



## Recognition of Intergenerational Volunteering Experiences and Results

### RIVER Manual



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RIVER: Recognition of Intergenerational Volunteering Experiences and Results

RIVER Manual

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## TABLE OF CONTENT

1. THE RIVER PROJECT .....	5
2. THE RIVER METHODOLOGY – AN OVERVIEW .....	5
2.1 Who this manual is for .....	5
2.2 Why you should use the RIVER methodology .....	6
2.3 Preparation to implement the RIVER methodology.....	7
3. THE RIVER METHODOLOGY STEP BY STEP .....	11
4. ANNEX.....	25
4.1 Quality criteria .....	26
4.2 Template STEP 1 – Project description .....	28
4.3 Template STEP 2 – Competence inventory .....	32
4.4 Templates STEP 3 – Preformatted reference systems .....	33
4.5 STEP 4 - Overview on assessment methods.....	45
4.6 Template STEP 5 - Rating and documentation.....	49
4.7 Template for an offline created RIVER certificate .....	50



## 1. THE RIVER PROJECT

This manual provides a step by step guideline for using the **RIVER-methodology** which was developed in the same-named transnational EU Grundtvig project. The project focused on three major themes and the possible links between them: **volunteering, intergenerational learning, and recognition and validation of learning acquired in informal settings**. Whereupon we – the RIVER project partners - focused not on learning in general but on the development of personal and social competences that are gained while participating in a volunteering activity. In the project we concentrated - due to the project's target group - on the competence of Intergenerational Cooperation, additionally adapting nine other competences according to the special settings of volunteering. You will learn about these in chapter 3.

Additionally it is important to know that the RIVER methodology is an assessment and evaluation method for recognising the development of competences that are gained during volunteering activities. The methodology developed here is based on LEVEL5, which is an approach and instrument to document and visualise competence developments.

The approach is supported by software to create a meaningful evidencing document (certificate) and that provides you with a 3D graphic (a cube) with the visualisation of the development of the volunteer.


## 2. THE RIVER METHODOLOGY – AN OVERVIEW

### 2.1 Who this manual is for

Apart from the general interest of the content in relation to volunteering, intergenerational learning or recognition and validation of learning, you will find this manual particularly interesting if:

- You are a volunteering facilitator or mentor in any organisation that receives or sends volunteers.
- You work in an organisation that takes part in the Lifelong Learning Programme, the Youth in Action Programme, or the EU Programmes such as LLP, Youth in Action and the Programme for Education, Youth, Culture and Sports (Erasmus +).
- You are a policy-maker in charge of learning, volunteering or employment sectors.
- You are an employment officer or career counsellor in charge of finding internship opportunities.



- 
- You are a tutor, mentor, coach, or counsellor in any non-governmental organisation or in continuing education and you are searching innovative ways to validate learning processes in volunteering settings.
  - You are a volunteer and are looking for ways to have your learning and competence development validated by the organisation(s) you are involved with. So tell your volunteering facilitator about RIVER.

We like to point out that this manual is mainly for those persons who are involved in the delivery of the RIVER methodology such as the evaluators and their supporters as well as those who are responsible for assessment and evaluation in the volunteering organisations.

## 2.2 Why you should use the RIVER methodology

The RIVER methodology was developed by volunteering organisations, adult learning providers and evaluation experts with the aim of providing volunteering and volunteers additional benefit to their important work.

For both the volunteering organisation and the volunteer there are several positive effects when using the RIVER methodology.

### **Benefits for the volunteer**

- Learning development is recognised and learning benefits of volunteering are made visible.
- Learning development can be evidenced and acknowledged through certification.
- For senior volunteers the certification is a motivating aspect because it shows the value which is given to their volunteering engagement.
- For young volunteers the certification of competence development is a benefit, since they can use it for specific purposes, like applying for a job or for a studying opportunity.
- Motivation and commitment can be increased.



## Benefits for volunteering organisations

- Reflection is given as an added element of the volunteering activity
- Project planning can be improved
- Knowledge about competence development can be transferred to other contexts
- Recognition of informal learning results of volunteering increases motivation and commitment of volunteers
- RIVER can be a useful methodology for recognition towards institutions and decision-making bodies, but can also be useful to attract more volunteers.

### 2.3 Preparation to implement the RIVER methodology

When you want to use the RIVER methodology you need to know a few things before you can start:

#### RESOURCES

For a best possible result you must be aware that the approach is complex and needs time and resources but the results are a benefit for both you and your volunteer. With this manual we try to guide you through all the steps of the RIVER methodology to ease your work.

#### QUALIFICATION OF STAFF

An evaluation of the competence development of a person is always a highly sensitive topic. Additionally the RIVER methodology is a really helpful but also complex method. Therefore we would recommend that only experienced evaluators are responsible for the process. It is helpful if there is one person supporting the whole procedure as well as the evaluator.

#### OFFLINE AND ONLINE WORKING

The RIVER approach is a tool that can be used completely offline but if you want to generate a certificate completed with a visualisation of the development you need to copy and paste your projects into the RIVER software. To improve the offline work with the RIVER methodology a template for the certificate was created.

But in any case we would recommend to working first on the paper basis to fill in all necessary parts and copy it afterwards into the software. All templates for the paper work are included in the annex, the user-guide for the software can be found on the CD.



## THE TARGET GROUP

- Collect information about your target group.  
The more you know the easier it is to assess them in the best possible way. The RIVER methodology is about competences and the recognition of their development. So step into the shoes of your target group: What competences are they interested in evaluating? What is the expected result? What is the main impact for them?
- Be prepared for first contact with your volunteers.  
You have to know the approach well enough to explain it to third parties. To make the first contact with the volunteer as easy as possible we have created some coaching guidelines; you will find them below.  
Organise all necessary resources (you will get to know them in the following chapters)  
Make sure you have enough time. It is very difficult to provide concrete details on much time you need. This depends on many factors and varies a lot depending on experience.

### **The RIVER coaching guidelines**


Before starting a validation process with individual volunteers or a group of volunteers, it is crucial to deliver information on the RIVER methodology, its aims and its benefit.

RIVER coaching guidelines help the volunteering facilitators to provide the volunteers with necessary information on the assessment by explaining the approach.

In general the coaching session with the volunteer should focus on these aspects:

- Volunteering facilitators should deliver some basic information on the validation method. Here it is crucial to provide the right amount of information to avoid confusion.
- It has to be clear for the volunteer, that this is not a process of being tested or of being compared to the performance of other volunteers. The participation in the RIVER validation process is rather to support them in tapping their full potential and show them how much they can learn during the voluntary activity.
- Privacy will be guaranteed and participation is optional.
- The guideline contains questions about the senior volunteer's life situation which help to gain a better understanding on the areas where they intend to





improve their competences, where they see possibilities for personal growth, which motivation do they have?

- Some questions refer to the volunteering activity, already existing experiences, motivation to volunteer, possible strengths and weaknesses in fulfilling several tasks in the voluntary work etc. These questions help to find out whether the volunteer has a specific interest in the development or the assessment of a certain competence.
- Volunteering facilitators should also clarify if the volunteer would like to receive a certificate at the end of the validation process.
- Finally it is also important to inform the volunteer about the amount of time that is necessary for the validation process.

The questions listed hereafter are to be seen as **guidelines**, which means they don't have to be asked exactly that way. Some questions might seem to be too personal or too delicate to ask them directly to the volunteers. The kind of question refers a lot to the relationship between volunteer and volunteering facilitator. They should be used as a proposal and stimulation to start the RIVER assessment.


### Personal level

Ask questions about the senior volunteer's life situation to gain a better understanding where the volunteers are interested in improving their competences, where they see possibilities for personal growth, and where their motivation comes from. But be aware that some of the questions may be very personal. You should be able to clarify those things that you may raise with these questions.

- What was/is your professional background?
- Could you please describe your current life situation?
- Which aspects of your life do you like most, which aspects would you like to change for the moment?

### Volunteering level

- How long have you been a volunteer?
- Do you like your volunteering activity?
- What do you like especially?
- What do you expect of the volunteering activity?
- What is your motivation for volunteering? Why are you a volunteer?
- When you think about your volunteering activity you are involved in, what do you think works very well?

- 
- Where do you see your strengths?
  - Do you feel that some tasks are challenging for you? What would you need to deal with the challenges?
  - Is there a special focus of your volunteering work where you would like to improve?
  - Where do you see concrete possibilities for improvement?
  - Are there competences<sup>1</sup> you are interested to develop?
  - What could be the benefits on yourself and your activity, by improving your competences in...? What would be different, if...?

At the end of the interview you should have carved out some learning needs and interests and one or more competence to focus on:

- Raising awareness of the personal and professional growth.
- Recognition of learning development in an informal learning setting.
- Learning new skills and experiencing new things.
- Training and development opportunities.
- Receiving a certificate about competence development in informal learning, which can be useful for further volunteering engagement in other organisations as well as for labour market perspectives.
- Developing competences as a senior volunteer with focus on intergenerational setting maybe the certificate is interesting for the younger person with regard to labour market perspectives.
- Increasing motivation and commitment for the involvement in current and future volunteering activities.

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<sup>1</sup> In the RIVER project a competence is described as *the ability to apply a synthesis of*

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

*in a particular situation on a particular level*

### 3. THE RIVER METHODOLOGY STEP BY STEP

It contains in numbers:

- 5 Steps
- 3 Dimensions
- 5 Levels

As a very short introduction you need to know that the approach consists of **5 steps**. We will go through them all one by one.

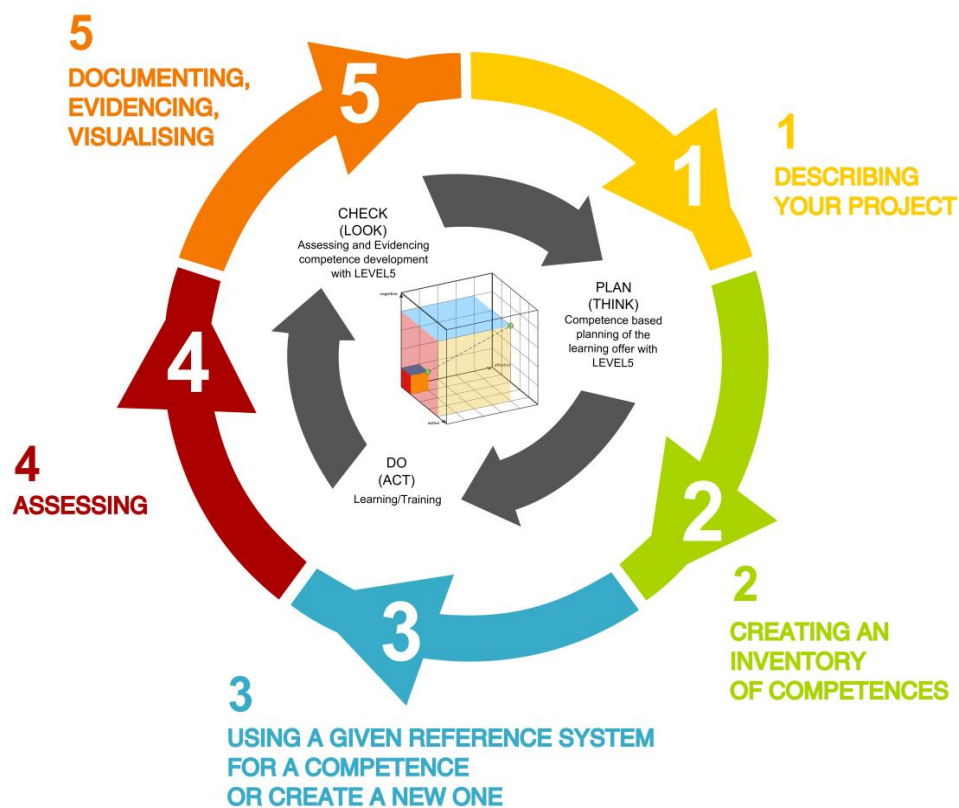


Fig 1: Overview about the LEVEL5 Steps

There are **3 dimensions** that are taken into account when assessing the volunteer's competences:

- The cognitive (knowledge oriented) dimension
- The active (activity oriented) dimension
- The affective (emotion oriented) dimension

Later in this manual (p.16) this part of the assessment will be explained in detail.

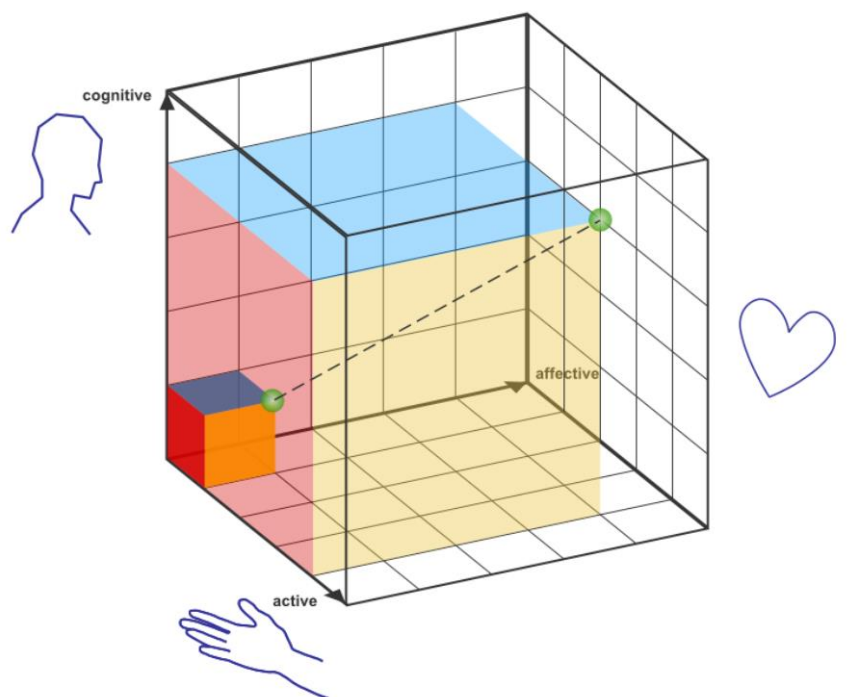


Fig. 2: Visualisation of the three dimensions of a competence

The three dimensions are organised in **5 levels**, reflecting the measurement scale for the development of competences, and providing the name for the assessment method. In the chapter about STEP 3 (p. 16ff.) the levels are explained in more depth.

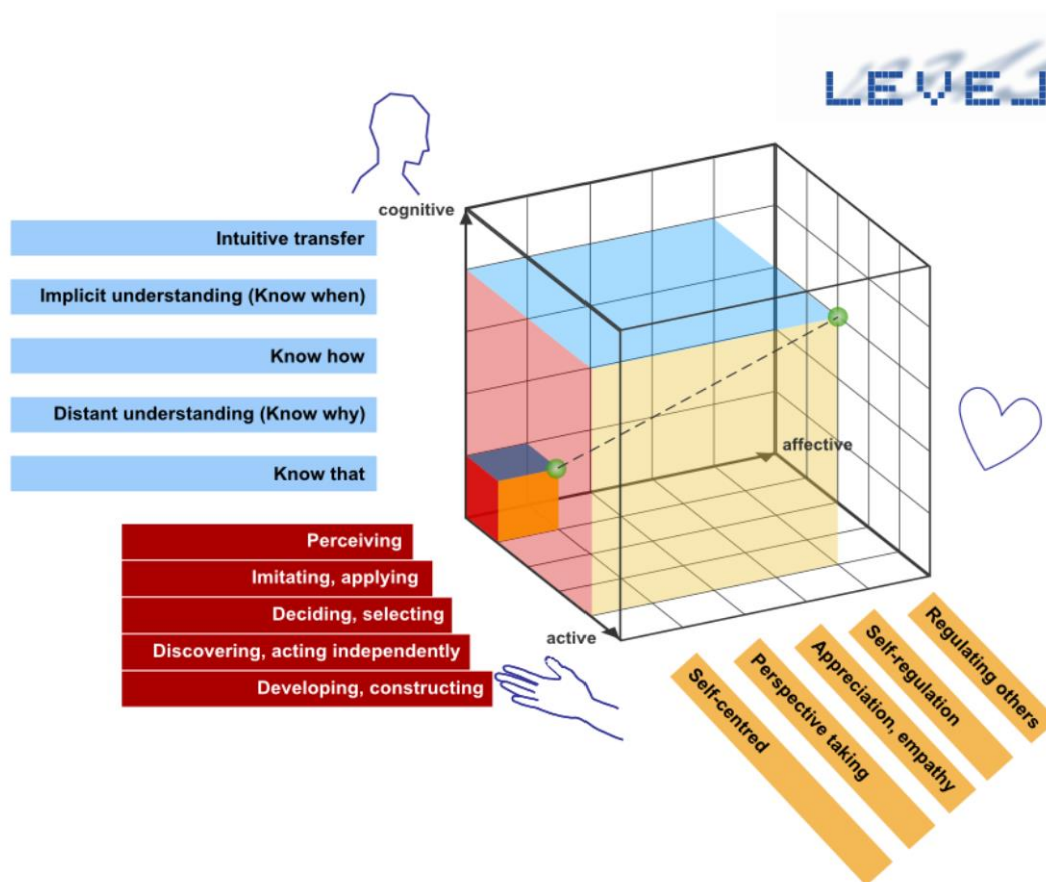


Fig. 2: Visualisation of the three dimensions and the 5 competence levels


After you have clarified the interests of the volunteer, you can start to create a kind of micro learning project according to the competence the volunteer likes to focus on. The situation could arise with volunteers working in long-term current activities, which means that the main competences which are needed in these activities can be defined, together with the volunteer.

To have feasible data for an evidencing document you need a special kind of micro-project with a **concrete start and ending time** as the approach needs a concrete time line with a start and an end time stamp, the project should deal with a period longer than some days but shorter than 6 months. For a current volunteering activity a special period can be defined for the assessment.

### STEP 1: Description of the volunteering project or activity

To assess a volunteer's competence you need to **define a special learning situation in a volunteering activity as we need a starting and an end point to**





**assess the development.** These two time stamps are the basis of the timeline for the assessment of the volunteer.

Finding this special timeframe may be challenging, as it is rather difficult to assess someone who had been working in the same field of volunteering for the past 15 years. To help yourself you need to define a learning situation to have a concrete time frame and activity that you can focus on.

If your volunteer is only now starting their volunteering job, you can take the real beginning as a starting point, but if not, think about a special situation or maybe an event, an internal training, a new combined team or something else, that may represent a volunteering activity or setting worth looking at, which could bring a development. This setting has to be described. Therefore we have a **template** that can be found in the **annex**. All fields with an asterisk are required fields all the rest are additional fields that in some cases are very helpful to define the learning activity and make your mind about possible learning outcomes and the assessment in general.

At the end of STEP 1 you will have a filled project description.

For STEP 1 you need:

- The word file PROJECT DESCRIPTION that can be found in the annex
- If you are not supervising directly the volunteering activity or if you are an external evaluator, it is recommended to get support by one person who knows the volunteering activity and the target group best.
- Approximately 15-30 minutes to fill it (according to the amount of fields you like to fill)

**HINT:** first focus on the main objects and then according to the time you have, you can add all fields that are of an interest.

## **STEP 2: Selecting topics – the inventory**

The RIVER methodology can be adapted for all competences you can imagine. The process of choosing the competence you would like to focus on is a very important step in the assessment. The competence should be clarified with the volunteer to select the best suitable one and the one with the highest benefit for the volunteer. You shouldn't select more than two competences, it is even better to start with only one to get to know the procedure.

By choosing one or more competences you create an individual **SET OF COMPETENCES**. There are three options how to continue the process:

- Choose one or more of the below-listed competences. For these competences preformatted reference systems are available in the annex.
- Choose one or more of the below listed competences and specify it according to the needs of the target group by overwriting it. E.g. **Flexibility** can be turned into **Flexibility concerning time management**.
- If none of the preselected competences fit to the target group, choose a competence that is not on the list but is suitable for the target group. For this competence a new reference system has to be set up by you. To reduce your work, we would recommend to work first with an already preformatted reference system and after being more of an expert for the RIVER methodology you can try to build your own reference system.

In addition to your choice you need to shortly describe the competence. What is your definition of teamwork, problem solving or flexibility?<sup>2</sup>


The RIVER consortium developed a catalogue of competences which can be useful to focus on volunteering:

Inventory	Your specified competence	Your description of the competence
Intergenerational cooperation		
Intercultural communication		
Problem solving		
Teamwork		
Virtual communication		
Diversity management		
Flexibility		
Autonomy		
Networking		
Decision making		

Fig 3: RIVER competence inventory

The idea of the RIVER approach is a sustainable one, so you create this set of competences to reuse them again. For example, if you define the competences 'Teamwork' and 'Intercultural Communication' as the ones that are interesting for your target group you can combine them in a set. This is mainly interesting for the

<sup>2</sup> This helps also to make your mind if this is really the competence you like to focus on.



software, because whenever you work again with a similar target group for whom you'd like to assess the same competences you already have your inventory done as the set is saved for you (see the explanation in the user-guide of the software which is included on the RIVER CD).

For STEP 2 you need:

- The RIVER competence inventory that can be found above and in the annex.
- A concrete idea of which competence is the most interesting and necessary for your target group.

**HINT:** Assessing multiple volunteers on multiple competences on an individual basis requires a significant amount of time. To avoid this it is advisable to concentrate on only 1 or 2 competences.


### **STEP 3: The reference system**

So you have chosen one or two of the competences. What can you do with them? This step is the most complex and it requires effective time management. Now you will get to know why it makes your life easier when you chose one of the RIVER competences.

To continue with the RIVER methodology you need a kind of matrix for your assessment. This is the reference system. You can find preformatted reference systems for all the RIVER competences in the annex (Annex 4.4). To give you a clearer picture please find here/below one example of a reference system.

## Reference system: Intergenerational cooperation

	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where else (Knowledge transfer)	Ability to identify the diversity of intergenerational cooperation in different contexts, its benefits and challenges (of the diversity).	Knows how to present to others the benefits of intergenerational cooperation.	Developing/ Constructing Transfer	To move in unknown cooperation settings and to try to develop new joint and intergenerational ways of cooperating.	Can bring together and lead to performance an intergenerational group.	Incorporated	Being motivated to inspire either the peers but also the junior/senior volunteer to respect the specialities of the other generation.	Can inspire peers and younger/older employees to respect the characteristics of the other generations.
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)	Can use the knowledge to avoid conflicts and to support performance	Discovering/ acting independently	To deliberately try out new (available) strategies/instruments/modalities/media in order to foster an effective intergenerational cooperation.	Can lead an already performing intergenerational group efficiently.	Self-regulation	Referring from own plans for the sake of the quality/effectiveness of the intergenerational cooperation. Having a positive approach/feeling towards intergenerational diversity.	Avoids conflict by promoting the benefits of intergenerational cooperation. Accepts different outcomes from individual participants.
3	Know how (expertise)	(Theoretical) Knowledge about the effects of different backgrounds, socialisations and societal realities on habits and styles.	Can explain the link between certain actions and age.	Deciding/ selecting	To actively decide and select a known (already applied) cooperating strategy, according to the situation you are dealing with.	Can assess the intergenerational environment and act accordingly.	Appreciation Empathy	Appreciating the value of intergenerational exchange for the senior and junior learner. Ability to put yourself in the shoes of the person from the other generation (how he/she feels).	Demonstrates empathy and acknowledgement
2	Know why (Distant understanding)	Know why the different level of experience in life affect behaviour and thinking of the other generation.	Can identify the link between certain actions and age.	Using, Imitation	To react and to adapt in certain cases to intergenerational differences in working/acting together.	Typical behavioural patterns in a training context.	Perspective taking	Being interested in intergenerational cooperation.	Demonstrates an open and curious attitude towards other generations.
1	Know that (basic knowledge)	Knowing that there is an generational gap and that peers from different generations have different demands.	Knows how to define the concept of 'generation gap'.	Perceiving	Acknowledging the gap between the generations. Perceiving different preferences of the other generations.	Ability to identify a generation gap.	Self oriented	Respecting the intergenerational differences relating them to the own situation.	Showing symptoms of diversity.



This is where the previously mentioned 3 dimensions and the 5 levels are important.

### **The three dimensions**

The idea of the LEVEL5 approach is based on the holistic idea of the Swiss pedagogue Johann Heinrich Pestalozzi that learning happens with head, hand and heart. That means that learning is a combination of cognitive (head), active (hand) and affective (heart) parts.

When you look at one reference system you see that they are divided in the three parts: cognitive, active and affective. These three parts, the so called dimensions are separated in 5 levels.

### **The five levels**

The levels go from 1 to 5 where 1 is considered to be the lowest level your target group may start at and 5 is the highest level they may reach. The level titles shall help you to understand the difference between the levels better. So you can start e.g. on the cognitive on level 1 with “know that...” which means that you have basic knowledge and you can end up with a know where else, which means that you are able to transfer your knowledge.

### **The description**

In the reference system you find level descriptions which help to get a clearer picture of the possible assessment of your volunteer. These level descriptions can be adapted to your situation. In case you need to set up your own reference system you need to formulate this part of the reference system new.

### **The indicators**

Indicators are a useful helping tool for the assessment. You can easier check if the assessed volunteer reached a specific level. To find indicators may be a bit tricky but once you have them they are of a great help.

For STEP 3 you need:

- The reference system for the competence you have chosen and that can be found in the annex.

**HINT:** This step takes time but if you have done it once the reference system can be reused for all similar target groups. It also may happen that you have to adapt your reference system on the basis of your target group, objectives and needs.





## **STEP 4: Assessment**

After you have chosen or adapted the reference system(s), the next step includes to find the right assessment method and then to evaluate the volunteer. You can find here, in addition to the assessment grid at the end of this chapter, some useful hints to assess volunteers with the RIVER methodology.

### **TIME FRAME**

It is very important to have at least two time stamps when the assessment takes part: One at the beginning and one at the end. It is optional if you assess more than two times but you need at least two. Otherwise you can't make a development visual. The starting point shouldn't be too far away from the real start and also the final evaluation should be near to the real end of the defined learning activity.

### **TAKE IT SERIOUSLY AND BE SENSITIVE**


To assess someone is always a complex procedure. It contains maybe sensitive data, a personal development as well as important facts that can be used by the volunteer for his or her future life. Therefore the assessment should be as objective as possible. This may be a particular challenge for an inexperienced evaluator.

### **KEEP IT SHORT AND SIMPLE**

The problem with assessment is often that it is complexly formulated. No one likes to read it and it is of no help to the volunteer. So keep in mind that you want people to read and understand your assessment. Therefore use short sentences and build the essence of what you want to say.

### **CONCENTRATE ON WELL KNOWN METHODS**

The Assessment concept and methods should be chosen according to the given context and objectives. From the experiences in the RIVER piloting one can say, that the assessment phase is another complex step in the procedure since it needs to choose the appropriate assessment method which fits to the setting and to the person or group who will be evaluated.



From the experiences of testing the RIVER methodology in volunteering activities and projects, the RIVER partners defined five methods/tools for assessment which seem to be most suitable for the volunteering sector:


1. **Self-assessment:** with the help of the reference sheet volunteers rate themselves and give a short explanation why they rate themselves on a certain level
2. **Peer assessment:** follows the process of the self-assessment, but the procedure is done in pairwork together with another volunteer or the volunteering facilitator.
3. **Focus group:** The volunteers take part in a focus group discussion with the assessors. They analyse their own profile in relation to the specified competences and establish a rating in relation to the descriptions of competences provided.
4. **Observation:** the volunteers are accompanied while they are working. It is crucial to be a silent partner who watches what he/she is doing and how the volunteer reacts in different situations. A kind of diary can be used to take notes on the observation.
5. **Three chairs:** This is a special method that came up during our piloting. While the others are more broad methods the 'Three Chairs' approach is a specific and systemic method that leads to very good results. The person who is evaluated is in a room with three chairs. One is marked as the cognitive chair, one is the active and one the affective chair. The person is asked to sit down on one chair after the other and he/her is made aware which one it is. Now the volunteer is asked how he/she sees himself/herself in regard to the dimension he/she is focusing on. The results are recorded by taking notes.

For STEP 4 you need:

- A suitable assessment method: Apart from our recommended methods there are some more in the assessment grid that you find in the annex. Furthermore we recommend in case that you like to work with self-assessment the SEALLL catalogue of assessment methods for self-assessment, created and collected during the European Project SEALLL-Self-Evaluation in Adult Life Long Learning.<sup>3</sup>
- To give you an overview which facts may influence the quality of your assessment we added some quality criteria in the annex. You should have

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<sup>3</sup> <http://www.sealll.eu/>



a look on them as they will rise awareness on the obstacles of assessment and the proof of quality.

**HINT:** The assessment is a very sensitive part of the process. If you let the volunteers assess themselves you must be aware that they are maybe not objective. Some will overestimate them others will underestimate themselves. You have to guide them through the process and accept the way they assess themselves. If they are evaluated by somebody else the evaluator must deal with personal sympathies and must be aware of objectivity as well. Both assessments are not really easy and in any case it's a serious matter that shouldn't be dismissed lightly.

### **STEP 5: Rating and Documenting**

On the basis of the reference system(s) and the assessment to complete the competence development, 3 things need to be done twice – for the first and the second evaluation time stamp:


1. Select one of the five grades (for the later display in the cube in case that you are using the software). You will have one cube for each person and competence including the three dimensions and the two ratings.
2. Give reasons for the rating (e.g. by referring to the indicators) at the top of the page, reasoning also being part of the final certificate (optional).
3. Describe the participant's learning progress at the bottom of the page (not visible in the graphic above), also being part of the final certificate (optional).

The documentation of the progression of the learners will evolve automatically in the LEVEL5 software when all data is inserted.

According to our experiences in many cases it is often necessary to go back to previous steps and **fine-tune the indicators** (STEP 4) and sometimes even the **individual descriptions** (STEP 3) in the assessment. These are important actions to secure and improve the quality of your assessment.

To help you with the documentation of the assessment we set up some **helping hints**:

- Don't take too many competences. Be aware that it is some work and it is a bit time consuming.
- Be short! It is not helpful to have an lengthy description, neither for you nor the volunteer.

- 
- Be precise – use clear and appropriate vocabulary.
  - Be positive! Not always is the development huge or the situation easy. Try your best to turn the evaluation into something useful and empowering to let the volunteer know that even a small step is an evidence of a potential further development.
  - Be aware of privacy issues. If the volunteer doesn't agree that his or her results are published to external persons you have to observe these wishes.
  - Have clear objectives with regards what to do with the assessment. Is it for the funding authorities, the volunteering organisation or only for the volunteer?

To give you an idea how it could look like please find here an example of an assessment documentation:

Institution: Business Angels Hannover Participant: Mr. Adler Date of birth: 27.10.1942 Country: Austria					
<b>RIVER</b>	<i>Rate 1</i>	<i>Start December 2012</i>	<i>Rate 2</i>	<i>May 2013</i>	<i>Resume</i>
Cognitive	3	Mr. Adler has advanced knowledge how different social background and socialization influences different working habits.	4	He knows in which way he can benefit from the work with young entrepreneurs (e.g. new media) and what kind of knowledge and experiences he can provide them.	At the beginning of the project, Mr. Adler had knowledge based on experiences of his former working life. During the project he got concrete knowledge on working styles of the generation X and even younger persons, and he knows how to benefit from them and how they can benefit from his knowledge.
Active	3	Participates actively in the project, following his experiences as a former manager.	4	Adapt his activities according to the modalities in the project, also using more virtual communication	Mr. Adler had an active role from the beginning of the project. Over the months he learned new strategies, e.g. to use new media, which he implemented successfully in his consulting activities in the project.
Affective	2	The participation and motivation to work as a Business Angel shows his interest in intergenerational cooperation.	4	Feels the importance to accept that framework conditions for entrepreneurial work have changed during the years and require new methods. Mr. Adler feels very well in his role as a mentor.	From the beginning of the project he had a high motivation to work with younger people and to support them. After half a year in the project, he feels the need, to adapt his own strategy, according to new requirements and strategies young people like to use.
Evaluation statement: <i>At the beginning of the project Mr. Adler had broad experiences and profound knowledge in dealing with different generations from his private life and from his former professional life, but working with young entrepreneurs and the focus on entrepreneurial issues was a new situation for him. In the project Mr. Adler learned a lot about the importance of new working strategies (such as virtual and social media) and how to use them and acted in a way that both parties could optimize the benefit in their cooperation.</i>					





For STEP 5 you need:

- Your reference system and the results of the two time stamps of the assessment
- The template for reasoning and rating (like the example given above) is provided in the annex
- Template for RIVER certificate

**HINT:** Don't forget to evidence the rating in the comment fields. This is very important. Of a group out of ten you can rate all persons on the same level, only the personal explanation of the why is diverse.

### **Finalisation - Certification**

When finishing the evaluation process it is very important to have a final meeting. See if the volunteer can deal with the situation and the assessment, if there is still need for improvement and a resume.

Certificates can be issued during informal ceremonies.



## 4. ANNEX

- 4.1. Quality criteria
- 4.2. Template STEP1 - Project description
- 4.3. Template STEP2 - Competence inventory
- 4.4. Templates STEP 3 - Preformatted reference systems
  - 4.4.1. Reference system: Intergenerational cooperation
  - 4.4.2 Reference system: Intercultural communication
  - 4.4.3 Reference system: Problem solving
  - 4.4.4 Reference system: Teamwork
  - 4.4.5 Reference system: Virtual communication
  - 4.4.6 Reference system: Diversity management
  - 4.4.7 Reference system: Flexibility
  - 4.4.8 Reference system: Autonomy
  - 4.4.9 Reference system: Networking
  - 4.4.10 Reference system: Decision making
- 4.5. STEP4 Assessment - Overview on assessment methods
- 4.6. Template STEP5 - Rating and documentation
- 4.7. Template for an offline created RIVER certificate



## 4.1 Quality criteria

### Quality criteria of LEVEL5

In the course of the development of the approach there appeared again and again intensive discussions about issues like objectivity, reliability and quality proof.

The problem is always that on the one hand we want to achieve a high quality of results on the other hand quality criteria should not only be there to set up a high standard but be a **help tool** for practitioners in the field. Therefore we thought that sometimes it is helpful if you get an overview about possible difficulties and how to avoid them.

Please find here a list of some criteria that you should keep in mind:

#### OBJECTIVITY

##### *How can we assure the objectivity of the results?*

Difficulty: Total objectivity is hardly achievable due to the complexity of the situation, external factors etc.

This could be solved through inter-subjectivity (e.g. using 2 evaluators and compare the results or if this is not possible because of the lack of human resources just be aware that e.g. a self-assessment is nearly never objective).

#### RELIABILITY

##### *How can we assure the reliability of the assessment?*

Difficulty: Reliability describes the degree of reproducibility of the results. There should be no bias caused by the measuring instrument. For example: a thermometer should be able to measure the water temperature in a lake and produce twice the same result assuming the temperature did not change and another thermometer will come up with the exact same result.

#### VALIDITY

##### *How can we assure validity of the results?*

- The term “validity” indicates the extent to which a measure accurately reflects the concept that it is intended to measure
- Example: „A thermometer measures the temperature of the water in a lake but it is not an appropriate tool to measure the depth of a lake.
- In order to get good and shared definitions of concepts it is important to set up a discussion with all actors involved

- Possibility to involve „experts“ in the respective field or comparison with theoretical models
- Goal: common understanding of the reference system and the indicators, reasons, proofs you give for a rating

## **EFFICIENCY**

### *How can we balance the cost benefit ratio of the assessment?*

- Cost-benefit balance of the procedure: What can we do to reduce the investment of time and yet producing satisfying outcomes? Carefully think about
  - the number of people involved in the evaluation
  - The methods chosen
  - The level of detail in the analysis of data
  - The number of competences chosen
  - The time for meetings and the assessment

## **EFFECTIVENESS**

### *Will the assessment lead to improvement?*

- Danger to forget the goal in between as this is an informally gained development
- Identify some intermediate results and ask yourself:
  - How much of what we want to find out have we revealed so far?
  - How does that compare with what we intended?
  - What can we do to raise the effectiveness of the next step?

## **CONSISTENCY OF THE CATEGORIES**

### *How can we create consistent categories?*

- Basic problem: Difficulty to construct equal intervals between the levels
- Conclusion: intervals in between the levels should be equal (this is nearly impossible)
- The levels should indicate a clear ranking (e.g. level 2 must indicate a clear progress compared to level 1!)

Checklist for the levels:

- Are your levels exclusive? -They should not overlap!
- Are your descriptions comprehensive, precise and concrete? - Be aware that a clear assignment should be possible!
- Are your levels complete? - Any possible learning development should be representable in the levels!

## 4.2 Template STEP 1 – Project description

**Step one of the RIVER procedure has two main functions:**

1. Describing your volunteering project/ volunteering activity and bringing about the background and context, main elements, objectives, processes and aspired competences in order to create awareness and sharpen the focus for the evaluation process
2. It shall enable the REVEAL<sup>4</sup> community to compare similar projects/activities and to learn from each other
3. Parts of the description will be integrated into the certificate, correspondent questions are marked italic.
4. Inserting the volunteers for the evaluation

Step 1 concerns the description of your informal/non formal learning action (a volunteering project or activity), following a pattern provided by the system. The aim of this step is to support you in documenting systematically the learning action in which the competences of the participant(s) are to be evidenced and assessed.

**Information on the volunteering project or activity (the main required aspects are marked with an asterisk\*):**

*Titel of activity or project\*:*

*Description of activity or project\*:*

*Start date of the volunteering activity or project:*      *Start date current activity*

*Content location (country):*

*Who are the volunteers?*

*Descriptions of volunteers' profiles: Do you know the volunteers? Are there any special needs, preferences etc.?(please refer to special characteristics/needs)*

*Why do the volunteers contribute in the project or activity? What is their motivation to participate?*

*Where does your volunteering project/activity take place (school, neighbourhood, club, home etc.)*

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<sup>4</sup> The REVEAL community is a transnational group of European experts and practitioners working in 20 organisations from 16 European member states collaborating in the field of evaluation of informal and non-formal learning. [www.reveal-eu.org](http://www.reveal-eu.org)





Which resources do you need (e.g. equipment), what is available?

Who initiated the volunteering project/activity? Is it supported externally?

**Aims/Goals:**

What are the aims of the volunteering project/activity from your institution's point of view?

Are there other aims and expectations related to your volunteering project/activities from external bodies or persons (donors, funding authorities?).

Is there a discrepancy between your goals and the goals of the external?

To what extent are the principal goals, objectives and guidelines of the volunteering project (programme) understood by the participants?

What is your motivation to validate the competence development of your volunteers?

**Volunteering Project/Programme/activity Implementation:**


What activities are the volunteers involved in?

Who are the supporters or facilitators for the volunteering activity or project? What roles and responsibilities do they have?

Duration of the volunteering project/activity: How many hours/days do you plan to be the volunteers involved

Which situations during the voluntary project/activity could have a learning effect on the volunteer? See e.g. informal learning patterns)

**What are the expected learning outcomes of the activity/volunteering project on the volunteer?**



Knowledge and skills (is there any extra knowledge they should acquire)

Affective competence dimension (change/development) of attitude?)

Activity level (change of behaviour/what do they do within the volunteering activity?)

Assessment method(s)

Experiences

Evaluation summary:

Future perspectives:

Annexes:

### **Group description**

Here you insert information about the selected group (necessary in case you want to do a group-evaluation, otherwise this field just helps to further clarify the profile of your volunteers to yourself)

*Name:*

Description:

Volunteers' Motivation:

### **Understanding of project goals, objectives and guidelines by the volunteers:**

Group tendencies:

Summary of the individual tendencies:

*Name:*



### **Individual volunteers' description**

In this part of step 1 you prepare the system for inserting the evaluation results of your volunteers in Step 4. Therefore it is necessary to fill it.

#### **Information about the selected volunteer\***

User name: (volunteers name or code, appears for navigation in left widget in Step 5)

*First name\**:

*Last name\**:

Gender\*:

*Day of birth\**:

Location of birth\*:

Street:

Zip City:

Country:

Phone:

E-Mail:

Educational background:

Profession:

*Evaluation Summary:*

For the pilot reports copy and paste the above chart according to the number of your volunteers.

### 4.3 Template STEP 2 – Competence inventory

- Choose one or more of the below listed competences. For these competences preformatted reference systems are available.
- Choose one or more of the below listed competences and specify it according to the needs of the target group by overwriting it. E.g. **Flexibility** can be turned into **Flexibility concerning time management**.
- If none of the preselected competences suites to the target group, choose a competence that is not on the list but is suitable for the target group. For this competence a new reference system has to be set up.

Additionally to your choice you need to describe the competence. What is your definition of teamwork, Problem solving or Flexibility.<sup>5</sup>

The RIVER consortium developed an inventory of topics which can be useful to focus on in volunteering:

Inventory	Your specified competence	Your description of the competence
Intergenerational cooperation		
Intercultural communication		
Problem solving		
Teamwork		
Virtual communication		
Diversity management		
Flexibility		
Autonomy		
Networking		
Decision Making		

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<sup>5</sup> This helps to make your mind if this is really the competence you like to focus on.

## 4.4 Templates STEP 3 – Preformatted reference systems

### 4.4.1 Reference system: Intergenerational cooperation

1	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where else (Knowledge for transfer)	Knowing how to transfer previous knowledge on and turn possible conflicts into beneficial situations. Knowledge to identify and use the potential benefits of intergenerational cooperation in different contexts.		Developing Constructing/ Transfer	Ability to develop and elicit ways of intergenerational cooperation. Moves easily in unknown intergenerational cooperation settings and deals without difficulty with age difference.		Incorporated	Internalising inter-generational co-operation, "living" in the concept of an intergenerational setting, feeling that one has to foster the intergenerational cooperation, seeks opportunities for working with other generations	
4	Know when (Implicit understanding)	Knows in practical cases which differences in knowledge, behaviour and attitudes are due to generation gaps and which ones can become challenges. (Understands the emotional experience of the other generation in a certain context <i>(this can be an indicator?)</i> )		Discovering/a cting independently	Ability to test and try out new strategies and actions in order to foster an effective intergenerational cooperation. Tries to propose new ways of intergenerational cooperation.		Self-regulation	Refrains from own plans and positions for the sake of the quality/effectiveness of the intergenerational cooperation..	
3	Know how (Expertise)	Knows how different socialisation patterns, as well as cultural, historical and societal realities impact on habits and living styles of individuals thus generating intergenerational tensions		Deciding/sele cting	Ability to use an already known cooperation strategy for work across generations, in familiar situations.		Appreciation	Appreciating the value of intergenerational exchange for all parties involved. Has a positive approach/feeling towards generational diversity .	
2	Know why (Distant understanding)	Knows why the different level of experience in life affects the behaviour and thinking of the other generation. Ability to recognise different working and communication styles and reasons.		Using/ Imitating	Ability to react and adapt in certain cases to intergenerational differences in working/acting together. Apply intergenerational oriented behaviour when being instructed.		Perspective taking	Is open to and interested in intergenerational cooperation;	
1	Know-what (Basic knowledge)	Knows that there is a generation gap and that peers from different generations have different expectations.		Perceiving	Perceives different preferences of other generations.		Self oriented	Acknowledging the gap between the generations without relating them to the own situation.	

#### 4.4.2 Reference system: Intercultural communication

2	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where else (knowledge for transfer)	Knows how to guide other people to react and communicate appropriately in inter/multicultural situations.		Developing/ Constructing/ Transfer	Can develop own ICC strategies. Can consider a variety of communication approaches and develop new ways to solve ICC problems.		Incorporated	Is motivated to inspire others to respect and apply culturally appropriate ways and styles of communication. Is willing to dedicate time to get others to adapt their communication styles according to the context.	
4	Know when (Implicit understanding)	Knows when to apply different communication styles and approaches in relation to different people, according to the cultural differences in the group.		Discovering/ acting independently	Can search new and different communication strategies and test them for ICC benefits. Can enrich own communication style portfolio with new patterns and methods.		Self-regulation	Is determined to improve own flexibility in communication and ICC capacity. Is ready to adapt to the others' communication style for the sake of understanding and communication.	
3	Know how (Expertise)	Knows how different cultural backgrounds influence the way in which people communicate, e.g. in regard to implicit/explicit communication, non-verbal communication, etc. Knows how to react appropriately in situations where differences in communication styles appear.		Deciding/selecting	Can apply different communication strategies according to the situation and cultures you are dealing with. Is able to apply basic strategies in ICC.		Empathy/ Appreciation	Values different communication styles and is motivated to adapt own communication according to cultural context. Generally employs flexibility in communication according to the cultural background of the other(s).	
2	Know why (Distant)	Knows why people communicate differently		Using, Imitation	Can adopt different ways of communication as		Perspective taking	Is curious towards different communication	






	understanding)	based on their cultural background. Understands the reasons and the cultural behavioural patterns for people to communicate in a specific way.			learned from others. Can adapt to the prevailing communication style.			styles. Is willing to try out and employ temporarily other communication styles.	
1	Know-what (Basic knowledge)	Knows that people from different cultures can have different ways of communicating.		Perceiving	Can recognise different styles of communication. Can recognise cultural differences in communication.		Self oriented	Is neutral or negative towards different types of communication. No interest to adapt his/her communication style according to the cultural background of the other(s).	

#### 4.4.3 Reference system: Problem solving

3	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where else (knowledge for transfer)	Knows how to transfer solutions to other unknown problems and how to support others in finding solutions.		Developing/ Constructing/ Transfer	Can plan new ways to solve problems, offering unknown, possibly innovative strategies/ approaches to solve variable problems.		Incorporated	Encourages others to solve their problems, feels the need to cooperate with them to solve problems.	
4	Know when (Implicit understanding)	Knows when different strategies to solve a problem are available and how to identify the most appropriate one according to situation and context.		Discovering/ acting independently	Can researching different solutions, test them, and then propose and take responsibility for the most solution to a known problem.		Self-regulation	Is determined to solve a problem. Is willing to spend time identifying and trying the best solution. Is willing to take responsibility for success and failure.	
3	Know how (Expertise)	Knows how to solve a specific problem, to tackle the related tasks and to implement the solution.		Deciding/ selecting	Can choose between different given/known solutions to solve a problem.		Empathy/ Appreciation	Is motivated to try possible solutions in order to solve a problem. Appreciates the ability to solve problems independently.	
2	Know why (Distant understanding)	Knows why something is a problem, what makes it a problem and why it hinders reaching the larger goal.		Using, Imitating	Can take action to solve a problem according to advice of others or imitating solutions implemented by others.		Perspective taking	Is curious and interested in finding problem solutions. Is willing to accept advice from others.	
1	Know-what (Basic knowledge)	Knows that a specific problem needs to be solved in order to reach a larger goal. Knows that solving the problem is not necessarily identical to reaching the goal.		Perceiving	Can recognise that something is a problem.		Self oriented	Is open towards finding a solution for a problem.	

#### 4.4.4 Reference system: Teamwork

4	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where else (knowledge for transfer)	Knows how to integrate own abilities into team- work, knows how to help other people act successfully in teams and how to assign specific responsibilities to people keeping in mind their relevant skills.		Developing/ Constructing/ Transfer	Can develop own collaboration skills and support others in improving theirs. Can navigate effectively between different team roles.		Incorporated	Is motivated to inspire others to perform well in a team. Is willing to dedicate time to improving the team- working skills of individuals.	
4	Know when (Implicit understand- ing)	Knows how to contribute to the teamwork constructively and when to adapt own behaviour in order to achieve the common goals effectively. Knows how to act appropriately in different teams.		Discovering/ acting independently	Can try out and choose different roles in a team. Can identify and analyse team-working qualities and skills, and implement them.		Self- regulation	Is determined to contribute to good teamwork and to improve own team competences. Is willing to take new roles for the sake of team performance.	
3	Know how (Expertise)	Knows how to act in a team. Knows how to engage a coordinated work flow where the skills, qualities and limits of each member are taken into account in regard to the common goal.		Deciding/ selecting	Can contribute to teamwork based on experience, reaching out to join or help create a team. Can identify his/her best role in the team.		Empathy/ Appreciation	Is willing to work collaboratively in a positive way. Is willing to dedicate time to teambuilding, so that colleagues appreciate the value of teamwork.	
2	Know why (Distant understand- ing)	Knows why teamwork can be an effective way to collaborate. Knows why it is important for individuals to harmonise their work and		Using, Imitating	Can work in a team according to instructions and/or role models. Can observe and reproduce team work processes.		Perspective taking	Is interested to work in a team, valuing teamwork in general.	



		contributions towards a common goal.							
1	Know-what (Basic knowledge)	Knows that teamwork is a collaborative work process that involves different roles.		Perceiving	Can recognise situations in which teamwork is most appropriate.		Self oriented	Is open to join a team in order to improve own professional or personal situation.	

#### 4.4.5 Reference system: Virtual communication

5	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where else (knowledge for transfer)	Knows how to transfer one's own knowledge to other sectors and users according to their communication needs and knowledge levels.		Developing/ Constructing/ Transfer	Can plan and develop a VC strategy for different situations. Can introduce different forms of VC to others and guide them in how to use these.		Incorporated	Is willing to put an effort to engage others to use VC. Is motivated to inspire peers by sharing his/her VC expertise with them.	
4	Know when (Implicit understanding)	Knows when and how to use all forms of VC in an appropriate way to cover all needs of communication and cooperation.		Discovering/ acting independently	Can collect information about a variety of VC tools. Can select, use and propose VC tools for different contexts.		Self-regulation	Is open minded about new, untried forms of VC. Values knowledge and expertise in VC. Needs to know more about it and to gain expertise.	
3	Know how (Expertise)	Knows how to use different kinds of VC and how to take advantage of them.		Deciding/selecting	Can choose the most appropriate VC solutions for communication and cooperation in a context. Can apply existing systems and tools offered.		Empathy/ Appreciation	Is willing to introduce VC in different contexts. Is willing to learn different tools in order to be able to compare.	
2	Know why (Distant understanding)	Knows why VC is used in general, its advantages and pitfalls. Knows why VC can be used in their context.		Using, Imitating	Can use VC when required by others or by the context.		Perspective	Is curious about VC. Is willing to try VC in different situation and to learn how to use it.	
1	Know-what (Basic knowledge)	Knows that VC exists and that it offers different ways of communication and cooperation, such as e-mail, online conferencing, social networking.		Perceiving	Acknowledges the existence of VC. Perceives the difference between basic VC tools, but cannot differentiate in their use.		Self oriented	Is willing to accept virtual communication in a particular situation as long as this is proven effective for oneself.	

#### 4.4.6 Reference system: Diversity management

6	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where else (knowledge for transfer)	Knows how to behave in order to value, respect and support cultural diversity in the group, knowing how to include other team members in the team vision.		Developing/ constructing	Develops own strategies for diversity management and helps others to improve their diversity management competence.		Incorporated	Finds it important to inspire others to respect and to appreciate the diversity in the team. Feels the need to improve all team members' diversity management competences.	
4	Know when (Implicit understanding)	Knows when diversity aspects can influence communication and cooperation and knows when and how to react on or anticipate situations triggered by diversity issues in the team.		Discovering/ acting independently	Researches and tries different strategies, and is able to assess and select the most appropriate ones.		Self-regulation	Is determined to improve their own diversity management competences. Places himself/herself within the team, as a diverse member of it, subject to the same diversity management.	
3	Know how (Expertise)	Knows how to recognise actions and behaviours based on diversity aspects, how to differentiate these from behaviours based on other aspects (e.g. professional knowledge, expertise, personality).		Deciding/ selecting	Applies an already known cooperating strategy for working with diversity according to different situations.		Empathy/ Appreciation	Finds it important that all team members respect and appreciate members from other social and cultural groups and that all team members value diversity management.	
2	Know why (Distant understanding)	Knows why different social and cultural backgrounds have to be considered (e.g. people respond differently to leadership, agreements, communication, deadlines etc.).		Using, Imitating	Takes social and cultural differences into account by imitating behaviours seen; this behaviour can be negative.		Perspective taking	Curious about diversity aspects in the team, generally willing to apply diversity management approach in team work.	
1	Know-what (Basic knowledge)	Knows that the social and cultural background of team members play a role in cooperation.		Perceiving	Recognises that diversity (cultural, social, etc.) exists in the team.		Self oriented	Accepts diversity but only in relation and by comparison to their own situation.	



#### 4.4.7 Reference system: Flexibility

7	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where else (knowledge for transfer)	Knows different flexibility strategies and when these can be applied to different situations to get best results.		Developing/ Constructing Transfer	Can develop their own principles of flexibility, creating own strategies and using a range of behavioural repertoires. Can guide other people in their strive to flexibility.		Incorporated	Is motivated to inspire others to be flexible. Takes initiative and action within a group to help people become flexible or understand the need for flexibility.	
4	Know when (Implicit understanding)	Knows when flexibility is feasible and needed. Knows when to use flexibility appropriately to further a social cooperation process.		Discovering/ acting independently	Can identify new types of flexibility, behavioural strategies or methods, and apply them appropriately to further a social cooperation process.		Self-regulation	Is motivated to adapt to situations and/or to be flexible in relation to different aspects. Is willing to refrain from own plans and expectations for the sake of the quality/effectiveness of cooperation.	
3	Know how (Expertise)	Knows how flexibility can contribute to teamwork or other social activities. Knows different approaches to communication and cooperation.		Deciding/ selecting	Can select from and apply a repertoire of known/seen behaviours, flexible approaches to communication and cooperation, or principles of flexibility.		Empathy/ Appreciation	Values flexibility as an important skill. Feels good when being flexible leads to positive results. Is curious and interested in how others behave in different situations.	
2	Know why (Distant understanding)	Knows why flexibility is necessary in certain situations, knows the benefits and pitfalls of flexibility.		Using, Imitating	Is able to be flexible if instructed on the benefits, or by imitating others' behaviour.		Perspective taking	Generally shows interest in being flexible in single cases. Is willing to develop flexibility.	
1	Know-what (Basic knowledge)	Knows what flexibility means and that flexibility is expected in certain situations.		Perceiving	Recognises flexibility as a possible approach in certain situations.		Self oriented	Is open to flexibility but in a passive manner, expectantly Rare interest in being themselves flexible.	

#### 4.4.8 Reference system: Autonomy

8	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where else (knowledge for transfer)	Knows how to present to others the benefits of autonomous action. Knows how to transfer strategies and methods for developing autonomy.		Developing/ Constructing Transfer	Can develop and apply methods and strategies to cope autonomously with challenges, helping/supporting others to become independent and autonomous.		Incorporated	Is motivated to inspire others to value autonomous living and to develop their autonomy.	
4	Know when (Implicit understanding)	Knows when it is beneficial to act autonomously and when to adapt own strategies and methods to tackle a situation.		Discovering/ acting independently	Can take action independently, using methods and strategies at hand or researching and implementing new, unknown ones.		Self-regulation	Is determined to live independently, to take autonomous decisions in different contexts.	
3	Know how	Knows how autonomous action can be taken in known situations/surroundings.		Deciding/ selecting	Can initiate a response to requirements/challenges independently, selecting from known and/or tried strategies.		Empathy/ Appreciation	Is motivated to learn to cope with life independently, valuing autonomy as means for individual freedom.	
2	Know why (Distant understanding)	Knowing why self-initiative and autonomy are necessary and/or expected. Knows benefits connected with autonomy.		Using, Imitating	Can imitate others and their strategies or behaviours in an attempt to act autonomously on impulse, without deliberate planning.		Perspective taking	Is interested/curious how other cope independently with own life, appreciating their independence and autonomy.	
1	Know-what	Knows that self-initiative is expected and, usually, beneficial.		Perceiving	Can recognise the need for self-initiative in certain situations, and can identify the effects of non-action.		Self oriented	Is willing to adopt autonomous behaviour for a particular own interest.	

#### 4.4.9 Reference system: Networking

9	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where (Knowledge for transfer)	Knows how to integrate networking into different areas of their life. Knows how to present networking as a benefit to help other people act successfully in different structures.		Developing/ Constructing/ Transfer	Can plan, create and execute networking strategies and activities with a clear purpose. Can create networking opportunities for others.		Incorporated	Finds it important that other people understand the benefits of networking. Is willing to help other people network.	
4	Know when (Implicit understand- ing)	Knowing when to apply different networking techniques according to purpose. Knows when to focus on networking by balancing costs and benefits of networking.		Discovering/ acting inde- pendently	Can seek and initiate networking opportunities in order to reach goals. Can apply appropriate networking techniques and strategies according to purpose.		Self- regulation	Feels the need to be pro- active in creating networking opportunities. Is determined to improve his/her networking capability.	
3	Know how (Expertise)	Knows how to network in certain contexts/ for certain goals. Knows different general networking techniques and how to act in different networking structures.		Deciding/ selecting	Can identify networking opportunities offered by others in different situations. Can apply known networking techniques in a correct way to become part of networks.		Empathy Apprecia- tion/	Values networking in general. Finds it essential to use networking as strategy for mutual personal and professional development.	
2	Know why (Distant understand- ing)	Knows why networking is beneficial. Knows that people have different knowledge, expertise and contacts and that through networking one can learn, influence decision-making, and/or build useful contacts.		Using, Imitating	Can respond to requests for networking, can act in a network as a result of this. Can maintain networking opportunities initiated by others.		Perspective taking	Is interested in using networking as strategy for own personal and professional development.	
1	Know-what (Basic knowledge)	Knows that networking is an essential competence in work life.		Perceiving	Can recognise the values of and opportunities for networking.		Self oriented	Is open to talk to people and learn from them for own benefit.	

#### 4.4.10 Reference system: Decision making

10	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where else (knowledge for transfer)	Knows how to transfer fast decision-making patterns to new situations. Knows how to support others in making decisions.		Developing/ constructing	Can plan new strategies to make decisions, implement new approaches to decision-making at organisational level		Regulating (with) others	Encourages others to make decisions and feels the need to cooperate with them to help them in the decision-making process.	
4	Know when (Implicit understanding)	Knows how to determine easily a root cause to fully resolve issues, when to commit to a course of action and when to make decisions quickly.		Discovering/ acting independently	Can propose new, innovative decisions and implement them.		Affective self-regulation/ Empathy	Has the ability to make decisions independently. Is sensitive to the needs of others when dealing with divisive issues. Is determined to reach a decision and take responsibility for its implementation.	
3	Know how (Expertise)	Knows how to identify and connect information to diagnose a situation and propose a decision. Knows how to use different strategies to make the most appropriate decision according to situation and context.		Deciding/ selecting	Can choose the correct decision between different given or known solutions/possibilities and understands the impact that the decision could have on other organisation issues.		Appreciation/ Motivation	Is motivated to make a decision in order to solve a problem. Needs approval from team before implementing a decision.	
2	Know why (Distant understanding)	Knows why it is important to make a decision in any specific situation.		Using , Imitating	Can explain the reasons why a decision is necessary and seek the advice of others or imitate decisions made by others.		Perspective taking	Is curious and interested in making a collaborative decision. Does not take responsibility for wrong or ineffective decisions.	
1	Know-what (Basic knowledge)	Knows that a specific problem requires making a decision in order to reach a goal.		Perception	Can recognise a situation when a decision needs to be made and describe it.		Self-centred	Is open towards a solution for an identified situation. Avoids making decisions and waits for others to make the decision.	

## 4.5 STEP 4 - Overview on assessment methods

No.	Title	Method Description & Tips for the Evaluator	Target group
<b>These 5 methods have been tested in the RIVER piloting and turned out to be very useful for a volunteering setting</b>			
1	Self assessment	The volunteers with the help of the reference sheet rate themselves and give a short explanation why they rate themselves on a certain level	Individuals
2	Peer assessment	This method follows the process of the self-assessment, but the procedure is done in pairwork together with another volunteer or the volunteering facilitator.	Small groups or pairs
3	Focus group	The volunteers take part in a focus group discussion with the assessors. They analyse their own profile in relation to the specified competences and establish a rating in relation to the descriptions of competences provided.	Groups
4	Observation	The volunteers are accompanied while they are working. It is crucial to be a silent partner who watches what he/she is doing and how the volunteer react in different situations. A kind of diary can be used to take notes on the observation.	Individual or group observation
5	Three chairs	The person you would like to evaluate is in a room with three chairs. Mark one as the cognitive chair, one is the active and one the affective chair. Ask the person to sit down on one of the chairs and make him/her aware which one it is. Ask the volunteer how he/she sees them in regard to the dimension they are focussing on. Record the results	For individuals
<b>Here are some other proposals for assessment methods which can be used in the work with volunteers</b>			
6	Reflective Diary	The assess fills in a diary reflecting on agreed topics like "Lessons learnt today" etc.	People that have the time, intellectual capacity and will to write each day
7	Personal Interview	Use face to face interviews, in which open, predefined questions regarding the different competence levels are asked. It is important to record the interview not to lose any information! Be aware that the received information is only a self-perception. Therefore ask the volunteer to describe real situations!	People who don't have enough time. Especially when working with the elderly population, qualitative semi-structured interviews seem most appropriate because older people have the possibility to talk freely.
8	Bulls' Eye	All participants are asked to give their opinion about a competence (referring to the 3 levels of the reference	Works very well with groups, but you can use it

		system). The opinion is given with a sticker placed on the bulls' eye. The results of the evaluation are visible immediately. A discussion can follow this activity, you can analyse the results together with the people. Ask them about the reason of their self-assessment. Before give a brief explanation of the areas to be scored.	also for a single person.
9	Once I went back: e.g. Me and Intergenerational Cooperation	<p>Step 1: the facilitator shows to the participants the definition of the competence "Intergenerational Cooperation" they developed during the "Snow Ball" activity (see Nr. 12) and the statements presented during "The Statement Game" (see Nr. 13) activity.</p> <p>Step 2: the facilitator invites participants to reflect on what changed in their perspective (concerning the general knowledge of what Intergenerational Cooperation is and concerning the reasons behind) and to share their feed backs;</p> <p>K-questions for the analysis:</p> <ul style="list-style-type: none"> <li>• what changed in the definitions?</li> <li>• can you perceive the statements from a different perspective?</li> <li>• how your general knowledge has been improved?</li> <li>• when your general knowledge has been improved?</li> <li>• why?</li> <li>• do you have significant experiences you would like to present?</li> </ul> <p>Aim: To make participants analyse how their general knowledge (WHAT and WHY?) about Intergenerational Cooperation has been developed during the experience. NOTE: this method can be used to explore the "cognitive and activity dimension" of the experience</p>	Works well with all target groups (individually, in small and big groups)
10	The tree or the boat	<p>Step 1: the facilitator presents the flip chart where is represented a tree or a boat; NOTE: the drawing should be very detailed and clear.</p> <p>Step 2: each participant has to draw his/her position on the flip chart, explaining the reason;</p> <p>Step 3: group discussion about the different expectations raised.</p> <p>Aim: To make participants reflect and analyse their expectations toward the experience they going to undertake NOTE: the result of this activity will be used also in the evaluation phase that the involved participants will make after their experiences</p>	For groups
11	Letter to myself	<p>Step 1: the facilitator gives to each participant the above listed material;</p> <p>Step 2: the facilitator explains that each participant should</p>	For individuals



		<p>write a letter to him/herself about the experience he/she is going to undertake. The letter will be open by each participant after the end of the experience. No one else could read it.</p> <p>Aim: To make participants reflect and analyse their expectations toward the experience they going to undertake NOTE: the result of this activity will be used also in the evaluation phase that the involved participants will make after their experiences</p>	
12	„Snow Ball”	<p>Step 1: each participant receives pen paper and post its. Everyone has 3 minutes to write on the post it what e.g. “intergenerational cooperation” is for him or her; Step 2: groups of 2 participants each are created: the task is to present the 2 definitions developed and to discuss them, finding common aspects and creating a new, common, definition. They have 7 minutes at disposal; Step 3: groups of 4 participants each are created: the task is to present the 2 definitions developed and to discuss them, finding common aspects and creating a new, common, definition. They have 10 minutes at disposal; Step 4: presentation in plenary of the two groups, of the two definitions and analysis of the common points and of the differences.</p> <p>K-questions for the debriefing:</p> <ul style="list-style-type: none"> <li>• how the process was?</li> <li>• how the cooperation within the group was? – Did everybody participate?</li> <li>• it's was hard to find common definition?</li> <li>• did you change your opinion about intergenerational cooperation?</li> <li>• did you agree with new definitions?</li> </ul> <p>NOTE: the aim of the activity is not to find one, final and shared definition, but to show that there can be different definitions and ways to mean and define “intergenerational cooperation”.</p> <p>This description is though for a group of 8 people. The method can be used for bigger groups.</p> <p>Aim: To make participants define WHAT intergenerational cooperation is for them; to make them share definitions and search for new ones NOTE: the result of this activity will be used also in the evaluation phase that the involved participants will make after their experiences</p>	Small groups
13	“The Statement Game”	<p>Step 1: the facilitator divides the room into two parts using the adhesive tape: one part represent the “Agree” and the</p>	For groups

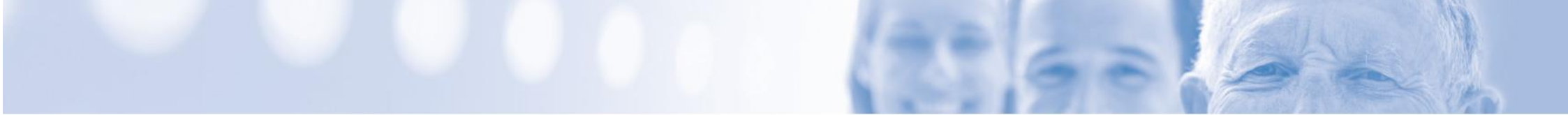


		<p>other the “Disagree”.</p> <p>Step 2: each participant receives a piece of paper and he/she has to write a statement about Intergenerational Cooperation: why it works? The statement has to be clear, precise and well defined and it has to avoid soft words.</p> <p>Step 3: all the statements are collected in an hat and participants are invited to join the line in the middle of the room.</p> <p>Step 4: the facilitator picks from the hat a piece of paper, reads the sentence and participants are invited to join one or the other part of the room explaining their choice. They should also try to convince the others to join their position.</p> <p>NOTE: there should be another facilitator or volunteer who is taking notes on the flip chart of the different definitions. It can be used the example “Hand out with statements” below.</p> <p>Step 5: debriefing in plenary</p> <p>K-questions for the debriefing:</p> <p>did every one participate?</p> <ul style="list-style-type: none"><li>• did the sentences touched you and your emotions?</li><li>• did you manage to clearly formulate your opinion?</li><li>• did you ever cross the other side because someone convinced you?</li></ul> <p>Aim:</p> <p>To make participants define WHY intergenerational cooperation works; to share experiences about that and to encourage them to look at the subject from an analytical, critical and flexible perspective</p> <p>NOTE: the result of this activity will be used also in the evaluation phase that the involved participants will make after their experiences</p>	
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#### 4.6 Template STEP 5 - Rating and documentation

Institution: Participant: Date of birth: Country:					
<b>Project name</b>	<i>Rate 1<sup>6</sup></i>	<i>Date 1</i>	<i>Rate 2</i>	<i>Date 2</i>	<i>Resume</i>
cognitive					
active					
affective					
Evaluation statement					

<sup>6</sup> In this column the level number of the respective competence is to be inserted



4.7 Template for an offline created RIVER certificate



NAME \_\_\_\_\_, born in \_\_\_\_\_ was evaluated during his/her volunteering activity in \_\_\_\_\_.

The result of the assessment is shown below.

RIVER	Rate 1	Date 1	Rate 2	Date 2	Resume
Cognitive					
Active					
Affective					

PLACE FOR SOME COMMENTS

Signed by

Place

Date

The RIVER methodology was developed in the EU funded project RIVER 2011-4116/001-001.

