

Recognition of intergenerational volunteering experiences and results - RIVER



Lifelong
Learning

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The RIVER Project

- basic idea
- project aims
- project work

LEVEL5 - a methodology for the validation of learning in the context of senior volunteering

- the approach for RIVER
- the concept
- how to use LEVEL5

The EU-Project **RIVER** combines the focus of the European Year of Volunteering 2011 & European Year of Active Ageing and Solidarity between Generations 2012

Given the demographic trend and the increasing share of elderly people in the population, the increasing involvement of senior people in volunteering is essential for the vitality of the voluntary sector.

RIVER aims at promoting senior, intergenerational volunteering by helping to make senior volunteers' competence development more visible.

Basic information on RIVER

www.river-project.eu

01.01.2011-
31.12.2013
24 months



GRUNDTVIG
Multilateral Project
Lifelong Learning
Programme

BUPNET



- RIVER aims at **making the learning benefits** of senior volunteering activities **visible**
- RIVER **develops** and **tests** a **planning and validation system** for senior volunteering and thus increases its attractiveness. On the other hand this validation system will **support voluntary organisations** in their planning of personnel placement of volunteers.
- RIVER clearly addresses the objective of **providing and improving learning opportunities for the increasing number of senior citizens in Europe.**
- RIVER **addresses older people and motivates them to engage in senior volunteering** as a learning experience. The project seeks to make senior volunteers aware of the **learning aspects** of volunteering.
- RIVER **promotes intergenerational learning** by working with intergenerational senior volunteering projects.

The main **target groups** of the RIVER project are:

- Adult education organisations who already work or may in the future work with senior learners
- Voluntary organisations who organise senior volunteering activities
- Umbrella organisations of the two mentioned types of institutions who can act as multipliers
- Decision-makers in local, national and European authorities who (might) provide funding for senior volunteering

- Major part of competences developed during learning in volunteering relates to personal and social competences
- Learning in volunteering takes place in informal learning environments
- In informal learning a standardisation in regard to learning contents (topics), learning objectives and envisaged outcomes (competences) is nearly impossible
- This implies the assessment and validation of competences prior and after a given learning activity (=participation in volunteering projects)
- Competence development is the ultimate output of this learning activity
- It is a the potential of a person which matters rather than a singular performance
- These competences are highly contextualised and individualised

LEVEL 5 is an approach and instrument to document and visualise competence developments.

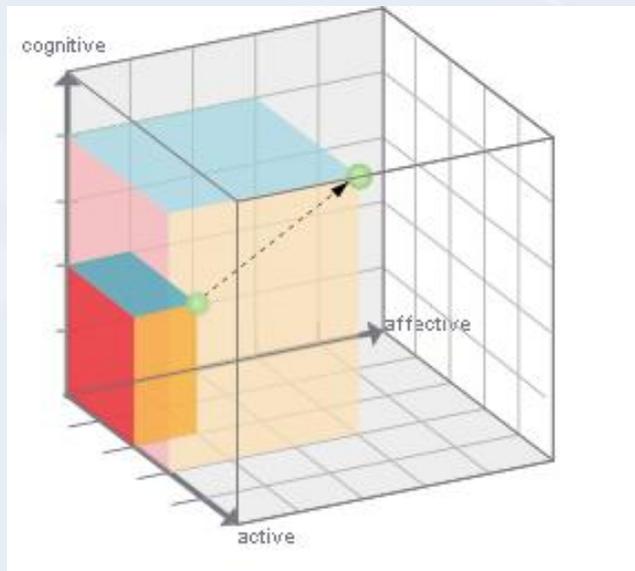
In the European Network REVEAL (=Research and Evaluation Group for Validation, Evidencing and Assessing of Informal and Non formal Learning) LEVEL5 has been piloted and applied in more than 40 learning projects and scientifically evaluated in the framework of two international PhD thesis.

LEVEL5 has been created to serve especially

- target groups that learn outside formal education contexts and
- their learning facilitators, adult learning providers, care organisations, grassroot projects and others.

Validating competencies in senior volunteering using LEVEL5

Individual or group-competences are evaluated in a process oriented way, visualised in a 3-dimensional cube and fully documented in a specific software system.



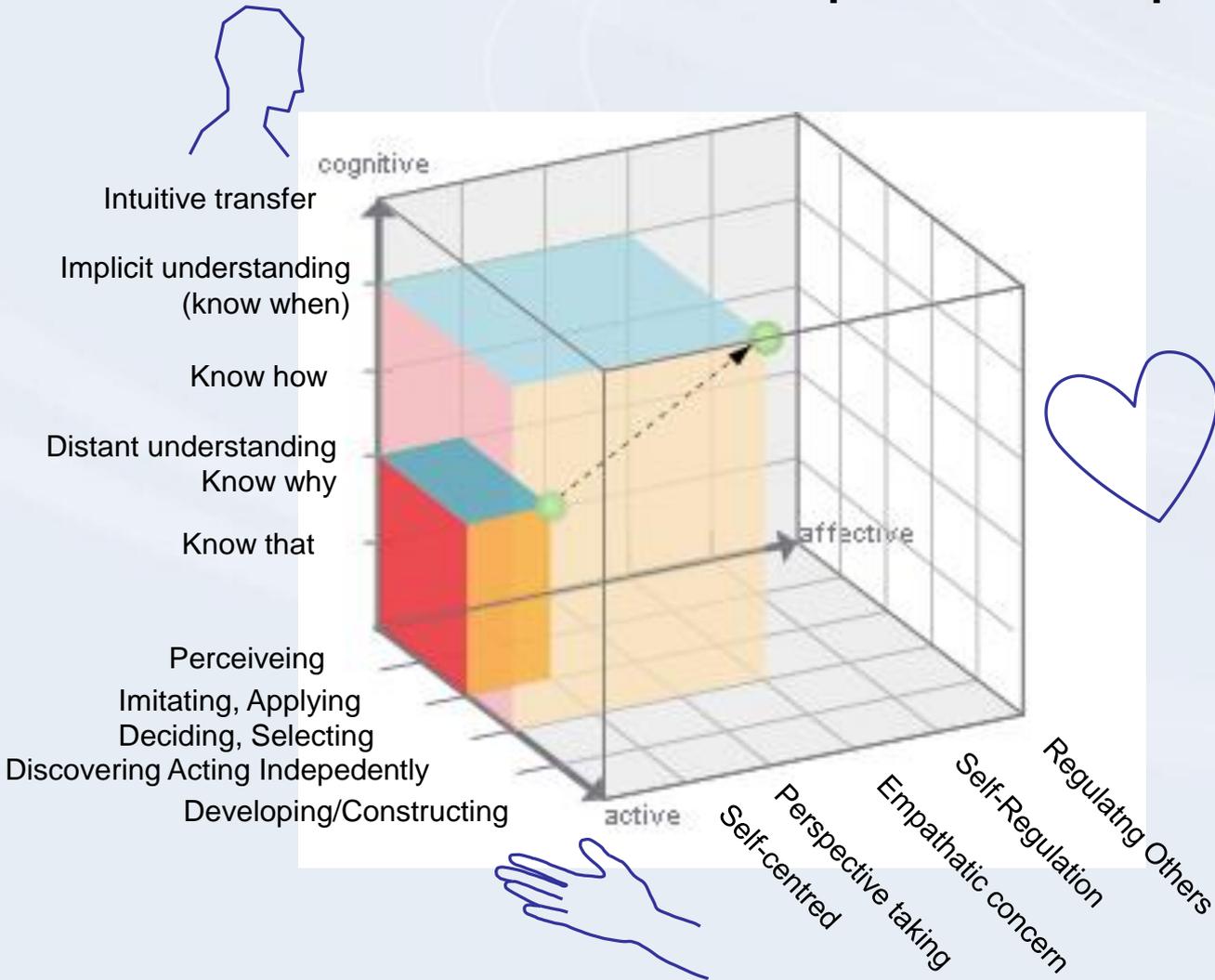
Basic idea:

A competence is the ability to apply a synthesis of

- *knowledge*
- *skills*
- *attitudes*

in a particular situation on a particular level

A Cube as model to visualise competence development



**3 dimensions with
5 competence levels
-> LEVEL5**

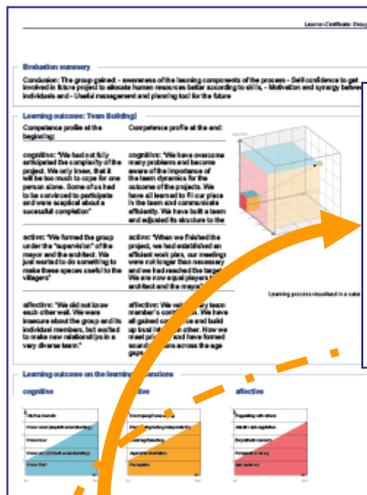
1. Description of Project

- Context
- Target Group
- Objectives
- ...



5. Presentation of Results

- Rating learning outcomes at different times
- Describing different competence levels
- Evidencing learning and project outcomes
- Validation and certification



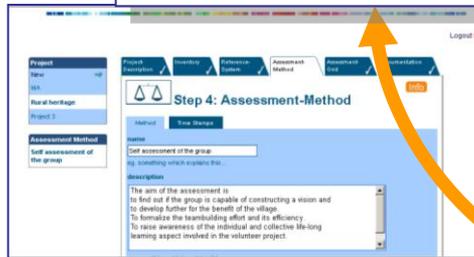
2. Selecting/determining Topics

- Inventory
- Topic sets
- Refining content and objectives



4. Assessing/Measuring

- Selecting Assessment Methods
- Measuring learning outcomes at different evaluation times



3. Creating a Reference System

- Three Dimensions
- Five specific competence levels related to the learning project
- Indicators

Unit	Unit	Indicator
Building Team Building	Developing/constructing	"We are exploring further possibilities, applications and..."
Team Building	Discovering/acting independently	"Let's focus on our activity work, monitor the process, and collaborate efficiently."
Decision Making/Decision Making	Deciding/selecting	"Let's promise, set a more precise calendar and have more clear who does what"
Application, Initiation	Application, Initiation	"I will call on the creation of a committee, like the one in the facts mayor..."
Reception/membership	Reception/membership	"Who can I work with in this community project? I have to present and..."

Example of a Reference System

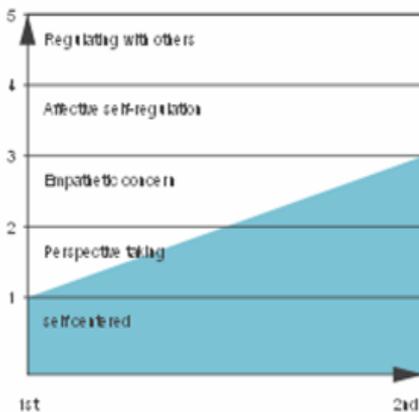
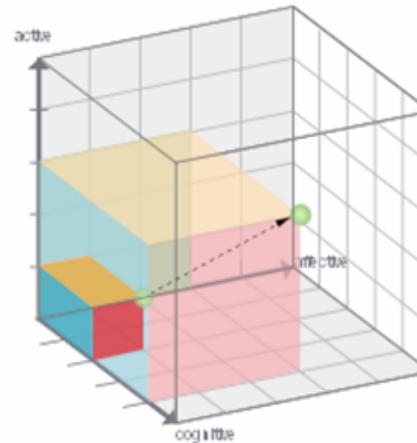
1. Cognitive Dimension: Learners knowledge and skills concerning “intergenerational cooperation”

1	2	3	4	5	6	7*
Grade	Corresponding Level Titles	Level description Explanation	Indicators/ Context	Time 1	Time 2	Remarks, explanation for your rating
5	Intuitive Transfer	Ability to identify the diversity of intergenerational cooperation in different contexts, its benefits and challenges (of the diversity)				
4	Know when (Implicit understanding)	Knowing in the given case which differences have to be taken into account. Ability to recognise different working and communication styles and reasons. (Practical knowledge)				
3	Know how	(Theoretical) Knowledge about the effects of different backgrounds, socialisations and societal realities on habits and styles.				
2	Know why (Distant understanding)	Know why the different level of experience in life affects behaviour and thinking of the other generation.				
1	Know-that	Knowing that there is a generational gap and that peers from different generations have different demands				

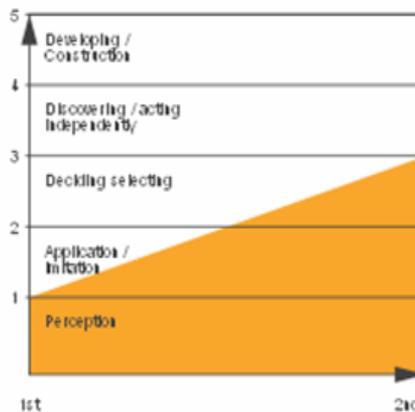
Summary of the development on the cognitive level:

Visualize competence development

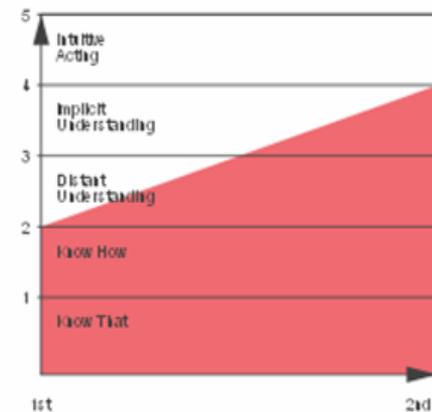
dimension	before	after
affective	1 (1-5)	3 (1-5)
active	1 (1-5)	3 (1-5)
cognitive	2 (1-5)	4 (1-5)
zoom	1.3	draw



affective



active



cognitive

Creating a certificate

revelabal Learner-Certificate: Youth for the Hood

**Learner-Certificate:
Youth for the Hood**



Participant

Ivan Raveneau, male, born 07. 24. 1982, in Maastricht.



Informal learning project

Youth for the Hood
 Beginning: 01. 01. 2009
 Ending: 01. 31. 2010
 Institution: Ceso
 Place: In the neighborhood.

Description of the informal learning activity

This project forms a part of the project Can Do. Within 15 month 12 communitybased activities must take place, organized by the inhabitants themselves. The target group : inhabitants of an deprived neighborhood. Participants of coaching and animation are those inhabitants, who are organizing activities for their community. (Ivan and friends)

Topics of the evaluation

Institutional knowledge micro level

Methods of the evaluation

Asset Based Community Development (ABCD Method).
 Learning by doing.

Evaluator

Community coach: offers professional guidance and coaching
 Ivan: Actual project leader, acting as 'community leader'. Carries financial responsibility.
 Friends: the helping hands.

EFPLA - Research and Evaluation Group for Volunteering, E-Learning and Assessing Informal and Non-Formal Learning
 info@efpla.eu.org - www.efpla.eu.org

Location/Date: In the neighborhood, 22.12.2010 16:44:20

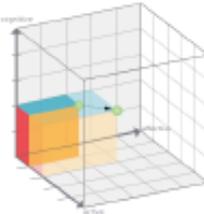


revelabal Learner-Certificate: Youth for the Hood

Evaluation summary

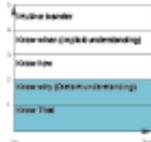
Learning outcome: Institutional knowledge micro level

Competence profile at the beginning:	Competence profile at the end:
cognitive: He made an appointment with municipality secretary and housing corporation manager, without knowing exactly their responsibilities.	cognitive: Did not show significant improvement
active: He was in touch with the institutions, although he showed resistance against regulations and procedures of the institutions.	active: In interaction with institutes and professionals there is less resistance and more understanding.
affective: Showed interest in tasks and responsibilities of institutions. He could oppose to particular regulations and procedures.	affective: Realizes that institutions have their own responsibilities, and accepts that it can contradict with own interests.



Learning process visualised in a cube

Learning outcome on the learning dimensions

cognitive	active	affective
		

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The RIVER Methodology was piloted in 5 partner countries (AT, DE, HU, FI, IT), with the focus on:

- senior volunteers
- working in intergenerational volunteering projects
- looking at the development of the competence: „intergenerational cooperation“

Benefit for the volunteers:

- Learning awareness
- Certification - for senior volunteers/for younger volunteers
- Motivation and commitment

Benefit for volunteering organisations:

- Reflection as an added element of the volunteering activity
- Improve project planning
- Transferability of knowledge to other contexts
- Recognition of informal learning results of volunteering

- Using the reference system
 - Motivation of volunteers
 - Time management
 - Self assessment
 - Ongoing volunteering activities
 - Certification
- Conclusion: as a result of the piloting the RIVER consortium created the material as simple as possible and developed a lot of templates for the RIVER methodology which are ready to use in volunteering.

- In order to raise target's interest and motivation for learning assessment, the benefits of RIVER should be clearly and explicitly explained both to organisations and volunteers.
- Provided that RIVER requires time and resources that are scarcely available to voluntary organisations, it is advisable to realize the evaluations with groups of volunteers, instead of individuals.
- RIVER might be more effective for volunteering **activities longer than three weeks**, as the development of competences becomes more evident and easier to assess.
- The assessment through RIVER should not become the overarching element of the volunteering activity, or a way to control how the project is run, but should be always kept as **a side aspect of the volunteering activity**, supporting the learning and recognition process.

- When volunteers are not used to **self-assessment** or competence assessment in general, **external support and assistance** from the facilitator is crucial to support senior volunteers to gradually enter into a self-assessment process.
- RIVER can be applied more effectively to activities that have **specific starting and ending points**, which clearly mark the set of time and actions that the volunteer should think about at the final assessment.
- The **facilitators** applying RIVER should preferably have some previous experience in evaluation and facilitation.
- RIVER methodology can be used **independent of the age of the volunteer**: it could have strong benefits for **young volunteers** and be a really good tool to apply for those, who were able to use the certificate in their job-seeking or future training/studying activities

To support the work with RIVER the following project documents were developed:

- RIVER brochure „Reveal the learning potential of volunteering“
- RIVER manual for volunteering facilitators
- RIVER training concept and training material
- Supporting software and a user guide

If you are interested in these materials, please add your contact details to the list or send an E-mail: m.satke@dieberater.com!

We will also be happy to welcome you at the final project **conference**
“Recognition of Learning in Volunteering”
which will take place in **Vienna, November 12 2013**



Thank you for your attention!

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