



Summary of exploitation questionnaires

1. The organisations

- University of Gloucestershire
- Tokium Networks, Lda
- CESIE
- Rogers Személyközpontú Oktatásért Alapítvány
- Univerzita Palackého v Olomouci
- Dumlupinar University Kutahya Vocational High School of Social Science
- Hafelekar

2. Title ideas for the course locally:

Play-way: un approccio per capire e favorire il gioco dei bambini

The play way an approche to understanding and supporting children's play

Play way - hagyjuk játszani a gyerekeket!

Playway - Mentos que brincam

playway: Der Weg zum freien Spiel

accredited lifelong learning course at Palacký University

We decided not to change the title.

3. Do you plan to accredit the course in your country?

3 of 7 participants are planning to accredit the course, and nobody stated 'I don't know'.

4. Do you plan to work for the course / playwork issue to enter university education in your country?

Most of the participants (57,1%) don't know if they can enter university yet, or if they want to try. Only one country has already a course of university level, and one stated that they are not planning to target universities. Univerzita Palackého v Olomouci says that they are planning to work for entering universities.





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5. Do you plan to work on playwork area directly?

71,5% answered that they either have a playwork area to work in directly (28,6%), or are planning to do so (42,9%). One country is not planning to, and only one answered that they don't know yet.

6. Do you plan other actions regarding playwork in your country? If yes, would you specify what?

71,4% is planning other actions, one country already has it and only one answered I don't know. Those who are planning to, specified the following ideas:

- Will seek a further **collaboration strategy with UK for sustained implementation in Portugal.**
 - **include in other curricula - organize playwork occasions - writing about playwork**
 - **academic area** (scientific articles, learning courses etc.) **requalification courses**
 - Following the AG meeting **Fun and Learn will be the organisation to implement the training in AT as a partner of HCL.** They will be using the course as internal training for sessional workers on their camps through Christof Fink. The 2nd master trainer is self-employed as is interested in offering the training to organisations they currently work with. The course will not be offered online to ensure quality of training delivery. There are currently 2 expressions of interest for sustainability of the course. Unfortunately accreditation in AT is almost impossible as it requires a very formal system with lots of evidence. Future bids would be welcome and HCL will support any bid writing but would not be the best organisation to become a partner and would recommend Fun and Learn to be a delivery partner in the future.
 - **CESIE would like to use the ViPER course within its training sessions for incoming volunteers and for its training courses.** CESIE already works with a number of stakeholders in Palermo's city centre (Santa Chiara, Ubuntu, Centro Astalli, Centro Padre Nostro, Scuola Valdesi, etc.) that are dedicated to afterschool activities and children's centres. It is envisaged that in the future some of the trainers that have been trained in the ViPER course deliver the training also in these centres. We are planning to realize other projects in the field of playwork, especially in the field of sector skills alliance.
7. Do you plan to set up a national network of playworkers in your country? If yes, how would you plan to have it alive for the future? What activities do you plan with them?





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No country answered that they already have this kind of network, so this point may be room for improvement. 57,1% of the participants are planning to make this step, and try to set up a sustainable network, and two of the countries doesn't know yet.

Those who are planning to act, specified the following ideas:

- we will support other organisations in sustainable use of playwork approach
- To work actively with the new body for playwork in the UK
- network as a department of Czech association of adapted physical activities
- National meetings, common workshops on other areas of play and gamifications
- We plan to set up a regional network of playworkers. Participants of the course already actively exchange in a Facebook Group and are very interested to continue the regular exchange. We are further planning to use our existing networks to spread word about the course. The course will be published on CESIE's digital library (<http://cesie.org/en/digital-library/>) and shared with other learners, trainers and children's centres that have not participated in the training courses (such as Istituto Valdesse and Officina Interculturale).

8. Who are your conceived target groups as for the future for the ViPER course? If others, would you specify as much as possible?

Based on the answers every participant are planning to work with kindergartens and nursery teachers (100%). Most countries are planning to work with volunteers working with children (71,4%), and university students (71,4%). Other professions working with children, NGOs and civic organisations staff, and children shelters, foster cares seem to be a good way of spreading the playwork idea too, as 57,1% of the countries want to work with them. School teachers, schools and other had the least answers; 42,9%.

By others they specified the following target groups:

- Interested parents
- Babysitting organizations
- Families
- Playworkers Parents

CESIE explained the idea: The idea is to deliver the course not only to educators in children's centres, but also to parents. The training will be organized by CESIE's volunteers and trainees and also some of the ViPER participants. They will use the manuals and carry out training for parents in children's centers in Palermo, for example at the center Santa Chiara. We are further planning to train scouts to





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train parents in Centro Padre Nostro in Palermo. We also plan to train other kindergarten teachers by contacting the kindergartens and offer them the training course.

9. Do you plan to change the length of the course? If yes, would you indicate how would you like to change it and for what purpose?

42,9% (3 answers) wants to change both ways, though 28,6% (2 answeres) doesn't. 2 countries stated 'I don't know yet'.

Those who are planning to change specified the following purposes and ideas:

- Longer for trainers and shorter or shorter sections for Learners
- We have developed a short, introductory workshop (2-hours), and we plan to develop 1-day and longer than 2-day workshops as well.
- The existing course should be a Standard model, but according to different target Groups, length and Content of Training should be adapted accordingly.
- We would adapt the length of the course according to the level of knowledge and previous experience of participants. Feedback from the participants of the piloting courses pointed in this direction: Thus, time constraints were perceived by the participants of the Train-the-trainer course, who felt the course should be extended a little longer. In fact, the training encounters sometimes lasted a little longer than what was usually the plan and often trainers were unable to show videos or had to interrupt group conversations to go on and respect the schedule. In this respect, we feel the training in Italy should last 16-17 hours. According to the feedback received from our participants at the Train-the-Learner course only half of them felt confident in their playwork ability at the end of the course; also on this respect, an extension of the training seems to be advisable. Further, we would aim to include some practical activities together with children in the training course.

10. Do you plan to work on new modules of the course? If yes, please tell us what kinds.

Yes:

- Participants of the pilot courses asked for advanced courses, extention of theoretical background, specific topics, advances playgrounds.
- Working with teenagers, using boardgames

Maybe:

- Yes, but the question is not a closed subject at the moment





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- Maybe, for some specific target Groups one could think about an extra session according to "work with parents"

No:

- No- we have other playwork courses that can be added on when needed.
- We do not plan to include new modules, but to split the existing ones into different sessions, so that they allow having more group discussions and practical activities with children."

11. Please let us know in details what other ideas do you have for future use for the course and project results?

- We plan (and do) organize **playwork occasions for kids**. We are thinking about setting up a **free play-based playhouse**. - We are going to organize **VIPER courses for fee** for interested people. We have already a list of people for about 2-3 courses. - We are right now integrating the playwork course in a **leisure-time pedagogy research and development process**. It will be on the list of courses provided for schools in September-October. - We are **writing a material on play**, games and gamification for this R+D project, where we build on VIPER materials as well.
- **Longlife learning course** (accredited by Palacký University) - offered to mentioned target groups 2) **workshops** at pedagogical, educational conferences 3) cooperated with partners from ViPER project - **international association** etc.
- We are planning to concentrate on our **university** and students at the beginning. Especially our **pre-school education** department and **elementary teacher** education department. We would cooperate with this departments and their teachers to put ViPER course in their curriculum for short time course in play course.
- Develop a **mobile digital platform** dedicated to parents to help them be reminded of the importance of play, the basics on play, how they can be involved and how to share this concepts with other parents. 2) Develop and maintain a families oriented **website/blog** 3) To provide training and workshops for children care takers (family and others)
- Short Version (table of Content) will be available online on our Website, Long Version will be also available for free, but Needs log in. - we will **Support other organisations** in sustainable usage of course materials - we will **Support VET-Organisations** in providing this course - we are interested in further development of Training materials
- Continued **recruitment** of new playworkers- supporting their induction training. Expanding awareness of play and resources to **professionals working in related areas** by promoting the





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course as **CPD**. Seeking opportunities to expand our network of **trainer Associates** through the course.

- We are planning to **spread the ViPER course** further in Sicily/Italy by: - publishing the manuals on CESIE's digital library (<http://cesie.org/en/digital-library/>) and sharing it with learners, trainers but also other children's centres in CESIE's networks who haven't participated in the training courses, such as Scuola Valdesi or Officina Interculturale; - using the manuals **to train CESIE's volunteers and trainees**; - letting CESIE's volunteers and trainees but also some of the ViPER participants use the manuals to carry out a training for parents in Santa Chiara; - **training other kindergarten teachers**; - **training scouts to train parents** in Centro Padre Nostro (suggested by Giuseppe Lo Giudice – educator in Centro Padre Nostro); - **contacting schools** with focus on pedagogy and psychology and send them a copy of the training course; - **publishing** the training course on the DEEP.com EU-XChange platform. CESIE is core partner of this platform that assists project coordinators and/or committed partners in transition project results into marketable products. The project DEEP.Com developed a comprehensive **online portal** which supports projects in finding the right buyer or user groups. CESIE will exploit the EU-Xchange e-learning tool kit for project managers on licensing & marketing, and take advantage by **advertising** the VIPER course on the platform to find participants and possible future partners aiming to transfer the VIPER products and/or methodology and supporting the transition of our project results into marketable products. We also plan to do an **internet research** to find out about other platforms that could be interested in uploading our training course.

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12. Which resources do you intend to use to maintain project results?

- The **manuals are in Italian** and always available electronically on CESIE's website, human resources to **update** links or to support future users of the course will be provided by CESIE.
- We make efforts to **raise funds** for this issue. We have limited organizational resources, as well as volunteers who can commit time to this issue. We also plan to fund our activities through **commercial activities (fee for the course)**.
- **All resources including hard copy documents and the website.**
- **Website - advisory Group - strategic Partner - VET-Provider**
- **All available at the moment and additional if we can get to the intended point in Portugal with the modifications and project use.**
- We will not need extra resources since the course will be given as extra curriculum activity.



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- **Financial resources** - if accredited, participants are going to pay the course, as part of study programm (**under University sources**).

13. Which institutions and organisations in your country have expressed serious interest in using the results?

- Trainer Associates; Play Associations and Local Authrities
- Hungarian Scout Association; Youth Coordination and Service Association Protestant Church
- Associazione Santa Chiara; Palermo; Istituto Valdese, Palermo; Officina Interculturale; Centro Padre Nostro; Centro per lo sviluppo creativo Danilo Dolci
- Palacký Univesity Olomouc; P-centrum Olomouc; Our interest to accredited course in the field of social services and Ministry of education

14. How many people in which target groups will benefit from the project results in a year from now in your country? How did you calculate or estimate these numbers?

- 40-50 people already showed interest (they mostly work with children, 13-30 per person). With reaching them we can reach about 100 kids benefitting from the course.
- This time next year about 20 university students – next year more with other universities using ViPER notebooks in extra curriculum
- About 300 people – 60 incoming volunteers and then their dissemination
- Hard to calculate: our main target group will be parents, and we still need an adequate model to communicate with them
- 150 new playworkers – number based on previous years track record.
- depends on accreditation process – for sure there will be volunteers in P-centrum (cca. 12 people) and as a curriculum in Andragogy (cca. 20 people)

15. Explain whether results will be exploited on a commercial basis or free of charge.

Commercially:

- Through a network of trained trainers – on an annual basis they pay to join and receive training, then can deliver courses.

Both or not sure:

- If we secure founding then free of a charge, if we don't, then commercially.
- Learners content will have a free and advanced one – trainers content commercially.
- Project results disseminated free, training charged.
- Accredited - commercial bases; University - free of charge for participants (lecturer is a employee of University)





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Free of a charge:

- Through the university.
- available on CESIE's Digital library

16. Do you have any ideas regarding a future cooperation or project between the partners?

- One participant answered with no for this question. The others have mentioned the following ideas:
- build international association, network.
- Cooperate in future projects connected with Playwork ideas
- future Erasmus- calls (ev. Youth, KA1)
- transfer the project to further countries
- personalize the course for specific target areas
- develop new modules, and new content.
- develop quality assurance and qualification processes for play houses, kindergarten, etc.
- explore future EU bid with a the same grouping of partners if all are willing.
- focus our efforts on quality of the VET training in this area
- remake this project but family centred this time (More about raising healthier and happier children than aiming at jobs creation on the volunteer sector)
- Partners could submit an application under the "Sector Skills Alliance"; one idea could be to develop further the course and include, for example, elements of outdoor play training.

17. Have you submitted any funding proposals relating to the issue? If yes, about what? Was it successful?

Only one of the answers have submitted funding proposals related to organizing future courses, but it was not successful. They also submitted a Drama and Play project as well with UOG, but it was not funded due to other project.

