



Recognition of Intergenerational Volunteering Experiences and Results

Validation of informal learning in senior volunteering projects

Groundwork survey for the RIVER project

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1 Introduction

1.1 Aims and reader groups for this report

The RIVER project is a joint research and development project aiming at validating learning in the field of senior volunteering. A special focus will be put on intergenerational learning and the evidencing of competences acquired during these activities.

The groundwork paper shows the results of the stocktaking and research actions carried out at the beginning of the project.

It has on the one hand served as an internal tool ensuring a shared level of understanding in the initial project stage. Published on the project website it is also a reference tool for adult educators and volunteering facilitators. Finally the authors have also intended to raise interest in the RIVER project and improve informal learning in senior volunteering.

Final beneficiaries of the RIVER project are senior citizens in senior volunteering through making their competence development through volunteering visible to themselves and others.

In order to reach this eventual group of beneficiaries the main direct target groups may be:

- 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 afore-mentioned types of institutions who can act as multipliers
- Decision-makers in local, national and European authorities who (might) provide funding for senior volunteering
- Other people who might be interested in senior volunteering and assessment of informal and non-formal skills
- Eventually the volunteering seniors themselves to acquire theoretical support for their learning and (self-)assessing activities.

In order to achieve the set aims, this groundwork paper investigates four fields:

- Results and lessons learned from previous EU and national projects and networks on senior volunteering and assessment of volunteers' competences: Which competences can be expected to be enhanced in volunteering? What evaluation methods do exist?
- Results of research on, and definitions of, informal learning and competence development in (senior) volunteering: What is the theoretical foundation for investigating learning processes in volunteering activities?
- Results of research on intergenerational learning: Which specific aspects need to be taken into account in this particular form of senior volunteering? What are learning potentials of both generations involved?

- Introduction to validating competences in informal learning, the LEVEL5 validation system and the integration into learning while volunteering.

1.2 Research question(s)

At the kick-off meeting in February 2012 the members of the project team agreed on the following research questions for the RIVER project:

How can the assessment of skills with senior volunteers be implemented/applied in a useful way (taking into account the LEVEL5 methodology)?
How can this methodology create an added value?

In order to answer these questions the RIVER project will:

- Investigate key results of previous EU-projects on LEVEL5 and senior volunteering,
- Organise an internal workshop on LEVEL5,
- Develop the RIVER methodology for senior volunteering based on LEVEL5,
- Organise a two-day workshop on the RIVER methodology for volunteering facilitators,
- Pilot the RIVER methodology in the partner countries,
- Develop the final design of the RIVER methodology based on the results of the piloting,
- Produce a promotional brochure on informal learning in intergenerational volunteering activities and
- Present the RIVER project at European events

2 Search strategy and material included in this report

The search of literature for this groundwork paper was carried out from February 2012 to April 2012 in several stages. Because different international partners participated in the stocktaking process, the FRK created the following template, which all partners taking part in work package 2 could use to fill in their results.

RIVER Template	WP 2 Stocktaking
Country	<input type="checkbox"/> AT <input type="checkbox"/> DE <input type="checkbox"/> HU <input type="checkbox"/> FI <input type="checkbox"/> IT <input type="checkbox"/> Other: _____ <p style="text-align: right;">(Please put an „X“ in the respective box)</p>
Type of material	<input type="checkbox"/> Project using LEVEL5 <input type="checkbox"/> Project on senior volunteering <input type="checkbox"/> Material on the assessment of skills in volunteers <input type="checkbox"/> Training material (workshops, work plans, schedules...) <input type="checkbox"/> Projects / Material on senior learning <input type="checkbox"/> Scientific papers (books, journal articles – NO INTERNET

	SOURCES) <input type="checkbox"/> material on intergenerational volunteering <input type="checkbox"/> Projects / Material on learning in general <input type="checkbox"/> Definitions
1. Name of the project or material	
2. Target group(s) of the project or material	<input type="checkbox"/> Seniors in general (age: _____) <input type="checkbox"/> Senior volunteers <input type="checkbox"/> Volunteers in general <input type="checkbox"/> Others: Please name: _____
3. Short summary of the project or material	
4. Key results applicable to the RIVER project	
5. Contact person or responsible organisation of the project or material	Name: Address: Email:
6. Link Project-Website or Website for Downloading the material	http://
7. Sources / Publications and other documents if available	(Attach publications, reports etc. or add a list, if it is not possible to download them)

The main focus when searching for literature was on material from European projects, but international material was also incorporated. As a first step, all partners were asked to search their internal organisation archives for relevant materials. In a second step, the internet was searched for projects and reports about relevant topics. Most of the material that was used was written in English, but partners with different mother tongues also checked for relevant material in their native language and translated relevant parts, so they could be used for this report. That way it was possible to gather relevant material in three languages (English, German and Italian).

3 Theoretical framework of RIVER

3.1 Volunteering and civil society

Volunteering is part of civic engagement. Angermann und Sittermann (2010) refer to a definition of civic engagement by the German Parliament (2002) which states that civic engagement is:

- voluntary,
- not focused on material profit,
- oriented on the common good,
- takes place in public or in the public sphere and
- is usually performed collectively/cooperatively.

In the context of the civil society we live in, volunteering is a key issue in making citizens participate in social processes (active citizenship). Volunteer work is defined as being voluntary, involving no remuneration, having a certain duration and/or regularity, not being for one's own good or for that of one's own family and taking place in the context of an organisation¹. (Strümpel, Grilz-Wolf, & Kellner, 2004)

Volunteering refers to activities in which people donate their time and effort. The activities can include assisting welfare groups (for instance delivering or preparing "meals on wheels"), supporting amateur sporting events, working for a religious organisation, or assisting in formal government services such as hospitals (Baum & Ziersch, 2003).

There is a broad consensus that volunteering is important for society at the individual, organisational and societal levels. Such consensus does not mean, however, that all countries share the same definition of volunteering. Definitions used in the EU member states tend to share at least three dimensions in common:

- It is non-obligatory;
- It is unpaid;
- It is for the benefit of others.

While most of the definitions and understandings of volunteering mention 'beneficiaries', none of them includes the volunteers themselves among the beneficiaries. This highlights the importance of broadening the general understanding of 'benefit' to include less-tangible returns.

According to the Association of Voluntary Service Organisations (AVSO) the term "volunteering" refers to all forms of voluntary activity, whether formal or informal, full-time or part-time, at home or abroad. It is undertaken of a person's own free-will, choice and motivation, and is without concern for financial gain. It benefits the individual volunteer, communities and society as a whole. It is also a vehicle for individuals and associations to address human, social or environmental needs and concerns. Formal voluntary activities add value, but do not replace professional, paid employment. A volunteer is someone who performs or offers to per-

¹ Taking place in an organisation is handled differently in different contexts.

form service out of his or her own free will, without payment, usually in support of a non-profit organization, mission-based initiative or community. Volunteering can be occasional or regular, part-time or full-time. It is often (but not always) of a part-time nature. It may occur over one day or many years in a range of different fields.

The definition of "volunteer" to which the Italian National Institute of Statistics (ISTAT) refers has six basic requirements:

- The person gives his/her work under a free choice;
- The activity does not bring any profit or provide payment, in other words, is performed at no charge;
- The volunteer conducts their work within an organized setting, whether self-determined or created in the institutions;
- Activities bring benefits to the whole community, not only familial and friendship networks;
- the volunteer helps to strengthen the ethical and social values upon which the welfare of the community is supported;
- The environment in which the service provider is democratic, open and does not preclude anyone from participation.

At the European level, the Council decision on the European Year of Voluntary Activities Promoting Active Citizenship (2011) offers the most recent definition of volunteering: "Having due regard to the particularities of the situation in each Member State and all forms of volunteering, the term "voluntary activities" refers to all types of voluntary activity, whether formal, non-formal or informal which are undertaken of a person's own free will, choice and motivation, and is without concern for financial gain. They benefit the individual volunteer, communities and society as a whole. They are also a vehicle for individuals and associations to address human, social, intergenerational or environmental needs and concerns, and are often carried out in support of a non-profit organisation or community-based initiative. Voluntary activities do not replace professional, paid employment opportunities but add value to society." (Angermann & Sittermann, 2010).

Current figures on citizens' volunteering behaviour demonstrate national differences. Accordingly, the "European Social Reality" survey (Eurobarometer) (European Commission 2007a), published in February 2007, came to the conclusion that Austria (60%), the Netherlands (55%) and Sweden (53%) are the countries where most people volunteer. The Lithuanians (11%) and Portuguese (12%) volunteer the least (Angermann & Sittermann, 2010).

3.1.1 Forms of volunteering

3.1.1.1. Local Volunteering

Lunaria, having a broad range of experiences in the field of volunteering, distinguishes different forms of volunteering according to the duration of engagement:

- **Occasional Volunteering**

Lunaria considers as occasional those activities performed by volunteers outside a medium or long term programme, mainly during specific events or campaigns. This

kind of volunteering includes a large variety of profiles, from the professional doctor who works on annual prevention days for marginalized beneficiaries, to the kid who clean up the beaches during actions days of national organizations.

- **On-going/regular Volunteering**

This form of engagement is based on medium/long term plan, and it's normally organized within formal structures, such as associations, local authorities, NGOs. The commitment may vary from a few hours per month to part-time (10/20 hours per week). The volunteers are normally mostly active members of the promoting organizations that are also providing them with training experiences and support.

3.1.1.2. Transnational Volunteering

There are different forms of international volunteering available for seniors:

- **Grundtvig Senior Volunteering Projects**

Grundtvig senior volunteering projects support bilateral partnerships and exchanges of senior volunteers between local organisations located in two countries participating in the Lifelong Learning Programme. This action offers a new form of mobility to European senior citizens and will allow them to learn, to share knowledge and experience in a European country other than their own. The action pursues the following interlinked, equally important, objectives:

1. To enable senior citizens to volunteer in another European country for any kind of non-profit activity, as a form of informal (and mutual) learning activity (learning / sharing knowledge).
2. To create lasting cooperation between the host and sending organisations around a specific topic or target group, and thanks to the exchange of volunteers

All Grundtvig senior volunteering projects are based on **bilateral and reciprocal co-operation**. Projects should involve two organisations, i.e. one from each of the two LLP countries participating in the project. One of these countries must be an EU Member State. Each organisation will be expected to send 2-6 volunteers and to host 2-6 volunteers during the grant period. Volunteers may move in a group or individually. The action is open to all adult citizens aged 50 or above. Particular emphasis will be given to encouraging the participation of volunteers from socially disadvantaged groups and ethnic minorities, thereby helping to strengthen their integration in Europe and to combat racism and xenophobia. Equal participation of both genders should be encouraged. It is expected that in many cases volunteers will be experienced local volunteers and this will enhance the exchange of experiences between the host and sending organisations. The duration of the activity ranges from 3 weeks to 8 weeks. The volunteering period can last longer, but this will not lead to an increase in the grant (European Commission, 2012).

- **International voluntary workcamp (short term projects)**

A workcamp is an “experience” performed by volunteers from different countries and cultural backgrounds. Despite the differences, during the camp they live and work together in order to implement a project designed by an organisation, a local authority, or more often, by the cooperation between these parties. A project usually lasts 2 to 3 weeks. The quality of the relationship between the group of volunteers coming from

different countries and the hosting community is particularly important, no matter if it is a small village, a district of a city or a residential community. The group will be a tool of social animation. Most of the workcamps take place in summer and each group is usually composed of 10 to 20 people. Besides carrying out the planned voluntary activities aimed at reaching the project goals, the volunteers are expected to interact and work with the hosting community. The contact with the hosting community is the workcamp's main feature. A workcamp is a significant experience from several points of view. First of all it is a way to experience new ways of socialization and express genuine solidarity by “getting your hands dirty”, and further more it represents an act of “active citizenship” that a volunteer performs for the hosting community but potentially also to his home community, since once back home he can repeat this experience. A workcamp can tackle different themes: from environmental protection to social work, from recreational activities with kids or older people to the promotion of cultural issues, from civic education to activities promoting human rights (Nobody left out! Handbook on International Voluntary Service opportunities in Europe, 2007).

- **Medium and long-term projects**

Individual participation in a medium and long term project requires a strong desire to get involved both from the side of the volunteer and of the hosting organization. The medium term voluntary service lasts usually from 3 up to 6 months. In case the service exceeds this period it is a long term voluntary service. Experience has shown that the organizations hosting a medium or long term volunteer often work with the support of local volunteers, who carry out continuous activity, but few days a week. The selection process of the volunteers willing to join a medium or long-term project has to be particularly careful. The volunteer has to be provided with the necessary information for the practical organization of his activity, with clear directions about the opportunities of receiving support during the project. Usually a volunteer is meant to join a local group or to build a new group composed both by other motivated volunteers with previous experiences and different backgrounds, and by social workers working in the project. At the same time the hosting organization will introduce the volunteer to the structure and the activities of the organization, and will facilitate the relationships between the volunteers and the social workers. It is also recommended to support the volunteer with information about free time initiatives offered by the hosting community. Namely, it is essential that the volunteer gets involved in the cultural and social context of the project in order to have a complete understanding of the local community. This is a basic requirement for increasing the multicultural character of the project (Nobody left out! Handbook on International Voluntary Service opportunities in Europe, 2007).

3.1.2 Volunteering and Skills

International volunteering projects have the potential to improve competences of the volunteers. Respondents were asked to assess their level of competencies before and after volunteering exchanges to measure the improvement. The strongest improvements were noted for “being able to function well in a voluntary work project”, “to perform voluntary work”, “to cope with young people” and “to cope with different habits and cultures”. When the exchange lasted longer than 3 weeks, a bigger improvement was registered in: flexibility; tolerance;

communicativeness; professionalism (to manage a voluntary work project) (Stiehr *et al.*, 2010).

According to Stiehr *et al.* (2010) one of the most recurrent results in their study is that follow-up and valorisation measures need to be improved, intensified and researched, because they can:

- increase learning impacts of the volunteering exchange: "accompanying measures and framework conditions (...) have all proved to be relevant for the learning impact of the placement abroad." (p.64).
- if properly planned, they increase further involvement of participants in future volunteering projects, in reporting about their experience to the public, in supporting their peers in volunteering. 80% of the respondents declared themselves available to do this.
- with proper support, disadvantaged seniors can benefit a lot from having a solid and person-related support, assessment and follow-up. They "(...) should be encouraged and supported to become aware of their needs, improve their skills and to expand their potential scope of action" (p.9).

3.2 Senior volunteering

Volunteers' motivation is usually "to do something different" and "to be active and useful". Older volunteers expect to broaden their horizons and to gain additional knowledge. They're looking for meaningful engagement in dialogue and action related to international development or for a way to meet new people and experience a new community.

Learning through volunteering has positive effects on the health of older people: "according to results obtained by Haski-Leventhal (2009), who have analysed the connections between volunteering and well-being using data from the Survey of Health Ageing and Retirement in Europe (SHARE), there is a positive relationship between volunteering and subjective well-being as regards health, life satisfaction, life expectancy, and there is a negative relationship to the onset of depression. Thus older volunteers help themselves by helping others as they develop protection against the negative effects of growing old, thus slowing down physical decline and inactivity. The health benefits apparently only apply to organised and formal voluntary activities that involve a wide range of learning experiences and a high level of recognition." (Stiehr *et al.* 2010, p.11). Moreover, seniors are not only recipients but also providers of knowledge, and their stimulus for learning is not a professional one". Still, learning is one of the major motivations in getting involved in a volunteering experience (Stiehr *et al.*, 2010).

The typical participant in one of the earlier or more recent European exchange projects for senior volunteers taken into consideration by Stiehr *et al.* (2010) was: female, in their early sixties, living in an urban or metropolitan setting and with previous experience in volunteering. Women also seem to benefit much more from such learning experiences than men. In the RIVER project it will therefore be interesting to investigate the benefits of senior learning to both genders to see if this statement proves true.

3.2.1 Seniors' motivation for volunteering

The strongest single reason or motive for doing voluntary work abroad is not an ostensible desire to learn but to help other people. Learning, however, plays an important role in numerous other settings (almost 40% of the respondents mentioned reasons and motivations including aspects of learning or teaching as being their strongest impetus to go abroad as a volunteer), such as:

- the wish to transfer experience to others, thus not being a learner but an instructor in the first place, was almost as widespread as "helping other people";
- "staying in the country without being a tourist" was the second most important driving mechanism hinting at a desire and readiness for new experiences.
- other motivations where "curiosity", "needing a new challenge" and "wanting a change".

(Stiehr *et al.*, 2010)

3.2.2 Outcomes

According to the European Commission (2012) expected results of Grundtvig Senior Volunteering Projects are

- for the volunteers:
 - increase of personal linguistic, social and intercultural skills and competences,
 - contribution to the development and implementation of non-profit activities, and beyond this, contribute to the community as an active citizen,
 - acquisition / development / transmission of specific task-related skills (the learning and competence development outcomes of the mobility period for the volunteers will be given appropriate recognition by the participating organisations, i.e. by validating informal learning);
- for the sending and hosting organisations and the local communities in which the volunteers spend their mobility period abroad
 - exchange and mutual acquisition of experience, knowledge and good practice
 - development of European collaboration around a particular theme
 - intensified European outlook

3.3 Active ageing and life-long-learning

The WHO defines "active ageing" as "...the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age." (p. 12) Since ageing of the population is a global phenomenon, it demands international, national, regional and local action. This is why a policy framework for active aging guided by the United Nations Principles for Older People was created as a policy response. The five catchwords of this framework are independence, participation, care, self-fulfillment and dignity. Furthermore the Active Aging Policy Framework requires action on three basic pillars: health, participation and security (WHO, 2002, p. 45).

Senior volunteering fosters especially the participative aspect. Participation in the sense of active aging involves the "provision of education and learning opportunities throughout the

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life course” as well as the “recognition and enablement of active participation of people in economic development activities, formal and informal work and voluntary activities as they age, according to their individual needs, preferences and capabilities” and the “encouragement of people to participate fully in family community life, as they grow older” (WHO, 2002, p. 51f). The RIVER project seeks to support these aims by providing an approach and a toolbox to make the outcomes of these senior learning activities, in other words the competence developments, visible.

3.4 Empowerment and participation

The main aim of RIVER is to contribute to empowering older people (with strategies of life-long learning) to lead an active life and to participate in societal life. One way of doing so is assisting people to put their own ideas into practice (empowerment). Social participation is defined as: “Participation can range from consultation to structural participation in which lay people are the driving force of initiatives. Such structural participation in civil society is seen as a crucial element of social capital by most theorists. One important component of measures of social capital is the extent to which people participate in social and civil activities.” (Baum & Ziersch, 2003) Older people will be empowered to be the driving force of their own ideas.

3.5 How seniors learn

Learning is a way for seniors to participate more actively in social and public life. In this framework, informal learning plays a bigger role as age increases and is desired by older citizens themselves in combination with (non-)formal learning – in view of their new goals and needs after retirement. Also, learning with other people in a team facilitates participation in social life and developing as an active citizen (Stiehr *et al.*, 2010).

The belief is that as we age, we do not have as great a capacity to learn new things.

But intelligence cannot be judged as a general factor – the so called “crystalline intelligence” is based on experience, the “fluid intelligence” describes the mechanism of intelligence. While there is a continuous development of crystalline intelligence, the fluid intelligence decreases in later stages of age (Hörwick, 2003). However, age-related decreases in fluid intelligence can be compensated with crystalline intelligence (Rupprecht, 2000 in Tippelt, 2010). Additionally, competences and potential can be preserved regardless of age (Lehr, 1994 in Tippelt, 2010). With advancing age one can see that the ability to adapt to changes as well as the speed of information processing decreases (Hörwick, 2003).

Hörwick (2003) described the differences in the learning behaviour of older people and mentioned three main factors to be taken into consideration: the learning content, the learning methods/didactical approach and the learning setting. Older people’s educational attainment also plays an important role when it comes to further education. The lower the educational background, the less likely older people engage in further education (Tippelt, 2010)

In general it was found, that older people are more critical towards learning than younger people – they expect a clear benefit of the learning content and compare their learning experiences more with prior experiences (Hörwick, 2003). Furthermore older people contribute their own educational objectives and an enormous amount of knowledge and experiences to any learning environment. Then again older people are less interested in earning diplomas or

certificates. While almost half of people aged 45-64 years expect and want diplomas or certificates from further education activities, only 8% of older people do so (Tippelt, 2010). Another important point is the motivation. There must be a reason why elderly people have to learn something new – and it has to be a good reason which is worth the effort of learning (learning aim and benefits!) (Hörwick, 2003).

The EdAge study showed that the participation in further formal education decreases steadily with increasing age. While 43-45% of people aged 45-54 take part in further education, this percentage reduces to only 10% of 70-80 year olds with further education activities. Up to an age of 60 years, further education often has vocational reasons. As soon as people retire, private further education usually is the only reason for ongoing educational activities (Tippelt, 2010).

For the development of professional training initiatives for older people it is essential to clear the status of existing competencies and the learning content should be based on these competencies, so that they can be activated. Furthermore a more individual oriented method of learning as well as more self-regulated and practice oriented learning should be used (Hörwick, 2003). The provision of good quality framework conditions and the establishment of good interpersonal relations play an important role for realising potential learning impacts (Stiehr *et al.*, 2010).

Empirically observable learning deficits of elderly people (Hörwick, 2003):

- poor learning results with senseless/meaningless material
- lack of learning techniques
- restraints through content which is offered too quickly
- need to repeat more
- the learning process is more interference-prone

Empirically observable learning advantages of elderly people (Hörwick, 2003):

- compare new with already existing knowledge
- work more independent/self-reliant
- problem-oriented view
- focus on practice/usage of the learning content
- can deal more easily with complex questions

Additionally according to Tippelt (2010) learning in older age

- promotes health-conscious behaviour
- increases wellbeing
- promotes political participation as well as citizens' involvement
- help to retain independence

Results of learning in older age (according to Stiehr *et al.*, 2010):

- Active older learners are generally healthier than the control group

- Discrimination can be reduced through intergenerational learning
- Empowerment, denoting the encouragement and strengthening of self-determination. Disadvantaged seniors should be encouraged and supported to become aware of their needs and improve their skills.

3.6 Intergenerational practice and intergenerational learning

3.6.1 Definition and aims

Intergenerational practice refers to activities involving older adults and younger people or children together (p. 1). Granville (2002) suggests that this means younger people aged up to 25 working with older people aged 50 or over, and makes a distinction from ‘multigenerational working’, which could also involve the generation between these two age groups (Martin *et al.* 2010, p.1). Yet according to Springate *et al.* (2008, p. 4) there is still a lack of clarity around definitions of intergenerational practice which is why there is no one universally accepted definition for intergenerational practice.

Therefore the term “intergenerational practice” still requires a greater definition, especially in terms of the age of participants as well as to clarify the difference between multi-generational and intergenerational practice, and whether intergenerational activity encompasses activities involving members of the same family. The age of the participants is important to ensure that two separate generations are interacting. Multigenerational approaches include the “middle generation” in the activities. In intergenerational activities the role of the middle generation is to facilitate the activities and not to participate in them. Intergenerational practice does not involve members of the same family. Nevertheless a lot of found literature does not exclude familial relations in their definitions of intergenerational practice. But, when participants are related, intergenerational activities are less effective at challenging negative stereotypes between groups and therefore have implications for outcomes (Springate *et al.*, 2008).

The Beth Johnson Foundation defines intergenerational practice in the following way: “Intergenerational practice aims to bring generations together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and which help to build more cohesive communities. Intergenerational practice is inclusive, building on the positive resources that different generations have to offer each other and those around them” (Centre for Intergenerational Practice: Beth Johnson Foundation, 2011, p. 4). This definition is also used by Springate *et al.* (2008).

The UNESCO uses a definition stating that “intergenerational programmes are vehicles for the purposeful and ongoing exchange of resources and learning amongst older and younger generations for individual and social benefits” (Hatton-Yeo & Ohsako, 2000).

The aims of intergenerational practice are internationally the same and relate to improvements in physical health, mental health, social capital, relationships and attitudes, community cohesion, learning and anti-social behaviour (Springate *et al.*, 2008).

There are three common fields within which intergenerational activities take place: Education, Community development/neighbourhood renewal and Health (Springate *et al.*, 2008, p. 6). Intergenerational projects can take many forms. Some examples are:

- Older and younger people coming together to find ways of reducing fear of crime in their neighbourhood
- Older volunteers mentoring pupils in school
- Young volunteers providing services to older people - helping them go to the shops, reading to them, visiting, running errands
- Older volunteers supporting young parents
- Toddlers visiting people with dementia in residential settings
- Older people working with pupils on a school history project
- People from different generations working together to transform a waste area into a neighbourhood park

(Centre for Intergenerational Practice: Beth Johnson Foundation, 2010, p. 5).

3.6.2 Reasons for intergenerational practice

The long-term nature of intergenerational practice in producing significant change in communities is acknowledged (p. 27), but intergenerational practice is more than community development (Granville, 2011, p.19). According to Hölm *et al.* (2000, p. 12) intergenerational learning is “an excellent way for young people to learn”. Additionally older people can provide younger people with positive role models both of engaged citizenship and of active ageing, while young people represent a link to the future for older people (Centre for Intergenerational Practice: Beth Johnson Foundation, 2010, p. 5).

There also is an argument that older and younger generations are becoming increasingly disconnected due to changing family patterns, the breakdown of traditional community structures, age segregated activities and living arrangements, and policy interventions or services that target only specific groups. Intergenerational practice and activities can contribute to overcoming problems arising as a result of these social changes, and can also contribute to addressing policy priorities of the Government (Springate *et al.*, 2008, p. 1).

There is evidence in the literature that successful intergenerational projects have the potential to deliver positive outcomes for all participants and communities. But there also was some evidence, that if good practice was not followed, intergenerational practice could lead to negative outcomes for the participants (p. 18). Nevertheless the evidence base for the effectiveness of intergenerational practice in Europe is still weak. In Northern America, and especially in the United States, where there is a long history of intergenerational activities, there's a more developed body of knowledge, but according to Granville (2002) it cannot be assumed that the learning is always culturally transferable, because of different cultural and policy contexts (Springate *et al.*, 2008, p. 1).

3.6.3 Outcomes

According to Springate *et al.* (2008) intergenerational practice has the potential to generate positive outcomes for individuals and communities, as well as offering the possibility of contributing to a range of social policy agendas. Intergenerational learning and activities also

have the potential to bring huge benefits for the people who take part, as well as their families and the wider community (Granville, 2011, p. 16).

Martin *et al.* (2010) mention that the most fundamental outcome for all participants is that they enjoy the activities and develop friendships, gain increased understanding of the other age group, gain confidence and develop new skills (p. v). In addition some literature suggests that intergenerational practice may be effective at achieving outcomes such as reducing ageism and stereotyping between generations (p. 1).

The four **main outcomes experienced by all participants** (old and young) were: **increased understanding, friendship, enjoyment and confidence**. As young and older people interacted and got to know each other, they gained a greater understanding of the other group, and negative stereotypes that they had held were challenged and overcome. In some cases, greater understanding led to a reduction of misunderstanding and tension between the two age groups. By getting to know each other, young and older people developed trust and friendships and in general both groups enjoyed participating in intergenerational activities (Springate *et al.* 2008). Researchers in the Netherlands and the UK suggest that greater interaction between young and old is the most effective way of resolving intergenerational tensions, leading to a reduction in anti-social behaviour (Granville, 2001, p. 24).

Both young and older people also gain confidence from participating in intergenerational activities. For all participants, this sometimes related to learning new skills and finding they could succeed in tasks. Some young people also felt they were more confident in speaking to and interacting with older people. Some older people felt a renewed confidence as they were able to do something useful and 'give something back' to society (Martin *et al.*, 2010, p.7).

The Age2Age project investigated intergenerational housing projects and identified different outcomes: older people became more aware of the pressures on young people; an improved community safety; improved confidence of young people to try a new skill; improved wellbeing through having fun; improved mental health; new friendships and more interactions between different generations and cultures in the community; an increase in skills, knowledge and confidence, improved communication and understanding between the generations; an improved community spirit as well as lowered barriers between generations (Granville, 2011).

Outcomes specifically experienced by older participants were related to health and wellbeing, reduced isolation and a renewed sense of worth, while young participants gained specific skills as well as an increased self-esteem. Identified outcomes for the community included improved community cohesion (Springate *et al.*, 2008). Additional outcomes experienced by older people relate to their wellbeing. They include a reduction in isolation, sense of satisfaction and pride when acknowledged by young people in the local community, and increased opportunities for involvement in other activities (Martin *et al.*, 2010, p. vi).

As mentioned before there are also some outcomes that related to community cohesion. Some participants say that they are more likely to speak to older or younger people they have not met before, as they understand the other generation better, and are more confident about interacting with them. In addition, where projects bring together young and older people from different ethnic groups, there is a potential for cross-cultural understanding to be enhanced (Martin *et al.*, 2010, p. 8).

Whilst the majority of the outcomes evidenced in the study of Martin *et al.* (2010, p. 8) were positive, there was some evidence of potential negative outcomes, if stereotypes are reinforced through the activities.

3.6.4 Key factors for success of intergenerational projects

Springate *et al.* (2008) identified some key factors for success through reviewing existing literature. Intergenerational projects should always use a long-term approach, so the participants have enough time for relationships to develop, while the whole intervention gets monitored and evaluated; the involved staff needs to have appropriate skills and training to successfully work with both older and younger people and should be motivated; before engaging in intergenerational activities, there has to be a pre-preparation of the participants; intergenerational activities should be focused on developing relationships between generations and be shaped by the participants to meet the needs of all participants. If these key factors are minded, intergenerational activities have mutual benefits.

4 Examples for previous projects on topics relevant for RIVER

4.1 Grundtvig Senior Volunteering Projects

Grundtvig Senior Volunteering Projects give European senior citizens the opportunity to take part in volunteering projects in a European country other than their own, allowing them to learn and share their knowledge and experience.

Projects support partnerships and exchanges of senior volunteers between local organisations located in two countries participating in the EU's Lifelong Learning Programme. Each organisation sends and hosts up to six volunteers during a two-year project. Volunteers, who should be aged 50 and over, will usually spend from 3 to 8 weeks abroad working for projects in fields including social protection, the environment, sport and culture.

Name of the project	EcoSeniors
Country	Italy and France
Short description of the project	<p>In the project “EcoSeniors” the volunteers will be mainly involved in a short-term voluntary service project centred on the theme of sustainable development, protection of the environment and the landscape. In both projects volunteers will perform two activities:</p> <ol style="list-style-type: none"> 1. Coordinated by local staff, they will carry out concrete activities such as cleaning the path and the wood, cutting trees, gardening, preparing informative materials for youngsters who will visit the centres, etc. This part of the work will be done jointly with local and international youth volunteers. This will give to the senior volunteers a great chance not only to acquire new skills and competences about sustainable development and bio-diversity protection but also to improve their relational skills trying to bridge different generations that often have problems to communicate. 2. In the second stage of the project time volunteers will be involved in

	dissemination activities about their environmental work and the senior exchanges experiences in the cities of Rome and Clermont Ferrand to spread this kind of activities.
Contact person/organisation	Lunaria (IT) and Unarec (FRA), Email: dimario@lunaria.org

Name of the project	Good Old Times!
Country	Greece and Italy
Short description of the project	ELIX and Lunaria, two organisations dealing with the promotion of international voluntary service for many years, are proposing a project dealing with the protection of the environment and the preservation of historical heritage for the benefit of younger generations. In Greece the work will be concentrated on the reforestation of an area near the archaeological site of Olympia while in Italy they will deal with the protection of historical remains from the Roman times in Sabina region (70 kilometres North of Rome) and the maintenance of pilgrims paths dating back to the Romans and Middle Age, now used by tourists. Volunteers will be engaged in all the phases of the project, its preparation, development, actual period abroad of the volunteers, evaluation, dissemination and exploitations of results, volunteers will be involved together with their hosting local communities and they will be asked to contribute actively, so thanks to their life experience they will be in the unique position of teachers and learners at the same time. The specific intergenerational activities with young people are forecast throughout the whole project.
Contact person/organisation	Lunaria (IT) and Elix (GRE) Email: dimario@lunaria.org

4.2 International voluntary workcamps for seniors

Name of the project	30th Anniversary Alliance Workcamp CIA04
Country	Greece
Short description of the project	The volunteer will join a workcamp in Santorini island during 15 days with other 15 international young volunteers from all over the world. Like all other volunteers, the senior will help at the renovation of an old stone path leading from a village to the archaeological site. During some afternoons and evenings, volunteers will organize intercultural and environmental awareness activities for the local people, especially the youngsters. During free time, they will visit local archaeological and natural sites. Two workcamp leaders will supervise the logistics, participate in the daily work, help organizing free time activities and facilitate the communication with the local community. All volunteers will live like a small community and will be accommodated in a public building with basic living conditions. They will cook and clean in daily shifts, learning how to cooperate with each other and overcome cultural, personal and generational differences.

Contact person/organisation	Citizens in Action citizensinaction@gmail.com
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4.3 Medium and long-term senior volunteering projects

Name of the project	Europahaus
Country	Austria
Short description of the project	<p>The volunteer is hosted during 3-6 months in Vienna and helps in the daily work in a kindergarten and after school care for kids aged 3-10 years. The project consists of introducing different aspects of the volunteer's culture into the leisure time programme of the children.</p> <p>When in the after school, he/she supports the staff helping kids with their homework, talking in his native language (English) with them and organizing special activities during festivities. During school holidays, the volunteer helps taking care of the smaller children in the kindergarten. The board and lodging is arranged by the hosting organisation, and the volunteer goes to the school daily to implement his/her tasks.</p> <p>The presence of a volunteer from abroad allows the children to get to know closely the habits, language and culture of someone from another country, an experience that they would difficultly gain otherwise.</p>
Contact person/organisation	Grenzenlos - Intercultural exchanges austria@grenzenlos.or.at

Name of the project	Peace Corps Volunteering
Country	FYROM
Short description of the project	<p>The project lasted 28 months, during which the volunteer helped a local NGO whose primary mission was to encourage the local community to get involved in philanthropic activities. The volunteer got language lessons during the first 3 months and was initially hosted in a family, in order to practice the language and learn about local habits and culture.</p> <p>In the following months, the volunteer worked in the office of the local NGO uploading information on the website about new charity activities and helped organizing philanthropy events. Other senior and young volunteers were providing their voluntary help in the town, in different local NGOs.</p> <p>The sending organization from the country of origin of the volunteer, arranged the communication with local host organisation and the placement of the volunteer. Once back in the country of origin, the volunteer kept on being active in the sending organisation.</p>

4.4 Good practice examples on senior volunteering

Name	SEVEN
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Short description	<p>Senior European Volunteers Exchange Network</p> <p>SEVEN is an international network of 29 organisations promoting senior volunteer exchanges.</p> <p>SEVEN's member organisations include NGOs, local governments, universities and research centres with at least 5 years' experience in the co-ordination and management of senior volunteer programs. This website offers information on the achievements and future outlook of projects involving senior volunteers, aimed at prospective volunteers as well as organisations and local governments.</p> <p>If you want to learn what has been done and what is possible to do, just take your time and discover the different sections of the website. A forum on adult learning and international voluntary service in Europe is open to all who wish to contribute to the debate.</p>
Project-website	http://www.seven-network.eu/site/?q=en/node/180

4.5 Projects on senior learning

Name of the project	AQUA
Country	Germany
Short description of the project	<p>The project AQUA developed and tested new forms of occupational learning to improve the involvement and participation of elder staff. The main characteristic of these new types of learning is the self-responsible approach which is very much based on experience-oriented learning.</p> <p>Core activity is an in-house training-model, which is called "EQUA - erfahrungsbasierte Qualifizierung".</p>
Project-website	http://www.aqua-nordbayern.de/aqua/index.html

Name of the project	ASLECT
Country	EU
Short description of the project	<p>ASLECT is a project funded under KA4 Valorisation sub-programme of the LLP, which approaches the presence of senior people in cultural organizations, projecting on them a double perspective: as users/beneficiaries of educational and cultural programmes, and equally as learning resources for developing such programmes.</p> <p>From the perspective of ASLECT, seniors are both (re)sources and beneficiaries of learning, while cultural organizations must strengthen their capacities to treat them as such, to support and promote their integration as active citizens in the local communities.</p> <p>ASLECT will identify a series of Good Practices on Seniors' Involvement in Education and in Cultural Life, will elaborate training materials aimed at helping cultural professionals to work with seniors, developing educational programmes with them and for them, will produce a set of Recommenda-</p>

	<p>tions for Cultural Organisations working with Seniors and, through promotional activities at national and European levels, will raise awareness on the potential contribution of seniors to the educational and cultural field.</p> <p>Our project is focused on the valorisation of results and experiences from Lifelong learning program.</p> <p>Implementation period: December 2010 – November 2012</p> <p>Objectives:</p> <ul style="list-style-type: none"> • to provide resources for strengthening the capacity of cultural and educational organizations, to offer an adult learning and communication environment favourable for specific groups like senior people; • to create opportunities for retired professionals to use their experience/competencies and become adult educators for their peers and other interested groups; • to establish partnerships between the involved educational and cultural organizations and other cultural and social institutions for the sustainability of practice once the project is over.
Project-website	http://www.aslect.eu/

Name of the project	SEELERNETZ Seniors in Europe Learn in Networks
Country	EU
Short description of the project	<p>SEELERNETZ - Seniors in Europe learn in Networks - is a European project in which older people have the opportunity to better participate in learning processes by coming together in social groups (networks). A cooperation of several countries: Austria, Bulgaria, Germany, Greece and Romania, researches the daily activities of this target group and uses the findings to create a practical model that can have various applications.</p> <p>SEELERNETZ is an educational project for older and with older people.</p> <p>Background</p> <p>Shaping the demographic aging process through learning and educational activities is a central question for the future in Europe. A meaningful life in older age requires dealing with the ever changing daily problems after retirement from professional life. However, it is more and more obvious that older people are excluded from an educational process in a twofold manner: on the one hand, people over 60 participate less in further education, compared to other age groups, and, on the other hand, few older people with a lower income and only basic education find a pathway to life-long learning opportunities. This brings about the danger of social exclusion of this target group, having as an additional consequence the risk of health problems, the decline of their mental capacity, loneliness, etc. Furthermore, the absence of further education in old age leads to the decreased participation in their own daily life decision making.</p> <p>Goals</p> <p>SEELERNETZ - shows how, through the setting up of social networks, seniors who are not used to learning in later age, will become acquainted with</p>

	<p>processes of education and learning. The target group will strengthen their competencies of learning and action, and will be encouraged to participate in social life and, consequently, will make a significant contribution to social change.</p> <p>The basic concept is that seniors who are not used to education will be willing to participate in social networks if, through such instances and their activities, they will become able to improve the quality of their life.</p> <p>The development of a European model shows how easy access to associations can facilitate learning. This model has different variants, in accordance with the region and the requirements of the target group, and will be put into practice by the various social organizations which take part in the project.</p> <p>A catalogue of recommendations based on the survey results and the pilot programs developed at European and national level will be issued.</p>
Project-website	http://www.seelernetz.eu/

Name of the project	SLIC I
Country	EU
Short description of the project	<p>The SLIC-project "Sustainable learning in the community - Raising awareness of older people's competencies and identifying new opportunities for learning and engagement" aimed to enable older people to participate actively in their community, participate in formal and informal learning and increase their self-esteem and feelings of usefulness. The core of the project was the development of a two-day interactive workshop with older learners. 10 workshops were implemented and tested with 103 learners from 6 countries. The main part of the workshop was to create an individual skills profile to review participants' employment, life experiences, interests and qualification to create a personal action plan for future areas of interest.</p>
Project-website	http://www.slic-project.eu

Name of the project	SLIC II
Country	EU
Short description of the project	<p>The SLIC II project "Valuing older people's skills and experience: Training peer facilitators" addresses the issue of increasingly ageing societies and the promotion of active ageing. The SLIC II project aims at broadening previously developed SLIC-workshops and by developing a training programme for older peer facilitators to run SLIC-workshops and by trialling workshops run by older peer facilitators. The SLIC II project builds on the previous SLIC I project (Sustainable Learning in the Community) where an innovative workshop model and a handbook on how to run these workshops were developed. More than 103 older learners from 6 countries took part in the workshops which aimed to help older adults to review their past experience and personal skills and to explore new opportunities for learning and volunteering.</p>
Project-website	http://www.slic-project.eu

4.6 Projects on intergenerational learning

Name of the project	Age2age
Country	UK
Short description of the project	<p>age2age is a series of inter-generational initiatives which are centred around sustainable approaches to bridging the 'generation gap' between the young and the old.</p> <p>As Britain becomes an ageing society and communication between younger and older people declines, isolation and loneliness tends to increase. The age2age initiatives aim to highlight and confront these issues. Housing is ideally placed to help bring different generations together. The housing sector also needs to consider how cross-generational issues affect them and how they can discover new opportunities from them.</p> <p>Project aims:</p> <ul style="list-style-type: none"> • Promote increased inter-generational activity in communities by understanding and improving the role of the housing provider. • Overcome negative stereotyping, increase inter-generational understanding and improve the quality of life for both age groups. • Influence the wider social housing sector. <p>The programme has been running since mid-2008 and there are two main approaches to the project:</p> <ul style="list-style-type: none"> • Specific focus in Cumbria and East London that support locally-based community projects engaging old and young people in joint-community activities. • Support the development of Homeshare arrangements in Somerset and Cumbria with the aim of introducing older homeowners to younger people requiring accommodation who may be threatened with homelessness.
Project-website	http://hact.org.uk/age2age

Name of the project	EAGLE
Country	EU
Short description of the project	<p>EAGLE or 'European Approaches to Inter-Generational Lifelong Learning' builds upon different existing aspects in individual lives and in society at large and in learning across age groups and generations, especially in the light of an increasingly aging population, the substantial demographic changes caused hereby and on the constant need for re-qualification and re-generation within the concept of Lifelong Learning (LLL).</p> <p>EAGLE concentrates on the field of inter-generational as well as later life learning processes within the frameworks of formal and – of specific importance – non-formal, informal and autonomous learning.</p>
Project-website	http://www.eagle-project.eu/welcome-to-eagle

5 Validating competences acquired in volunteering

5.1 Introduction and problem setting

Parallel to learning in volunteering, the topic “validation of informal learning” has also become increasingly important in recent years. The Council of Europe (14 June 2002) adopted a work programme and the European Commission published funded calls for the development of ways to validate the respective learning experiences².

According to the 2009 CEDEFOP guidelines “Validation is .. the confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.”

This is of course a reasonable and important concept, the drivers are, however, economically driven and utilitarian since they are directed to employability, mobility and transparency of qualifications.

Consequently the validation instruments developed in *this* context (ECTS, ECVET, EQF) do not fit for the purpose to assess, evidence and “give value” to the learning of older persons while volunteering – simply because the vocational qualification momentum is missing.

Nevertheless, important personal and social competences are developed in this informal context that are worth being validated.

Since 2005 a R&D network of experts from 20 European member states has developed, introduced and scientifically evaluated a unique validation system for competences acquired in informal learning settings in the framework of a series of projects in the SOCRATES and the LIFELONG LEARNING PROGRAMME, called LEVEL5 (REVEAL, 2012³).

LEVEL5 has been piloted as validation approach in more than 60 informal learning projects in the field, ranging from active citizenship projects (e.g. self-organised environmental youth projects, neighbourhood projects, anti-discrimination, anti-violence projects and projects for inclusion), to European collaboration projects, European mobility projects and learning on the job activities.

Since learning in volunteering takes merely place in informal learning environments the RIVER project chose LEVEL5 as approach and instrument to assess and evidence learning outcomes or competence developments in senior volunteering.

Before transferring LEVEL5 to the field of learning in senior volunteering, a brief theoretical input shall be given to clarify some basic terms and to emphasise the specific value of “informal learning while volunteering”.

In informal learning, as major difference to formalised training and education, a standardisation in regard to learning contents (topics), learning objectives and envisaged outcomes (competences) is nearly impossible. It is obvious that due to the uncountable number of topics, working (and learning) environments, demands, pre-requisites, settings, qualities and

² E.g. in the 2009 Lifelong Learning Programme Call.

³ Research and Evaluation Group for Validating, Evaluating and Assessing Informal and Non-formal Learning www.reveal-eu.org

quantities of inputs etc. external valuation standards are not applicable here, neither in learning while volunteering nor in informal learning in general.

Moreover “formal (school, college or university) education” (becoming more and more de-contextualised⁴ in the last years) reaches its limits when it comes to the acquisition of social and personal competences such as communication, cooperation, teamwork, flexibility, creativity and autonomy.

Undoubtedly, the major part of competences developed during learning in volunteering relates exactly to those personal and social competences as described in the previous chapters.

It goes without saying that the comparison of performances of learners is not an objective in informal learning in volunteering.

Here a validation approach that differs from the off-the-shelf systems is needed to value the impact of learning while volunteering to evidence competence developments of the volunteers on the basis of comparable reference systems and a common European methodology:

More precisely an approach is missing that meets the following requirements:

- It has to be able to give evidence to the development of a multitude of different social and personal competences and learning outcomes
- It has to fit to the informal setting and correspond to innovative assessment methods that avoid the impression of formal exams
- It has to consider in each case the specific volunteering purpose, activities and settings
- Moreover it also has to consider the situation, pre-knowledge and demands of the individual volunteer
- It has to be flexible enough to satisfy both the demands of the volunteer (in different learning settings and environments) and those of stakeholders who are potentially interested in their competence development (the volunteering facilitators)
- It shall contribute to an improvement of acquisition of competences and not only work as a summative validation tool
- Even though external standards are not desired in learning while volunteering, the approach should work along set quality criteria
- It needs internal reference systems against which the development of competences can be rated and evidenced
- Eventually the validation of competence development while volunteering shall contribute to a more profound understanding, a larger acceptance and to a stronger position of the volunteering in European societies.

5.2 Definitions

The example of the 2009 CEDEFOP definition already pointed out that the same terms may mean different things in different contexts and consequently lead to completely different approaches.

The constant utilisation of different concepts under same titles, the different meanings of a theme (for instance in regard to the definitions of “informal learning”) is a phenomenon that

⁴ E.g. in schools or higher education with an increase of theoretical knowledge and a decrease of learning in practice and life

can be seen as a major thread throughout the current discussion of “validating informal learning”.

To avoid meaningless discussions and to lower down the political implications behind these approaches it seems useful to clarify some basic definitions – or at least to discuss the different connotations of the same terms.

5.2.1 Informal Learning

The differentiation of all possible human learning activities in the categories:

- Formal education,
- Non-Formal education,
- Informal education and
- Incidental learning

was only systematically introduced in the early 1980s (Sandhaas, in Haller 1986).

“Informal learning is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills.” (European Commission 2000).

Watkins and Marsick proposed the following explanations and differentiations in their “Theory of Informal and Incidental Learning in Organisations“ in 1992:

“Non-formal learning“ is the collective name for all forms of learning, happening in the entire environment out of the formalised education system. There is a wide range of partly varying definitions for the term “informal learning”.

This ranges from a characterisation as unplanned, casual, implicit and often unconscious learning to learning activities as they are developed by the learners themselves without any educational support and up to the equation with “non-formal learning”, i.e. the definition for all learning as it is (consciously or unconsciously) practiced out of the formal educational system.

This means: informal learning is a form of instrumental learning, a means to an end. The end is not – in contrast to formal learning – the learning itself, but the better solution to an (extra-curricular) exercise, a practical task, a situation request, a life problem by means of learning. Informal learning is the generic term, which also comprises this casual and unconscious learning as well as a conscious deliberate learning out of schools – whereupon the transition between both ways is smooth in practice.

As formal education is largely context-free learning, informal learning is bound to a specific context; it mostly means enacting within a reality context which leads to concrete challenges or tasks and to feedback proceedings that are natural (“situated learning”).

Overwien (2005) states that generally, when reflecting informal learning processes, at least 2 perspectives have to be considered:

1. The learning subject takes initiative in learning and discovers new contents and circumstances – or seen from a different angle - tries to explain own questions arising from its (everyday life or specific) context
2. The second aspect is related to the learning environment and context that decisively influence the learning process

With regard to the definitions invented by the European commission Overwien (2005) doubts that the triple differentiation in formal – non-formal – informal will be of much use in practice since especially in the non-formal area certified/accredited and non-accredited courses are combined under the same heading. Thus he favours a continuum model between formal and informal education and meets the position of a team of researchers having worked at the Study of the Lifelong Learning Institute, University of Leeds, in 2003: “Formal, non-formal and informal learning are not discrete categories, and to think that they are is to misunderstand the nature of learning. It is more accurate to conceive ‘formality’ and ‘informality’ as attributes present in all circumstances of learning” (Colley, 2003).

When it comes to validation (or valuing the impact of) informal *learning*⁵ one could add to the European Commission’s definition mentioned above that informal learning is not necessarily intentional learning but the impact of informal learning can only be measured in intentional arrangements⁶.

Pure incidental learning cannot be assessed and evaluated because the learning process itself is not visible. As such, informal learning should be differentiated from incidental learning⁷. However the learning is informal (or not-formal) since an explicit learning objective is missing. The action related objective instead of a conscious learning objective is a criterion that has been found in most of the informal learning projects evaluated by the REVEAL group (Scholze, 2009, 2010, 2011).

With regard to informal learning in volunteering the following hypothesis was formulated: As *only a reflected activity* can be measured and evaluated against certain criteria, the pure incidental, non-reflected informal learning activity should be excluded from the scope of the observations.

Consequently, the validation of informal learning needs the following requirements:

- An aim or objective (in contrast to formal or non-formal learning not a learning objective (competence) but an activity-related objective),
- A process with describable activities,
- A recordable output (learning outcomes).

5.2.2 Validation of learning outcomes

The validation of non-formal or informal learning is a priority in the EU’s actions to support education and training, although countries around Europe are at different stages in supporting this validation. Some have started to establish systems, while others are only beginning

⁵ ...and not just the validation of prior acquired competences

⁶ Cf.: Overwien 2003: „Das inzidentelle oder implizite, also eher unbewusste Lernen aus dem informellen Lernen herauszunehmen ist aus analytischen Gründen sinnvoll. Unter dem Aspekt der Planbarkeit von Lernen erscheint es auch am wenigsten beeinflussbar. Wenn es allerdings um die Gestaltung von Lernumgebungen geht, ist es wiederum in entsprechende Überlegungen aufzunehmen, da es als Lernpotential nicht unterschätzt werden sollte.“

⁷ This differentiation also corresponds to the history of the term „informal learning“ which originates in the education programmes in development aid in the 1970s.

developments in this field. There is an increasing interest to take account of the full range of an individual's skills and competences – not only those acquired in formal education system. Recognising all forms of learning is therefore a priority of EU action in education and training. Yet different terms in the context of “validation” are being used in different contexts and with different purposes. Hence we would like to introduce a few definitions on which our development work has been based.

Validation

Simply defined one can say that **validation** is the process of identifying, assessing and recognising skills and competences acquired in formal, non-formal and informal settings. Important stakeholders and authors for the Commission (e.g. Werquin, 2010⁸) state there is some confusion around the term of “validation” and rather concentrate on the expression “recognition” of prior learning which seems meaningful. Recognition in sociology is public acknowledgement of a person's status or merits (achievements, virtues, service, etc)⁹. In the context of validation it is used similar to the concept of approval; to give recognition for achievements or status of performance; to give credits for the achievements. However, there are also other meanings/interpretations from the same institutions: The purpose of validation may be formative as well as summative (Dehmel, 2011¹⁰).

Formative refers the process of identifying learning outcomes without formal recognition (for personal and/or career development). Formative validation reveals individual strengths, weaknesses and particular learning needs and can be employed throughout the learning process. It may potentially provide the basis for formal recognition.

Summative refers to validation resulting in formal recognition (for example through a certificate or diploma). The summative approach is applied at the end of a learning process and should take into consideration national standards and be linked to national qualification systems or frameworks (Common European principles for validation of non-formal and informal learning, 2004).

Since formative validation is more directed to improvement (of the individual's competence development AND the learning provision of the learning facilitator) it is more appropriate for learning while volunteering than summative validation.

Learning outcomes and competences:

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after a completion of a process of learning. (ECTS - EU, 2004)¹¹.

A **competence** is a more holistic concept – it is more than just an accumulation of learning outcomes.

“It is the ability to apply a synthesis of

⁸ Patrick Werquin, during the OBSERVAL conference Oct. 13th, 2010, Brussels

⁹ Wikipedia: [en.wikipedia.org/wiki/Recognition_\(sociology\)](http://en.wikipedia.org/wiki/Recognition_(sociology)).

¹⁰ Alexandra Dehmel, CEDEFOP during the GINCO conference, Thessaloniki Dec. 2011)

¹¹ For the last few years, learning outcomes came into the focus since no reliable data about the quality of teaching and learning were available and input indicators turned out to be not reliable and significant enough. Learning outcomes should provide comparable information about what learners actually learned and it is a counter-concept of time based systems like ECTS.

- Knowledge,
- Skills and
- Attitudes

in a particular situation and in a particular quality¹².

CEDEFOP agrees insofar that a competence is: “The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development)¹³.” CEDEFOP added the comment: competence is not limited to cognitive element (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values.

5.2.3 Validation of learning outcomes in informal volunteering learning

As a first step, we should bring the concept of “validation of learning outcomes” down to the practical level and answer the following questions:

- Why do we validate?
- Whom do we validate?
- What do we validate and
- Who could assess and give evidence of acquired competences (in a competent way)?

When implementing validation processes other questions will follow, again determined by the context, the purpose etc. Thus “validation” is not a value in itself, and together with the connected instruments (e.g. EQF, ECVET, EUROPASS, LEVEL5, ValidPack etc.) has to be seen in the specific context and in relation to the individual learner.

As a consequence we suggest looking at validation not as an isolated concept but always in connection with a purpose and the target group, in other words: as part of the learning or qualification process. Therefore three basic scenarios will be briefly presented to figure out the position and function of “validation” in a learning or qualification process.

The scenarios are rather crude and simplified and shall only serve the purpose to create a basic understanding¹⁴ of different validation concepts and the basic purposes behind them:

Scenario 1:

Validation as part of formal qualification

Assuming that a person would strive for a formal qualification, e.g. a certificate based on a standardised competence profile, validation can help to reveal the *existing* competences and

¹² The *Key Competences for Lifelong Learning – A European Framework* is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the *Official Journal of the European Union* on 30 December 2006/L394.

(http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/L_394/L_39420061230en00100018.pdf)
¹³ Source: Cedefop, 2004, European Commission, 2006a.

¹⁴ It is important not to regard these scenarios as discrete categories but as examples clustered according to the purpose

those which *should still be acquired* in order to pass an exam. This means that initial assessment and validation are used as a tool to recognise existing skills and competences and to reveal learning needs, so that an individual qualification plan can be established. At the end of the qualification the learner is validated again. The second validation (*summative*) needs to take into consideration national standards and is linked to national qualification systems or frameworks and leads to a formal certificate or diploma.

This scenario is obviously not fitting to the validation of competences acquired while volunteering.

Scenario 2:

Validation of competence developments as part of continuing professional development

In this scenario validation is a tool to assess and evidence those competences that are developed in addition to the skills and knowledge already certified in a previous formal context. There is no need to validate the whole competence profile of a person (again) because (basic) formal qualifications already exist. Here, validation only refers to additionally acquired competences¹⁵.

This scenario would be appropriate for validating competences in volunteering if a deliberate decision has been taken by the volunteer to acquire/improve specific competences in order to improve professional skills. However, in the case of older volunteers also this scenario seems rather improbable.

Scenario 3:

Validation of competence developments in informal, non-professional real life situations

In this scenario the development of specific competences in non-formal and informal settings is validated. This implies assessment and validation of competences prior and after a given learning activity – It refers for instance to the acquisition of key competences in civic learning projects (the ACT-experience¹⁶), informal learning in transnational projects (www.vip-eu.org) and learning in mobility actions (www.vilma-eu.org)¹⁷.

Since this scenario reflects real-life informal learning contexts in which competences are acquired, be it life-oriented or job-related it is fitting for learning in volunteering.

The competence *development* (in regard to generic competences that are acquired such as teamwork, diversity management, intercultural communication etc.) is the ultimate output and impact of the (learning) activity.

In case of social and personal competences it is the potential of a person that matters rather than a singular performance.

Hence a (whatever kind of) assessment at the beginning and at the end of the learning activity is essential to find out which competence development has taken place.

Moreover, those competences are highly contextualised and individualised – for instance communication skills have to be related to a specific situation (be it a volunteering, internship or a mobility learning action in a foreign environment). As a consequence also the assessment setting (and the whole validation procedure) should reflect this idea – a singular as-

¹⁵ Nonetheless, formal recognition could be given here by competent bodies, e.g. in case of certified formal or non-formal further qualifications. However, many of those qualifications end without official certificate about the performances of the learner, often with a certificate of attendance.

¹⁶ More information can be retrieved via www.act-eu.org, www.act-net.org

¹⁷ Exemplary informal learning projects are being presented in the annex.

assessment of a performance in a standardised way is not suitable to cover all the different connotations, implications and sub-competences of “communication skills”.

For RIVER (Validating competence developments of senior volunteers) this means that we are neither in scenario 1 (qualification) nor in scenario 2 (professional further education) but in a free informal learning space (scenario 3) that is often not even recognised as such.

6 The RIVER approach to validating informal learning in volunteering

6.1 Assessing and evidencing competences acquired in volunteering

Learning in volunteering is an **informal** way of learning.

Therefore **formal** educational *planning*, *assessment* and *validation* processes (like in school, Higher Education or formal vocational education) are neither practicable nor desirable in volunteering.

Learning and competence development is merely a side-effect of taking action.

Hence volunteering is not primarily oriented towards the achievement of formal “*learning objectives*” but rather works along “*action related objectives*” (e.g. to support somebody).

Consequently the “RIVER methodology for learning in volunteering” is also based on an *action* related management approach.

Basic Principle:

RIVER makes use of LEVEL5, a system grounded on a cyclic procedure¹⁸.

With this, the LEVEL5 methodology works along the basic principles of all modern management systems¹⁹.

Figure 1 shows the (quality) management circle applied in formal education.

¹⁸ Well known for instance in all modern process, environmental and quality management approaches

¹⁹ E.g. the so called PDCA circle

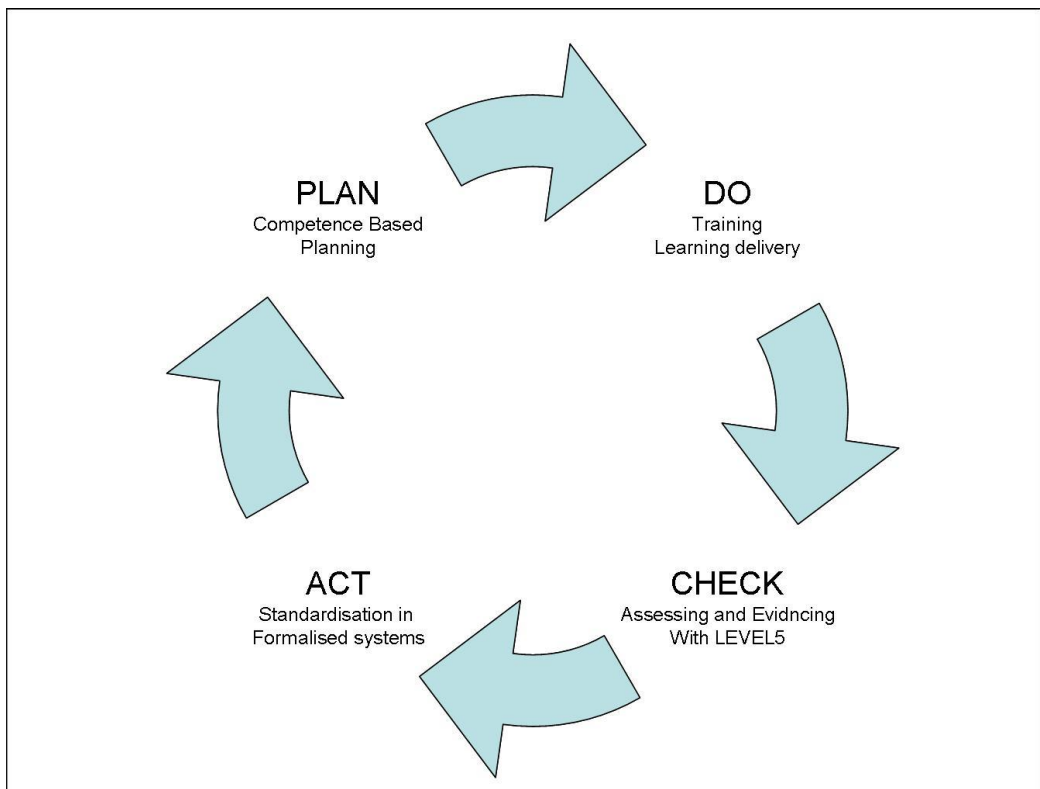


Fig. 1: PDCA management circle in formal education

With the conversion into the rather informal volunteering sector the fourth “ACT”-step becomes superfluous since a standardisation of volunteering actions is in most cases neither useful nor meaningful.

In volunteering, however, the first three steps remain essential which leads to a simplified circle (Figure 2):

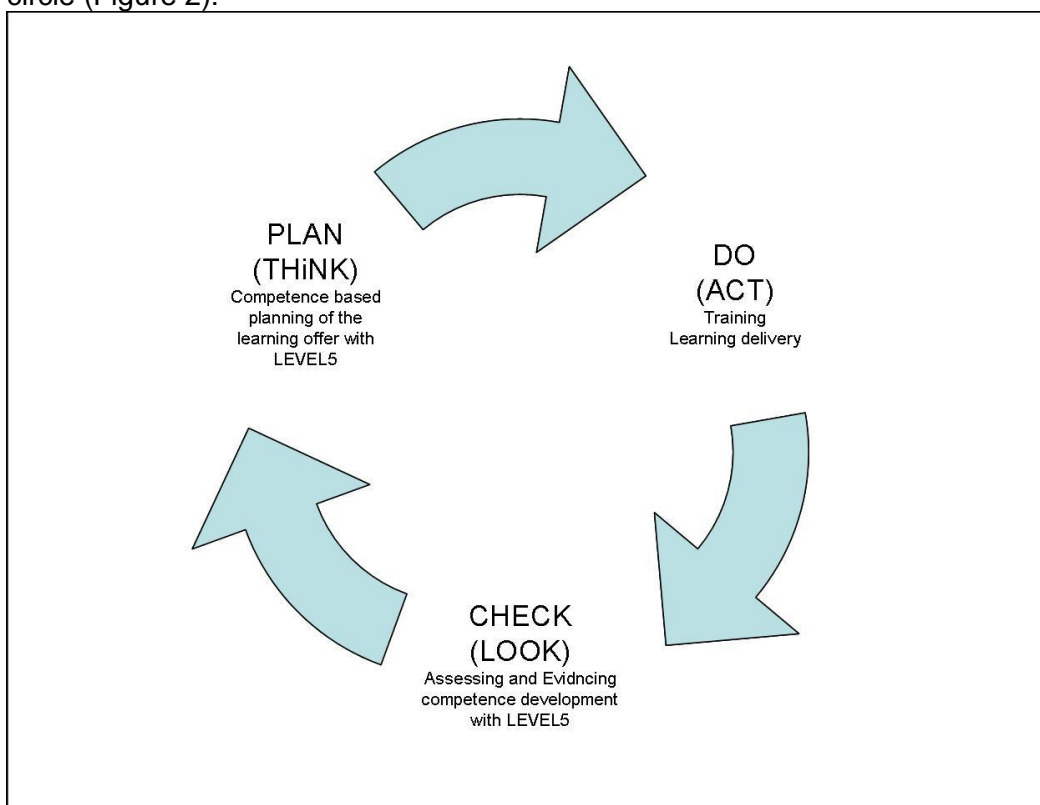


Fig. 2: Think-Act-Look management circle²⁰ adapted to non-formalised learning

The validation of competence developments is not only an ex-post assessment but the cornerstone of a holistic learning system for volunteering actions.

Impact:

A multitude of benefits can be gained from this process. It is not merely a documentation exercise but rather a dual process that benefits both the learner (volunteer) and the learning provider (in this case the staff working with the volunteers).

- Firstly, the volunteers' skill and competency levels can be accurately defined and measured before and after a learning experience. The impact of the learning becomes clearly evident through the evaluation of specific parameters which enable the individual's progress to be charted and monitored, thus enabling the learner to recognise the learning outcomes at a cognitive, active and affective level.
- Secondly, the volunteering staff members can monitor the effectiveness of the learning activity through highlighting specific areas for development or improvement and thus maximising the impact of their work.

6.2 LEVEL5

The European Inventory on Validation of Informal Learning published in 2010 by CEDEFOP²¹ gives an overview of all different validation approaches and is a unique record on how validation is already being used at national, regional and local level to address issues relating to lifelong learning, employment and social exclusion.

One of the approaches presented in the part of the inventory for specific target (non-mainstreaming) groups is LEVEL5, a system that has been developed and piloted in a series of seven LLP-projects between 2005 and 2012.

LEVEL5 offers an approach and instrument to document and visualise competence developments with a special focus on personal, social and organisational competences that form the backbone of the European framework on key competences²².

As mentioned above the framework defines "A competence as the ability to apply a synthesis of *Knowledge, Skills* and *Attitudes* in a particular situation and in a particular quality"²³.

Based on this concept, the validation should also take the three dimensions (knowledge, skills and attitudes) into account.

²⁰ This circle is identical to the Look-Think-Act cycle developed by Kurt Lewin in the framework of Action Research

²¹ The whole study (previous publications released in 2005 and 2007) consists of more than 1000 pages in 34 reports and comprises 32 countries.

²² The *Key Competences for Lifelong Learning – A European Framework* is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the *Official Journal of the European Union* on 30 December 2006/L394. (http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf)

²³ Connecting this to the EQF and the concept of "learning outcomes" it becomes obvious that different understandings of the term "competence" exist, since the combination of both definitions reveals a rather tautological relation – a competence being an element of itself EQF describes qualification levels on the three levels: knowledge, skills and competences; if a competence is described as a combination of knowledge, skills and attitudes the concepts become inconsistent.

Consequently, the LEVEL5 system-approach is based on a model to assess, evidence and validate the *cognitive*, *activity related* and *affective* competence development of learners in informal and non-formal learning contexts. Individual competences are evaluated in a process orientated way, visualised in a 3-dimensional cube model and fully documented in a specific software system.

The LEVEL5 evaluation procedure is standardised, but enables at the same time also grass-root projects to establish an individualised reference system for assessing and evidencing relevant competences of their beneficiaries in a process-orientated way. The LEVEL5 system allows users to evidence the impact of their work according to a standardised procedure while keeping up their individuality as informal learning projects in their specific contexts.

Here, learning outcomes would be both outputs and indicators for acquired competences or competence levels.

6.1.1 LEVEL5: The Core Principle

LEVEL5 is based on a few basic assumptions: The methodology is based on the fundamental idea that a competence is the ability to apply a synthesis of

- Knowledge,
- Skills and
- Attitudes

in a particular situation (context) and in a particular quality (level)²⁴.

Consequently the LEVEL5 developers assumed that learning outcomes can be displayed with the help of three components or dimensions:

- The knowledge component
- The activity component
- The affective component

This third dimension is often neglected in evaluation of learning outcomes. However, in most informal learning projects, this “affective dimension” is of major importance.

For the informal learning evaluation process the competence levels of an individual are set at 5 levels for each dimension of learning (knowledge, activity and affective) thus giving rise to the name: LEVEL5.

Hence the kernel of the system is a 3-dimensional visualisation system – the LEVEL5 cube:

²⁴ Quote: The EU KEY COMPETENCES FOR LIFELONG LEARNING, European Reference Framework 2011-4116 – Groundwork survey for the RIVER project

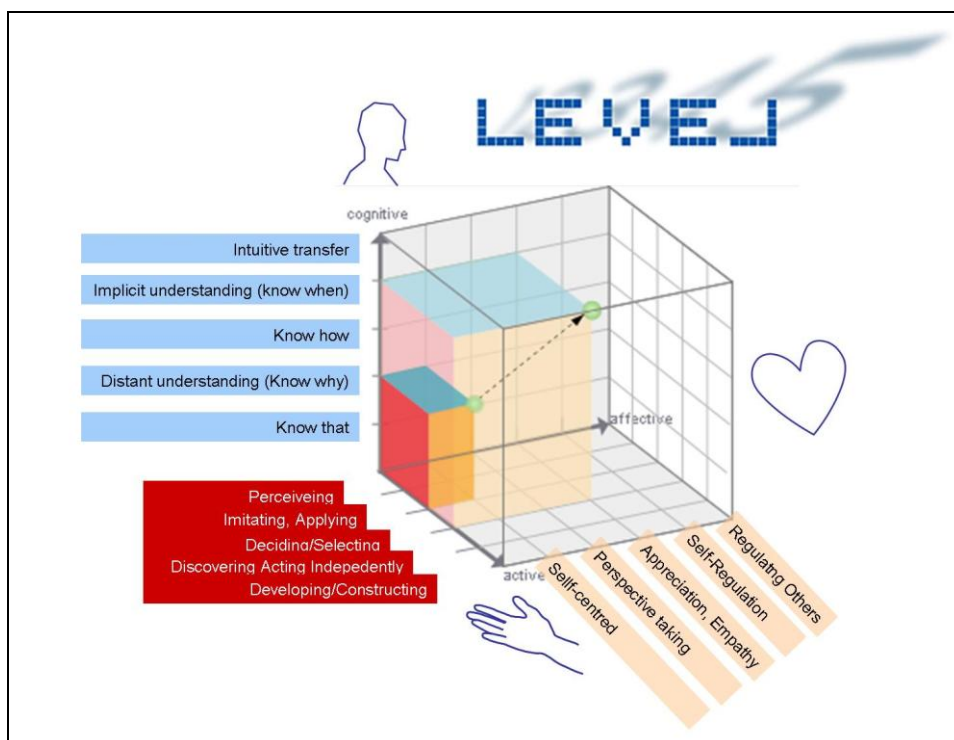


Fig.1: The LEVEL5 CUBE as model to visualise competence developments

6.1.2 LEVEL5: The Procedure

The LEVEL5 approach is based on a five step procedure, starting with a description of the learning project and ending with the evidencing of learning outcomes and the validation of learners and learning projects:

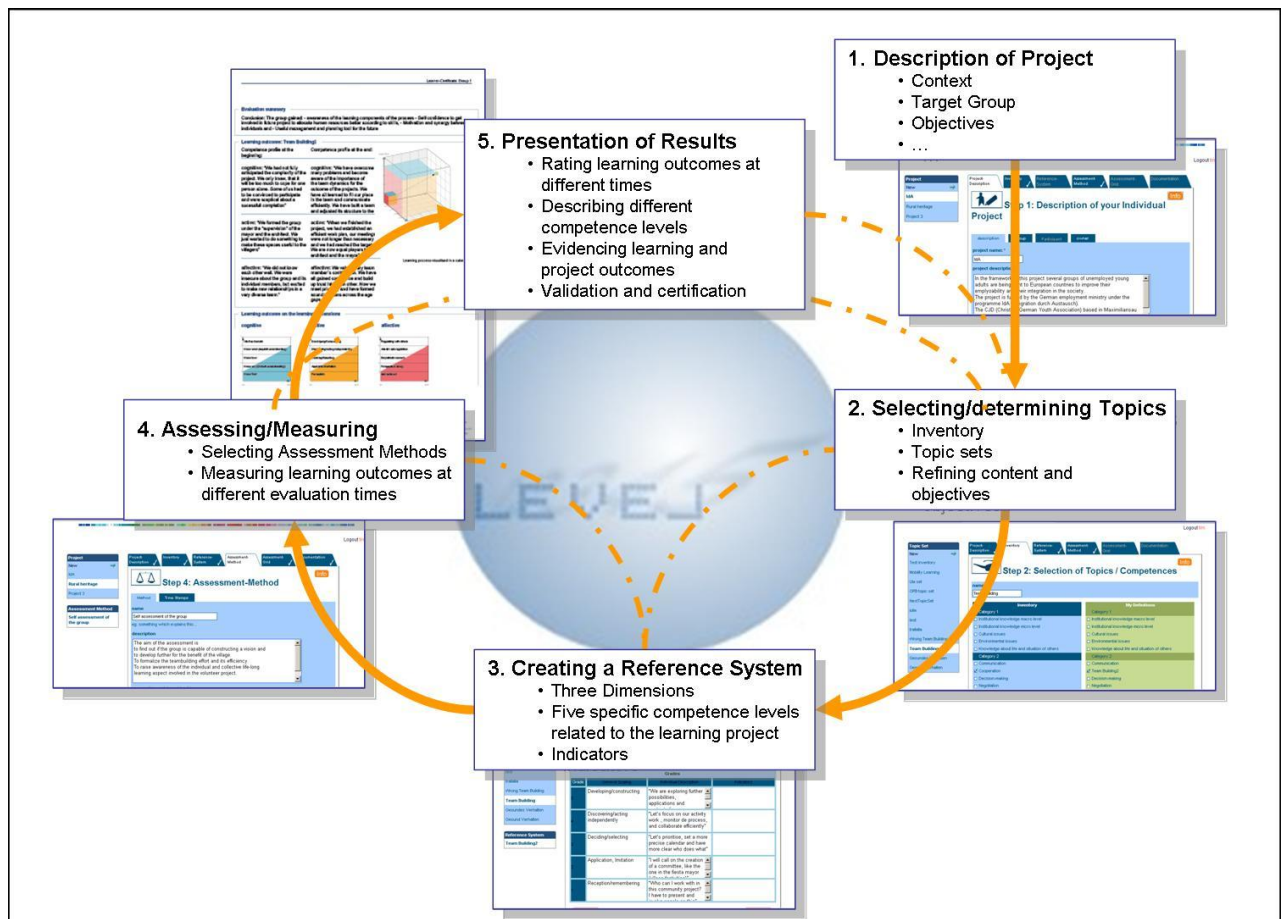


Fig. 2: LEVEL5 Cyclic validation approach

1. Learning Project Description

- The informal learning project is described in a predefined template.

2. Selecting topics

- Learning topics are chosen from an open inventory offering the scope to evaluate areas applicable to the learning activity. Topics can be further explored at an in-depth level.
- Topics can be chosen for projects or can be tailored specifically for an individual learner.

3. Establishing an individualised reference system

- A reference system is developed on the basis of the three dimensions (cognitive, activity related and affective) for the five competence levels.

4. Assessment

- Assessment concept (self-, external, mixed assessment) and methods should be chosen according to the given context and objectives. A toolbox and supportive materials are provided.

5. Rating/Documenting/Visualisation (Online Documentation System)

- Following assessment the values from competence level 1 to 5 are recorded in the reference system and displayed as a LEVEL5-CUBE.
- The ratings are reasoned and documented in the software and, if applicable, in certificates).

- Results of learners and project characteristics are recorded internally.
- Learners' certificates will be automatically generated (as editable PDF) (exemplary certificate in the annex).
- Projects may also be accredited (online and PDF-certificate).

Considering the large variety of non-formal and informal learning offers, contexts, target groups and activities in the adult education sector one cannot expect that a "perfect" validation system in informal learning contexts can be developed 'off the shelf'. Therefore, LEVEL5, being based on action theory principles, works with a rather cyclic procedure, i.e. that the user has always the opportunity to modify some elements of the validation system during the assessment and evaluation processes.

With this flexible but nevertheless standardised procedure LEVEL5 is the instrument of choice to validating competence developments in volunteering actions.

7 Conclusions

7.1 State of research

The desk research on hand reveals that the topic "learning in senior volunteering" is not yet fully discovered by educational research.

Though the topic "senior volunteering" is a large and wide thematic field, there seems to be almost no scientific literature about "skills and competence development & volunteering". Within the search of literature it was not possible to find any serious source of information/studies on this, probably because the topic is new and always included within informal learning, without a specific focus on volunteering.

Beside obvious considerations (mainly about soft skills) it wasn't possible to retrieve any systematic approach to learning and validating learning in senior volunteering.

This fact pinpoints the importance, necessity and innovation of the RIVER project. The envisaged RIVER methodology and all included processes (connected to the "Think-Act-Look-Circle") will highly contribute to improve the learning impact of the volunteering experience and motivate the seniors to keep volunteering.

Evidence shows that valorisation of learning can actually be useful for seniors, as learning is an important motivation for volunteering. While in this field a certificate may not be as useful as to a young volunteer (looking for a job), the learning itself can be a intrinsic driving force for seniors as it is connected with well-being and active participation in life.

One major outcome of this learning may be the development of intergenerational competences but there are also others like cooperation, communication, flexibility, commitment that are worth to be evaluated.

Personal relations and direct encounters (with the facilitator in the sending organisation, with the hosting organisation, with the local community, with the peer volunteers etc.) have a positive impact on learning process and outcomes: "The particular design of the framework conditions should always be oriented towards good personal relations, these being of vital impor-

tance to learning, while absent or poor relations contribute to just the opposite." (Stiehr *et al.*, 2010, p.64).

According to the Grundtvig programme documents on Senior Volunteering, disadvantaged senior citizens are a specific target group as this action can be a chance for their better integration and in general to fight against xenophobia and exclusion. According to Stiehr *et al.* (2010) support and follow-up measures are needed to improve the learning outcomes of the volunteering experience especially for disadvantaged seniors, as it can help them to become aware of their needs and improve their skills and competences.

7.2 Recommendations for validating informal learning in senior volunteering

When validating competence developments or learning outcomes in senior volunteering, the authors of this groundwork paper recommend taking into consideration a number of aspects that have been collected during the development process of this guide:

- applying formative validation in order to
 - better responding to the needs of the volunteers and
 - to improving the impact of volunteering and the “learning design”;
- focussing on the aspired and acquired competence developments, indicated by learning outcomes instead of the “performances” of the volunteers
- avoiding any kind of comparison and competition and the notion of “examination”
- concentrating on the progress linked to the volunteering activity, not on the cumulative learning outcomes (like in summative validation);
- assessing learning outcomes at an individual level, since the individual learner should be in the spotlight;
- assessing the value added component of volunteering (e.g. the intergenerational and the European Dimension)
- the learner’s perspective should be taken into account – their goals may be different to the ones set by the facilitators or not intended but important for the learner (side effects).
- integrating validation in a competence based learning approach and in a holistic (QM) approach.

7.3 Perspectives for the RIVER project

Learning has been involved in volunteering since the beginning hence the assessment, evidencing and valorisation of learning in volunteering must be fostered.

The RIVER approach to validating learning in senior volunteering shall play an effective role here

- on the one hand as an integrative measure to make learning visible to the senior him/herself and to others, which can benefit from embarking in a volunteering experience,
- on the other hand for the volunteering provider by delivering a holistic approach for planning, making visible and improving the learning processes while volunteering.

On the basis of the findings and the recommendations the RIVER team will

- establish an open inventory of competences acquired while volunteering,
- develop, adapt and contextualise reference systems,
- compile a set of suitable assessment methods and
- pilot the systems by validating competence developments of senior volunteers in a series of different projects.

RIVER will be offering a fully fledged validation system for the sake of both the volunteers and the sending and receiving organisations.

This validation system will be integrated in a holistic volunteering learning system that offers new input, ideas, experiences and guidance to stakeholders involved in volunteering activities.

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9 Annexes

Selection of informal/non-formal learning projects using LEVEL5 as validation approach to assess and evidence learning outcomes

1. Children finding their way around in their hometown

Country	Germany
Target group(s)	Children of migrant families
Short description of the project	The project was initiated to support and empower children of migrant families taking part in a language training by the University of Göttingen. Within this frame an excursion to the historical city centre of Göttingen was organized as an extra-curricular activity. The children learned to use compass and map in order to find their way to certain places in the city on their own while solving a quiz. The project was supposed to give the children more confidence in finding their way around, make them more familiar with their home town and thus strengthen their identification with the city they live in.
Project-website	http://act-eu.org/?id=82

2. Holidays in the Sailing Boats

Country	Poland
Target group(s)	Children from dysfunctional families from Sopot
Short description of the project	The main aim of the project was to organize holidays in sailing boats for children from dysfunctional families from Sopot. The participants were learning sailing and kayaking and how to organize purposefully their free time. The best learners have been prepared for the exam for the sailor patent.
Project-website	http://act-eu.org/index.php?id=85
Available publications	http://act-eu.org/uploads/media/PL.pdf

3. ECO School-Project

Country	Turkey
Target group(s)	Primary private school students
Short description of the project	This study involves an elaborated description of a micro dimension ECO SCHOOL in the Project EVALUATION OF IMPACT OF EXTRA CURRICULAR ACTIVITIES ON ACTIVE CITIZENSHIP EDUCATION. This study attempts to answer whether values of active citizenship, with specific emphasis on respect for nature and the life on earth, can be acquired for lifelong practices through formal education as an extra-curricular academic agenda. Participants were the teachers and the students at the Foundation Primary School at METU. Data were collected through qualitative methods. Findings

	indicate that primary school children internalized the importance of protecting and maintaining the ecological environment not only by personal efforts, but also through inspiring their classmates, peers, and others to work with them.
Project-website	http://act-eu.org/index.php?id=88
Available publications	http://act-eu.org/uploads/media/TR.pdf

4. Monumenti Aperti – Open Monuments

Country	Italy
Target group(s)	Pupils, volunteers and associations
Short description of the project	Knowing the cities, going through itineraries traced by a meaningful succession of works with a monumental importance to know and recognize. Rediscovering traces, signs, testimonies of the past. Regain civil and religious traditions to strengthen the collective identity, the sense of affiliation to own community and discover, in the stratifications that the history of the cities offers, the relationships with other countries, the sense of sharing and understanding the history and the present. The cities are in that way perceived as a homogeneous container of history, able to represent that affiliation as a visible file and that people can cross.
Project-website	http://act-eu.org/?id=84
Available publications	http://act-eu.org/uploads/media/IT.pdf

5. Documenta 12 – Face to Face with Modern Art

Country	Germany
Target group(s)	Laymen
Short description of the project	The project tries to give laymen an understanding of contemporary art. Every five years North-Hessen's provincial capital Kassel hosts one of the most important and largest exhibitions of modern and contemporary art: the documenta. It is the so called museum for 100 days. In 2007 the twelfth documenta takes place with over 100 artists from all over the world. The participants in the project get a mixture between excursion to the exhibition, information through lecture, guided tour, discussions and written material. Afterwards there is an evaluation to see if the stance on and the knowledge concerning contemporary art has changed.
Project-website	http://act-eu.org/index.php?id=83
Available publications	http://act-eu.org/uploads/media/DE_documenta.pdf

6. Experience nature! Discovering the forest near Göttingen through a special tour

Country	Germany
Target group(s)	Any interested citizens
Short description of the	Near Goettingen there exists an adventure trail through the forest to experi-

project	<p>ence nature built by the forestry office in the late nineties. The tour consists of 13 stages where people get different information and tasks. The visitors acquire knowledge about the flora and fauna on their own through thinking, solving a riddle or discovering something. The aim is to experience nature with a high amount of mental and physical activity and with all senses.</p> <p>In the project a group of students took a walk through the forest following the tour. The students had to find the way and discovered and experienced nature.</p>
Project-website	http://act-eu.org/?id=81
Available publications	http://act-eu.org/uploads/media/DE_Environment.pdf

7. New Try – Swedish language and civics with computer aid

Country	Sweden
Target group(s)	Immigrants
Short description of the project	<p>To gain knowledge about the Swedish language and society by developing the participants language with the aim to give them better skills in everyday life and increase their chances to find an employment. The aim is also to give the participants means to become more active citizens.</p> <p>To help the participants away from long-term unemployment, the jobcentre offers them this possibility to study.</p>
Project-website	http://act-eu.org/index.php?id=93
Available publications	http://act-eu.org/uploads/media/SE.pdf

8. Socialization of long-term unemployed through adapted sport games and physical activities

Country	Bulgaria
Target group(s)	Long-term unemployed adults
Short description of the project	<p>The project SOCUNEMPLOYEDSPORT is in the frame of the SOCRATES (Grundtvig) programme and was initiated with a view to the European Year of Education through Sport 2004. The project aims at using SPORT as a pedagogical tool for acquiring social skills and higher level of activity on civic issues. The training system to be created is envisaged to help long-term unemployed adults to develop social skills through practicing adapted sport games so that they can achieve more active life styles and better physical fitness, which in turn will motivate them to search for jobs.</p> <p>Participants: As a target group: Long-term unemployed.</p> <p>As institutions: Universities (from BG and UK), training organizations (from Finland, Greece, Italy and Portugal), local authorities (from BG), social organizations (from BG).</p>
Project-website	http://act-eu.org/index.php?id=86

Available publications	http://act-eu.org/uploads/media/BG.pdf
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9. Rural Women of Latvia – Learn Project Planning and Elaborating

Country	Latvia
Target group(s)	Rural women
Short description of the project	The aim of the project is to promote the ability of rural women of Latvia in project planning and elaboration. 30 women of the Vidzeme region (one of 4 historical regions of Latvia) took part in a 48-hours training program “The fate of the country lies in our hands” (analyse of present situation, setting of aims, target group and activities etc.) and in summer school (sharing of experiences, brain storm, ideas for new projects etc.). The evaluation of this project shows that the civic activity of rural women and their willingness to change the present situation have grown during the last 8 months.
Project-website	http://act-eu.org/index.php?id=91
Available publications	http://act-eu.org/uploads/media/LV.pdf

10. Defending Women's Rights - between USE and ABUSE - Training for volunteers students of law and journalism for carrying out monitoring activities

Country	Romania
Target group(s)	students of law and journalism
Short description of the project	The training has been initiated within a larger project called Defending Women's Rights: Between USE and ABUSE!. The teams of volunteers are involved in the monitoring activity of the media and justice system in order for them to observe how both systems are dealing with the issue of women's rights. Trainers are specialists in the area of women's rights, media and law. The training increases awareness regarding human rights issues on one hand and on the other hand the willingness and capacity of participants to be actively involved in activities that contribute to the responsabilisation of public institutions.
Project-website	http://act-eu.org/index.php?id=92
Available publications	http://act-eu.org/uploads/media/RO1.pdf

11. Education for sexual health and women's rights

Country	Romania
Target group(s)	Women from rural areas of Timis County
Short description of the project	The program responds to a need for practical information and procedures for women in disadvantaged situations. The purpose of the training is for women in disadvantaged situations to have information that concerns reproductive health and rights, institutions they can address. It also focuses on exchanges within the group and the work on finding ideas for their personal or community development. The training gives information concerning hygiene, infections, sexual contact, pregnancy, medical services and pro-

	cedures of benefiting of them, children's development; equal opportunities, discrimination labour rights, prostitution, domestic violence, balancing family and career.
Project-website	http://act-eu.org/index.php?id=87
Available publications	http://act-eu.org/uploads/media/RO2.pdf

12. A barbecue for the whole community. One of the activities in the Can Do! project

Country	The Netherlands
Target group(s)	Inhabitants of a deprived neighbourhood
Short description of the project	<p>Can Do! is a project, in which inhabitants themselves organise community-based activities for their neighbourhood to improve social cohesion.</p> <p>The learning facilitator is a coach that accompanies individual citizens in developing and organising neighbourhood activities.</p> <p>The validated person was a senior lady who for the first time organised a barbecue for her neighbours.</p>
Project-website	http://act-eu.org/index.php?id=90
Available publications	http://act-eu.org/uploads/media/NL_CanDo.pdf http://act-eu.org/uploads/media/NL_Kieten.pdf

13. The Art of Networking

Country	Austria
Target group(s)	professionals in adult education
Short description of the project	<p>The European training course The Art of Networking is aimed at professionals in adult education and other education sectors (adult trainers, teachers, programme developers, education managers, researchers, evaluators) who are already involved in networks or may wish to be so in the future.</p> <p>The Art of Networking offers training on how to act effectively in educational networks, and how to plan and manage a network. Moreover, a particular type of network is highlighted: European networks in the framework of the European Union's funding programmes for lifelong learning.</p>
Project-website	http://act-net.eu/index.php?id=158
Available publications	http://act-net.eu/uploads/media/Case_Study_AT.pdf

14. INTERTOOL

Country	Austria
Target group(s)	European project managers and teams in adult education
Short description of the project	<p>INTERTool., a 3 year project funded by the European Commission during 2007 and 2010 in the framework of the GRUNDTVIG programme.</p> <p>The project consists of a partnership of 6 partners from DE, AT, RO, FI, UK</p>

	<p>and IT with long term experiences with transnational projects and networks.</p> <p>INTERTool aimed at providing European project managers and teams in adult education with the basic specific intercultural competencies necessary for successful transnational cooperation in the framework of European projects, with a “strong focus on the virtual dimension”.</p> <p>In the project lifetime the partners developed, tested and disseminated virtual (web-based), paper based and face-to-face learning and training tools to contribute to a systematic approach for “Intercultural Management in European projects”.</p>
Project-website	http://act-net.eu/index.php?id=156
Available publications	http://act-net.eu/uploads/media/Case_study_DE2.pdf

15. Empowerment

Country	Germany
Target group(s)	long-term unemployed people with different kinds of placement handicaps
Short description of the project	<p>The Empowerment course was a course especially for long-term unemployed people with different kinds of placement handicaps like low education, bad physical constitution, problems with alcohol and drugs, Several of them had a mixture of handicaps.</p> <p>The course consisted of two parts: a 7,5 month course including a broad variety of topics and an individual internship.</p> <p>The aim of the course was to empower people that have very little future perspectives, search for alternative careers and strengthen their self-esteem.</p>
Project-website	http://act-net.eu/index.php?id=157
Available publications	http://act-net.eu/uploads/media/Case_study_DE1.pdf

16. Social Services Evaluation

Country	Romania
Target group(s)	representatives of public institutions and nongovernmental organisations
Short description of the project	<p>The aim of the micro project was to provide specialized educational services to representatives of public institutions and nongovernmental organizations that offer support services in the community for disadvantaged groups.</p> <p>The micro project consisted of 3 large activities: organizing the learning group (including dissemination of the project through local mass-media, informal meetings with representatives from the municipality; dissemination of the application form, identification of participant's profile), training programme (including training sessions on evaluation and monitoring of social services, presentation of the LEVEL5 system, development of micro pro-</p>

	<p>jects - one for each person participating in the training, according with the social services that it provides, debate) and evaluation of the project (initial and final evaluation).</p> <p>The micro project is related to informal learning through the training programme developed and implemented. The training programme was sustained by trainers authorized by the Ministry of Education and Labor from Romania, specialists in the field of adult education and in the social sector.</p> <p>The learning objectives of the programme were: (1) to know the importance of social services qualitative assessment, (2) to be able to use the evaluation system LEVEL5, (3) to know the differences between the system LEVEL5 and other evaluation models.</p>
Project-website	http://act-net.eu/index.php?id=159
Available publications	http://act-net.eu/uploads/media/Case_study_RO.pdf

17. UIB - Unemployed Immigrants in Borås

Country	Sweden
Target group(s)	Unemployed Immigrants
Short description of the project	<p>The participants are studying at our main course at the Folk High School in Borås. There are 24 participants coming from different countries and their age is between 20 – 45 years.</p> <p>Aims of the course: To gain knowledge about the Swedish language and society by developing the participants' language with the aim to give them better skills in everyday life and increase their possibilities to be integrated in the Swedish society and to increase their chances to find an employment.</p> <p>Informal learning activities: Learning from a book with discussions, learning from a PC, learning from newspapers, excursions, performance, role play and teamwork.</p>
Project-website	http://act-net.eu/index.php?id=160
Available publications	http://act-net.eu/uploads/media/Case_Study_SE_01.pdf

18. A bridge to outside

Country	France
Target group(s)	Prisoners
Short description of the project	<p>The training programme was commissioned by the Prison Authorities and the project was entirely designed and developed by INSUP (Bordeaux/France). It is co-financed by the Aquitaine Region and the Ministry of Justice.</p> <p>The principal objective of this training course was to give to prisoners a new trade in hands and to offer them an opportunity to access to a qualification</p>

	<p>in house painting and decorating. And because the trainers rely on official French standards, the learning is formal. But after debate, we wanted to detect how the prisoners would evolve in front of these same aims but with different ways to reach them: individual competences or abilities, willingness to spend time with prisoners with others type of delinquency, behaviour face to trainers' commandment. So we considered that it would be interesting to watch that and why finally this micro project is related to informal learning. In the end, the results in term of qualification were really good (94%) but evaluation on the same topics were so different from a person to another.</p> <p>The programme's trainees are a group of prisoners condemned by the French legal system and serving sentences of up to 3 years. The prison authority selects the trainees who, after INSUP's approval, receive house painter training with the possibility of obtaining:</p> <ol style="list-style-type: none"> 1. A certificate from the Ministry of Employment 2. A work placement on their release from prison or on day release, for example.
Project-website	http://act-net.eu/index.php?id=161
Available publications	http://act-net.eu/uploads/media/Case_Study_FR_01.pdf

19. Job Students

Country	Belgium
Target group(s)	Job Students
Short description of the project	<p>The Landcommanderij Alden Biesen is a big cultural centre based in a historic castle in Flanders, Belgium. Each year the centre employs job students. In 2010 we decided to evaluate the students through the Level 5 approach. The aim of this evaluation is to get a better view on the functioning of the job students in the cultural centre and to have them better integrated and involved in the mission of the organisation.</p> <p>Since these job students only stay for a short period (1 month) it is very difficult to get them integrated with the rest of the staff and to get them thoroughly involved in the 'mission' of the organisation. A 'front desk' job on the other hand is very important since it represents the 'portal', or even the 'face' of the organisation and it is in many cases the only life contact a tourist or a visitor has with 'the organisation'.</p> <p>Therefore it is important for Alden Biesen to get these students integrated and updated as soon as possible.</p> <p>This project was not a real training project but a work situation in which it was important to get the job students embedded in the real situation as soon as possible. It turned out that the Reveal assessment itself was an incentive for the students to pay more attention to these aspects of their job and as such to improve their learning.</p>

Project-website	http://act-net.eu/index.php?id=162
Available publications	http://act-net.eu/uploads/media/Case_Study_BE.pdf

20. Volunteers in Rural Regeneration

Country	Spain
Target group(s)	Community members
Short description of the project	<p>A self-organised and self-regulated team of 8 volunteers, with collaboration from other community members improved the facilities of their home village by converting a former chicken stable of a local historic building into a community library and information centre.</p> <p>Additional benefits of the project included:</p> <ul style="list-style-type: none"> • The creation of social and community dynamics, that went beyond the immediate project. • Improving communication and cooperation across the generational boundaries • Increasing the inhabitant's identification with their village. <p>The aim of this volunteer project was at first a hands-on approach to reconstruction, with no life-long learning projection.</p> <p>As the project got finished, the participants gained awareness of the achieved learning, particularly with the use Level 5, as an evaluation method of their work. This method was used by the volunteers to further explore the group possibilities as a team (team building competence) as well as a decision-making tool to see how should they carry on, with their capacities, as a volunteer group in the future.</p> <p>At the individual level, Level 5 made the individual volunteers aware of the important informal learning components of this volunteer renewal project. Participants, with very diverse backgrounds got familiar with the concept of Life-long learning and they decided to integrate the learning component into the design of future projects, Through the project, participants learned to allocate human resources better according to skills, motivation and synergy between individuals and gained useful management and planning tools. As a result, they increased their group confidence.</p> <p>Level 5 method served was a tool to convince the informal volunteer group of their capacity to continue developing future volunteer projects.</p>
Project-website	http://act-net.eu/index.php?id=163
Available publications	http://act-net.eu/uploads/media/Case_Study_ES.pdf

21. LEARNING THEATRE

Country	Poland
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Target group(s)	Mentally disabled people
Short description of the project	<p>In 1998 theatre section was created within the framework of Sesame Club of Polish Association for Mentally Disabled People in Gdynia. The participants were mentally disabled adults and a professional director of theatres for children and youths Zbyszek Biegajło was employed.</p> <p>The starting point to develop creativity of disabled was to bring from home unwanted, found by them things. They brought umbrellas, telephones, lighters etc and spontaneously created scenes taken from life without any structure. The aim was to allow free activity enabling unfettered creativity.</p> <p>The main aim of the project was to develop social competences of mentally disabled adults and help them integrate into the society. It was realized through preparing the plays and giving performances to the public. Both the theatre group and general public are involved in informal learning: the first through developing such competences like self-esteem, communication, team work and the latter – tolerance, knowledge about life and situation of others, willingness to interact with people from other groups, willingness to accept diversity and neglect discrimination.</p>
Project-website	http://act-net.eu/index.php?id=164
Available publications	http://act-net.eu/uploads/media/Case_Study_PL.pdf

22. Food for the hood

Country	The Netherlands
Target group(s)	Communities of Cities
Short description of the project	<p>In 2005 the Dutch government appeals to social organizations to propose ideas to stick together to approve the social cohesion in the communities of the cities.</p> <p>The background is the tendency in the society, where people have less confidence in each other, where they are not open to other groups and where the climate hardens.</p> <p>One of these social organisations is LSA, a national union of deprived neighbourhoods. Together with housing associations it started the project "CAN DO".</p> <p>The project CAN DO uses the ABCD strategy, Asset Based Community Development. This is not problem related, but it stimulates the capacity and knowledge of inhabitants themselves. It uses the opportunities and means available in the neighbourhood. So it stimulates active citizenship and personal initiatives.</p> <p>CAN DO started in England in 2003, and had much success in financing and supporting initiatives.</p> <p>In the Netherlands a pilot project started in 2006: in 15 cities within 15 month 12 community based initiatives of the inhabitants themselves will be realized with financial and personal support. In every city operates a com-</p>

	<p>munity coach.</p> <p>The inhabitant who has an idea goes to the community coach.</p>
Project-website	http://act-net.eu/index.php?id=165
Available publications	http://act-net.eu/uploads/media/Case_Study_NL.pdf

23. VAB – Valuing experience beyond university

Country	Austria
Target group(s)	University teachers and trainers
Short description of the project	<p>VAB is a Leonardo da Vinci-Transfer of Innovation project, funded by the European Commission's Lifelong Learning Programme. The goal targets at university teachers and trainers who want to improve students' employability. VAB proposes to develop a pedagogical e-portfolio tool to identify and assess experiences acquired by students outside of the university (personal, social and professional experiences) and to express this experience in terms of skills and competences. The e-portfolio should allow university teachers and trainers to value informal learning outcomes and integrate them in the global evaluation of their students. A virtual assistant and e-training enhance the tool.</p> <p>The tools will allow university teachers to make a complementary evaluation of students through assessment of the skills and competences developed outside of the educative system, in the context of personal, social or professional activities.</p>
Available publications	<p>http://www.vip-eu.org/uploads/media/06_4_VIP_Good_practice_examples.pdf</p> <p>p.16ff</p>

24. Informal Learning – Project Management/Leadership

Country	Austria
Target group(s)	Project managers
Short description of the project	<p>This is a personal learning project for project managers that work in transnational projects in our own company. They used the VIP reference systems to self-reflect their learning curve in European projects as informal learning spaces concerning their competences in "project management" and "leadership" according to the concept of VIP. The evaluation took place between the 01.09.2011 and the 30.11.2011 in Austria.</p> <p>The project managers all work for the same company. The reference systems were used in peer-to-peer settings where project managers could reflect on their own learning in transnational projects and set new learning and development goals for themselves.</p>
Available publications	<p>http://www.vip-eu.org/uploads/media/06_4_VIP_Good_practice_examples.pdf</p>

	p. 20 ff
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25. RICK'S Café

Country	Spain
Target group(s)	Educators, trainers, publishers, policy makers and specialists in issues related to intercultural education
Short description of the project	RICK'S Café stands for Renewing Intercultural Competences and Knowledge Spaces. These words are what the network has set out to do. RICK'S cafe' is a Comenius Network for educators, trainers, publishers, policy makers and specialists in issues related to intercultural education. It is coordinated by CECE - Confederación Española de Centros de Enseñanza of Spain. RICK'S café is a community of players in education from all over Europe that have set out to bring about positive change in schools and in education.
Available publications	http://www.vip-eu.org/uploads/media/06_4_VIP_Good_practice_examples.pdf p. 25 ff

26. SEEP – Science Education European Portal

Country	Italy
Target group(s)	teachers, teacher trainers and policy makers
Short description of the project	<p>The reason for launching a European network for promoting European co-operation and innovation in science education at secondary level in Europe lies on the perception that there are important challenges and target group's needs, related to science education, training and guidance systems, that should be addressed on a cooperative approach. Besides addressing the European global challenge of foster interchange, cooperation and mobility between the concerned systems within the EU so that they become a world quality reference, the European network will face other big challenges:</p> <ul style="list-style-type: none"> • New trends and dynamics of science work in Europe and need to connect it to science education and guidance; • Improving science teachers and school managers competences; • Preparing future scientists and European citizens; • Increasing the production and access of information and innovative solutions for science education; • Bringing innovation to science education and school management in Europe; • and making science education in Europe more attractive, like an image campaign for nature science <p>SEEP is a network of teachers, teacher trainers and policy makers who want to shape the future of science education. Members in the SEEP net-</p>

	work are working and learning together for the benefit of youths who are choosing careers in science. The network activities include online discussion forums, research and training workshops. SEEP started in 2009 and has been growing with new members joining and sharing with the rest of network.
Available publications	http://www.vip-eu.org/uploads/media/06_4_VIP_Good_practice_examples.pdf p. 31 ff

27. CLIMES - Climate-friendly management in European Schools

Country	Austria
Target group(s)	European Schools
Short description of the project	CLIMES is a Comenius Multilateral Project running from 2011-2012. It builds on the methodology of the excellently rated project Joint Actions project "JEM!" that implemented a comprehensive environmental management approach in European schools based on a blended learning concept. CLIMES is a practical learning project aiming at climate friendly management in European Schools. By combining innovative learning approaches and instruments on curricular and extracurricular levels with state of the art management techniques the project contributes to promote transversal key competences in European school education. CLIMES is consisting of a multi-stakeholder partnership of organisations from six countries (DE, IT, AT, HU, SE and TR), namely schools, universities, education institutes and a county government.
Available publications	http://www.vip-eu.org/uploads/media/06_4_VIP_Good_practice_examples.pdf p. 38 ff

28. Assessing and validating skills and competences obtained in family life - FAMILY COMPETENCES PORTFOLIO - FamCompass

Country	Belgium
Target group(s)	Men and women in family life
Short description of the project	<p>FamCompass was initiated in 2007 by the Higher Institute for Family Sciences of Belgium in the frame of LLP-Grundtvig. It produced a paperportfolio and a computer programme, available in English and the official languages of the participating countries, that was tested in different settings. The FamCompass assesses and validates the knowledge, skills and attitudes men and women have obtained in family life, in their roles as educators, home makers and care workers. The portfolio methodology allowed for a well documented and objective basis for the individual planning of training and/or work careers.</p> <p>Partners were the Comenius University, Philosophical Faculty, Department of Andragogy (SK), the Deutsches Jugendinstitut e. V. (DE), the Higher Institute for Family Sciences (BE) [coordinating partner], the Institute for</p>

	Creative Proceedings (PL), the Romanian Institute for Adult Education (IREA) (RO), Västra Nylands folkhögskola (FI) and the Vilnius College of Higher Education (LT).
Available publications	http://www.vip-eu.org/uploads/media/06_4_VIP_Good_practice_examples.pdf p. 43 ff

29. The Influence of Media in Adult Education Development - MEDIA

Country	Romania
Target group(s)	Participants of a Grundtvig learning partnership
Short description of the project	MEDIA took place from 2007 until 2009. It was initiated by Romanian Institute for Adult Education as LLP-Grundtvig learning partnership. Aims were to continue the development of innovation in the field of media involvement into adult education, to improve needed skills for the usage of media advantages in education, to promote dialogue inside the target group of the project, to integrate the media approach in adult learners learning process and to link media and adult education providing e-learning. This project follows to analyze the impact of media in the learning process. The partners exchanged knowledge and experience regarding the new challenges that learners have to face (more and various information, new technologies to deal with, concept of e-learning). Adult education has to respond to these demands in a professional way, correlating pedagogical, methodological and technical strategies
Available publications	http://www.vip-eu.org/uploads/media/06_4_VIP_Good_practice_examples.pdf p. 46 ff

30. Supporting Harmonisation in the Professional Training and Learning System in Europe

Country	Italy
Target group(s)	Partners of a European collaboration project
Short description of the project	<p>The project aims at supporting harmonisation in the professional training and learning system, to grant quality procedures commonly recognized and standardized in all Europe independently by the country and the enterprise in which the training or learning activity takes place. During the project lifetime from August 2010 to July 2012 the partners from Italy, Spain and Slovakia cooperate to reach the following objectives:</p> <ul style="list-style-type: none"> - An improvement of the quality of lifelong learning both at national and European level through the development of quality standards agreed by the partner institutions. - Integration between different professional and learning processes on the VET system in the countries involved through the exchange of best practices and know-how.

	<p>- To increase professional mobility and professional learning among the countries involved with the possibility to enlarge and share the results with other European countries, proposing an instrument to recognize VET services all around Europe.</p> <p>Mobility participants are representatives of training institutions – experts, trainers and managers who work in VET and create and implement training programs from Spain, Italy and Slovakia. During 12 mobilities within the project lifetime they should learn about systems in individual countries, identify and analyse best practices and formulate recommendations for employers and VET providers. They should learn to create uniform professional learning systems among partnership countries and in general at European level by promoting the use of the Vademecum for Enterprises and of the Booklet for Employees and to standardize quality processes of the VET system at European level following the path of the standardization of the ECVET system of credits.</p>
Available publications	<p>http://www.vip-eu.org/uploads/media/06_4_VIP_Good_practice_examples.pdf p. 50 ff</p>

31. Breaking Barriers – fighting dyslexia for adults

Country	Spain
Target group(s)	Adults with dyslexia
Short description of the project	<p>The project is a Grundtvig learning partnership taking place from September 2010 to June 2012. The partner countries are Holland, Finland, Estonia, Italy, Turkey and Norway, who have very diverse institutional support to dyslexia and methodologies. Across LLP countries, problems caused by dyslexia are commonly acknowledged especially among school children. But among adults there are today often overlooked groups with hindrances in learning due to dyslexia. This Learning Partnership aims to diversify the understanding of dyslexia into a wider European scope and providing a new understanding of learning difficulty and understanding it as a different way of processing information.</p> <p>The Grundtvig learning project Breaking Barriers seeks to:</p> <ol style="list-style-type: none"> 1. Spread information about dyslexia and diversity in ways of learning, also among adults. 2. Spread information on the method, practices and results achieved with peer learning groups. 3. Assist teachers and other educational staff as well as the educational authorities and administration in education, implementing and promoting the idea of peer learning groups in their areas of work. 4. Breaking Barriers wants to break mental barriers to learning caused by negative experiences dyslexic adults have often had in their schooling, break barriers raised by conventional notions of learning, break barriers between learners and teachers (who are also learners), and lift the group members to an equal level, learning from each other.

Available publications	http://www.vip-eu.org/uploads/media/06_4_VIP_Good_practice_examples.pdf p. 56 ff
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32. Europe faces domestic violence – exchange and transfer of local competences

Country	Belgium
Target group(s)	Participants of a Grundtvig learning partnership (focus on municipal level)
Short description of the project	The project takes place from September 2010 June 2012 in the frame of a Grundtvig learning partnership. The aim of the project is to share experience of good practices in dealing with domestic violence at the municipal level. More concretely, the project wants to identify and share ways to co-operate and share expertise concerning processes and instruments which can be used for registration, prevention and prosecution of domestic violence acts. Each of the participating partners is a public authority from different countries, jointly dealing with women and domestic violence within its municipal network. All the partners share the same problems and challenges. The level of interest and shared goals and guidelines is high. The project budget covers travel costs, human resources and translation costs, logistics and organization of the follow up conferences in different EU cities.
Available publications	http://www.vip-eu.org/uploads/media/06_4_VIP_Good_practice_examples.pdf p. 61 ff

32. Potenzialanalyse Seniorenwirtschaft - Regionalökonomische Impulse für Stadt und Landkreis Göttingen durch ältere Menschen

Country	Germany
Target group(s)	Seniors in general
Short description of the project	The present study aims to break down prejudices regarding the qualifications, motivation and performance of elderly people. Development and marketing of products and services for elderly customers are a chance of economic development of the city and the district of Göttingen and beyond. The proportion of this age group of the total population has increased in recent years – it will also gain in importance. Even if the study has an economical focus, it considers and analyses many other aspects, too.
Available publications	http://www.regionalverband.de/veroeffentlichungen/Potenzialanalyse_Seniorenwirtschaft.pdf