



## **NIGHTINGALE PROJECT**

**-Tarragona-**

The Association "**Kilometre Zero**", is a nonprofit entity, that is developing social initiative projects .

We are a group of people with solidarity sensibility, women with legal and social professions, committed and upset for the current reality.

Our worry became root of the news in those that begins to speak of the alimentary problems of boys and girls in age of growth.

Our objective is emphasize value the equality, the freedom and the solidarity, and promote the voluntary social participation. To grow up with transversal projects and learn together with some needy people and families that want to share experiencies and know and live new opportunities for they children and for theyselfs.

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## NIGHTINGALE ORIGINS

Nightingale project is rooted in Israel in the mid-seventies. A group of students from the Weizmann Institute of Science launched this program aimed at children needs environments called "Peracho project" and is carried out with university students who acted as their mentors.

Today, approximately 15% of all students of institutes of higher education in Israel, and tens of thousands of children with special needs, are participating in the project every year.

Peracho has become a source of inspiration and practical support to similar organizations working in twenty countries around the world.

In the same vein, in the nineties, the University of Malmö (Sweden) project adapted to the characteristics of the city. 52% of the population is of foreign origin and pose integration problems, inequality and exclusion. The program **Näktergalen** ( "Nightingale" Nightingale is in English) was implemented in the city in 1998 with the aim of establishing relations and dialogue between University students and primary school students, mostly immigrants. The nightingale is the mascot of Malmö and symbolizes "a little bird that sings beautifully when it feels safe."

Nightingale The program is based on the idea of "mutual benefit" for both boy or girl, as university students performing mentoring and serves as a positive role model, establishing a personal relationship with the children.

Since the program began, more than 2,500 people participated, and children who had been as mentees are now active as mentors and mentors while studying at the University of Malmö. The project has expanded nationally and internationally in more than 20 locations.

At this time, take part in the European project Nightingale universities and schools across Europe. European partners have been joined Nightingale Mentor Network which meets once a year. The model has been developed Nightingale also



addressed other social groups: Youth Nightingale, Superior Nightingale and Entrepreneurship, etc.

### **NGHTINGALE IN CATALONIA:**

**“Projecte Rossinyol”** started over 10 years ago on Girona run by the Girona Public University (UdG) with a pilot project of 5 couples. Since then involved more than 160 couples in all the Girona territory. In Barcelona “Servei Solidari” is working on Nightingale Project since six years and there are involved about 45 couples now.

### **NIGHTINGALE PROJECT in TARRAGONA:**

**“Projecte Rossinyol”** on Tarragona was born on 2014-2015 school year. It began like a pilot project with 12 couples. In Tarragona is run by a little nonprofit organization called Kilometre Zero. - “Associació Quilòmetre Zero”. Now there are 32 couples and we want to grow more and the next year work with about 50 couples.

### **PURPOSE and OBJECTIVES**

The purpose of the project is to facilitate the social integration of children from different socio-cultural contexts. And influence its growth because it's easier to develop the personnel potential of children providing social support, cultural and linguistic advice, friendship, reinforcement and positive example to them. That is what this meentoring program called nightingale do, also in Taragona.

In addition to promoting a relationship between persons who voluntarily offered support to provide individual support to someone who is in a difficult situation or risk of exclusion due to lack of economic resources and social supports. Mentoring is an solidarity opportunity to succeed.

**Mentoring** is a methodology used in different areas with the aim of establishing a relationship of support and learning, and will have a dual role:

- As a tool for social intervention with children with various social difficulties providing the individual support, advice, friendship, reinforcement and a positive example.
- The creation of a learning community that put in common the university (faculty and students), the association that develop Nightingale in Tarragona, the schools, and the girls and boys that are participating in the project. This community facilitate the development of social skills and pedagogical of the future university professionals and of the school professionals. through a systematic intervention, as well as the understanding of the reality and the integration of the theory in the practical work.

#### **DIRECTED TO:**

#### **Who should attend?**

The project has a dual basis. It is aimed at children on the last year of primary school or first year of secondary school putting them in contact with university students. This contact of the university students with children from different cultures and social contexts is an opportunity. That interaction promotes understanding and respect for diversity in the new multicultural social context generated in recent years. It is intended that the experience will benefit children, their families, at school, university students and the university itself.

From the Association Kilometre Zero, and from model Nightingale aims to establish a network of relationships, and a set of practices and dynamics between students of different faculties of the URV (Rovira i Virgili University is the university of Tarragona), and secondary school degrees, and Schools and students in primary and secondary schools in the city of Tarragona.



## **AMBIT of PERFORMANCE**

### **Areas of activity**

Working for social integration, mitigate the risk of social exclusion, promoting the rights of children / teens, equal opportunities and gender equality. We work in the areas of family, childhood / adolescence and youth. The fact that the project is addressed to children with difficulties environments that involves the relation with them and young university students has positive impact in three areas: family, children and youth. Working with children between 11 and 12 years enables us to meet and know the situation of their families in order to prevent any problems and help alleviate the consequences of personal difficulties, family or socioeconomic they are living.

A very important thing to consider it's also the fact that the young people who are volunteers on the project allows them to live a positive experience increasing social capital, self-esteem, their communication skills, and knowledge about the socioeconomic situation in various parts of the environment.

Also committed to a strategy of sensitizing the people through social voluntary work, allowing make visible the need for the contribution of volunteers in projects in such areas.

## **GEOGRAPHIC IMPACT**

Nowadays, we are working in Tarragona city, the districts of "Bonavista, Campclar (two suburbs that are far from the center of the city) and el "Miracle" a district near the center of the city.

Like we told before, the project starts last school year (2014-2015) with 12 mentoring couples, The project started in the district of "Bonavista" with children that were studying the last year of primary school. At the end of the project we evaluate the results: the more important geographic impact was related to the enrichment of the recipients of their social project within the territory, making themselves aware of the opportunities of Bonavista. But also the children realized

how other areas of Tarragona were totally unknown for them before the project, and after the project they could value and know so many places of the City and surroundings. Bonavista is enriched with the exchange of experiences among these couples, they propose different activities to carry out in the area.

This school year we will evaluate the geographic impacts at the final of the project on ( May -June), and we will be able to compare the different impact of the project in the different districts.

We want to continue expanding to more areas of the city and offer the project to other cities and towns of the territory, as we have interest from schools and other places volunteers from different towns and cities of the province of Tarragona. We believe it is a good opportunity for other children in the territory pudding enjoy the experience.

This year we assess the impact it is having in different areas of the city Bonavista, Golf-course and the area of Miracle, and a study of the impact on the geographic experience of mentoring.

For the next year we will expand the project to other locations around the province of Tarragona.

## **TASKS OF MENTORS**

- They have to overcome the selection process and attend volunteer training prior to project
- Develop a personal relationship with the children, with the aim of providing support and become a positive role model for them and them.
- To encourage social integration, cultural and linguistic, so that children learn through the community.
- To Help raise awareness around equality and social inclusion.
- Being a mentor supposed to share with them a while and quality care weekly for three hours a week, and recreational and cultural activities in their leisure time to encourage a greater diversity of expectations and give them the opportunity to have new experiences vital.



- The mentors have the task of presenting spaces for leisure, entertainment and cultural areas of production in the area.
- Must attend supervision meetings during the course and weekly update your personal blog where they explain the activities they do with their mentees
- At the end of the activity, mentors prepares an annual assessment of their participation in the project.
- The participants in the project will receive a small financial contribution that it intends to cover the costs generated during the conduct of the activities (transport, tickets, etc.).

### **OPERATION AND COORDINATION with relevant services and mentoring training**

1. Disseminate the project through college and offer different lectures in all faculties of the URV to know the project. Afterwards start the selection process begins volunteerism through personal interviews and training prior to the project.
2. Coordination with schools, high schools and all actors involved, when required also with social services in the areas in which we operate.

### **TRAINING**

Before starting the selected mentors receive specialized training of 10 hours on social mentoring, before starting the project.

#### **PROGRAM:**

- Volunteer social / mentoring as an instrument of social intervention
- Non-formal educational resources in Leisure, social relations and communication with the child.
- Managing cultural diversity (especially in human rights and multiculturalism)
- The children today, relationships, adolescence, family relations, etc.
- Project Nightingale in Tarragona: What are your goals? what kind of mentoring project is ? Nightingale in Sweden, Girona, Barcelona, Navarra, Basque Country etc.planificació, development, methodologies, resources, guidance.

## **SUPPORT AND TRACKING**

The task of accompanying and monitoring will be carried out by the Association Kilometre Zero, and will take place during the school year October (or early November as appropriate) to May following a number of criteria in order to strengthen and support the process of the different mentoring couples

The tracking is done to the mentors once a trimester face to face and once a week via Internet (with specialized platforms for monitoring) to support mentors in their voluntary work and to address the most complicated situations and exchange experiences.

And its for us very important to highlight that always during the project there is also an individual space to talk and share experiences of the project if there are some doubts or difficulties per part of mentors or other agents like schools, high schools or social referents of the children.

### Planning of execution

MAY-JUNE JULY-AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER – JUNE
On June start the preparation of the next nightingale project for the next year. Closing the previous year, assessment and Reporting. Start planning for the following year.	Preparation of the campaign to present the project to the different faculties of the URV to attract volunteers.	Conferences at the university. team meetings with staff and management of the participating schools. Meeting parents / mothers of children to explain the project.	The organization of the meeting of volunteers and children starts. Promoting the protocol of the project and necessary legal authorizations.	Start monitoring project . Preation of continued formation during the project and three mentor meetings follow on -December, February and April- more tutorials and weekly monitoring via on-line.
Establish lines of collaboration with the University, Social Services, Education, Municipalities.	Presentation of the project to the propose schools . Start the selection process of volunteering (interviews).	Volunteer selection process ends. Stage of training to the mentors to prepare for the start of the project starts.	Nightingale project starts with the begin of the once a week activities of all mentoring couples.	Nearly 15-20 of May is the closing party of the project.  Preparation and publication of the evaluation, and memories of the project.

### **COMMITMENTS Kilometer Zero as project manager:**

1. Offer at least five training sessions (total 10 hours) to people who perform the mentoring and support subsequent sessions and monitoring.
2. Kilometer Zero, as project manager, will be responsible for defraying the cost of the activities and movements that occur during the mentoring.
3. Both persons performing as mentoring children mentorats, will be covered by insurance.
4. Mentors and mentors receive a certificate attesting to their training and the volunteer work.

### **COMMITMENTS Mentors:**

1. The mentors have to attend a mandatory basis in the selection interview and training session prior to the project.
2. Mentors / will accompany children to school or institute selected by the teacher or team of teachers of reference.
3. They will have 3 hours during an afternoon a week from late October or early November to late May, to know, create a link, be a positive example, to accompany a pupil of sixth grade or of first high school year, with the aim the children could know new places, experiences, fun and learn the languagethe. Doing stimulating activities and be a reference to child in leisure activities
4. The mentors and mentors participate in regular monitoring meetings with the coordinator of the project.
5. The mentors have to update once a week what they did with the mentees on the web platform for the project.



## CONCTACT INFORMATION

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