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Local Community Animator

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This document is a publication about local community animator and it is the result of the Intellectual Output 2 of the KA2 Erasmus+ project "Local environment animation – new chance for youth development". The publication is undertaken by international consortium consisting of the following organisations:

- Consorzio Materahub - Industrie culturali e creative, Italy,
- The Independent of Christian Trade Unions - NKOS, Slovakia
- EOS Foundation, Poland
- Association for Education and Sustainable Development - DITR, Slovenia
- WSPA Lublin, Poland

At the end of the publication you can find contact and more information about each organization.

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Introduction

The word animation comes from the Latin words anima – soul, animatio – revival, animus – vigor and the verb animo, -are, which in Latin has three meanings: 1) to blow, 2) to breathe life into something, to give soul, to bring to life., 3) to stimulate, to add courage, to encourage, to make bold. In French, the word animer means to bring life, to give strength to action, to initiate a specific undertaking, to encourage.

We can see the person of the social animator as someone who:
• shapes the sense of community by building relationships and social ties,
 • activates and motivates others to take action,
• creatively unleashes potential in other people and communities,
• emancipation and empowers people, groups and communities, including those marginalized and socially excluded,
• may influence public participation, i.e. influencing decisions.

The aim of the following publication was to present in a clear way who the social animator is, what actions he or she can take, how animators can develop their competences and how animators influences can affect society.

Publication is addressed to young people as well as all people and institutions interested in the topic of animators of the local environment. Especially to organizations which have adequate resources to organize trainings for young people.

In the first chapter, which was written by Consorzio Materahub, you can find different viewpoints of the words "animation" and "animator". There are also some details about job duties an animator can do during their daily work. More importantly, the roles and influences of an animator to the local community are discussed, with the extension to the final part, describing the profession recognition at different levels.

The second chapter is devoted to the description of competences that a good and effective animator of the local environment should have. You can find both hard and soft competences here, although more emphasis was put on soft competences, because they are usually mentioned only casually, and experts think it is worth paying a little more attention to them. This chapter was prepared by The Independent of Christian Trade Unions – NKOS.

In the third chapter, which was written by EOS Foundation, you will find information about the legal regulations concerning the profession of animator and the local community in Poland, Slovenia, Slovakia and Italy, and a description of educational paths that will show you how to get this profession in different EU countries.

The last, fourth chapter is a collection of good practices, tools and methods for the profession of local community animators. The examples presented in publication were selected by experts from the project partner countries. The chapter was prepared by Association for Education and Sustainable Development – DITR.

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The publication was written on the basis of the knowledge, experience and own materials of partner organizations, the content for Chapter 3 and Chapter 4 were collected through previously prepared templates, which in the next step were supplemented by representatives of a given organization in each of the partner countries: Poland, Slovakia, Slovenia, Italy. Experts from organizations participating in the project carried out desk research, looking at the training activities of the largest entities educating and supporting the work of animators of the local environment. The didactic offer of these organisations was analysed in terms of the use of non-standard methods and tools for education in the profession of an animator of the local environment.

Desk research consisted in conducting a literature review concerning importance of local animators, competences and educational path to become animator using the following keywords or a mix of them:

- local community animator
- education
- competences
- development
- social impact
- soft competences
- higher education
- importance

Each partner could adapt the methodology to the reality of the organization of their country and use its own specific research methods.

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Chapter 1. Exploring the value, identity and adaptability of local animators, how they play a fundamental role in communities.

1.1   What is animation?

Animation is the topic that has caught the interest of many individual scholars and institutions for years. In 1997, Jame Trilla who was the professor of social pedagogy at the University of Barcelona defined the term "animation" as given in dictionaries, with the inspiration from the verb "to animate"[1]. This word means "to infuse the soul", "to infuse forces and activity to unanimated things", "to make a certain appearance pleasant", "to infuse value", "to take action and effort to something", "to communicate happiness and movement to a group of people", and "to dare on something". From these meanings, animation is understood as the "action and effect of animating". Although this definition does not clarify the meaning of animation in reality, they show how complicated and comprehensive the expression is and give current research a solid base for more detailed explanations.

According to the Australian Institute of Family Studies (2008), "animation" is the process of bringing to life, inspiring to take actions, which is based on the conviction that anyone, even ordinary people can create positive changes in both themselves and beyond that in their communities, if they are trusted, encouraged and supported[2]. Another study of rural animators in Scotland (Budge, Irvine & Smith, 2008) noticed animation is how people set things up and encourage people to get involved in the process of self-realization, self-actualization, belongingness[3]. In order to do that, a rural animator will provide people with a variety of support, including stimulation, inspiration as well as emotional and physical help. Developing from the previous research, in 2013, Smith described animation as an activity that consists of working intimately with people and groups to help them participate in and manage their communities[4].

The act of animation comprises qualities that encompass both personal and institutional change in both direct and indirect ways. Precisely, it directly involves educating, stimulating and encouraging other people to be more active in their communities. Indirectly, it involves building, coordinating and overseeing networks, relationships, circumstances and environments towards the same end. Animation can subsequently be understood as the activity of

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[1] Trilla, J. (Coor.) (1997). Animación Sociocultural: teorías, programas y ámbitos [Socio- cultural animation: theories, programs and ambits]. Barcelona, España; Editorial Ariel.

[2] Australian Institute of Family Studies. (2003). *Promising Practice Profiles,* http://www3.aifs.gov.au/institute/cafcappp/ppp/profiles/pppdocs/la_animation.pdf, accessed: 25.09.2022.

[3] Budge, A., W. Irvine, and R. Smith. (2008). "Crisis plan – What Crisis Plan? How Micro Entrepreneurs Manage in a Crisis." International Journal of Entrepreneurship and Small Business 6 (3): 337–354.

[4] Smith, R. (2013). "Developing and Animating Enterprising Individuals and Communities: A Case Study from Rural Aberdeenshire, Scotland." Journal of Enterprising Communities, People and Places in the Global Economy 6 (1): 57–83.

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empowering, encouraging and invigorating the creation of esteem by others – individuals, bunches and communities.

1.2. Who is an animator?

The terms "animation" and "animator" are correlated as "animator" is developed on the basis of "animation". The variation in defining the meaning of the word "animation" above can consequently lead to different explanations of the term "animator".

In the late 1980s, Jan Żebrowski (1987) considered an animator as the person who spontaneously or distinctively animates the environment, invigorates the desire for knowledge, impacts the development of different interests, show a comprehension and appreciation towards the significance of teaching and education in the life of a person, and is mindful of own social role[5]. In any case of the field in which the animator works, his work is without a doubt energetic and inventive, his task always consists of reviving and fortifying activity in a diversity of areas of life and its development. He is a person who is discreetly dedicated to taking full actions and implementing initiatives in all areas of human activity. Being an animator is not required to be creative; however, it is ideal for him to be able to create opportunities for others to become creators or social workers.

In another study, the term animator originated from the Latin work "animere", which means to breathe life into something. From this perspective, "A community animator is someone who comes from the community; knows the culture and the language of his/her community; has time to commit to the project; willing to learn and most of all dedicated to serve the best interest of the community. A community animator uses his/her skills and talents to enable people and groups to learn from each other and take action on their needs and aspirations" (Edmonton Multicultural Coalition, 2016)[6].

According to the Carnegie Rural Community Development Programme (2018), the work of the animator is also concerned with encouraging people and communities to take actions - working with individuals and groups to encourage them to become more active citizens, breathing life and fire into their underlying passions and supporting them in the shaping and development of their communities[7].

These explanations vary, but they share a variety of common points. Thus, on the basis of these descriptions, we combine and modify them to create our own definition of an animator. An animator is understood as *"a person who originated in a particular community who holds a community-oriented mindset and is willing to dedicate his/her time in shaping and promoting the overall development of their communities. An animator closely connects with members and communities to encourage them to become more proactive people, with the enhancement in*

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[5] Żebrowski, J. (1987). Zawód i osobowość animatorów kultury. Gdańsk.
[6] Edmonton Multicultural Coalition. (2016). Who are Community Animators?, http://www.emcoalition.ca/animators, accessed: 14.09.2022.
[7] Carnegie Rural Community Development Programme. (2018). *Unlocking Potential.*

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their sense of community, genuine desire to become a better version of themselves, self-confidence in their own capacities and gallantry in following their dreams."

1.3. What are the job duties of an animator?

In some countries, people can be accustomed with the job title "animator", "community animator" or other names with similar job functions; however, in many other regions, it is still unknown. In order to more easily imagine what exactly an animator does, some job duties will be listed down, with the references from job descriptions published by Academic Invest website[8], EDMONTON CDC[9] and Canadian CED Network[10]. The tasks generally include but not limited to:

- Working alongside community members to develop community-based programs by arranging and coordinating programs, workshops, community gatherings, etc.
- Facilitating and co-leading design sessions of the identification of functional requirements with community representative and end users, organizational policies, etc.
- Supporting and encouraging program participants or local community volunteers
- Helping program participants or local community volunteers connect with resources and funding or training sessions to improve their skill set shortfalls
- Inviting and encouraging community leaders to be involved in their own local projects
- Supporting the development of partnership with governments, organizations, collaboratives, local committees and authorities to improve the animation programs in the community.

The job duties show that working as an animator can require people to connect with different types of communities. Therefore, people can decide to work in the following types of fields (not a comprehensive list):

- Religious communities
- Ethno-cultural minority groups
- Disadvantaged communities

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[8] Academic Invest. (n.d.). *How to Become a Community Involvement Animator,* https://www.academicinvest.com/arts-careers/sociology-careers/how-to-become-a-community-involvement-animator, accessed: 14.09.2022.
[9] EDMONTON Community Development Company (ECDC). (n.d.). *Community Animator,* https://edmontoncdc.org/wp-content/uploads/2019/05/animator-job-profile-ecdc.pdf, accessed: 14.09.2022.
[10] The Canadian CED Network. (2018). *Community Animators,* https://ccednet-rcdec.ca/en/job/2018/11/23/community-animators, accessed: 14.09.2022.

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- Communities of like-minded people (e.g. the group of people who are interested in making their community more "green")

1.4. What are the roles and importance of an animator in the local community?

The roles of the animator are generally concerned with community development and capacity building, the empowerment of individuals and groups who are equipped with the skills, knowledge and confidence required to make things happen. It is usually known to bring about transformational regenerative change. In another research *"Understanding the role and the uniqueness of the EMC community animator model in empowering ethno-cultural communities in Edmonton"* published by professor Ali H.M.A at MacEwan University (2017), he demonstrated 5 funamental roles of a community animator[11]. They include:

- **Knowledge transfer**

Animators share knowledge or information with members of their community in diverse ways, for example, training, interpersonal interactions, bring community animators to a service provider. The information that an animator can pass on to the local community can include:
- How to navigate resources and information to connect with the mainstream system
- How to facilitate community development and to play a leadership role
- How to manage financial life (e.g. information on financial literacy)

- **Engage community members in the community development work**

Numerous of the community animators immerse themselves in their community development work. And many other community members are energized to engage in community work to make more fundamental contributions to community development.
- **Establish connections between communities**

Animators play plentiful vital parts in interfacing and connecting individuals from different ethno-cultural communities, fortifying solidarity among these members. And as a result of this process, the expansion of social systems inside and beyond their communities is promoted.
- **Connect communities with organization or service providers**

Animators open the "entryways" for each of their ethno-cultural communities. In order to do it, they build up close contact between themselves and different organizations, offices or service providers – connecting communities to various resources and services.
- **Speed grants projects related roles and activities of a community animator**

Offering a little amount of funds to the community to execute the community advancement exercises is usually the aim of the seed grant program. Animators can provide their community with a proper training on seed grant application and its utilization issues. By doing that, community members can utilize their skill sets in a practical field.

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[11] Ali, H M Ashraf. (2017). Understanding the role and the uniqueness of the EMC community animator model in empowering ethno-cultural communities in Edmonton.

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These are some primary roles of an animator; however, what exactly can they attribute to the influence of local society with real case studies? In the final report of a project named "Animation Project" which was run by St Vincent de Paul Society in 2003, it illustrates 4 main contributions an animator can offer to their own community[12]. They are:

- **Development of community initiatives**

Establishment of a community managed laundromat and coffee shop: From a dream to a reality, the Claymore Community Laundromat and Coffee Shop is almost self-funding providing a practical service, a community meeting place, training and work experience.

- **Increasing confidence to claim individual and community rights**

Reclaiming of vacant land to form a vibrant community park and meeting place: This has involved liaison and negotiation by community representatives with local government, parliamentarians, and government departments, non-government organizations, lawyers and business people. Community events, which draw the participation of hundreds of locals, are regularly held in the park.

- **Increased participation in civil society**

Increased volunteerism—Participants begin or increase their community volunteering: The total number of residents participating in their local community activities gradually increased. Many of these volunteers became community leaders involved in mentoring new volunteers.

In one document evaluating the Animation Project in 2002 reported that volunteers discovered the following changes as a result of their involvement:

- Practical improvements for community members
- Community designed and operated services
- Job generation
- Expanded skills base of the neighborhood
- Changed perceptions of public housing estates in the campbelltown area
- Increased optimism among residents
- Expanded networks and partnerships and increased collaboration.

Establishment and support of independent community organizations: Cultivating self-determination and local community control were considered as the key standards of the Animation Project. Six autonomous community organizations advanced from its work counting

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[12] Australian Institute of Family Studies. (2003). *Promising Practice Profiles,*
http://www3.aifs.gov.au/institute/cafcappp/ppp/profiles/pppdocs/la_animation.pdf, accessed:
25.09.2022.

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Claymore Community Laundromat and Coffee Shop and Kids Community Park with B.E.S.T., Airds Focus Group and Bradbury Hearthouse Focus Group, Minto and Northern Campbelltown Community Action Group.

These groups held community gatherings with decision-makers and chosen agents raising lodging, wellbeing, transport and instruction issues. The inhabitant activity bunches further embraced individual and systems advocacy, gave data to their nearby communities, opened gatherings and arranged with an extent of government and non-government lodging associations.

This project worked alongside nearby neighborhood community associations to get extra resources. All through this preparation, participants' finance raising abilities could be upgraded and tested as they took part in submitting writing workshops and proactively emerged themselves in making written and verbal presentations to grant-makers.

● **Greater sense competence, self-confidence and self-esteem**

Learning and training outcomes: As a part of partnership with Macquarie Fields TAFE Outreach, Animation Project and Claymore Community Laundromat and Coffee Shop could run a certificate training course that focused on the management of laundromat. In 2000, there were 20 women graduating from this training, and more than 4 women continue to undertake their further study in the TAFE system. In another intensive informal learning program, over 70 workshops and seminars were carried out every year with the participation of approximately 150 people.

Changing images and perceptions: Coming from a poor and marginalized community, Animation Project participants usually shared their common experience of stigmatization, stereotype or sense of impotence. This project endeavored to build a platform for the voice of residents to be heard, providing the communities themselves the full power of telling their own stories. It eventually led to an emerging cultural and community-based art program fostering positive media stories and public speaking activities. These programs could attract over 100 inhabitants to take part in, including both adults and children.

Personal change: The participation in the project could not only bring about the social changes but also their personal transformation, in terms of finding their own voice, discovering there is "no one above us", figuring out personal capacities and potentialities. Some participants decided to pursue their further study or employment. They could even gain some significant leading positions in their community or organization, for example, P&C President.

Confidence to network: After the project, the community spirit among participants was lifted. On 6 separate occasions, over 150 people tried to find opportunities to come together, share experience and act together despite the geographical boundaries. The attendance at community events kept consistent. In the period of 6 months, the number of people joining the Community Leader Course Graduation, Macquarie Fields Expo, Halloween and Christmas Carols in Kids Community Park were 60, 500, 300 and 200 respectively.

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These are just some examples representing the roles and importance of an animator in the local community. More detailed real cases of best practices will be further expounded in the Chapter 4 of this article.

1.5.   How is the animator profession recognized?

It is impossible to deny the importance of animators to the local community based on what has been discussed above. However, it is not yet so socially situated in the public consciousness perhaps because either it may have been taken for granted, having been there all along but never recognized or voiced; or it is an emerging practice, which is still not part of the discourse. In fact, this profession merely gets attention from some governments or small communities. For example:

At governmental level, Puente al Desarrollo – A Bridge to Development – is the human rights-based legislation in Costa Rica has witnessed both government agencies and communities collaborating with each other to tackle social problems (Rory Truell, 2018)[13]. Such new law from the social work approach has contributed to alleviating poverty and strengthening community systems of self-care. After its introduction in 2016, the statistics in the following year showed that the poverty rate was reduced by 41% in this country.

Other endeavors at project level, for example, the project Open School for Village Hosts (OSVH) funded by the European Commission is also trying to bring new life for Europe's small villages. In this project, a new job title has also been invented which is called "Village Host". Village Host will discover and connect assets that have already existed in their own community but are currently neglected: people, places, building and skills (John Thackara, 2022)[14]. They will combine these resources to organize events, build up enterprises or offer services.

On the contrary, at the regional or global level, it has not been recognized as a professional profile with national and transnational frameworks. With the references from European professional frameworks, such as ESCO which identifies, describes and classifies occupations and skills for the EU labor market and education and training activities or Pact for Skills – a shared engagement model for skills development in Europe, the "animator" profession has not been identified and registered. Other frameworks illustrating the lack of acknowledgement of this occupation will also be explained in more detail in Chapter 2. Overall, it is absolutely essential to get this profile into the system so that it can get the support at the regional and global policy level.

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[13] Truell, R. (2018). *Social work is booming worldwide – because it's proven to work,* thegurdian.com: https://www.theguardian.com/society/2018/jul/02/social-work-booming-worldwide-costa-rica, accessed: 14.09.2022.

[14]   Thackara, J. (2022). *New Life for Europe's Small Villages,* villagehosts.eu: https://www.villagehosts.eu/new-life-europe-small-villages/, accessed: 14.09.2022.

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Chapter 2. Competences of Local Community Animators

2.1 What are abilities, knowledge and competencies?

The terms 'skills, abilities, knowledge and competencies' are often used interchangeably to describe the same concepts. In general conversation this is fine, but when it comes to writing a job description, assessing candidate fit, or conducting a performance review, understanding the meaning and implication of each word becomes vital.

Knowledge

Knowledge is sometimes viewed as if it was a concrete manifestation of abstract intelligence, but it is actually the result of an interaction between intelligence (capacity to learn) and situation (opportunity to learn), so is more socially-constructed than intelligence. Knowledge includes theory and concepts and tacit knowledge gained as a result of the experience of performing certain tasks.[15]

Ability

An **ability** is a talent or *skill* in a particular area. It can be improved or developed to a certain extent, even though it is natural and inbuilt. Its development is a lengthier and complicated process.

What does this all mean? It means that:

- we can have the knowledge of how to do something, but it doesn't necessarily mean that we have the ability or skill to do it. This is why knowledge is the 'simplest' to develop. An example is: knowledge to use a word processing application.
- we need to have an ability and knowledge to develop a skill. It is difficult to develop a skill if we don't have the ability to develop that skill. An example: skill to edit documents on the computer.
- we can have an ability to do something, but if we don't improve on this ability, it will remain stagnant and will unlikely turn into a skill. An example: ability to understand and follow instructions.[16]

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[15] Winterton, J. .2006. Typology of knowledge, skills and competences: clarification of the concept and prototype. European Centre for the Development of Vocational Training. Luxemburg. ISBN 92-896-0427-1 https://www.cedefop.europa.eu/files/3048_en.pdf accessed: 25.07.2022

[16] Zahra, M.,B. .2019. The importance of knowledge, skills and abilities. https://surgeadvisory.com/development/the-importance-of-knowledge-skills-and-abilities/ accessed: 25.07.2022

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Competence

The terms 'competency' and 'competencies' focus on someone's personal attributes or inputs. They can be defined as the behaviours (and technical attributes where appropriate) that individuals must have, or must acquire, to perform effectively at work.

'Competence' and 'competences' are broader concepts that cover demonstrable performance outputs as well as behavioural inputs. They may relate to a system or set of minimum standards needed to perform effectively at work.

A 'competency framework' is a structure that sets out and defines each individual competency (such as problem-solving or people management) required by individuals working in an organisation or part of that organisation. Competency frameworks originally consisted mainly of behavioural elements - an expression of the softer skills involved in effective performance. They have since become broader in scope to include more technical competencies. Technology developments have given this shift greater momentum. [17]

A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating.[18]

Key competences are context-independent, applicable and effective across different institutional settings, occupations and tasks. These typically include basal competences, such as literacy, numeracy, general education; methodological competences, like problem solving, IT skills; communication skills, including writing and presentation skills; and judgment competences, such as critical thinking.[19]

2.2. European perspective on competences

The 2006 **Recommendation of the European Parliament and of the Council on Key competences for Lifelong Learning** supported the development of competence-oriented teaching and learning, and the need to reform curricula in the European Union. In May 2018, the European Council adopted an updated **Recommendation on Key Competences for Lifelong Learning** to further promote the development of key competences in the European Union.

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[17] Competence and competency frameworks. 2019
https://www.cipd.co.uk/knowledge/fundamentals/people/performance/competency-factsheet#gref accessed: 25.07.2022
[18] Scott, D. 2015. New Perspectives on Curriculum, Learning and Assessment. Springer. ISBN 3319228315
[19] Winterton, Jonathan & Delamare, Françoise & Deist, Le & Stringfellow, Emma. (2005). Typology of Knowledge, Skills and Competences: Clarification of the Concept and Prototype.

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The European Framework for Key Competences for Lifelong Learning , identifies and defines 8 key competences necessary for personal fulfilment, active citizenship, social inclusion and employability in a knowledge society: 1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology; 4) Digital competence; 5) Learning to learn; 6) Social and civic competences; 7) Sense of initiative and entrepreneurship; 8) Cultural awareness and expression.[20]

The aim of the **LifeComp** conceptual framework is to establish a shared understanding, and a common language on the "Personal, Social and Learning to Learn" competences. LifeComp is made up of three intertwined competence areas: 'Personal', 'Social', and 'Learning to Learn'. Each area includes three competences: Self-regulation, Flexibility, Wellbeing (Personal Area), Empathy, Communication, Collaboration (Social Area), Growth mindset, Critical thinking, and Managing learning (Learning to learn Area). Each competence has, in turn, three descriptors which generally correspond to the 'awareness, understanding, action' model. FIGURE 1 illustrates, at a glance, the nine competences that makeup LifeComp.[21]

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[20] COM(2009)640 final. Key competences for a changing world. https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF accessed: 25.07.2022

[21] Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.
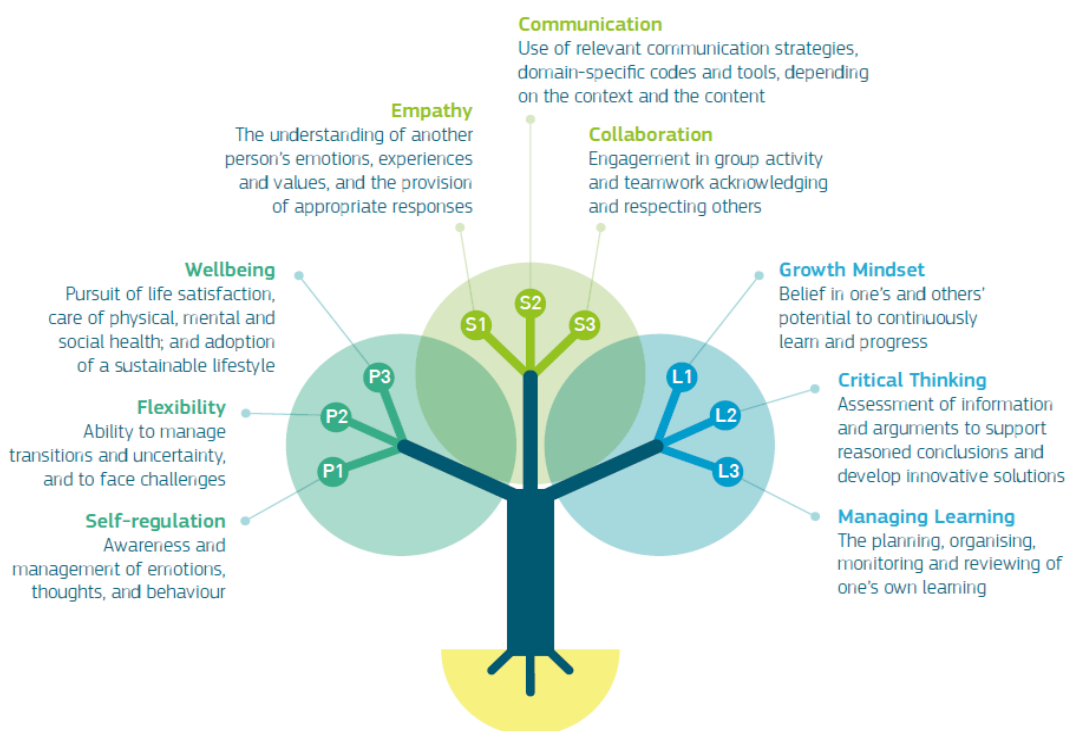
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Figure 1: LifeComp framework for "personal, social and learning to learn" key competence[22]

The European Commission has developed **Green-Comp** as a reference framework on sustainability competences at EU level. It provides a common ground to learners and guidance to educators, providing an agreed definition of what sustainability as a competence entails. *GreenComp* consists of 12 competences organised into the four areas. GreenComp comprises four interrelated competence areas: 'embodying sustainability values', 'embracing complexity in sustainability', 'envisioning sustainable futures' and 'acting for sustainability'. Each area comprises three competences that are interlinked and equally important. Figure 2 provides a visual representation of *GreenComp*.[23]

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[22] Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

[23] Bianchi, G., Pisiotis, U. and Cabrera Giraldez, M., GreenComp The European sustainability competence framework, Punie, Y. and Bacigalupo, M. editor(s), EUR 30955 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-46485-3, doi:10.2760/13286, JRC128040.

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Figure 2: Visual representation of GreenComp[24]

The European Commission has developed EntreComp: the **European Entrepreneurship Competence Framework** as a reference framework to explain what is meant by an entrepreneurial mindset. EntreComp is a common reference framework that identifies 15 competences in three key areas that describe what it means to be entrepreneurial. Figure 3 depicts the EntreComp competences as slices of a pie chart. Each slice has a different colour: blue for the competences in the 'Ideas and opportunities' area, orange for those in the 'Resources' area and green for the competences in the 'Into action' area. The slices are surrounded by the three competence rings, which embrace all the 15 competences.[25]

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[24] Bianchi, G., Pisiotis, U. and Cabrera Giraldez, M., GreenComp The European sustainability competence framework, Punie, Y. and Bacigalupo, M. editor(s), EUR 30955 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-46485-3, doi:10.2760/13286, JRC128040.

[25] Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. EntreComp: The Entrepreneurship Competence Framework. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101581
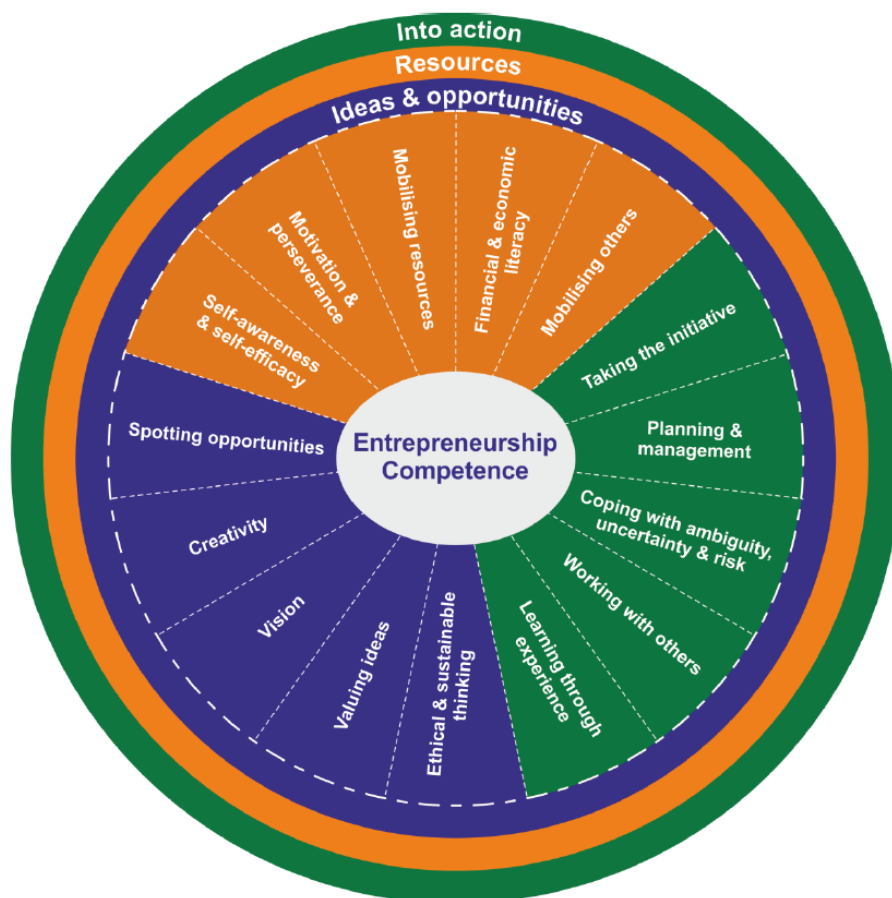
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Figure 3: Areas and competences of the EntreComp conceptual model.[26]

The Digital Competence Framework for Citizens, also known as **DigComp**, provides a common language to identify and describe the key areas of digital competence. Digital competence is part of the Key Competence Framework for Lifelong Learning and interlinked with other competences. [27]

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[26] Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. EntreComp: The Entrepreneurship Competence Framework. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101581.

[27] Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48882-8 (online),978-92-76-48883-5 (print), doi:10.2760/115376 (online),10.2760/490274 (print), JRC128415.
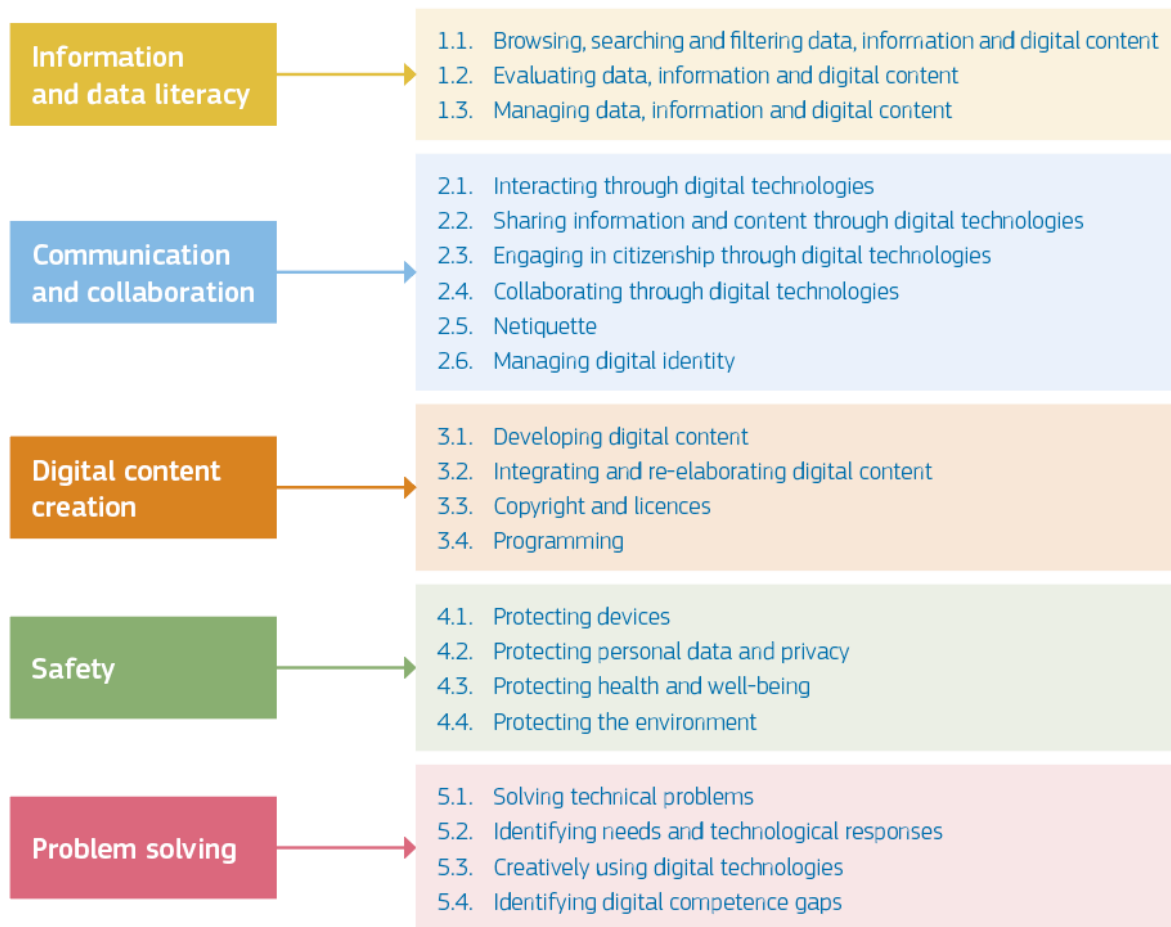
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Figure 4.: The DigComp conceptual reference model[28]

2.3. Ten competences of a Local Community Animator

Community animators have a wide range of responsibilities, which can include:

- Communicating with community members to understand their needs and concerns
- Creating outreach plans to help spread awareness of community issues or initiatives
- Coordinating volunteers and other members of the community to participate in events or projects that support the organization's goals
- Building relationships with businesses, community leaders, and other groups that can be helpful in achieving the organization's goals

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[28] Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48882-8 (online),978-92-76-48883-5 (print), doi:10.2760/115376 (online),10.2760/490274 (print), JRC128415.

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- Conducting research on issues and possible solutions, such as environmental concerns or community safety issues
- Working with government agencies to improve public policy and create change through legislation or other means
- Implementing programs designed to empower members of the community to act on local issues such as crime prevention or education
- Planning community events such as festivals or block parties to engage residents in activities that promote social interaction with others in the community
- Identifying community needs and developing plans to address those needs through cooperation with other organizations.[29]

In everyday working life, they carry out a wide range of activities, the work is not monotonous. They build organizations to maximize the power and involvement of their members. They listen to their members (through individual conversations). They are responsible for sharing information and raising issues, options, alternatives, and problems that affect the collective power that the group can wield. They identify and develop a diverse group of members who agree with the role of the organization's public voice on a variety of issues. They develop sound organizational strategies based on an analysis of power. Their task is also to recruit and develop leaders and group members. The role of the animator is to build public relationships. They work with people to define problems and issues and help them think about the strategies and tactics needed to act confidently and win. They help with fundraising and integrate fundraising into every aspect of their organizational work. Sometimes, they facilitate trainings and strategy sessions when needed. They strive for accountability and demand accountability from others in every aspect of their work.[30]

The characteristics of a successful Community Animator are not prescribed, nor should they be. You'll be an individual, with a unique set of skills and qualities which will make you fit for the job. You will also require learning new skills and you'll never know it all – but you'll journey in a spirit of learning, be open to new possibilities and be as humble as you are confident.[31]

Based on the analysis of the responsibilities of a local community animator, his/her daily activities, we propose a set of 10 competences that are crucial for his/her work and successful career. In formulating the competencies, we have drawn on several occupational frameworks.

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[29] Career Insights. 2022. *What Does a Community Organizer Do?* Retrieved September 17, 2022, from https://climbtheladder.com/community-organizer/

[30] Nowak, I. 2018. *Ako robiť sociálne zmeny v lokálnych komunitách - príručka pre komunitných organizátorov.* Banská Bystrica: Centrum komunitného organizovania, p.70

[31] Gavin, H. et all n. d. *Unlocking Potential. A Handbook for Community Animators.* Retrieved September 17, 2022, p.16 from https://www.sup.org.uk/PDF/A-Handbook-for-Community-Animators.pdf

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The individual competencies are complementary, sometimes overlapping (e.g. creativity and problem solving, leadership skills and strategic thinking), and together create a strong competency profile for anyone who wants to experience success in working with the community.

Figure 5. Ten competences of a Local Community Animator

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Active listening and questioning

Comstock (2015) defines active listening as a communication technique that requires the listener to attend and focus on a speaker or group to understand the message. Listening requires concentration, not interrupting the speaker.[32] According to authors Jones and Pfieffe (1998) active listening *„is a matter of attitude and also an intellectual and emotional process "*. Active listening is an important social skill used by the local animator to make the client feel understood and supported. This skill is important in community work, where clients often do not hear by the majority.[33] In community work, it is very valuable that active listening maintains communication relationships and contributes to mitigating conflicts that are very common in communities.[34] It can be, for example, an area of negotiation between the client and his employer. The worker actively listens to both sides to provide the client with the necessary resources to fulfill his needs and solve his social problems.[35] An animator can also teach the client the skills of active listening which can increase the quality of their life. To understand the client´s message well, it is necessary to use questioning to get feedback.[36] Active listening requires listening to the content, intention and feeling of the client of community center. An animator as an active listener shows his interest to his client verbally with questions and with non-verbal, visual cues signifying that the other person has something important to say.[37] Asking questions is related to active listening because it develops the conversation, helps the animator to understand the situation and gain new insights.

Social competencies

The application of a variety of complex abilities for creating and effectively managing social connections and interactions with others is referred to as social competence. Working in the local community will test the animator's level of social competences. The individual can interact effectively with other people and build teamwork. Can use own strengths, balancing and complementing the strengths and weaknesses of others to effectively achieve goals. Respects ethical values and generally accepted standards of behavior, can accept difference, be tolerant, polite, courteous, and considerate. Can establish and maintain relationships, create, and use networks of contacts. He/she can identify conflict situations, assess the situation in

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[32] Hunsaker PL, Alessandra T, Alessandra AJ. 2008. *The new art of managing people, updated and revised: Person-to-person skills, guidelines, and techniques every manager needs to guide, Direct, and Motivate the Team*. Simon and Schuster Inc; New York.

[33] House of Commons Women and Equalities Committee. 2019. *Tackling inequalities faced by Gypsy, Roma and Traveller communities*. Seventh Report of Session 2017–19. p.9

[34] Rodat, S. 2020. Empathy and active listening in the humanistic social work. *Research Terminals in the Social Sciences* (eds. Dan Valeriu Voinea and Alexandru Strungă) (pp.9-25) SITECH Publishing House, Craiova.

[35] Sharkey, S., Sharples, A. 2008. From the Beginning. In *Evaluation*, 14(3), 363–380. doi:10.1177/1356389008090860

[36] Švehláková, B. 2020. Komunikačné zručnosti a aktívne počúvanie. In *Direktor. Portál pre riaditeľov škôl a zriaďovateľov*. ISSN 1339-925X.

[37] Bauer C, Kathrin F, Renate MP. 2010. Introducing "active listening" to instant messaging and e-mail: benefits and limitations. *IADIS International Journal on WWW/Internet*. 7(2), 1–17.

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conflict management, devise appropriate resolution strategies, minimize dysfunctions, and promote constructive dialogue. Can behave assertively and use effective communication.[38]

Digital literacy

The local animator influences the community in a face-to-face way, but part of his/her work takes place in the digital environment. He or she manages a social media page or group or chat app, creates posters, online petitions or produces media content. The updated DigComp 2.0 framework identifies key components of digital competence in five areas, which can be summarized as follows:

1) Information and data literacy: articulate information needs, locate and retrieve digital data, information, and content. Assess the relevance of a resource and its content. Store, manage and organize digital data, information, and content.
2) Communication and Collaboration: interact, communicate, and collaborate through digital technologies, being aware of cultural and generational diversity. Engage with society through public and private digital services and participatory citizenship. Manage our digital identity and reputation.
3) Creating digital content: create and edit digital content Enhance and integrate information and content into the existing body of knowledge while understanding how copyright and licensing should be applied. Know how to give clear instructions for a computer system.
4) Security: To protect devices, content, personal information, and privacy in digital environments. To protect physical and mental health and to know digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
5) Problem Solving: Identify needs and problems and address conceptual issues and problem situations in digital environments. Use digital tools to innovate processes and products. To keep up to date with digital developments.[39]

Leadership skills

The traits and talents that people exhibit to manage the resources, oversee initiatives, and influence members of their community toward the accomplishment of shared objectives are known as leadership skills. From the perspective of a local community animator, we look particularly at community leadership. Whereas animators of local environment may not have a formal leadership role, they nonetheless have an impact on their networks and contacts.

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[38] *Slovak National Framework of Occcupations*. Retrieved September 17, 2022, from
https://www.sustavapovolani.sk
[39] Vuorikari, R., Punie, Y., Carretero, S. and Brande, L., 2016. DigComp 2.0. Luxembourg: EU, Publications Office.

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The roles of local animators as leaders include:

- Initiation and spread of interest
- Organization of sponsorship
- Goal setting and strategy formulation
- Recruitment – resource mobilization
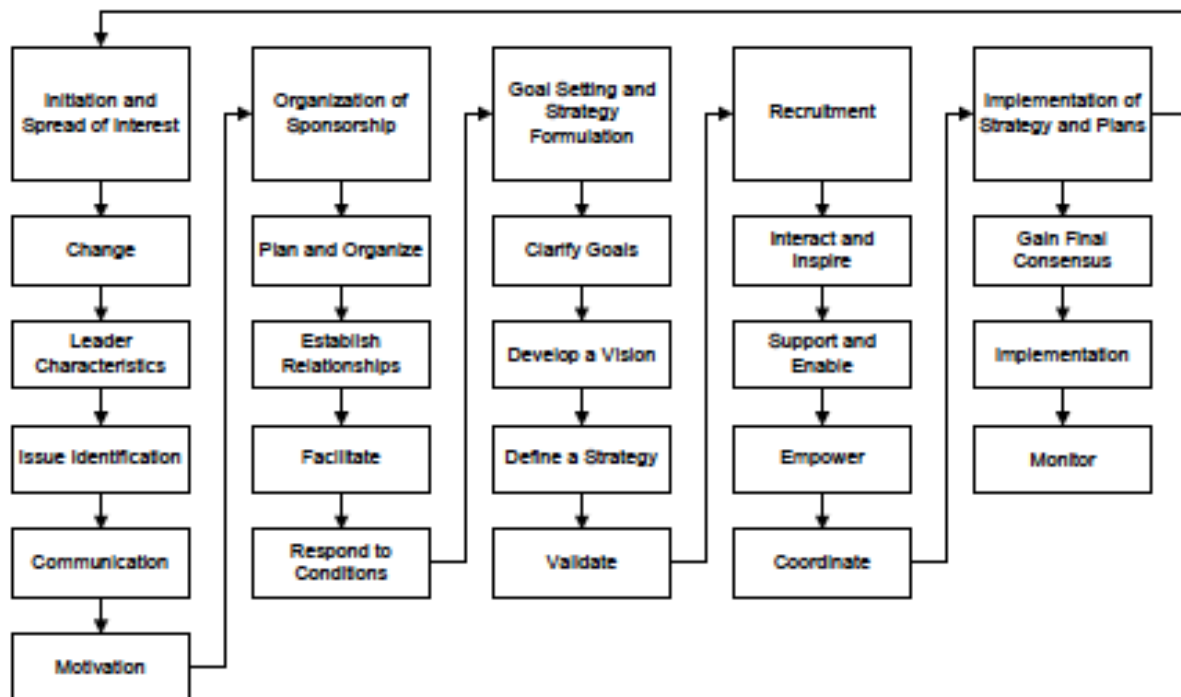- Implementation of strategy and plans.[40]

Figure 6. Conceptual model of community leadership.[41]

Problem solving

The process of detecting a problem, coming up with potential solutions, and taking the right action is known as problem solving. Your personal and professional lives both benefit from having strong problem-solving abilities. Managers frequently cite everyday problem solving as essential to the success of their organizations in the rapidly changing world of today. Local environment coordinators might use problem-solving to come up with useful and original solutions as well as to demonstrate independence and initiative to employers. The ability to solve problems is a skill, and just like any other skill, the more you practice, the better you get.

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[40] Lamm, K. W., Carter, H. S., Lamm, J., Lindsey A. B. 2017. Community Leadership: A Theory-Based Model. *Journal of Leadership Education*, 16(3), 118-133

[41] Lamm, K. W., Carter, H. S., Lamm, J., Lindsey A. B. 2017. Community Leadership: A Theory-Based Model. *Journal of Leadership Education*, 16(3), 118-133

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So how exactly do you practice problem solving? Learning about different problem-solving strategies and when to use them will give you a good start.[42]

The problem-solving process is structured as shown in the following figure 7.

The 5 Stages of Problem-Solving

We subconsciously move back and forth between these stages before landing on a solution and making a plan.

Stage 1 ←→ Stage 2 ←→ Stage 3 ←→ Stage 4 ←→ Stage 5

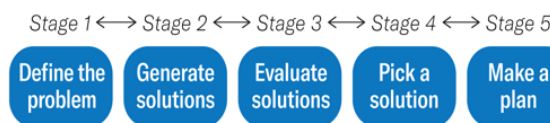| Define the problem | Generate solutions | Evaluate solutions | Pick a solution | Make a plan |

Figure 7. The five stages of problem solving.[43]

Creativity

Creativity is not a mysterious, magical process that is only available to a select group of people, such as singers, actors, writers, and artists. People have trouble defining creativity precisely. The capacity to switch between wonder and rigor to solve issues and offer unique value is creativity. Our ability for wonder allows us to pause, fantasize, and pose bold, imaginative questions. Rigor is the ability to follow rules, use complex abilities, pay close attention to details, and devote sufficient time to a task to master it. Both are essential for the development of creativity. A hybrid approach to creativity that blends awe and analytical rigor is essential to succeed in our age of augmented reality, artificial intelligence, and quickly developing   technologies.[44]
The ability to combine previously learned information to solve issues and create new things is what makes creativity fundamentally a combinatorial process. The work of a local community animator is not routine. An animator experiences new situations and challenges and innovates while overcoming them.

Resilience

Resilience can be defined as *„capacity of individuals to withstand considerable hardship, to bounce back in the face of adversity, and to go on to live functional lives with*

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[42] COMIT. n. d. *Introduction to Problem Solving Skills*. Retrieved September 17, 2022, from https://ccmit.mit.edu
[43] Amico, L. 2021. How to Solve Problems. Harward Business Review. Retrieved September 17, 2022, from https://hbr.org/2021/10/how-to-solve-problems
[44] Nixon, N. 2020. Creative Competency: Why to Make It Everyone's Priority for Your Business. In: *CEOWorld Magazine*. Retrieved September 17, 2022, from https://ceoworld.biz/2020/06/24/creative-competency-why-to-make-it-everyones-priority-for-your-business/

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a sense of well-being". [45]Among the qualities that build resilience that does not suppress reality, but accepts it, are: *„A sense of humor; a sense of direction or mission; intellectual capacity; adaptive distancing; self-efficacy (or self-esteem and initiative); and the possession of a talent or skill".*[46] Resilience does not depend on the conditions in which the animator finds himself and which he faces. Even in adverse life circumstances, a person can remain resistant to them and live a functional life full of well-being.[47] Resilience as a specific ability of a professional does not mean avoiding anxiety, fear or uncertainty. Resilience is about overcoming them.

„Cultivating resilience allows us to face these and other stressful experiences with greater confidence, so we have the resources to bounce back".[48] In community work, animator often come across imperfect systems and financing of social services. Their persistence, steadfastness is needed. A local coordinator in the community not only builds their own resilience, but also builds "community resilience". By this we mean strengthening social capital, networks, and support; language revitalization, strengthening of cultural identity and spirituality; supporting families and parents to ensure the healthy development of the child; improving local control and collective efficiency; building infrastructure (material, human and informational); increasing economic opportunities and diversification; and respecting human diversity.[49]

Working with excluded clients brings situations of frustration, so resilience is important to keep the local animator motivated.

 Patience

Local animators must exercise tolerance and patience in different situations or in handling difficult persons. In the present fast-changing environment with accelerated pace of living and with greater dependence upon technology, this skill is becoming alien among people. Present-day clients want speedy and spontaneous service without losing time, and services cannot afford losing "customers" and referral opportunities. If animators do not exercise patience in such situations, negative emotions accelerate, and relations get destroyed. Animators must demonstrate patience in such type of difficult situations by taking fair and firm actions.[50]

"Patient people understand that the more they accept the things they can't change, such as events they can't control, the more they can learn to react in a way that doesn't maximize stress

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[45] Vaillant, G. E. 1993. The wisdom of the ego. Cambridge, MA: Harvard University Press. p.248

[46] Turner, S. G. 2001. Resilience and Social Work Practice: Three Case Studies. *Families in Society: The Journal of Contemporary Social Services*, 82(5), 441–448. p. 442

[47] Turner, S. G. 2001. Resilience and Social Work Practice: Three Case Studies. *Families in Society: The Journal of Contemporary Social Services*, 82(5), 441–448.

[48] Whitney E. 2017. *Resilience for Social Workers: How To Increase Flexibility, Energy, and Engagement in the Face of Challenge. In: The New Social Worker.* Harrisburg. p.3

[49] Kirmayer, L. J., Sedhev, M., Whitley, R., Dandeneau, S., & Isaac, C. 2009. Community resilience: Models, metaphors and measures. In Journal of Aboriginal Health, 7(1), 62-117.

[50] Kumar, V., & Dhiman, S. 2022. Transcending Emerging Barriers Through Patience. In *Innovative Leadership in Times of Compelling Changes* (pp. 79-98). Springer, Cham. p.83

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or make the situation worse… Patience doesn't mean you never feel frustrated, but it does mean you know how to handle frustration and grant allowances for it. You can avoid making decisions based on the anger or frustration you feel. Developing patience can take some practice".[51]

Organizational skills

Organization skills are those related to creating structure and order, boosting productivity, and prioritizing tasks *"that must be completed immediately, versus those that can be postponed, delegated to another person, or eliminated altogether. Maintaining strong organizational skills can reduce the chance of developing poor work habits such as procrastination, clutter, miscommunication, and inefficiency. Managers usually look for employees who can not only keep their work and their desk organized, but for those who can also adjust quickly to the organizational structure of a company"*.[52]

Organizational skills also include time management. A community animator must plan different types of activities and manage his/her time effectively.

These skills are valuable, so it is advisable for local coordinators to acquire them. The good news is that organizational skills can be learned and developed.

Strategic and conceptual thinking

Strategic thinking skills are any skills that enable animators to use critical thinking to solve complex problems and plan for the future. These skills are essential to accomplish job objectives, overcome obstacles, and address challenges—particularly if they're projected to take weeks, months, or even years to achieve.[53]

Animators must *"define significant problems, gather information, formulate ideas, and construct prototype plans for solving the problem. These complex, creative problem-solving skills imply a need for expertise bearing on both the nature of the problem and the kind of leadership role at hand"*.[54]

Conceptual skills help workers avoid the pitfall of not "seeing the forest for the trees," as the saying goes. If they possess conceptual skills, they can both envision problems and brainstorm solutions. Having these skills likely means that they're creative types and can work through

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[51] Herrity, J. 2019. *The Importance of Being Patient and How To Develop Patience*. Indeed Career Guide. Retrieved September 17, 2022, from https://www.indeed.com/career-advice/career-development/being-patient
[52] Doyle, A. 2021. *Top Organizational Skills Employers Value with Examples*. The Balance Careers. Retrieved September 17, 2022, from https://www.thebalancecareers.com/organizational-skills-list-2063762
[53] Stobierski, T. 2020. *4 Ways To Develop Your Strategic Thinking Skills*. Harward Business School Online. Retrieved September 17, 2022, from https://online.hbs.edu/blog/post/how-to-develop-strategic-thinking-skills
[54] Mumford, M. D., Zaccaro, S. J., Connelly, M. S., & Marks, M. A. 2000. Leadership skills: Conclusions and future directions. *The Leadership Quarterly*, *11*(1), 155-170.

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abstract concepts and ideas.[55] Conceptual thinkers are adept at grasping the rationale behind actions. They have the ability to think abstractly and quickly apply what they learn to a given circumstance. To compete in a varied culture, animators will need to think creatively about all aspects. You will learn how to concentrate on the larger picture and spot implicit concepts before others do through the assignments in this competency course.

Chapter 3. Educational paths of a local community animator in selected European countries

3.1. The importance of animators' education

Social animation as a long-term and multilateral process of reviving and developing a specific environment: local (commune, city, district, housing estate, village) or social (a group of excluded, professional, neighborhood people, having a common problem, interests, connected by a subculture) serves the creation and implementation of local development programs, revitalization programs, organizing the local community within the social welfare system. The method of social animation is an educational practice that stimulates people (individuals, groups, communities, local communities) to independently design (diagnose, plan, evaluate) and implement activities focused on social problem solving, satisfying needs with the use of democratic values (subjectivity, dialogue, participation, partnership, community) and potential (resources, opportunities) important for the development of the environment in which they live / work.

A local community animator is responsible for conducting the process of shaping the community (building social relationships, social activation and mobilization), as a result of which the potential of people, groups and communities is activated, empowered (especially marginalized and socially excluded) and also his/her responsibility is to launch the process of public participation. The animator uses knowledge, skills and experience to conduct these activities. [56] Taking into account the tasks of the animator, he/she must have interdisciplinary

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[55] James, M. n. d. Conceptual Skills: Definition, Overview and Examples. Career Support. Retrieved September 17, 2022, from https://carreersupport.com/conceptual-skills-definition-overview-and-examples/

[56] Gliwicka, E., Musioł, S., Żabka, B. red (2010). Między liderem a zmianą. Warszawa.
Harris, V. (2012). Umiejętności potrzebne w organizowaniu społeczności lokalnej. Warszawa.
Jordan, P. red. (2014). Rozwój społeczności lokalnych w Europie. W kierunku wspólnych założeń i rozumienia. Warszawa.
Metodologia wspierania rozwoju społecznego gminy poprzez partycypację , pod red. Neli Chojnowskiej - Ochnik, Elżbiety Singer. http://www.grodziczno.pl/asp/pliki/pobierz/200807-ppwow-r02-metodologia___podrecznik.pdf accessed: 2022.07.13

Organizowanie społeczności lokalnej : analizy, konteksty, uwarunkowania, pod red. Bohdana Skrzypczaka, 2011

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knowledge derived from many fields, e.g. sociology, psychology, economics, history, cultural studies, administration etc. An animator is a moderator of change, therefore, he/she must also have knowledge and skills in conducting social processes, group development dynamics, change management, conflict management and communication.

Appreciating the fact that animators play a key role in local social processes, out of concern for the quality and effectiveness of their work, in recent years, in many European countries, standardization of their work has occurred. This is also the purpose of educating animators, including shaping their knowledge, attitudes and skills.

3.2 Educational paths for animator in Poland

In Poland, the profession of a local community animator has been described in the Polish Classification of Professions as: Economic animator for regional development (CODE 242202). According to the classification, animator initiates and promotes regional development; helps local administration units, pro-innovation institutions and enterprises in undertaking and implementing initiatives related to the social and economic development of the region. The animator's professional tasks were defined as follows: identifying needs, initiating activities, suggesting new ideas and action strategies in the field of regional development; cooperation with various institutions in order to define general directions of the region's development; mobilizing local communities working for the social and economic development of the region; promoting economic, tourist and other values; initiating, coordinating and supervising the implementation of tasks and investments related to the development of the region in specific areas; developing a strategy and plan for regional development and a feasibility study; recommending potential solutions to existing problems, planning them and providing assistance in the organization and implementation of planned activities; providing information and consultations in the field of services supporting regional development; searching for sources of financing and partnership for the implementation of undertaken projects; obtaining EU funds; matching partners to undertake joint ventures related to the development of the region.[57]

3.2.1 Local Activity Centers

In Poland, the Association Center for Supporting Local Activity is a pioneer in the method of animation work with the local community and educating generations of animators. The association has developed a method of working with the local community, which aims to discover the strength of the local community and promotes it under the common brand CAL. Among other things, the association organizes training and workshops educating animators, as

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https://www.isp.org.pl/pl/publikacje/organizowanie-spolecznosci-lokalnej-analizy-konteksty-uwarunkowania accessed: 2022.07.21

[57] https://psz.praca.gov.pl/rynek-pracy/bazy-danych/klasyfikacja-zawodow-i-specjalnosci/ wyszukiwarka-opisow-zawodow accessed: 2022.07.27

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well as local government employees and NGOs in the area of animation work, and organizes
meetings of local community organizers.[58]

3.2.2 Social Service Centers

The legal regulations for the profession of a local community animator in Poland apply
to animators employed in Social Service Centers called local community organizers. This is
regulated by the ACT of July 19, 2019 (Journal of Laws of 2019, item 1818) on the provision
of social services by the social services center.

"Art. 32. The tasks of the local community organizer include in particular:

1) conducting research on an ongoing basis:

a) the needs of the local government community in the scope of supporting activities,

b) the potential of the local government community in the field of supporting activities;

2) developing, based on the conclusions resulting from the recognition of the needs and
potential of the local government community in the field of supporting activities, a plan for
organizing a local community and its updating, and the implementation of this plan;

3) undertaking activities aimed at activating the self-government community, in particular
organizing supporting activities;

4) initiating activities other than those specified in point 3, aimed at strengthening social ties
and integrating the local government community;

5) cooperation with entities conducting local animation or other forms of community work in
the area of the center's operation.

Art. 33. The organizer of a local community may be a person who:

1) has a university degree;

2) has at least 2 years of experience in conducting local animation or other forms of community
work, including work with the local community;

3) obtained the second degree of specialization in the profession of a social worker in the
specialty of social work with the local community or completed training in the field of local
community organization;

4) has not been legally convicted of an intentional crime prosecuted by public indictment or a
deliberate fiscal offense or against which no final judgment has been issued which conditionally

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[58] https://www.cal.org.pl/ accessed: 2022.08.10

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discontinues criminal proceedings for the commission of an intentional crime prosecuted by public indictment or a deliberate fiscal offense. " [59]

Training in the field of local community organization is organized by regional centers of social policy. Their program covers the following issues: legal provisions governing the establishment of the CUS; the role of non-governmental organizations in shaping the local market of social services and the principles of cooperation with social partners; methods of diagnosing the needs and potential of the local government community in the field of supporting activities; animation and activation of the local community and environmental work; competences, tasks and functions of the local community organizer; methodology of work with the local community, including volunteering, self-help, neighborhood support and cooperation with entities running local animation in the area of the social services center; planning the development of the local community, developing and updating a plan for organizing the local community; [60]

3.2.3 Social Economy Support Centers

Local community animators are also employed in Social Economy Support Centers. Both the animator of the local community, as well as his/her tasks and work standards, have been defined in the standards applicable to Social Economy Support Centers, which concern, among others, the competences, improvement of knowledge and skills of OWES employees.[61]

An animator at OWES must have a minimum of 3 years of experience in providing animation services regarding local development, creating local partnerships. "The competences of the OWES key personnel are in line with the" Competency Model ". Competency assessment is carried out by:

• periodic staff appraisal carried out once a year,

creating periodic professional development plans updated once a year on the basis of staff assessment.

• participation of staff in activities increasing competences, including internal training, external training, consulting, networking meetings, exchange of experiences, etc.

Actions increasing competences are documented: the employee is obliged to provide OWES with a copy of the confirmation of training or participation in workshops/ meetings increasing

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[59]LAW of 19 July 2019 on the implementation of social services by the social services center
https://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU20190001818/T/D20191818L.pdf accessed: 2022.08.10

[60] Training for Employees od the Social Services Center, College of Social Services Employees in Lublin
http://kpss.lublin.pl/artykuly/szkolenia-dla-pracownikow-centrum-uslug-spolecznych/ accessed: 2022.09.05

[61] Department of Social and Solidarity Economy, Standards of the social economy support centre,
https://www.ekonomiaspoleczna.gov.pl/Standardy,OWES,4113.html, accessed: 2022.08.10

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competences. It is necessary to strive for each member of the staff to improve their competences through training, workshops and consultancy, for at least 30 hours a year (...) ". [62]

Certified trainings for animators employed at OWES are held periodically and cover the following issues:

The animation process: the role of an animator in the local community, operating models, threats, principles of advisory work; using tools in animation work. Innovative methods of animation in the environment (on-line games). How to effectively use social media for animation work. Conducting meetings, moderating meetings offline and online. How to effectively use social media for animation work. Change management in the context of running an initiative group, ngo; diagnosis of difficulties, action plan, motivating to action, achieving goals. Change leader: PES management methods that allow, inter alia, for building the authority / role of a leader, creating a PES development strategy; Innovative methods of animation in the environment (on-line games). How to effectively use social media for animation work. Promotion of ES activities in the region: tools, initiatives, financing. Introducing and preserving change: diagnosis of difficulties, action plan, motivating to action, achieving goals. Supporting the change leader: building the authority / role of a leader, team management styles, conflict resolution. Coaching tools at work with a change leader.

Cooperation between local government units and NGOs: Creating public policies using the potential of ES, including creating local plans for the development of the social economy in communes / counties, including PES in the revitalization process, cooperation with local government units within the CUS; cooperation with local government units within the CUS. Tools of cooperation between NGOs and local governments - using the JST-NGO cooperation model: conducting social dialogue, diagnosis using the Local Quality Index for cooperation, identifying areas for support / directions of cooperation development.

Legal bases: Legal bases for establishing and functioning of individual entities of the social economy; learning the formal and legal context, PES registration, creating statutes, applying social clauses. De minimis aid, establishing and running a paid and economic activity, economic activity of KGW; legal and accounting aspects of running a PS; reporting; financial flows; optimization (selection) of the form of running a business. Creation of statutes, application of social clauses.

Strategy for working with people experiencing mental disorders and diseases: Identifying various disorders, ways of communicating and working with people experiencing these ailments (e.g. how to handle such a person, how to make the first contact and where, if

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[62]Competence model of standards qualification of OWES Employees with the way they are validated, Social Economy Support Centre in Nidzica, http://ekonomiaspoleczna.nida.pl/userfiles/dokumenty/Dokumentacja%20projektowa/MODEL%20KOMPETEN CYJNY%20OWES%20.pdf accessed: 2022.08.10

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necessary, send them back so that they can get professional help), coping with basic medical situations (e.g. an epilepsy attack).

Interpersonal skills: Effective communication, conflict resolution. Development of ability to work with a group - group process. Creating partnerships, networking of entities es. Preparation and diagnosis of the local environment. Concluding permanent local partnerships (PES, business, local government units); PES cooperation with business. Encouraging businesses and enterprises to join social activity and supporting PES, system benefits for local government units and business from the development of the social economy, benefits of using CSR in business. Creating a local brand as a way to activate and establish local partnerships.

Organizations are being established in Poland to associate and train animators on certified courses. An example of such an organization is the Forum of Social Animators, which runs the School of Social Animators. [63]

However, there is no specific uniform path for educating local community animators. Animators can educate themselves mainly in postgraduate studies, courses and training, some schools of social workers also offer a specialization in the field of local community animation. In Poland, the profession of a local community animator can also be acquired during undergraduate studies.

3.2.4 Higher education

Lublin University of Science and Technology in Ryki: the aim of the studies is to deepen the theoretical and practical knowledge of students in the field of social activity, initiate and implement animation tasks in the area of local community in the field of culture, self-governance, education and assistance. The graduate, acting as a socio-cultural animator, undertakes activities aimed at changing the social and cultural environment of the local environment, triggering and building social capital in it, developing the ability to conduct social dialogue, supporting the development of individuals and communities and building their social activity. [64]

At many universities in Poland, there is no separate field of study educating local community animators. Competences related to the work of an animator can be acquired, among others, in the fields of pedagogy, sociology, economics (specialization in anti-social economics), social work, and cultural studies.

Knowledge and skills in the field of animation can be acquired, for example, during pedagogical studies as part of the subject environmental education. After graduation, the student will know the basic concepts of environmental education useful in the work of an environmental animator; know the factors influencing the selection of animation strategies and methods in the environment; be able to analyze, research and evaluate (on a basic level) the functioning of local communities and the possibility of taking actions; understand the role of time and place in making social changes; be able to critically analyze and use in practice social theories: sociological, philosophical, psychological, pedagogical and different interpretations of the

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[63] Forum of social animators, http://www.forumanimatorow.org/ accessed: 2022.09.05

[64] Lublin University in Ryki, Social animation and local development, https://lswryki.pl/animacja-spoleczna-i-rozwoj-lokalny/ accessed: 2022.08.10

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importance of the role of the social environment in human life; be able to analyze and evaluate the results of animation practices in the local environment; be aware of contemporary changes and challenges in local communities. The student will understand the role of a social animator in the local environment and in the process of change, as well as the risks associated with environmental activities; acknowledge and understand the role of the social and cultural potential of the local environment, be able to use it in animation activities; be aware and able to use the educational / creative potential of the place where the social animator works; understand the role of the memory of the past in the local community, its significance for the present, and also see - where necessary - the possibility of "working on the memory of the community". [65]

At the Kazimierz Wielki University in Bydgoszcz, there are undergraduate studies (bachelor's degree) - pedagogy with a module of social animation and culture management.
As part of the second-cycle studies in social work and social economy, e.g. at the John Paul II Catholic University of Lublin, the student will be prepared, among others, to: activate and integrate local communities, including building a development strategy for solving social problems, using the opportunities provided by creating social economy entities and their potential to generate social change. [66]

3.2.5 Postgraduate studies

Many postgraduate studies combine the animation of the local environment with the animation of culture, offering postgraduate studies educating in this field. Such studies are offered, among others, by: University of Management and Administration in Opole: animator of the local community, is a postgraduate course aimed at people who want to actively participate in social life and who want to be a leader who stimulate the functioning of various social environments and improve their quality of life. The aim of the studies is to acquire appropriate knowledge, skills and competences in the field of improving environmental activities, especially in areas requiring prevention or intervention. A graduate of the course will acquire knowledge in the field of social animation, public policy, theory and strategies of social development. They will learn about the tools of social participation, ways of initiating and building local partnerships, the principles of adult education, building individual development paths (coaching) and group cooperation, and diagnosing communities. The graduate will have extensive knowledge in the field of functioning and building social economy centers. The graduate will be prepared to work in broadly understood environmental activation. They will acquire skills in diagnosing the local community, developing local development strategies, initiating and building partnerships and social networks (networker). He/she will learn to effectively and creatively introduce tools of social participation and animate community cooperation, and will be able to work based on the dynamics of the group, maintain the commitment and motivation of others. The graduate will acquire skills that will be able to support the development of educational, social and cultural institutions. The field of study

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[65] http://informatorects.uw.edu.pl/pl/courses/view?prz_kod=2300-N2-E%C5%9A accessed: 2022.08.10

[66] Catholic University of Lublin, Faculty of Social Sciences, Social work and social economy
https://www.kul.pl/praca-socjalna-i-ekonomia-spoleczna,art_72586.html accessed: 2022.08.10

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allows for the acquisition of competences enabling taking actions in the broadly understood activation of individual social environments. The graduate will build and support the functioning of local communities in a creative and innovative way. [67]

3.3 Educational paths for animators in Slovenia

In Slovenia, the profession of local community animator can fit under categories like (RS GOV 2022a; RS GOV 2022b):

- Person responsible for animation of tourist - touristic animator. Persons that act as tourist animator need to have secondary school (4 year programme); national qualifications are offered in this area – see section 2);
- Persons in charge of organization of events like organizer of events, business meetings. Such task can be performed by persons with secondary school (also national qualifications are offered in this area – see section 2), and by persons that completed university degrees (mainly persons that finished their studies in the area like business, management, tourism, but also persons that completed their degrees from other areas)
- Persons responsible for community affairs (e.g. employees at community/ municipalities in charge of community affairs, employees at NGOs). Usually a university degree is needed to perform such work (but usually not limited to specific areas of study). Preference is given to candidates that have good knowledge /experiences such as: working with marginalized groups, know work of communities in the area of culture, education, sport, social issues, are familiar how public institutions, and NGOs operate
- Profile of professionals working with youth. They can be in role as motivators, coordinators, leader of specific projects for youth, multi-practice; eg. animation of youth in camps, professionals working in NGOs or other organizations dealing with youth. Professionals working in this position can have secondary school or university degree (in most cases from the area of social work, social pedagogues, pedagogues)

3.2.1 The education path of a local community animator in Slovenia

- secondary school

Secondary school in Slovenia (students of 14/15 to 18/19 years) is provided by upper secondary schools and secondary schools. It is classified as general or vocational technical and secondary professional or technical education.3 years (RS GOV 2022a). In Slovenia, there are no secondary schools that explicitly educate local community animators. Most comparable are technical schools of tourism (of 4 years), that for example equip students with

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[67]Academy of Applied Sciences University of Management and Administration, Local community animator https://www.wszia.opole.pl/strona-glowna/chce-rozpoczac-studia/studia-podyplomowe-kierunki-pedagogiczne-animator-spolecznosci-lokalnej/ accessed: 2022.08.10

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the knowledge from the area of tourism, communication with clients, heritage, organisation of touristic activities etc.

● university

In Slovenia, there are no study programmes that explicitly educate local community animators. However many study programmes include compulsory or elective courses that equip students with knowledge and skills to work as community animator/professionals in different areas (UL 2022; UM 2022; UP 2022; RS GOV 2022b), for examples/suggestions see the table below :

Course	Relevance for area of working (examples/suggestions - not limited to)			
	With youth	As professionals at municipalities/ communities	Organisation of events	Animation of tourists
Course about Work with groups,– study programme of *Social pedagogy* (UL)	yes			yes
Course about Social interactions– study programme of *Social pedagogy* (UL)	yes			
Course about Community and community work– study programme of *Social pedagogy* (UL)	yes	yes		
Course about Experiential learning/experiential pedagogy– study programme of *Social pedagogy* (UL)	yes			yes
Course about Concept of social work with youth, *study programme on social work (UL)*	yes			
Course about Project management, *study programme on Economy or management (several HEIs)*	yes	yes	yes	

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Course about Interpersonal communication, *study programme on Media and communication studies* (UL)	yes	yes		yes
Course about Communication; Communication in Business, *included in several study programmes at different HEIs*		yes	yes	
Tourism (and sustainable development), *study programme Translation at UL*			yes	yes
Communicology in tourism, *study programme Tourism at UL*			yes	yes
Creative design thinking, *study programme Tourism at UL*	yes	yes	yes	
Social exclusion and policies of inclusion, *study programmes at FDV, UL*	yes	yes		
Local and regional self-government, *Faculty of administration, UL*		yes		

- postgraduate studies educating a local community animators

Also at postgraduate level, some study programmes include compulsory or elective courses that equip students with knowledge and skills to work as community animator/professionals in different areas, eg. elective or postgraduate courses of study programmes of Economy, Management, Social pedagogy, Communication, Tourism .

Useful to mention is also a course on Local self-government, offered at PHD on Legal studies of UL, Faculty of Law (PF UL 2022).

- certified courses and training

National professional qualification in the field of Tourist animator. *The entry requirements for obtaining the qualification are a secondary general/grammar or technical education and a mentor's certificate of having completed at least 200 hours of practical work in the field of tourist animation (NOK 2022a).*

National professional qualification in the field of Organizer of congress events. *The entry requirements for obtaining the qualification are a secondary general/grammar or technical education and 5 years of work experience in the field of tourism (NOK 2022b).*

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National professional qualification in the field of Organizer of business meetings and events. *The entry requirements for obtaining the qualification are a secondary general/grammar or technical education and 5 years of work experience in the field of tourism (NOK 2022c).*

3.4 Educational paths for animators in Slovakia

In Slovakia, there are no legal acts regulating the profession of a local community animator. Such a profession is not known in Slovak legislation or in the national system of professions. A distantly related occupation is Specialist Worker for Marginalized Populations. He/she needs a second degree, preferably in social work.[68]

Another, distantly related profession is Youth Work Coordinator. He or she plans, directs and coordinates youth work in relation to the municipality's or higher territorial unit's remit in the field of youth work, working with children and young people and with organizations focusing on children and young people. Requires a bachelor's degree, degree programs with non-specified orientation.[69]

In Slovakia, there are no training paths for the profession of local community animator at any level of formal education, neither in secondary education, nor in higher education. There are also no postgraduate studies educating in this field, nor certified courses.

3.5 Educational paths for animators in Italy

The Minister for Public Administration has started the experimentation of the activities related to the Social Innovation Fund[70] for the promotion of innovative models that aim to satisfy emerging social needs, with the involvement of actors and funding also of the private sector, according to the impact finance scheme.

This Fund and projects selected to support the growth of social innovation activities are governed by Presidential Decree DPCM 21 December 2018.

The experimentation is divided into a three-year program which has since been renewed, within the resources allocated by the Fund, finances social innovation projects of local administrations (capital municipalities and metropolitan cities) in the sectors of social inclusion, cultural animation and the fight against dispersion scholastic.

The role assumed by the Department is that of an enabler of social innovation processes that favors the birth of ideas and projects from below, to accompany and validate intervention

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[68] Register zamestnaní: *Odborný pracovník pre marginalizované skupiny obyvateľstva.* https://www.sustavapovolani.sk/register-zamestnani/pracovna-oblast/karta-zamestnania/496735-odborny-pracovnik-pre-marginalizovane-skupiny-obyvatelstva/, accessed: 08.08.2022.

[69] Register zamestnaní: *Koordinátor práce s mládežou*. https://www.sustavapovolani.sk/register-zamestnani/pracovna-oblast/karta-zamestnania/496830-koordinator-prace-s-mladezou/, accessed 08.08.2022.

[70] Minister for the Public Administration. (n.d.). *Social Innovation,* https://www.funzionepubblica.gov.it/innovazione-sociale, accessed: 25.09.2022

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models capable of giving a more effective response to the needs of citizens and a more efficient allocation and use of public resources.

Overall, in Italy, the activities of animation are being paid attention and promoted by the Fund, under the observation of the Minister of Public Administration. However, as for the legal regulations in both regional and governmental level, there is still no official governance for the profession of local animator.

3.5.1 The education path of a local community animator in Italy

- secondary school

Not much higher education has been identified but there are organizations that act as business incubators for internal areas that accompany and enable communities and inhabitants to learn skills to produce social impact and new economies. The case studies cited for Italy in Chapter 4 are good examples.

For example, in the process of educating local community animator, Appenninol'Hub[71] accompanies the inhabitants 'step by step' to enable their skills, develop employment by creating new businesses and regenerating essential services that meet their aspirations and are solid, sustainable and long-lasting.

The development and incubation of businesses living in the Inner Areas thus becomes the means to improve living conditions, enhance the wealth of places, develop resilience and increase the rate of widespread economy.

Appenninol'hub inspires and accompanies communities and territories in the implementation of the new business or service project; then he assists the company structure in the early stages of entrepreneurial management, in obtaining financing and participation in tenders for their development. They also support Local Public Administrations, Communities, Companies and Private Entities in economic-social development and innovation paths.

- university

There are courses in social science and development. Regarding local community animators, there are some examples of bachelors of social innovation, local development and social work provided by prestigious universities in Italy. Here are some examples:

➢ Bachelor of Local Development, Università di Padova

Students follow the economic, sociological, political, statistical, historical-geographical, socio-pedagogical, and anthropological areas while acquiring an in-depth knowledge of the social, organizational, economic, territorial, as well as the institutional and dynamic forms of the local development processes. Students will learn to analyse the territorial framework and promote conditions that are favourable to local development allowing graduates to hold managerial roles in the project development, monitoring, and evaluation phases as well as working as

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[71] Appenninol'Hub. (n.d.). *Appenninol'Hub*, https://www.appenninohub.it, accessed: 25.09.2022

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professionals in development cooperation or in governmental and non-governmental organizations.[72]

➢ Bachelor of Social Work, Università di Bologna

This programme trains professional profiles able to work in public and private social services, considering the operational methods of the organisation they work in. In their work, graduates must be able to understand, analyse and assess the demands of professional social services, identifying and fostering the use of all personal and institutional resources and those available in the local community to implement care paths responding to the presented requests and problems.[73]

➢ Bachelor of Social Work, Università degli Studi di Milano-Bicocca

This Bachelor's Degree in Social Work aims at training experts focused on individuals, families, groups and the community.

During the three years, the following competences are acquired:

- Theoretical knowledge: theoretical understanding of principles and ethical assumption of social work, including a broad range of disciplines ranging from sociology to psychology, anthropology, law, and social policy theory.
- Methodological know-how: ability to employ methods and techniques for the prevention of critical situations and for the management of social work.
- Practical skills and aptitudes: collaborative conduct, in order to facilitate teamwork among professionals with different technical skills and coordination with local associations and services.[74]

➢ Degree in Social Innovation at Università degli studi di Napoli Federico II

The course aims to train an expert in the analysis and management of social innovation who is able to carry out the planning, management, analysis and evaluation of social transformation interventions in an integrated way. The aim is to produce desirable outcomes in terms of improving social solidarity, environmental sustainability and the economic performance of organizations, networks and territorial systems.[75]

● postgraduate studies educating a local community animator

Postgraduate courses are similar to bachelor ones, in social science and development. Here are some examples:

[72] Università di Padova. (n.d.). *Local development*. School of human and social sciences and cultural heritage, https://www.unipd.it/en/educational-offer/second-cycle-degrees/school-of-human-and-social-sciences-and-cultural-heritage?tipo=LM&scuola=SU&ordinamento=2020&key=SU2446, accessed: 25.09.2022

[73] Università di Bologna. (n.d.). *Bachelor in Social Work*, https://corsi.unibo.it/1cycle/SocialWork, accessed: 25.09.2022

[74] Università degli Studi di Milano-Bicocca. (n.d.). *Social Work*, https://en.unimib.it/undergraduate/social-work, accessed: 25.09.2022

[75] Università degli Studi di Napoli Federico II. (n.d.). *Social Innovation*, https://www.scienzesociali.unina.it/didattica/corsi-di-laurea/lauree-magistrali/21871738-innovazione-sociale-/;jsessionid=7949A93E5364AFD4E6B8F5C27AE63A20.unina_dip1, accessed: 25.09.2022

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➢ Master's degree in Advanced Social Work, Università di Venora

1st year - aimed at providing the student with basic biomedical and preventive hygienic knowledge, the foundations of the professional discipline as requirements to face the first internship experience finalizes the orientation of the student in the psychiatric professional field and the acquisition of professional skills Basic;

2nd year - aimed at deepening clinical knowledge and professional rehabilitation skills in the psychiatric field. There are at least two internship experiences in Psychiatry Operating Units articulated in different contexts in which the student can follow the patient's paths from the first reception to discharge and deepen the knowledge learned both in the clinical, therapeutic and rehabilitative fields, and in the organizational field;
3rd year - aimed at specializing in depth, bu
t also at acquiring knowledge and methodologies relating to professional practice and the ability to work in a team; the student can experience gradual accountability under expert supervision. Acquisition of scientific research methodological skills to support thesis elaboration.
This curricular logic has resulted in the choice of gradually increasing the number of credits assigned to the internship from the 1st to the 3rd year.[76]

➢ Master's degree in Innovation and Social Work, Università di Padova

At the heart of this course is the study of social innovation, not only in its theoretical and practical aspects related to social policies and the programming and management of services, but also in its training of key emerging issues and problems such as social impact assessment, restorative justice, personalization, and enablement through social services. The course emphasizes an international approach that will prepare students for the profession of specialized social worker, after passing the State Exam, but which will also allow them to fulfill the tasks needed at managerial levels and through the evaluation of social policies and services needed to operate various public and private organizations.[77]
➢ Master's degree in Local Development, Università di Padova
The Master's degree provides a thorough understanding of the specific social, organisational, economic, territorial and institutional forms and dynamics that characterize local development processes in different contexts and at different levels of development. It offers an in-depth knowledge of the different methodologies used for the formulation, implementation, monitoring and evaluation of programmes for local development and promotes the

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[76] Università degli Studi di Verona. (n.d.). *Master's degree in Advanced Social Work*, https://www.corsi.univr.it/?ent=cs&id=696&menu=IlCorso&tab=Presentazione&lang=en, accessed: 25.09.2022
[77] Università degli Studi di Padova. (n.d.). *Innovation and social work*, School of economics and political science, https://www.unipd.it/en/educational-offer/master-s-degrees/school-of-economics-and-political-science?ordinamento=2018&key=EP2450&tipo=LM&scuola=EP, accessed: 25.09.2022

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implementation of sustainability processes. Its intrinsic multicultural and multilingual dimension is reinforced by international partnerships and mobility agreements.[78]

● certified courses and training

Examples found:

Demetra Formazione (agency support training at work) has a course on social innovation

- Co-design and hybridization: how to develop partnerships
- Innovation in management
- 2030 Agenda and circular economy: development of projects
- Impact assessment as a process and as a tool

Aimed primarily at social, production and labor and service cooperatives, social enterprises and freelancers in the sector.[79]

FORUM PA, together with Artea Studio, the Nuovo Welfare Association and Sportlink, has designed a training course for social innovators. The idea of the catalog was born with an extremely operational intent. We thought of it as a toolbox, a social innovation tool box within which you can find the tools you NEED to be able to operate in the different phases of the life cycle of an idea: generation, design, experimentation, communication, market and financing.[80]

A private organization URBAN CENTRE a free downloadable "Social innovation - training and local development", available to professionals, third sector bodies and public administrations, is online and can be downloaded for free.[81]

Courses on urban regeneration example - by 'Qualità e Sviluppo Rurale' on how to harness and valorise local architectural heritage (but too specialized).[82]

e) other

Incubators, as mentioned above.

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[78] Università degli Studi di Padova. (n.d.). *Local Development*, https://apply.unipd.it/courses/course/24-local-development, accessed: 25.09.2022

[79] Demetra Formazione S.r.l. (n.d.). *Percorsi di formazione – Innovazione sociale come driver di sviluppo*, https://www.demetraformazione.it/percorsi-di-formazione-innovazione-sociale-come-driver-di-sviluppo/, accessed: 25.09.2022

[80] Forumpa.it. (n.d.). *Fare innovazione sociale: un percorso di formazione,* https://www.forumpa.it/riforma-pa/fare-innovazione-sociale-un-percorso-di-formazione/, accessed: 25.09.2022

[81] UrbanCenter. (n.d.). *Innovazione Sociale - Formazione e Sviluppo Locale*, https://www.urbancenter.eu/progetto/innovazione-sociale-formazione-e-sviluppo-locale/, accessed: 25.09.2022

[82] Qualità e Sviluppo Rurale s.r.l. (n.d.). *Corso in Rigenerazione Urbana e Territori Agrari*, http://www.qualitaesvilupporurale.it/in-evidenza/art000160/corso-in-rigenerazione-urbana-e-territori-agrari, accessed: 25.09.2022

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Chapter 4. Collection of good practices, tools and methods for the profession of local community animators

The chapter four includes practices, tools and methods that can be applicable to the profession of local community animator. Practices were collected by project partners from Slovenia, Slovakia, Poland and Italy. Most of the practices are from those four countries; however, few practices identified are also from countries outside the consortium.

- Section A includes 10 practices on use of inovative and nonstandard tools and methods **in the process of educating local community animators**
- Section B includes 10 practices on the use of inovative and nonstandard tools and methods **that support the work of local community animators**

A- Collection of best practices in the use of innovative and nonstandard tools and methods **in the process of educating local community animators** with a description

Practice number 1
Title of good practice in English: Project Yalta (Youth Activation – Long Term Ambition)
Country: Slovakia
Source/Link: https://unss.sk/yalta/yalta-in-english.php
Keywords of practice: young people with disabilities, active leisure time, toolkit for young leaders, youth workers' toolkit
Target group: ➢ Educational institutions, providers of trainings, NGOs   ➢ Students   ➢ Young people with disabilities
Type of responsible body or organisation: Non-governmental organisation
Type of best practice: Project
Form of source: Text – 2 toolkits
Aims and objectives of the practice in brief: The Slovak Blind and Partially Sighted Union (ÚNSS) with the Slovenian Association of Disabled Students (DSIS) and the Platform of Volunteer Centres and Organizations (PDCO) implemented an international project Youth Activation – Long Term Ambition. The aim of the project was to prepare a group of active young people with visual impairments for active change, to encourage them to engage and independently develop their own ideas and projects. The project supported the development of

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skills so that disadvantaged young people themselves create possibilities and opportunities for active leisure time in the community.

Project activities:
- Trainings for UNSS and DSIS professionals;
- Trainings for young leaders and volunteers with and without visual impairment;
- Inclusive youth groups established in four Slovak pilot regions (Bratislava, Nitra, Prešov and Banská Bystrica);
- Weekend camps carried out with the involvement of trained youth leaders and volunteers with and without visual impairment from each pilot region;
- Final YALTA conference to be carried out with the involvement of young leaders, volunteers and all project partners.

Summary of the good practice: Knowledges from a number of educational activities using modern informal methods of education of young people and workers are summarized in two main project outputs. The completion of the project was the conference Youth Activation - Long Term Ambition.
- Youth Workers' Toolkit (SK, EN version)
- Toolkit for Young Leaders (SK, EN version)

Some additional information about the practice:
Youth Workers' Toolkit https://unss.sk/yalta/assets/files/toolkit_workers_graphical.pdf
Through this toolkit project partners wanted to outline several options for youth workers how to involve blind and partially sighted young people in social, civic, sports and cultural events and activities. In order to be successful with such an involvement, it is certainly good to get acquainted with some of the particularities related to the support of inclusive groups.
Project partners also summarize a lot of helpful hints related to adjusting the environment in order to facilitate independent mobility and orientation of persons with visual impairment, or making electronic or printed information accessible. Since project partners often engage volunteers or young people with a completely different type of disability in inclusive groups, you can also find useful information from the area of mentoring and volunteer management in the toolkit.
Toolkit for Young Leaders https://unss.sk/yalta/assets/files/toolkit_leaders_graphical.pdf
Its general objective is both to motivate young people to their own activity and create a kind of a support system of inclusive groups – i.e. such groups where they can encounter a blind, partially sighted person, or on the contrary, a person without this impairment or a person with another "difference". Toolkit offers very simple solutions for how to adapt games for people with visual impairment, how to gain and keep volunteers (as they often significantly help them), or how to advocate for one's own needs and interests, how to work in team of youngsters or how to plan of own project.

Relevant visual materials, pictures, photos, videos, posters:
Project reports https://unss.sk/yalta/vystupy.php
Photo gallery https://unss.sk/fotogaleria/2017/aktivizacia-mladeze-yalta.php

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Practice number 2

Title of good practice in English: National project Building professional capacities at the community level

Country: Slovakia

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Source/Link:
https://bokku.gov.sk/en/home/index.html?csrt=8728761250960810494

Keywords of practice: community level, crisis intervention, poverty and social exclusion, community organizers

Target group:

➢ young people, especially young people under the age of 29, who are not on the register of jobseekers, nor in employment, nor involved in the education or training process – NEET

➢ subjects carrying out activities in the public interest

➢ children

➢ families with children, single-parent families with children, multi-child families

➢ staff implementing policies and measures to prevent discrimination and / or social inclusion in both the public and private sectors

➢ low-income households

➢ disadvantaged job seeker

➢ persons with disabilities

➢ children, adults, and families for whom social protection measures for children and social guardianship are implemented

➢ marginalized groups, including the Roma

➢ asylum seekers, persons with subsidiary protection

➢ individuals or groups at risk of discrimination, poverty, or social exclusion

➢ entities implementing measures for the social protection of children and social guardianship

➢ children and adults who are provided with social services

➢ public and non-public social service providers

Type of responsible body or organization:
Governmental organization - Implementing Agency of the Ministry of Labor, Social Affairs and Family of the Slovak Republic.

Type of best practice:
Project

Form of source:
Text – PDF documents

Aims and objectives of the practice in brief:
Further building and development of professional capacities of providers of selected social services of crisis intervention (community centres/low-threshold day centres/low-threshold social services for children and family) at the community level in order to increase the efficiency of their activities – that means to provide quality professional support to individuals and families at risk of poverty and social exclusion leading to self-help solutions to their social problems, as well as to provide support leading to the development of entire communities through the targeted use of community resources.

Summary of the good practice:
A national project is underway in Slovakia to address the difficulties of communities and their vulnerable members. It includes training community workers and organising community centres. As part of the training, courses have been held and manuals have been produced in several areas of community work. At the same time, standards for community centres, low-threshold day centres and low-threshold centres

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for children and families. I perceive the selected materials as inspiring and beneficial for the development of the animator of the local environment.

Some additional information about the practice:

Methodologies developed within the framework of the national project:

Needs mapping and analysis (methodological guide)
https://www.npkiku.gov.sk/data/files/np_kiku/dokumenty/Mapovanie%20a%20analyza%20potrieb%20blok.pdf
Needs mapping is one of the first and basic steps towards the involvement of community residents in the activities of the community centre. It has several meanings, among other things it is a means to activate them and especially a method of identifying and discussing the needs, problems and goals of community residents. The results of the needs mapping should support the formulation of the objectives of the community centre.

Process of community work
https://www.npkiku.gov.sk/data/files/np_kiku/dokumenty/PROCES%20KOMUNITNEJ%20PRACE%20brozura%20blok.pdf
Neighbourhood entrance, getting to know the neighbourhood, analysis of needs, goals and roles, contacting and connecting people, setting up and building organisations, helping to clarify goals and priorities, keeping the organisation running, intergroup relations and action, departures and endings.

Individual planning
https://www.npkiku.gov.sk/data/files/np_kiku/dokumenty/Metodiky%202018%20ISBN/Individualne%20planovanie%202018.pdf
It involves defining the goal that users want to achieve through the social service. Depending on the agreed goal, specific steps are then defined that lead to its fulfilment.
Part of the individual planning process starts with communication with the service user when the requirements and expectations of the service user are ascertained through an interview.
The outcome of the planning process is the individual plan, which is developed jointly by the key worker and the service user.

Community work
https://www.npkiku.gov.sk/data/files/np_kiku/dokumenty/Komunitna%20praca%20blok.pdf
The aim of community work is to improve the quality of life of the inhabitants in a disadvantaged locality, the community. The means to achieve this goal is the mobilisation of community capacities (internal resources) and inclusive strategies. It is carried out by promoting the growth of local groups towards greater responsibility for common, public affairs. This is done through a problem-solving process that is defined by the local community, not by community workers.

Relevant visual materials, pictures, photos, videos, posters:
The leaflet
When to choose the community work method?
- https://bokku.gov.sk/wp-content/uploads/2021/12/Kedy-zvolit-metodu-_KP_letak-1-3.pdf?csrt=11721030471404717346

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Practice number 3
Title of good practice in English: School of Leaders of the Polish-American Freedom Foundation and School for Leaders Association
Country: Poland
Source/Link: https://www.liderzy.pl/
Keywords of practice: school for local leaders, activating local leaders, animation, innovation
Target group: ➢ Students   ➢ Policy makers   ➢ Animators, local leaders - people working for the development of the local environment
Type of responsible party or organization: Non-governmental organization
Type of best practice: Initiative - a non-governmental initiative educating animators of the local environment
Form of source: School of Local Leaders
Aims and objectives of the practice in brief: A comprehensive program of support and development of Leaders acting for their local environment or for a significant social change, development of a leadership model based on 4 pillars: ● self-awareness and leadership credibility;   ● the ability to unite and engage people to action;   ● vision of change in the environment and   ● the ability to introduce it.
Summary of the good practice: ● The main part of the program is a 12-month cooperation between the leader and the tutor and a series of training courses tailored to the needs and priorities of their participants, which include planning their own development, team building, organization management, communication, involving the environment and building local partnerships. The skills acquired during participation in the program are to help leaders in their activities for the benefit of local communities.   ● Participants take part in debates, workshops, meetings with inspiring guests and leadership training. Together with tutors, that is, experienced leader-advisors, they work individually on the development of themselves and their communities.   ● The graduates of the Program are people from the whole Poland who maintain relationships with each other and undertake joint activities
Relevant visual materials, pictures, photos, videos, posters: https://youtu.be/rxbA1y4G1Y0   https://www.liderzy.pl/   https://www.szkola-liderow.pl/podcast/   https://drive.google.com/file/d/13QlyEYkTBGnYKYU6eiWP2vh1hOWBsKlI/view

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Bibliography:
September 12, 2022 from: https://www.liderzy.pl/

Practice number 4

Title of good practice in English: Local Activity Support Center

Country: Poland

Source/Link: https://www.cal.org.pl/

Keywords of practice: activating local leaders, supporting local leaders, animation, innovation

Target group:
➢ Educational institutions, providers of trainings
➢ Students
➢ Policy makers
➢ Animators, local leaders - people working on the development of the local environment

Type of responsible body or organization
Non-governmental organization

Type of best practice:
Initiative - a non-governmental initiative educating animators of the local environment

Form of source:
Supporting the development of local animators by implementing the CAL method

Aims and objectives of the practice in brief:
● Implementing innovative methods of working with the local community by educating animators of the local environment.
● Support for communities and social movements.
● Conducting observations, tests and diagnosis.
● Developing innovative solutions for social problems and services.
● Developing social and educational system solutions for government administration in the field of social policy.
● Creating an environment and space for meetings and reflection on the conditions of social development.

Summary of the good practice:
● Employee education and support for local public institutions in the implementation of environmental and social services as well as participatory management (Local Activity Centers).
● Education of social workers, local community animators, officials, librarians, culture animators, teachers, social leaders in the field of social animation and entrepreneurship, active integration as well as innovative social and educational solutions.
● Organization of meetings of local community animators.

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Relevant visual materials, pictures, photos, videos, posters:
https://www.cal.org.pl/
https://www.youtube.com/channel/UCpfsC14GhDzm9FQ_NUMIegw
https://www.cal.org.pl/wp-content/uploads/2014/07/Centrum-Aktywnoci-Lokalnej-CERTYFIKAT.pdf

Bibliography:
September 12, 2022 from: https://www.cal.org.pl/

Practice number 5

Title of good practice in English: Process of local strategy and action plan development – youth contribute to development of Kneippark and touristic Theme path
Country: Slovenia
Source/Link: https://soen.sk/wp-content/uploads/2018/11/PlaNET-SOEN-2.0_IO1_final.pdf
Keywords of practice: quality of life in local environment, ideas/initiatives/youth, active participation of youth in project and promotion of the result
Target group: ➢ Students ➢ Youth
Type of responsible body or organisation Public institute for tourism, youth and sport; Educational institutions
Type of best practice: Activity Initiative
Form of source: Text
Aims and objectives of the practice in brief: Youth and schools were animated to prepare various project proposals, which would enable better life in local environment. They particularly (together with general local public) were invited to actively participate through the bottom-up principle: ● They were invited to workshops for preparation of local strategy and action plan. ● At the workshops we determined priority areas with them and through discussion wrote down suggested project proposals. ● Next was debated about the project proposals in focus groups with young people from various fields of expertise and with different experiences and interests.

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- We evaluated project ideas. Both mentioned projects were among those which were highly graded and chosen

Summary of the good practice:
- Young people were invited to workshops for preparation of local strategy and action plan
- Young people participated at writing a project proposal, planning project
activities and implementing the project
- Young people are actively participating at promotion of both products between
various target groups - They are primarily focused on kindergartens, schools and
youth. High school and university students of tourism are preparing
communication plans and innovative products on both locations for the needs of
other target groups.

Relevant visual materials, pictures, photos, videos, posters:

 Kneippark

Practice number 6

Title of good practice in English: COMMUNITY ASSESSMENT TOOL - Asset Inventory

Country: USA

Source/Link:
https://clubrunner.blob.core.windows.net/00000050172/en-au/files/sitepage/club-program-information/community-assessment-tools/Community-Assessment-Tools.pdf   **p.3**

Keywords of practice:
technique for collecting information about community, observation, group discussion about
item(s) chosen by participants of activity

Target group:
Students

Type of responsible body or organisation
Non-governmental organisation

Type of best practice:
Activity

Form of source:
Text

Aims and objectives of the practice:

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An asset inventory is a technique for collecting information about a community through observation. It's similar to a shopkeeper taking stock of merchandise, but instead of cataloguing products in a store, community members catalogue assets in their community.
Objectives:
- **Identify community assets that members of the community think are important to community development**
- **Reveal why people believe these assets are important**

Summary of the good practice:
Preparation: Because you'll be asking participants to walk around the community for about 30 minutes, decide the boundaries in advance. You may also want to prepare a handout or poster describing the asset inventory procedures
Materials for participants:
- Pens or pencils
- Paper or notebooks
- Handout with asset inventory directions (optional)

Materials for facilitators
- Map of the community, if available
- Chalkboard or dry-erase board, if available

Procedures:
1. Introduce yourself and explain the purpose of your assessment. (5 minutes)
2. Randomly divide participants into groups of four to six. (5 minutes)
3. Ask each group to take a few minutes for introductions and to choose a team leader who will keep track of time, make sure the group stays on task, and report back to the larger group at the end of the meeting. (5 minutes)
4. Give participants a brief overview of the activity. Explain that they will be walking around the community to identify items they think are important to the community. If necessary, provide examples of community assets. Be sure to explain that each group member should identify at least one item. (5 minutes)
5. Distribute the activity materials to participants. (2 minutes)
6. Have group leaders take their teams out into the community to identify assets. (20-30 minutes)
7. After groups return, ask them to discuss their findings among themselves. Visit each group during the discussion period to monitor its progress and answer questions. (10 minutes)
8. Ask each group to develop a list of 5 to 10 assets they think are most important to the development of the community. (15 minutes)
9. Invite group leaders to briefly share their lists and explain choices. Record the lists on a chalkboard or dry-erase board. (10 minutes)
10. Discuss the assets that groups had in common. Why were these items considered important? Did any groups identify different items? If yes, why were these items chosen? (30 minutes)
11. Collect all the lists and keep them for reference when evaluating your asset inventory.

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Practice number 7	52

Title of good practice in English: Power of youth

Country: Slovenia

Source/Link: http://www.movit.si/fileadmin/movit/0ZAVOD/Publikacije/Odtisi/Kompendij_ESE_2020.pdf

Keywords of practice: community development, inclusion, acceptance and integration of third country nationals

Target group: ➢ Students ➢ Youth

Type of responsible body or organization: Non-governmental organisation - Mladinski center Šentjur – Youth center Šentjur

Type of best practice: Activity

Form of source: Text

Aims and objectives of the practice in brief: A group of young people, who have been attending the activities of the youth center Šentjur for several years, designed a project aimed at young people in their place or municipality. With the projectthey wanted to achieve greater (social) involvement of young people in the local community, connect young people from different neighborhoods, and to integrate in community young people coming from the Albanian community to feel more connected to their local environment. Besides, they wanted to enable young people to acquire diverse competences and a place to connect with political decision-makers and address the topic of environmental concerns.

Summary of the good practice: The activities implemented during the project, and organsied by youth were: three football tournaments in three different local communities; meetings with young people in five different local communities, a series of workshops on recycling and promoting environmental cleaning (workshops were organsied online, as the implementation of the planned cleaning campaign in the municipality was not possible due to the outbreak of the covid-19 epidemic) Through the project, young people learned how to organize activities, and managed to encourage young people from marginal groups (Albanians) to participate and include them in the activities.

Relevant visual materials, pictures, photos, videos, posters:

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Practice number 8
Title of good practice in English: BLOC FARM - project to help young people return to their rural origins to take care of their territory (An initiative of BLOC Fest)
Country: ITALY
Source/Link: https://bloc-project.com/farm/
Keywords of practice: returning home, long-term projects, networks of actions
Target group: Students (YOUNG PEOPLE THAT HAVE LEFT THEIR RURAL ORIGINS)
Type of responsible body or organisation *(tick and fill in as appropriate)* Association
Type of best practice: Training Activity Project Initiative Face to face/personal sessions
Form of source: Face to face experiences, learning by doing
Aims and objectives of the practice in brief: THE BLOC FESTIVAL: Bloc was born on the initiative of a group of young professionals under 35 active in the cultural field, from both Cilento and the rest of Italy. Together they want to imagine a new urban humanism, which goes beyond the traditional categories of city / countryside, urban areas / internal areas, near / far, and unprecedented images of contamination. Bloc is the block, the neighborhood. As in a condominium or in an urban community, also in our case it is only by sharing experiences and energies that it becomes possible to generate change. Bloc works to turn the spotlight on the Cilento National Park area, to put it at the center of a new narrative. Committed to developing a valuable cultural program that, starting from the riches already present in the area, creates new opportunities for those who live it and for those who want to discover or rediscover it with different eyes. By catalyzing creative energies, we also intend to act on the territory to improve its social and environmental impact, also through the involvement of local communities. The attention in this sense will be twofold: on the one hand aimed at mitigating the environmental impact of our activities, on the other aimed at spreading greater awareness on the issues of sustainability of the man-environment relationship. BLOC FARM (AN INITIATIVE OF BLOC FEST)

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BLOC FARM is a project promoted together with the Municipality of Castelnuovo Cilento and financed by the Presidency of the Council of Ministers, Youth Policy Department and ANCI, which aims to involve the young people of the Cilento Municipalities so that they return to re-take care of their territory, creating networks of actions and grafting long-term projects. The goal is therefore to stimulate the adoption of a new model of action, which finds in the criticalities of the territory the push to imagine new future facts of active citizenship, inclusion and responsibility.

We support 15 young Cilento people in a path of rediscovery of the territory, of empowerment and self-entrepreneurship

The concrete outputs so far have been:

- creation of a potential business idea to be launched as a start up and the creation of a business plan. Mentoring will continue during 2022 to launch activities in 2023
- launch of a community project through interviews to be added to the digital repository of the project - to create an artistic concept to create original site specific street art, which will be used as a catalyst to promote other community initiatives to promote social welfare (community party, artwork spins off and participatory with the local community)

Summary of the good practice:
- The project focuses on the rural territory and new generations with a call for young people from Cilento (Italy)
- Offering workshops for impertinent ideas and offering the opportunity to put them into practice for the development of the territory.
- Young people selected via an open call
- The project aims to put the new generations at the center of the activities so that they can return to re-take care of their territory, creating networks of actions and grafting long-term projects. The goal is therefore to stimulate the adoption of a new model of action, which finds in the criticalities of the territory the push to imagine new future facts of active citizenship, inclusion and responsibility.
- Hyrid training methods offline/online including
    - a weekend to rediscover the area, to stimulate greater awareness and a discussion on potential, needs and critical issues
    - a 54-hour online training course, which includes workshops dedicated to design for internal areas, self-entrepreneurship and social innovation

Practice number 9
Title of good practice in English: A business incubator for internal areas that accompanies and enables community and inhabitant skills to produce social impact and new economies
Country: ITALY
Source/Link: https://www.appenninohub.it/
Keywords of practice: regeneration, incubation, internal areas, social impact
Target group: ➢ Policy makers ➢ The inhabitants that want to become community animators
Type of responsible body or organisation Non-governmental organisation

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Type of best practice:
STEP 1: participatory workshops
STEP 2 Inspiring best practices
STEP 3 - Incubating the idea/project
STEP 4 - supporting the start up (networking/crowdfunding)

Form of source:
Website and face to face sessions

Aims and objectives of the practice in brief:
Appenninol'Hub accompanies the inhabitants 'step by step' to enable their skills, develop employment by creating new businesses and regenerating essential services that meet their aspirations and are solid, sustainable and long-lasting.

The development and incubation of businesses living in the Inner Areas thus becomes the means to improve living conditions, enhance the wealth of places, develop resilience and increase the rate of widespread economy.

Appenninol'hub inspires and accompanies communities and territories in the implementation of the new business or service project; then he assists the company structure in the early stages of entrepreneurial management, in obtaining financing and participation in tenders for their development. They also support Local Public Administrations, Communities, Companies and Private Entities in economic-social development and innovation paths

Summary of the good practice:
4 step process that combines educating and also supporting the development of local animator
- STEP 1: being inspired by local examples of best practice and facilitating local networks
- STEP 2: Participatory workshop to define the mission and project content
- STEP 3: Incubating the idea (legal identity, business plan etc..)
- STEP 4: Supporting the start-up (advising on crowdfunding, public funding opportunities, creating networks etc.)
- A key point is linking people and creating networks

Practice number 10

Title of good practice in English: B*RIT** is a facilitator for small villages (with less than 5.000 habitants) and with owners of historical mansions.*

Country: ITALY

Source/Link: https://www.mundobrit.com/

Keywords of practice: *leadership, valorizing historical properties, contemporary business, sustainability, memories, autonomy, historical properties*

Target group:
➢ Educational institutions, providers of trainings
➢ Students, young people

Type of responsible body or organisation
Company

Type of best practice:
Training
Face to face/personal sessions

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Form of source:
Video

Aims and objectives of the practice in brief: BRIT is a consulting and training company, born from the integration of the skills and experience of architects, entrepreneurs and coaches, focused on three themes:
- leadership of real estate;
- the enhancement of historical assets through the establishment of contemporary businesses;
- the sustainability of the recovery of historic buildings.

The BRIT team has created a way of working divided into three progressive phases to guide the owners of historic properties through the long and complex process of transforming and making their assets income.

They help:
- create a sustainable business with the historical property owners;
- self-finance restoration and renovation works;
- guarantee harmony and family unity.

They help owners consciously lead the project going beyond the traditional approach of consultants, professionals and companies, passing from "I tell you how to do" to "I train you to do" supporting you until you reach your total autonomy in the process.

The BRIT offer is progressive and flexible, knowing that it is a process that must take place at the speed with which the owner is able to make decisions with prudence, with extensive evaluations and with skills also acquired personally.

Summary of the good practice:
- They consider the property a living existence that has a self in the past - a contemporary identity and a future that depends on the will of the owners. They build the future on the foundations of memory
- 3 STEP format developed
- STEP 1: three-hour meeting - called BRIT Revolution, which aims to let you experience our method first and to allow the sharing of visions, tools and languages.
- STEP 2: BRIT Journey, a 4-day full immersion seminar, where you can develop:
  - "your" future;
  - "your" building;
  - "your" business idea;
  - your next step.
- STEP 3: personalized advice, in seven steps, to lead you to the enhancement of your real estate assets. This course is called BRIT Marathon with a duration of 9-12 months.
  - seminar to express the business model;
  - mentorship and case studies;
  - property diagnostics;
  - feasibility of the re-use project;
  - prototyping of the business model through "immersive simulations";
  - business planning;
  - risk analysis.

B- Collection of best practices in the use of innovative and nonstandard tools and methods **that support the work of local community animators** with a description and information on how they are used.

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Practice number 1
Title of good practice in English: Useful materials and recommendations during the coronavirus pandemic for working with volunteers
Country: Slovakia
Source/Link: https://www.dobrovolnickecentra.sk/sk/materialy/dobrovolnictvo-v-case-koronavirusu-manualy-odporucania
Keywords of practice: coronavirus pandemic, volunteers, self-government, organizers of volunteer activities
Target group: ➢ volunteers   ➢ organizers of volunteer activities   ➢ leaders and managers of NGOs
Type of responsible body or organization   Non-governmental organisation
Type of best practice: Initiative
Form of source: Text: document and materials on the web platform   Video   Event   Audio Radio VIVA
Aims and objectives of the practice in brief: The platform of volunteer centers and organizations (PDCS) is an umbrella organization. Its mission is to support the creation of a favourable environment for the development of volunteering in Slovakia, with the aim of being the voice of volunteering centers and organizations that develop volunteering, defending their needs and interests and translating them into legislative or societal practice.
Summary of the good practice: During the crisis caused by the spread of the Covid-19 disease, solidarity grew throughout Europe and interest in volunteering also grew. The Platform of Volunteer Centers and Organizations (PDSC) has prepared a comprehensive list of recommendations and principles that should be followed at this time when involving volunteers in activities. On the web portal https://www.dobrovolnickecentra.sk/sk/materialy/dobrovolnictvo-v-case-koronavirusu-manualy-odporucania, organizations and volunteers can find all necessary materials and documents related to health protection during the pandemic. Some of the materials are also in the Hungarian language: https://www.dobrovolnickecentra.sk/images/stories/files/Koronavirus/%C3%96nk%C3%A9ntes_vagyok_a_koronav%C3%ADrus_idej%C3%A9n.docx https://www.dobrovolnickecentra.sk/images/stories/files/Koronavirus/%C3%96nk%C3%A9ntes_vagyok_a_koronav%C3%ADrus_idej%C3%A9n_cserk%C3%A9sz.docx

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Some additional information about the practice:

Materials for municipalities and organizations

Big manual: How to organize volunteers during the COVID-19
pandemic: https://www.dobrovolnickecentra.sk/images/stories/files/Koronavirus/Samospravy/Manu%
C3%A1l_pre_samospr%C3%A1vy_Dobrovo%C4%BEn%C3%ADctvo_po%C4%8Das_epid%C3%A9
mie_COVID19.pdf

Materials for volunteers

Clear infographic: Principles and recommendations for every volunteer during the coronavirus
https://www.dobrovolnickecentra.sk/images/stories/files/Infografika_-
_dobrovo%C4%BEn%C3%ADkom_v_%C4%8Dase_koronav%C3%ADrusu_-
_rady_a_odpor%C3%BA%C4%8Dania.pdf

Materials for organizers of volunteer activities

Complete advice and recommendations:
- version in WORD format :
  https://www.dobrovolnickecentra.sk/images/stories/files/Koronav%C3%ADrus_-
  _Odpor%C3%BA%C4%8Dania_pre_organiz%C3%A1torov_dobrovo%C4%BEn%C3%A
  Dckych_aktiv%C3%ADt.doc
- online version (**article**): https://www.dobrovolnickecentra.sk/sk/novinky/novinky/262-
  zasady-zapojenia-dobrovolnikov-a-dobrovolnicok-ak-uz-sme-sa-rozhodli-s-nimi-
  spolupracovat

Relevant visual materials, pictures, photos, videos, posters:

Poster: Volunteer during the coronavirus pandemic**:**
https://www.dobrovolnickecentra.sk/images/stories/files/Infografika_-
_dobrovo%C4%BEn%C3%ADkom_v_%C4%8Dase_koronav%C3%ADrusu_-
_rady_a_odpor%C3%BA%C4%8Dania.pdf

Audio Radio Viva: How to help during the coronavirus pandemic**:**
https://www.youtube.com/watch?v=qcrhEdXErlM

Video: Are you a volunteer and looking for an opportunity? :
https://www.youtube.com/watch?v=0RIV36EbqIM

Practice number 2

Title of good practice in English: GROWNi

Country: Slovakia

Source/Link: https://growni.sk

Keywords of practice: website, mentoring, education, volunteering, development

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Target group:
➢ Non-government institutions
➢ Public administration
➢ Professionals

Type of responsible body or organization
Non-governmental organisation: Občianske združenie LEAF, Prievozská 4, 821 09 Bratislava (civic association)

Type of best practice:
Service provided and mediated online

Form of source:
Website
Published offers
Published contacts

Aims and objectives of the practice in brief:
A website that offers various services and types of support that can be beneficial to local animators. In the "Volunteering" they connect two worlds: people willing to help and meaningful initiatives. In the "Mentoring" section, the practitioner can choose a mentor. They will advise and move her/him forward in an area that interests her/him through a one-off consultation or long-term mentoring. Or you he/she become a mentor for others. In the section "Education", with interesting events, courses, or study and scholarship opportunities, employees can not only grow, but also get to know interesting organizations or inspiring lecturers. They can also join working groups according to their topic.

Summary of the good practice:
GROWNi - We create space for your personal and professional growth. We connect, educate, inspire. Together we move Slovakia forward. We connect experienced mentors with those who currently need their know-how. We create space for professional development in unique working groups, through courses and events. We connect regions of Slovakia and encourage their involvement.
People on GROWNi don't expect a financial reward for their help. There is also a list of volunteers who are ready to help in different areas.

Some additional information about the practice:

The individual will find on the GROWNi page:
- Mentor (consultant)
Do you need a consultation on how to grasp your idea or take your project further? On GROWNi you can find a mentor who has been there before and can advise you.

- A volunteer
Looking for help with a specific problem? Whether it's marketing, IT law, HR, event management...? Find a volunteer who knows what they're doing. Volunteers can be professionals or students.

- Team member
Don't want to do things alone, but want to find people who are interested in the same field as you? Find teammates and take your project to the next level.

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- Opportunity to promote your project

In addition to finding great people to join you on GROWNi, by publishing your project you can let the world know about it and gain new supporters and fans.

Relevant visual materials, pictures, photos, videos, posters:

Educational opportunities for young professionals, experienced professionals, non-profit organization, public institution are posted on this link:

https://growni.sk/skills?who=professional&who=ngo_school&who=public_institution&who=young_professional

Mentoring offers for young professionals, experienced professionals, non-profit organization, public institution are posted on this link:

https://growni.sk/mentoring?who=ngo_school&who=young_professional&who=professional&who=public_institution

Mentoring in the thematic area "youth work" can be found here:

https://growni.sk/mentoring?hashtag=práca%20s%20mládežou&who=ngo_school&who=young_professional&who=professional&who=public_institution&page=2

Mentoring in the thematic area of "working with community" can be found at this link:

https://growni.sk/mentoring?hashtag=komunita&who=ngo_school&who=young_professional&who=professional&who=public_institution

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Practice number 3

Title of good practice in English: Q Neighborly Movement

Country: Poland

Source/Link:
https://www.cal.org.pl/projekty-2/zrealizowane/q-ruch-sasiedzki/
www.facebook.com/QRuchSasiedzki

Keywords of practice: animation of the local community, animation, innovation

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Target group:
➢ Local communities
➢ Local community animators
➢ Users of services provided by local community animators

Type of responsible body or organization
Non-governmental organization
Local community animators

Type of best practice:
Initiative

Form of source:
Implementing innovative methods of animating the local community

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Aims and objectives of the practice in brief:

The goal of Q-Ruch is to integrate neighbors and strengthen neighborly ties. The aim of the initiative is to search, promote and support neighborly activities, create neighborly ties, build trust and cooperation, change the look of courtyards and create a friendly neighborhood.

Summary of the good practice:
- Education: organization of the educational cycle of the Academy of Neighborhood Initiatives, where residents learn to animate their neighborhoods.
- Animation: encouraging residents to participate in Warsaw-wide neighborhood actions such as Neighbor's Day and Backyard Christmas.
- Support: support for initiatives and active residents who have ideas for local activities and are looking for funds for their implementation, consultations in the Local Initiative Incubator

Relevant visual materials, pictures, photos, videos, posters:
https://www.facebook.com/QRuchSasiedzki
https://www.facebook.com/OtwartaKuchniaMiejska/videos/501469123681928

Bibliography:
September 12, 2022 from: https://www.facebook.com/QRuchSasiedzki

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Practice number 4

Title of good practice in English: Animation in the village of Krzaki

Country: Poland

Source/Link:
https://pl-pl.facebook.com/pracowniainspiracjikulturalnych/

Keywords of practice: animation, innovation, activation, youth

Target group:
➢ Local communities
➢ Local community animators
➢ Youth

Type of responsible body or organization
Non-governmental organization
Local leaders

Type of best practice:
Activity
Initiative

Form of source:
Implementing animation activities
Website

Aims and objectives of the practice in brief:
Actions taken in the area of Krzaki were a response to emerging problems:
- ineffective use of free time during school holiday,
- difficulties in learning and acquiring new information,
- insufficient number of joint activities integrating residents.

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Through the implementation of animation activities in Krzaki, it was possible to minimize the emerging problems - the lack of active forms of spending free time during school holiday, no space for joint meetings, difficulties in accessing culture. By using new methods of work, unknown to local communities, organizers of local ventures managed to stimulate the community to actively act for the benefit of the surroundings.

Summary of the good practice:

The initiator of the activities was local youth, who were both the organizers and participants of the implemented projects. Citizens, entrepreneurs, local authorities and media representatives were involved in the activities. In these activities, young people were guided by values such as dignity, respect for other people, equal opportunities in the local community (mainly children and youth), security, solidarity and openness. External organizations helped young people to prepare and conduct activities. A total of 15 initiatives were organized. An Informal group was created and called "Entertainment Youth", which was transformed into the Pracownia Inspiracji Kultury Cultural Association after 10 years of activity. Activities were extended to neighboring towns.

Since 2004, the team has organized and implemented: eight social projects ("Holidays in Krzaki", "Foto Krzaki - on a clearing and at a firehouse", "We live in the bushes", "We invite you to our Krzaki", "Roots of the Krzaki", "Holidays in Krzaki" . Reactivation "," Discovering the Bushes "and" Together. For us! "), several exhibitions, film screenings, festivals and competitions. The group participates in regional and national projects - incl. in social and turnout campaigns, thus encouraging the residents of the Brzeźnio commune to actively participate in civic life.

Relevant visual materials, pictures, photos, videos, posters:

http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.ojs-doi-10_18778_1508-1117_31_04

https://pl-pl.facebook.com/pracowniainspiracjikulturalnych/videos/podczas-warsztat%C3%B3w-w-muzeum-animacji-se-ma-for-uczestnicy-i-uczestniczki-projekt/371476153008582/

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September 12, 2022 from: http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.ojs-doi-10_18778_1508-1117_31_04
September 15, 2022 from: https://pl-pl.facebook.com/pracowniainspiracjikulturalnych/

Practice number 5

Title of good practice in English:

DROP IN EDUCATION - A catalogue on non-formal education methods

Country different countries in the project DROPI-IN: France, Bulgaria, Italy, Latvia

Source/Link: https://drop-in.eu/media/drop-in-io2-en.pdf

Keywords of practice: non-formal education methods, stimulating engagement and motivation of participants

Target group:

➢ Local community animators
➢ Users of services provided by local community animators

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Type of responsible body or organization: Educational institutions	
Type of best practice: Activity	
Form of source: Text	
Aims and objectives of the practice in brief: The catalogue "EDUC'ACTION" was developed as a part of the "DROP'IN" project. It is meant to be used by facilitators - teachers in different subjects, as well as support persons, youth workers to support them in their everyday work with students (to fight against early school leaving). The general goal of this alternative tool is to enhance the capacities of the facilitators to stimulate active engagements and to maintain sustainable motivations for learning among the students by using the methods of non-formal education applied in a classroom environment. The catalogue is collection of several methods that can be very useful for animators, particullarly for those who work with young people.	

Summary of the good practice:
Several methods are included:
    - Section from: Ice Breaker, Team building, and Get to Know Each Other Activities
    - Section form: Being Yourself, Self-esteem, Self-confidence, and Self-awareness
    - Team Building, Feeling of Equality, and Active Participation
    - Building up Your Own Environment and Taking Responsibility for It
    - The Importance of Education and Motivation to Learn
    - Learn to Say NO!	

Relevant visual materials, pictures, photos, videos, posters: Similar handbook is available through the resource of https://seedsforchange.org.uk/tools.pdf	

Practice number 6
Title of good practice in English: Global education Agora
Country: Slovenia The project involves partners from Slovenia, Italy, France, Uganda , Spain, Lithunia, Portugal, Cyprus, Irland, Romania, Greece
Source/Link: https://geagora.eu/wp-content/uploads/2019/03/Newsletter-GeAgora-EN_02.pdf
Keywords of practice: innovative methods, methods from the streets
Target group: ➢ Local communities ➢ Local community animators ➢ Users of services provided by local community animators

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Type of responsible body or organisation
Non-governmental organisation ; for Slovenia- Association Lojtra

Type of best practice:
Activity Project

Form of source:
Text

Aims and objectives of the practice in brief:
GEAgora is a strategic partnership project, funded by the Erasmus+ Youth in Action programme(2017 – 2019). Its main aim was development of innovative non-formal methods with a global dimension that can be applied on the streets

Summary of the good practice:
The project includes several good practices of activities, that can be of help to animators: - Cultivators race   - Street exibition: bones of contention   - Theatre in the street   - The apple game   - Twisterra   - Street debate   - Music to attract   - Indignated drawings   - Living exibition – street action   All the activities are in detailed described here: http://geagora.eu/all-methods/

Some additional information about the practice:
General project website http://geagora.eu/

Practice number 7
Title of good practice in English: Seminar on time management
Country: Slovenia (Gospodarska zbornica Slovenije)
Source/Link: https://www.gzs.si/Dogodki/9-11-2021/seminar-time-management-
Keywords of practice : time management
Target group: Local community animators
Type of responsible body or organization: Non-governmental organisation
Type of best practice: Seminar or workshop

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Form of source:

Text

Aims and objectives of the practice in brief:

The purpose of the seminar is to introduce participants with the methods that can help them to managing their time more effectively, and give them tips how to use the methods

Summary of the good practice:

Topics in the seminar

Knowledge and use of time management methods

- TO DO sheet - advantages and back downs of its use
- What is important and what is urgent?
- A method for determining work priorities.
- The most successful method for setting goals.
- Why doesn't multitasking work?
- Methods for realistic time estimation for individual activities.
- The biggest thieves of time and how to avoid them?

How to establish an effective management system

- Why is procrastination good in some cases?
- How to work with people who do not meet deadlines?
- How to establish and maintain a system that will work?
- The most common pitfalls and obstacles in maintaining an effective time management system.

Some additional information about the practice:

There are several similar workshops and seminars offered by different training providers.

Practice number 8

Title of good practice in English: CasaNetural - a social innovation community - coliving, coworking incubatot

Country: ITALY

Source/Link: https://www.benetural.com/

Keywords of practice: social innovation, co working, co living, dream incubation

Target group:
- Local communities
- Local community animators

Type of responsible body or organisation
Company

Type of best practice:
Training
Seminar or workshop
Activity

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Project Co-working and co living services

Form of source: Video Event Face to face

Aims and objectives of the practice in brief: Thanks to the methodology: dream, share and prototype, Casa Netural becomes the first professional Dream Incubator where the job you have always dreamed of becomes reality. Casa Netural in fact offers support in the realization of the professional dream starting from the assumption that passion and creative energy are the fundamental ingredients of those who dream and become decisive propulsion engines for those who then realize what they dreamed of doing. Casa Netural offers consultancy for the realization of the project, supporting in the writing of the idea, in sharing it within the physical and virtual community that revolves around the Incubator of dreams, in the business model and business plan, in offering a physical space to test it and a community of people to grow the idea and find the team. Casa Netural is also a place to live. The Co-living space hosts innovators from all over the world who bring their projects to the territory, seek inspiration or network to work with locals on shared projects.

Summary of the good practice: ● Offers many elements to create a fertile environment for networking and incubation ● Co - living stimulating exchange and inspiring new ideas ● Co - working to support local animators and facilitate networking ● Runs many projects that promote the sharing economy and that develop collaborative methods of work, design, management and care also of the physical spaces of the community and promotes networks and exchanges of skills, know-how and skills at an international level. ● An inclusive place, involving the local community and innovators from all over the world. A house in which to live coliving experiences to develop skills and visions.

Practice number 9
Title of good practice in English: A business incubator for internal areas that accompanies and enables community and inhabitant skills to produce social impact and new economies
Country: ITALY
Source/Link: https://www.appenninohub.it/
NOTE on practice: the practice was already described under section A (…innovative and nonstandard tools and methods in the process of educating local community animators **) -see section A/practice 9.** This practice was identified as useful also in **section B.** Practice can be used by Local community animators; it can also supporting work of Local Public Administrations, Communities, Companies and Private Entities in economic and social development paths, innovation and territorial strategic planning. For full description of practice see section A/practice 9.

Practice number 10
Title of good practice in English: BRIT *is a facilitator for small villages (with less than 5.000 habitants) and with owners of historical mansions.*
Country: ITALY
Source/Link: https://www.mundobrit.com/

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NOTE on practice: the practice was already described under section A (…innovative and nonstandard tools and methods in the process of educating local community animators **) -see section A/practice 10.** This practice was identified as useful also in **section B.** Practice can be used by Local community animators

For full description of practice see section A/practice 10.

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Description of the project's partner organisations

- **Consorzio Materahub - Industrie culturali e creative, Italy,**

Email: hailynguyen@materahub.com
Phone: +39 3517 969 869

Facebook: https://www.facebook.com/materahub
Twitter: https://twitter.com/materahub
LinkedIn: https://www.linkedin.com/company/consorziomaterahub
Instagram: https://www.instagram.com/materahub/

➢ Materahub is an enterprise that manages international pilot projects to support cultural and creative industries, encouraging innovation and inclusion processes and a new entrepreneurial vision to face contemporary challenges. Materahub has a team of professionals with 20 years of experience in supporting business, public organization, public and private institutions acting in the educational field. It linked the world of entrepreneurs with local communities in order to stimulate an exchange that could add entrepreneurial attitude in the community. Over the last 10 years, Materahub has (including but not limited):

- Supported more than 500 artists and cultural operators in Europe to develop their entrepreneurial skills and the sustainability of their cultural projects through the use of the Creative Project Canvas which was born from the EU project Break In The Desk
- Supported the Foundation Matera 2019 in the process of build-up and capacity building for the 31 project leaders that will develop the cultural program of the ECoC
- Promoted internationalization and active networking in Europe for the cultural organizations based in the South of Italy (#reteteatro41, Compagnia Teatrale L'Albero, Cresco in Basilicata)
- Been active member of the following European networks promoting creativity and culture in different forms:
- a) CARP – Cultural Route of the Council of Europe for Prehistoric Art Trails
  b) European Creative Hubs Network
  c) N.I.C.E – Network for Innovation in Culture and Creativity in Europe
  d) ECBN – European Creative Business Network

- **The Independent of Christian Trade Unions - NKOS, Slovakia**

Email: centrum@nkos.sk
Phone: +421903297322

Facebook: https://sk-sk.facebook.com/nezavislekrestanskeodboryslovenska/

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Webpage: www.nkos.sk

➢ Independent Christian Unions of Slovakia (NKOS) is a confederation based on Christian principles of democracy and humanism. NKOS provides its members with the following services: legal, economic and social consultations; represents them at the negotiations with employers on collective agreements; represents them in the courts in the cases on wages, return to work and others; organises trainings and seminars. Youth platform NKOS helps young people to integrate into the labour market.

● **EOS Foundation, Poland**

Email: fundacjaeos.eos@gmail.com
Facebook: https://www.facebook.com/Fundacja-EOS-1458781411065859/

➢ EOS i.e.: Ekorozwój, Odpowiedzialność, Społeczeństwo (Eco-development, Responsibility, Society) – those are the three main pillars the EOS Foundation's activities. The Foundation was established in 2009 from the initiative of a group of scholars from Lublin universities. The EOS Foundation engages in activities concentrated on the assistance for disfavoured communities, the development of civil society, development of social economy, support of NGO's and local communities through:
- Building partnership programs dedicated to helping people affected by social exclusion.
- Social and professional activization based on local resources using instruments at the disposal of the social economy.
- Supporting the development of local communities, non-governmental organizations and local governments in carrying out local public policies.

● **Association for Education and Sustainable Development - DITR, Slovenia**
Email: info@forquality.net

Webpage: https://ditr.webador.com/

➢ Association for Education and Sustainable Development (DITR) is a non-profit organization established in 2014. The main aim of DITR is development and implementation of educational programs, and R&D projects relevant for the sustainable development of individuals, organizations and society.
Main activities:
- preparation and implementation of different educational programs in the form of seminars and workshops for school children, youth, adults, vulnerable groups,
- preparation of project applications and implementation of projects and research in areas, relevant to the quality of life and sustainable development (example: intercultural

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dialogue, environmental studies, sustainable development, financial literacy, intergenerational cooperation, youth, education, ICT and safe use of digital media ...),

- promotion of intergenerational cooperation and sustainable development among all age groups,
- preparation of different publications,
- capacity building of the members of DITR.

- **The University of Entrepreneurship and Administration in Lublin – WSPA, Poland**

Email:

Webpage: www.wspa.pl

- ➢ The University of Entrepreneurship and Administration in Lublin is the oldest non-public university in Lublin, founded in 1998 on the basis of the consent of the Minister of National Education.
- ➢ The aim of the university's activity is to educate modern staff in the field of administration and management, which will meet the requirements of the modern labor market. Since the beginning of its activity, WSPA has been emphasizing a high level of education, as well as adapting its educational offer to the changing needs of employers. The university is appreciated due to high academic standards, great scientific facilities, as well as qualified staff of educators.

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