instrument for positive changes in their life;
✔ Seniors may see volunteering as an instrument to improve their own social environment;
✔ Seniors may see volunteering as a new form of organizing themselves, being part of a new team, a new group

❖ Possible requirements of seniors towards volunteering

✔ A new activity (such as volunteering) has to make sense;
✔ Volunteering can be chance for self-development and personal development;
✔ Volunteering is a chance for a good use of free time;
✔ Senior volunteer wish to be respected partners on the same level as other participant (free of hierarchies);

❖ Expectations of seniors towards volunteering

✔ Volunteering as tool for networking, making new friends, meeting new people;
✔ Volunteering as long-term activity with sustainable goals, achievements;
✔ Clear definition of responsibilities as a volunteer;
✔ Clear guidance or leadership by an institution for volunteers;
✔ Clear definition of resources, materials etc. needed for volunteering and clear understanding who will provide these materials (pay for these materials);
✔ Clear "framework" for volunteering provided by an institution together with public services, public administration etc.
✔ Positive recognition for volunteers in the public, in the media etc.

**Karl, Fred; Aner, Kirsten; Bettmer, Franz, Olbermann, Elde (Hrsg.): Perspektiven einer neuen Engagementkultur. Praxisbuch zur kooperativen Entwicklung von Projekten. 1. Auflage. Wiesbaden 2008.*

**Senior Volunteers for
Migrant Integration**

METHODOLOGY FOR TRAINING PROGRAMME FOR SENIOR VOLUNTEERS
PROVIDING SUPPORT FOR MIGRANT AND REFUGEE INTEGRATION

Project Coordinator:

**International
House**
Vilnius-Soros

Soros International House
www.sih.lt

Project Partners:

tau

Medardo Coboto Treciojo Amziaus Universitetas
www.mctau.lt

if a Akademie

ifa Akademie
www.ifa-akademie.de

Anmiro Oy
projects, evaluation, writing

Anmiro Oy
www.anmiro.net

DIAN
www.dian.gr

GSVO95

GSVO 95
www.gsvo95.fr