

# The Project RIVER

The Software  
A Short User Guide

- The RIVER Software is an additional tool for the RIVER methodology and is needed to produce a certificate and the visualisation of the assessment results in the cube
- It is created to support the assessment that is done with the templates provided in the RIVER manual
- To access to the software you need a login and a password provided by REVEAL ([service@reveal-eu.org](mailto:service@reveal-eu.org))
- We recommend not to use the software without an introduction course. In case you need support, please contact [service@reveal-eu.org](mailto:service@reveal-eu.org)

The RIVER visualization software is an adaptation to the needs of the volunteering sector of an existing software (LEVEL5, V 2.0) which was developed, tested and approved in a series of European projects since 2005 provided by courtesy of the European network blinc eG/REVEAL ([www.reveal-eu.org](http://www.reveal-eu.org)).

blinc eG/REVEAL holds all rights of the LEVEL5 software and the approach which the software is based upon. Please respect the intellectual properties of the REVEAL group when using and publishing contents based on LEVEL5.

# Part 1:

## The Background: REVEAL and LEVEL5

- **Transnational** community of European experts and practitioners working in **25 organisations from 22 European member states**.
- Assessing and evidencing with a unique **validation approach specifically designed for:**
  - **informally acquired competences**
  - **personal and social skills and competences**



- **piloted in more than 100 learning projects** and scientifically evaluated in the framework of two European PhD thesis.
- to serve especially target groups that learn **outside or beside formal education contexts** and their learning facilitators: adult learning providers, grass-root projects, mobility projects, entrepreneurs, learning on the job, internships, volunteering ...



## **Scope of REVEAL activities in EU-projects:**

Validating, Training Counselling, Practice-Research

From informal learning to rather formalised vocational training  
(incl. School and Higher Education)

## **REVEAL projects and informal learning contexts**

- ACT: Measuring the impact of informal learning on Active Citizenship (05-09)
- ACT-NET Founding the network (REVEAL (2009/2010)
- VIP: Competences acquired in EU-projects (2010/2011)
- VILMA: Competences acquired in Mobility (2011/2012)
- RIVER: Competences acquired in (Senior) volunteering projects (2012/2013)**

# Competence Definition

*A competence is the ability to apply a synthesis of*

- *Knowledge,*
- *Skills and*
- *Attitudes*

*in a particular situation\* and in a particular quality\*\*.*

\* Context

\*\* LEVEL

CEDEFOP Glossary

*(The emotional dimension (feelings/attitudes) is crucial for any kind of learning, hence it is essential to look at it when validating learning especially in informal contexts)*

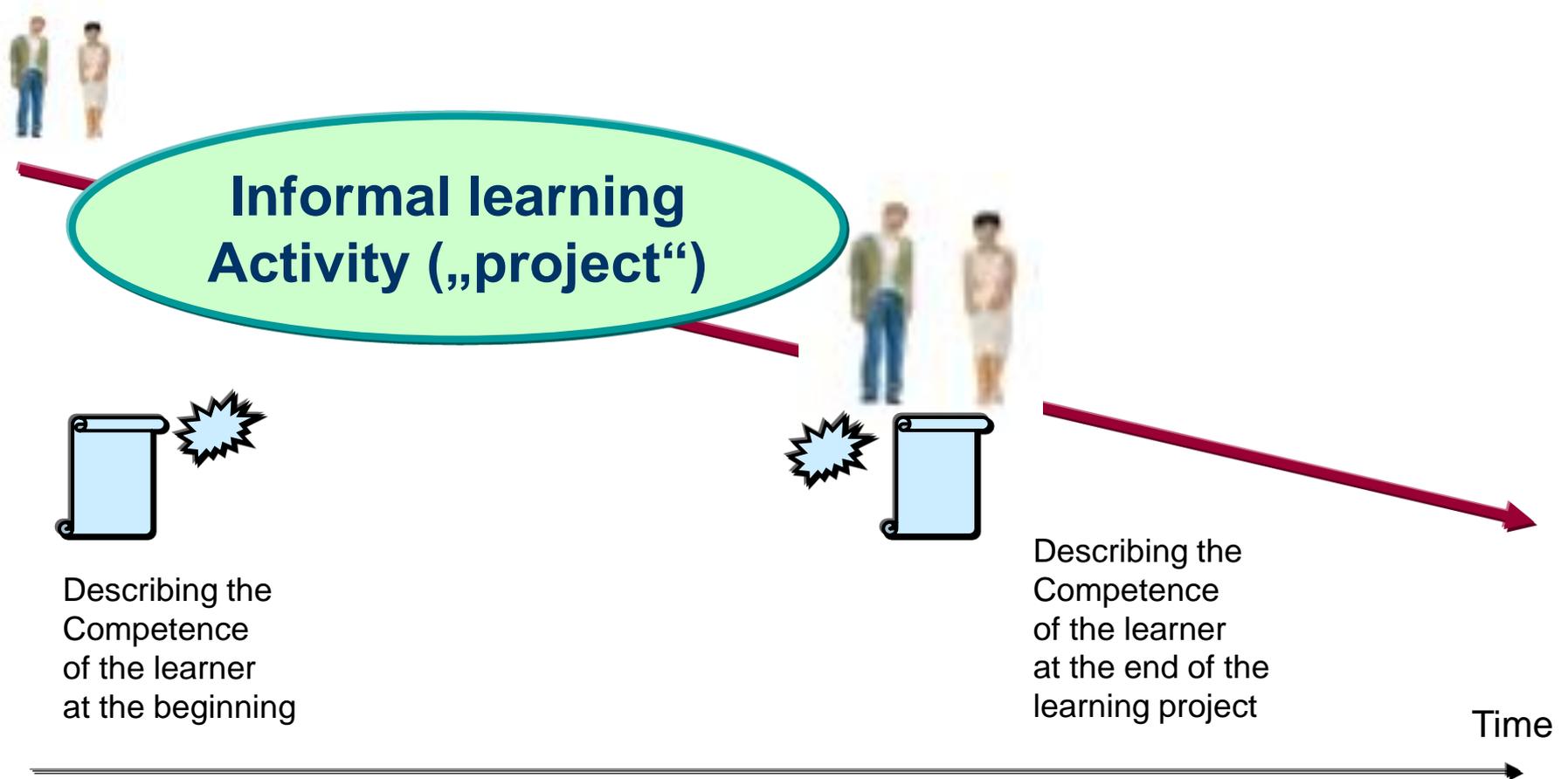
# Social and Personal Competences acquired in (Senior) Volunteering\*

- Virtual Communication
- Autonomy
- Problem Solving
- Diversity management
- Teamwork
- Flexibility
- Networking
- Decision making
- Intercultural Communication
- **Intergenerational Cooperation**

\* as defined in the RIVER competence inventory

# Validating competence development

## In the framework of an informal learning action, (here in senior volunteering)



# Integrating LEVEL5 in a learning activity



5

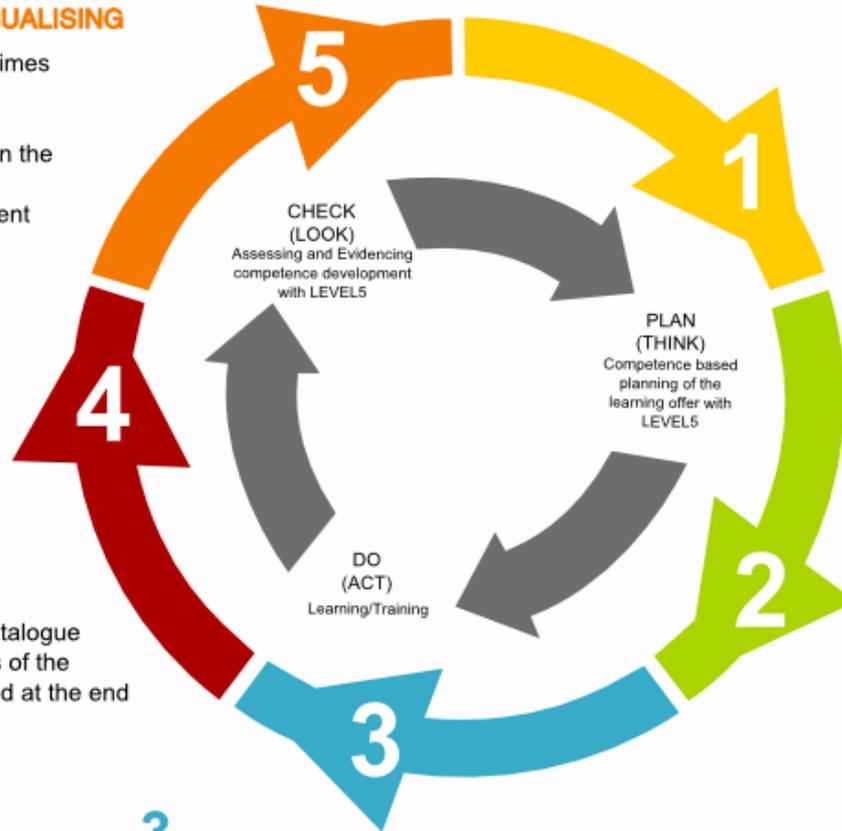
## DOCUMENTING, EVIDENCING, VISUALISING

- Rate competence levels at different times and reasoning them
- Describe learning outcomes
- Visualise competence development in the LEVEL5 cube
- Create a LEVEL5 evidencing document (certificate)

4

## ASSESSING

- Select assessment methods from a catalogue
- Measure competence levels on basis of the reference systems at the beginning and at the end



1

## DESCRIBING YOUR PROJECT

- Context
- Target Group
- Objectives
- Resources
- Aspired competences

2

## CREATING AN INVENTORY OF COMPETENCES

- Select competence(s) from the inventory
- If needed add a new competence
- Substantiate/contextualise the competence

3

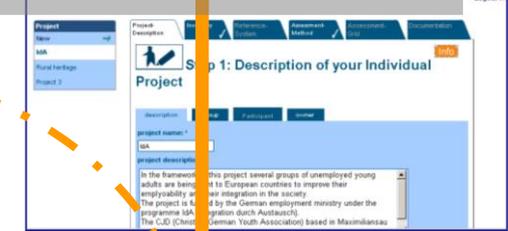
## USING A GIVEN REFERENCE SYSTEM FOR A COMPETENCE OR CREATING A NEW ONE

- The competence is described with three dimensions and five levels
  - └ knowledge, skills and attitudes

# LEVEL5 steps

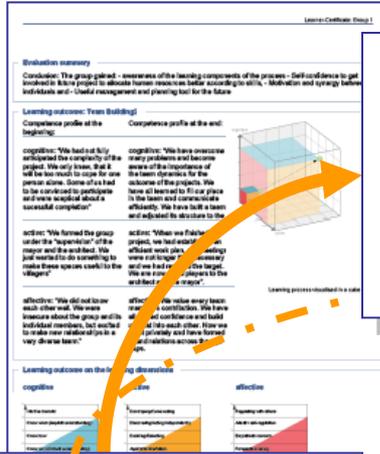
## 1. Description of Project

- Context
- Target Group
- Objectives
- ...



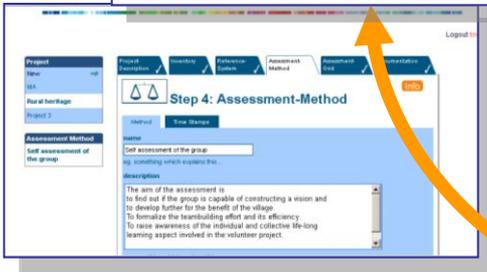
## 5. Presentation of Results

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



## 4. Assessing/Measuring

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



## 2. Selecting/determining Topics

- Inventory
- Topic sets
- Refining content and objectives



## 3. Creating a Reference System

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

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

LEVEL5

# Part 2:

## The RIVER software

Each of the five steps of the LEVEL5 validation procedure above is represented in the RIVER software.

In the following the access to the software and the procedural steps will be displayed in detail and with useful comments.

# Login

LEVEL



[Logout](#)

Nutzername:

Passwort

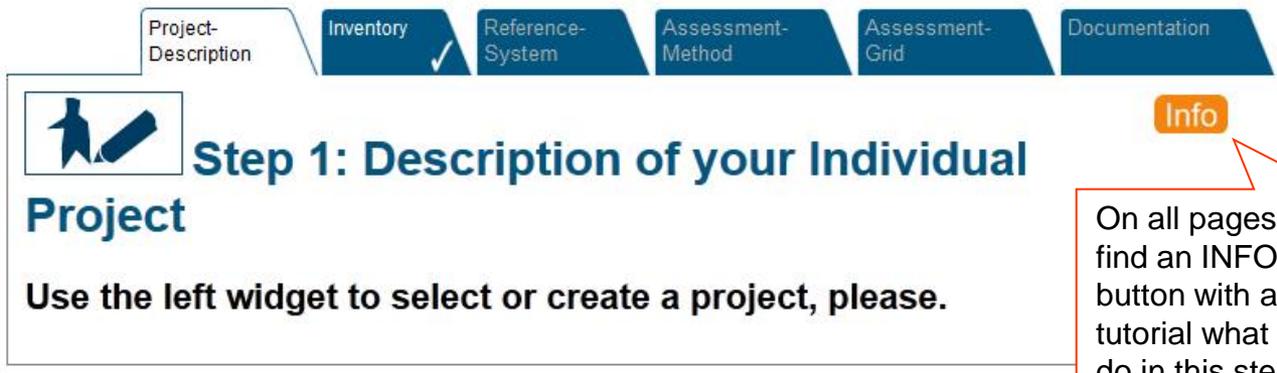
To login you need a username and a password



Projekt

- New →
- River volunteering

By clicking on the new button you create a new project template



Project-Description Inventory Reference-System Assessment-Method Assessment-Grid Documentation

## Step 1: Description of your Individual Project

Use the left widget to select or create a project, please.

Info

On all pages you find an INFO button with a tutorial what to do in this step.

When you login you see this page. On the top left you can insert a new project by clicking on the NEW button.

Here you see the list of all projects you have inserted so far. In our case there is already one RIVER project.

The first step is the project description. Copy paste all the data from your offline template here

All further steps are already visible here.

**Projekt**

New →

River volunteering

Here you see all your projects

- Project-Description
- Inventory ✓
- Reference-System
- Assessment-Method ✓
- Assessment-Grid
- Documentation



## Step 1: Description of your Individual Project

Info

- description
- Group
- Participant
- owner

project name: \*

project description:

Here you can describe the volunteering activity and the volunteers. Some of these fields will be automatically transferred to the certificate.

start date:  end date:

content localisation:

The country you choose for the location creates the content of the certificate in the language of this country (so if you choose Italy the certificate will be in italian)  
Not all languages are available yet.

Background and context

After you have created a new project you need to establish a group and the single participants.

The owner button is only needed if you create one project and want to handle it over to somebody else.

**Projekt**

New →

River volunteering

---

**Gruppe**

New →

River volunteering Group 1

---

**Teilnehmer**

New →

Participant A

Project-Description Inventory ✓ Refer System Assessment-Method ✓ Assessment-Grid Documentation

 **Step 1: Description of your Individual Project** Info

description Group Participant owner

**Participant**

Use the left widget to select or create a participant, please.

On all pages you find an INFO button with a tutorial what to do in each step.

- After each step you should save what you have done. You can overwrite it again.



# LEVEL 1



The blue box is the preformatted inventory but you can also adapt competences according to your needs.

Here you can overwrite and specify the competences if you like

Logout

**Themenkatalog**

New →

RIVER Inventory

Project-Description ✓ | Inventory | Reference-System ✓ | Assessment-Method ✓ | Assessment-Grid | Documentation



Info

## Step 2: Selection of Topics / Competences

name: RIVER Inventory

Inventory	
Open Category	
<input checked="" type="checkbox"/>	Intergenerational cooperation
<input type="checkbox"/>	problem solving
<input type="checkbox"/>	Teamwork
<input type="checkbox"/>	autonomy
<input type="checkbox"/>	diversity management

My Definitions	
Open Category	
<input checked="" type="checkbox"/>	Intergenerational cooperation
<input type="checkbox"/>	problem solving
<input type="checkbox"/>	Teamwork
<input type="checkbox"/>	autonomy
<input type="checkbox"/>	diversity management

The second step is the inventory. At this stage you select a set of competences from the list and create a set of competences that you want to look at in your volunteering project

It is essential to fix = to „lock“ your inventory (set of competences).

**BUT:** If you once locked it, it can not be changed again.

After you locked you need to save by clicking on the orange button on the right side.

1. 2.

The screenshot displays the RIVER Inventory interface. At the top, there is a light blue header bar with the text "Name:" followed by a text input field containing "RIVER Inventory". Below this, there are two columns of "Open Category" checkboxes. The left column has a dark blue header and a light blue background, while the right column has a green header and a light green background. Both columns list the same categories: Intergenerational cooperation, problem solving, Teamwork, autonomy, and diversity management. At the bottom of the interface, there are three orange buttons: "Delete" on the left, "Lock" in the center, and "Save" on the right. Two green arrows originate from the numbers "1." and "2." above the interface. Arrow "1." points to the "Lock" button, and arrow "2." points to the "Save" button.

The next step deals with the reference system for each competence. Each competence can be displayed by the 3 learning dimensions (knowledge, skills and attitudes) with each 5 levels.

The RIVER software contains preformatted reference systems related to senior volunteering.

Your personal inventory (set) may consist of one or several competences that you can navigate on the left navigation box to access their reference systems.

LEVEL 5



Logout

**Themenkatalog**

New →

RIVER Inventory

**Referenz-System**

Intergenerational cooperation

Project-Description ✓ Inventory ✓ Reference-System Assessment-Method ✓ Assessment-Grid Documentation



## Step 4: Reference-System

Info

**Use the left widget to select a topic, please.**

You need to select your competence. In the exemplary set only Intergenerational cooperation was included

**Themenkatalog**

New →

Open Inventory

RIVER Inventory

**Referenz-System**

Intergenerational cooperation

Project-Description ✓ Inventory ✓ Reference-System Assessment-Method ✓ Assessment-Grid Documentation



## Step 4: Reference-System

Info



active



cognitive



affective

You can swop dimensions by clicking on the symbol. The underlined one is the active one.

Here you may overwrite the descriptors if you like to be more specific

You may also include indicators ( e.g. examples for a certain level)

Grades			
Grade	General Scaling	Individual Description	Indicators
	Developing/constructing	To move in unknown cooperation settings and to try to develop new joint and intergenerational ways of	
4	Discovering/acting independently	To deliberately try out new (available) strategies instruments/modalities	
	Deciding/selecting	To actively decide and select a known (already applied) cooperating strategy,	
2	Application, Imitation	To react and to adapt in certain cases to intergenerational differences	
1	Reception/remembering	Acknowledging the gap between the generations. Perceiving different	

delete

save

**Projekt**

New →

River volunteering

**Bewertungsmethode**

River volunteering method

Project-Description ✓

Inventory ✓

Reference-System ✓

Assessment-Method

Assessment-Grid ✓

Documentation ✓



## Step 4: Assessment-Method

Method

Time Stamps

name

River volunteering method

eg. something which explains this...

description

eg. something which explains this...

Open Inventory This tool is a repository of topics (contents) that may be relevant for your learning activities. It is not a closed competency fra

RIVER Inventory

Here you include the assessment method you used.

As you can have more inventories in different learning projects you have to select the inventory at this stage

**Projekt**

New →

River volunteering

**Bewertungsmethode**

River volunteering method

**Bewertungszeitpunkt**

New →

start

end

Project-Description ✓

Inventory ✓

Reference-System ✓

Assessment-Method

Assessment-Grid ✓

Documentation ✓



## Step 4: Assessment-Method

Info

Method | Time Stamps

name

start

e.g. Preevaluation, before course starts

date

May 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

For the assessment you need two time stamps. One at the beginning and the second at the end.

Insert start and end titles in the box

For concrete dates please use the drop down calender

Explain, why you have chosen this point

delete

save

**Bewertungsmethode**  
River volunteering method

**Bewertungsmatrix**  
New →  
Intergenerational cooperation

**Gruppe**  
New →  
River volunteering Group 1

**Teilnehmer**  
New →  
Participant A

Project-Description ✓

Inventory ✓

Reference-System ✓

Assessment-Method ✓

Assessment-Grid

Documentation ✓



## Step 5: Assessment-Grid



active



cognitive



affective

Remarks, explanations, reasons for your rating



eg. something which explains this...

For the next step - the assessment - you see again your reference system but with additional columns for each time stamp you have defined. They are for your rating. By ticking in the field an orange dot appears.

Once you tick a dot in one level you have to add a description in the upper box to describe and reason your rating.

Note. Please don't exceed 150 characters for each descriptor!!!

Select the volunteer you want to assess.

Assessment				
Grade	General Scaling	Individual Description	Indicators	standard
5	Developing/constructing	To move in unknown cooperation settings and to try to develop new joint end...		●
4	Discovering/acting independently	To deliberately try out new (available) strategies instruments/meditation...		●

**Gruppe**

New →

River volunteering Group 1

**Teilnehmer**

New →

Participant A

Project-Description ✓ Inventory ✓ Reference-System ✓ Assessment-Method ✓ Assessment-Grid ✓ Documentation



## Step 6: Documentation

Info

Learner Group

PDF

**Learner-Certificate:**  
**River volunteering**

Durchsuchen...

upload a logo from your computer

Durchsuchen...

upload a participant photo

Participant

Here you can create a pdf version of the certificate.

You may customise the certificate by inserting your institutions logo and the photograph of the learner.

**3** **Description of the informal learning activity**

**e** Copy here your project description from the offline template.

**4** **Topics of the evaluation**

Intergenerational cooperation

**5** **Methods of the evaluation**

**e**

**6** **Evaluator**

**7** **Evaluation summary**

**e**

Some fields have a little orange „e“ this fields can be edited.

The rest is taken from the project description and the reference system.

Most of the fields of the certificate are generated automatically

# Example for a learning certificate

## Learner-Certificate: Youth for the Hood



### Participant

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



### Informal learning project

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

### Description of the informal learning activity

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

### Topics of the evaluation

Institutional knowledge micro level

### Methods of the evaluation

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

### Evaluator

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

### Evaluation summary

#### Learning outcome: Institutional knowledge micro level

Competence profile at the beginning:

cognitive: He made an appointment with municipality secretary and housing corporation manager, without knowing exactly their responsibilities.

active: He was in touch with the institutions, although he showed resistance against regulations and procedures of the institutions.

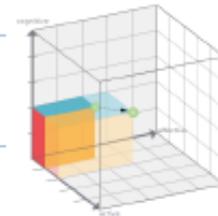
affective: Showed interest in tasks and responsibilities of institutions. He could oppose to particular regulations and procedures.

Competence profile at the end:

cognitive: Did not show significant improvement

active: In interaction with institutes and professionals there is less resistance and more understanding.

affective: Realizes that institutions have their own responsibilities, and accepts that it can contradict with own interests.



Learning process visualised in a cube

#### Learning outcome on the learning dimensions

##### cognitive



##### active



##### affective



In case you need support please  
contact

REVEAL

[service@reveal-eu.org](mailto:service@reveal-eu.org)

Thank you!