



Recognition of Intergenerational Volunteering Experiences and Results

Piloting Report

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1 General information on the piloting projects

The following report summarises the information, data and results of the RIVER project piloting activities, carried out by the project partners in 5 different countries (Austria, Finland, Germany, Hungary and Italy) through 13 piloting projects with the involvement of 27 senior volunteers acting in intergenerational settings.

1.1 Preparation phase

The preparation for the piloting in the 5 countries took place between September 2012 and April 2013, involving 27 volunteers. In this phase the partner organisations in total arranged 24 meetings, involving 21 staff persons from the piloting organisations.

PREPARATION PHASE	
Period of delivery	September 2012 - April 2013
Number of volunteers involved	41 volunteers
Number of drop-outs	14 volunteers
Reasons for drop-out	Most of them didn't meet the criteria of the RIVER project; 2 of them for family reasons
Total number of meetings with the volunteers in all 5 countries	24 meetings
Average duration of the meetings	1 hour 40 minutes
Staff from voluntary organisations in all 5 countries involved	21 staff persons

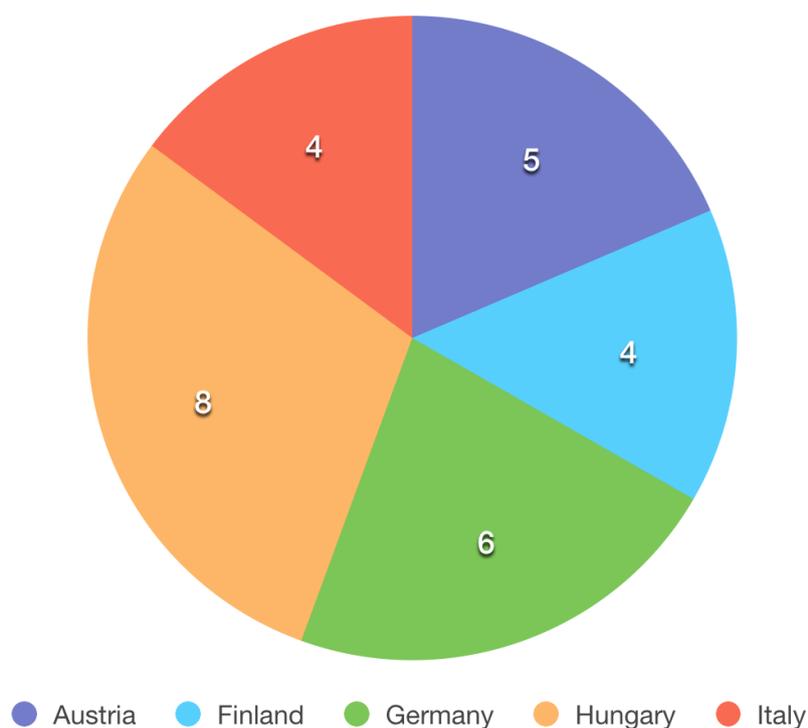
1.2 Activity phase

During the piloting phase 27 volunteers and 15 staff persons were involved in 68 meetings of 2 hours and 15 minutes on average in the 5 countries.

ACTIVITY PHASE	
Period of delivery	October 2012 – May 2013
Number of volunteers involved	27 volunteers
Number of drop-outs	0
Reasons for drop-out	-
Total number of meetings with the volunteers in all 5 countries	68 meetings

Average duration of the meetings	2 hours 15 minutes
Staff from voluntary organisations in all 5 countries involved	15 staff persons

27 volunteers involved in the piloting phase in 5 countries



1.3 Validation phase

Between September 2012 and May 2013 the 5 partner organisations arranged the pilot of the RIVER validation process through 42 meetings in total of approximately 3 hours on average, the involvement of 9 staff persons and the same 27 volunteers which took part in the piloting activities.

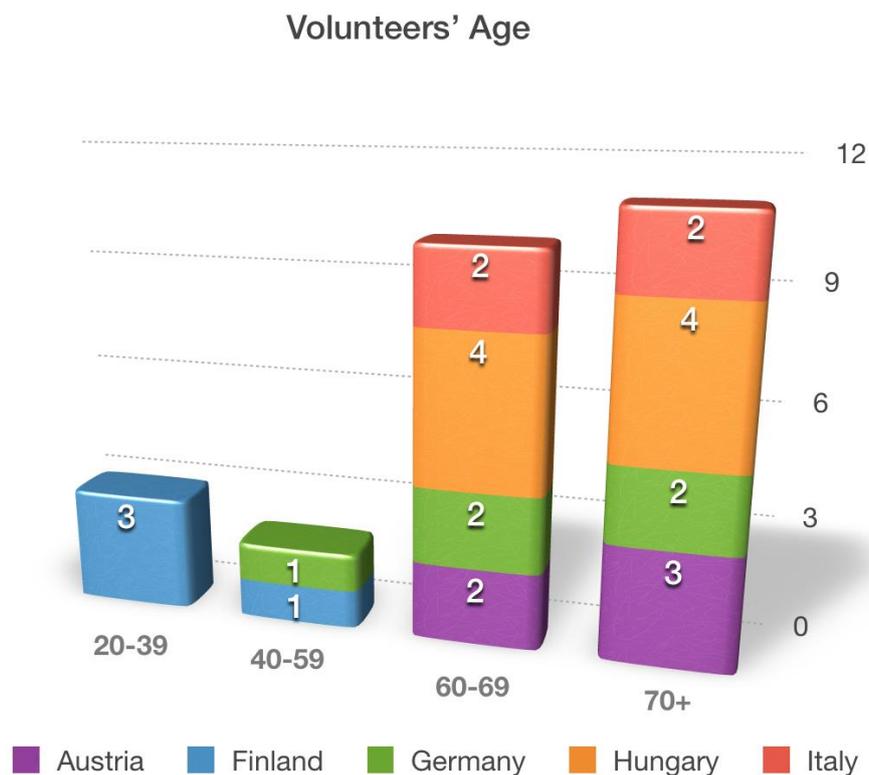
VALIDATION PHASE	
Period of delivery	September 2012 – May 2013
Number of participants/volunteers	27 volunteers
Number of drop-outs	0
Reasons for drop-out	-
Total number of meetings with the volunteers in	42 meetings

all 5 countries	
Average duration of the meetings	2 hours 50 minutes
Staff from voluntary organisations in all 5 countries involved	9 staff persons

2 Volunteering settings

The RIVER Methodology is focused on the “intergenerational” dimension, involving seniors (which are the specific target of the methodology) and young people.

The projects carried out in the 5 countries involved mainly senior volunteers; generally – but not exclusively - retired men or women between 57 and 73 years old. An exception was represented by Finland where the partner organisation involved slightly younger volunteers aged between 33 and 48 years and a further 2 young volunteers aged from 20 to 30 years in the piloting projects.



The projects piloted in the 5 partner countries had different characteristics.

In **Austria** the partner organisation piloted the RIVER methodology in 4 different projects: an after-school centre for kids from 6 to 15 years old in which senior volunteers work as mentors; a council housing in which the residents work with health promotion activities to make

them becoming “health advocates”; an international school project that provide students (aged 15-19) with education programs about entrepreneurship with the help of retired professionals acting as volunteer external consultants; a scouts organisation in which senior volunteers give support to the management on different issues like running of the local scout activities, doing the finances, and organisation of events.

In **Finland** the partner organisation piloted the RIVER methodology on 2 quite different projects. The first project aimed to create a network for immigrants who already are entrepreneurs or who want to start their own enterprise and was involving two persons in charge of setting up and starting off the network: a middle-aged entrepreneur who knows the business world very well and a young entrepreneur who masters the modern techniques of social networking. The second project was carried out in a 2-day major cultural festival in Helsinki and the volunteers were involved in the preparation and delivery of the stand and the activities of a local non-profit organisation.

In **Germany** the partner organisation piloted the RIVER methodology in 4 different projects: one sports club in which the 70-year-old volunteer president had to leave his position to a younger man, as well volunteer; a collective house where people of any age can stay to work and live together for some weeks or long-term; a regional volunteering fire department, that in Germany are totally managed by volunteers of any age; an elderly home in Göttingen where, apart from the official program provided by the staff, they offer a lot of activities supported or directly organised by volunteers.

In **Hungary** the partner organisation piloted the RIVER methodology in a senior volunteering exchange project. Seniors from Hungary and Germany were part of an exchange during which they took photos and contributed to an exhibition. As part of their voluntary work they also educated local people about the social and popular culture of the sending country at informal events. The intercultural studies and the exhibition were presented by the volunteers in a course of an event.

In **Italy** the partner organisation piloted the RIVER methodology with 2 projects: a training course and internship focused on specific competences for volunteers of any age, aimed to focus to what extent a mix of volunteering daily-life and training experiences could improve the senior volunteers ability in being helpful for their association; an international exchange for senior volunteers 50+ years old which had the opportunity to learn specific soft skills and share their learning experience with young trainers.

3 Assessment of volunteers competences

RIVER partners agreed with assessing each volunteer in each country on the specific “inter-generational cooperation” competence, the reference system for which was developed by the

partner organisations consortium during the first year of the project. “Intergenerational cooperation” is understood as the ability of working together with different people of different ages, accepting different working styles, different ways to communicate with each other, etc.

Every partner had the opportunity to assess one additional competence on each volunteer, so that they developed reference systems for these competences: intercultural communication, team-working, virtual communication, decision making, problem solving and diversity management.

In all countries the assessment of specific competence improvements of senior volunteers were finalized with success.

All of them developed their skills during the projects, and the initial and final assessment pointed at visible improvements in some cases, otherwise in other cases the improvements were little or less visible.

In more situations, senior volunteers showed more capacity of accomplishment of the given goals and a strong ability to work with young people, putting themselves on an equal-level and being able to listen carefully, not with the sole purpose of giving advice, but rather to learn new things.

4 Methodology in the Validation process

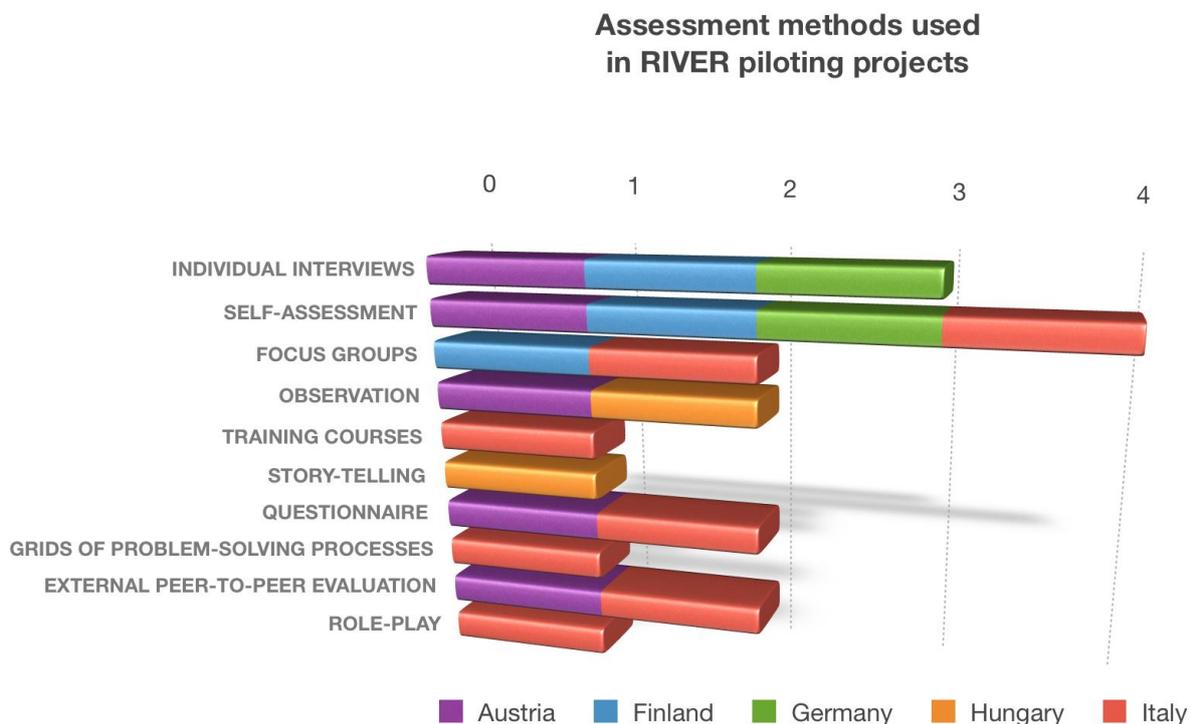
During the validation process, the 5 piloting partners used several assessment tools (between brackets the number of the countries in which every assessment tool had been used): self-assessment (4), individual interviews (3), focus groups (2), observation (2), questionnaire (2), external peer-to-peer evaluation (2), training courses (1), story-telling (1), grids of problem-solving processes (1), role-play (1).

In some projects there were several unplanned situations in which partner organisations had to help volunteers (face-to-face or by phone) in the self-assessment process, clarify special needs or answer questions. These were as well opportunities to make a kind of unforeseen assessment.

One peculiar aspect of the Hungarian RIVER experience was the “**3 chairs story telling**” assessment method chosen: the volunteers were asked to tell about some specific events of their past in which they demonstrated to have the assessed skill. Depending on which chair they were sitting in, they described specific aspects of the context (active, emotional and cognitive). The 3 chairs help to focus on the different aspects of the story. The facilitator was a guest and asked solution-focused questions. The last step of the process was the “cognitive chair” to give the volunteer the opportunity to expound an overview about his situation in that event. This assessment tool was particularly appreciated from the project partners consortium because it worked well with the volunteers, in particular to separate the 3 learning dimensions (activity, affective, cognitive), and it was included in the assessment tools catalogue of the RIVER Manual.

In the same way the Finnish experience gave another situation which is worth mentioning about the “**focus group**” assessment tool, which was noticed as effective because the comments made by one volunteer often elicited reflection and comments from the other, thus supporting each other in the assessment process.

In all piloting projects the atmosphere was generally positive and the quality of the interaction was reported as good. There were no issues that lead to conflict, none of the volunteers complained about the use of the methodology or questioned its value. Another common aspect of many projects was a very vivid and nice atmosphere during the final meeting between volunteers and volunteering facilitators.



In the following, the assessment methods used for the validation process in the 5 piloting countries are described more detailed:

AUSTRIA

Project A, B and C

The assessment process started with an initial meeting with the volunteers. The aim of this meeting was to:

- Clarify motivation
- Inform about RIVER and assessment method
- Information about volunteering activity
- Clarify assessment of competences

Secondly, it was important to get deeper knowledge about the volunteers’ project activity and their motivation for taking part in the RIVER assessment.

In all projects two evaluation/assessment meetings with the volunteers were arranged that lasted between 1-1,5 hours. In two projects the evaluator had the chance to visit the volunteers at their working places to observe them

in addition to the two assessment meetings.

Project D and E

In both cases there was an initial meeting to explain the RIVER project and the aims of the assessment. For the first evaluation for both projects the methodology of a semi structured qualitative interview was used, for the volunteer working with the scouts observation was chosen as an additional tool, since it was very easy to participate in the weekly lessons and to watch her acting in her team and with the children.

For the second assessment in both projects the semi-structured interview was combined with a self-reflection. For project D three participating students were interviewed to see if the self-perception corresponds with the image of the others.

• FINLAND

The methods of assessment were similar in the two projects, but due to the different duration and focus of the volunteering activities there are some differences worth noticing.

In the case of the first project, both initial and final assessment were conducted in two stages:

1. The volunteers were asked to write a self-assessment letter for each competence, describing how well they believe they mastered it, why, where they had developed it, and what they would like to learn to develop that competence.
2. Based on the letter, one mentor had an individual interview with each volunteer, discussing some of the aspects described in the letter, going through the competence descriptions and establishing together the level of competence.

In the case of the second project, both initial and final assessment were conducted in a single stage, due to the short time allocated to the project, and in order to assess the difference with the other pilot. The volunteers took part in a focus group discussion with the two assessors, analysing their own profile in relation to the two specified competences and establishing a rating in relation to the descriptions of competences provided. It is worth mentioning that the assessment tool was better than the ones implemented in the previous pilot, because the comments made by one volunteer often elicited reflection and comments from the other, thus supporting each other in the assessment process.

GERMANY

The RIVER methodology was used as a self-assessment tool. As none of the volunteers had experiences with self-assessment it was a rather coached assessment with several talks via phone during the assessment period.

HUNGARY

The first step within the evaluation process was the briefing of the German partner about the aim of the project and the LEVEL5 method. According to our bilateral project the Hungarian organisation hosted first the German volunteers therefore it was rather challenging to talk about a system that has not been tested by our organisation.

The assessments were done twice: before the volunteers travelled abroad and after their arrival. Partners agreed on the assessment method (3 chairs story telling) that was a new one compared to the “assessment method catalogue”.

The assessment method worked well, it helped a bit to separate the 3 aspects of the assessment (cognitive, activity, affective)

The first and the second assessment in Hungary were a bit different:

During the first assessment the whole team was present, the volunteers had the chance to experience the method together and observe the others’ assessment.

They were asked to choose stories from their past (one regarding to problem solving and one regarding to inter-generational cooperation). The facilitator drove their attention to the fact that the whole team would be there so they had to share these stories with the other volunteers. The aim of this was to reduce fears from the process.

The second assessment was done in a more private atmosphere, within face-to-face interviews.

Due to possible language problems and the nature of the assessment the evaluations were done in national languages and in the sending partners’ organisations.

ITALY

During the preparation phase the volunteers involved in the piloting were asked to write a personal description from two different points of view: as volunteers and as students. In the piloting phase the volunteers were observed during the training as well as during their internship at the Association. At the end of the project following documents were analysed:

- Self-evaluation profile;
- questionnaire;
- grid of problem solving process;
- reflections about the two candidates made by colleagues of their Associations;
- videos of their activities

5 Achievements of the Methodology

At the end of the piloting in each country the piloting activities were evaluated to receive feedback from the target group. The evaluation process concentrated mainly on the RIVER Methodology to see if the involved people understood the aim of the validation process, how they felt during the process and what kind of benefit they see. For the volunteering facilitators the aspect of usability of the method was the focus of the piloting evaluation. The questionnaires used in the piloting evaluation can be found in the annexes. The piloting evaluation results were used extensively in defining the final format of the outputs. In the following paragraphs the main benefits and challenges faced in the piloting are summarized.

5.1 Benefits for the volunteers

Learning awareness

For the senior volunteers the most immediate achievement of RIVER was the overall realization that volunteering generates learning. RIVER gave them the opportunity to see themselves as learners, not only as someone who is volunteering to help others. It opened a place for self-reflection in a context usually oriented towards action more than reflection. In all cases, the focus and main motivation for volunteering remains the volunteering activity itself, not the acquisition and measurement of competences.

As an added value, during the assessment and reflection of the Austrian volunteers, they realized the rich life experience they already possessed and the skills acquired during a lifetime, made visible through the RIVER methodology.

Purpose of certification for senior volunteers

The final part of RIVER methodology, which ends up in issuing the certificate, was not as relevant for seniors as it usually is for other target groups, such as young people. The certificate was considered as something interesting and appealing for the volunteers themselves and their close circle (family and friends), as a way to make the newly discovered learning visible. For this specific purpose, visualization of the results appeared to be the most important element and reason for existence of the certificate.

Purpose of certification for young volunteers

In the pilots with an intergenerational learning component, the young volunteers that got in contact with or used the RIVER methodology, expressed a much higher interest in receiving the final certificate. The main difference from the seniors, was that the young people intended to use the certificate for specific and concrete purposes, like applying for a job or a studying opportunity. This may especially apply to young people with no previous working or internship experience that wish to enter the job market.

Motivation and commitment

The use of RIVER within the volunteering piloting projects contributed to increasing seniors' motivation to get actively engaged in the activity itself and on a second level in the volunteering organisation. In some cases, they gained a higher awareness of the role they can play as volunteers and of their willingness to take more responsibilities within their project or organisation. In other cases, the learning awareness raised through RIVER fostered personal motivation for helping others through volunteering and to engage as active members of society.

5.2 Benefits for the volunteering organisations

All the partner organisations agreed on the absolute value of the RIVER methodology to improve the quality of planning, delivery, follow-up and day-by-day monitoring of volunteering activities.

Reflection as an added element of the volunteering activity

RIVER opened a space for reflection and evaluation within the project, something which is not as frequent in volunteering as it is in formal and non-formal educational settings. Moreover, the structure and specific methodology of RIVER, which addresses one or few competences, allows the impact of the volunteering activity on the volunteer to be observed and measured, not from a general point of view, but in light of very specific targets.

Improve project planning

The results of the assessment process make the volunteer's strengths and weaknesses more visible. This can help to adjust a future volunteering activity to the volunteer's competences and learning interests, and select the right volunteer for a specific task. As a matter of fact, RIVER opens up the possibility for facilitators and project coordinators to think very carefully about the basic skills required by volunteers to contribute in a certain activity. Also the needs for further training or preparation of volunteers become more visible.

Transferability of knowledge to other contexts

In the case of voluntary organisations that are young or not experienced in project coordination and volunteer management, RIVER can serve as a guide and source of inspiration in order for the staff and coordinators to better plan and monitor other activities, whether voluntary or not, by focussing on elements such as impact, personal development of the ones involved and assessment (processes that are not very widespread in volunteering field).

Recognition of informal learning results of volunteering

Facilitators in the pilots stated that RIVER, by showing the development of specific and defined competences through clear indicators, helps to acknowledge and recognize the value

of non-formal and informal learning opportunities, especially in national/regional contexts that tend to give priority to formal education. It can become a powerful tool for recognition towards institutions and decision-making bodies, but can also be useful for attracting more volunteers.

6 Challenges faced

Using the reference system

Facilitators stated that one of the most challenging aspect of RIVER methodology is to create or adapt the reference system of a specific competence, according to the target group/individual and the setting. It was especially difficult, particularly for non-experienced evaluators, to clearly separate the three dimensions (cognitive, activity, affective) and choose the right assessment method for the volunteer, according to the setting and the available time and human resources.

Motivating volunteers

Another common challenge was motivating senior volunteers to go through the assessment process, which would have been worthwhile. The benefits were understood by the senior volunteers only on a very general level, more as the results of playing a game or of helping someone else rather than as a real personal opportunity of development. This might also be connected to the usual understanding of volunteering uniquely as "offering help" rather than also a learning process.

Time management

In several projects it took much longer than expected to select the volunteers, making it more difficult to find time slots for all volunteers in the assessment phase, to brief them and guide them (above all in their self-assessment). Also, the Hungarian partner noticed that the time of the volunteering activity (3 weeks) was too short to effectively assess a development in "intergenerational cooperation".

Shifting focus during the volunteering activity

Implementing RIVER sometimes took volunteers' and facilitators' attention and time away from the actual project. After the initial assessment and due to the newly discovered approach to volunteering as a learning experience, volunteers tended in some cases to focus a lot on the learning process to the detriment of the project's content. The same tendency was outlined from those facilitators that were not external but were involved in the project planning and coordination.

Self-assessment

Seniors are usually less accustomed to self-assessment than younger generations and less oriented to competence development in non-training or non-working settings. In some cases, it was difficult to apply a self-evaluation method with the seniors without the direct support of the facilitator.

On-going volunteering activities

The German partner noticed a peculiar obstacle, which is worth mentioning: the volunteers they found had already been working, or had previously worked, for several years in the same field and it was very difficult to think about a concrete activity to single-out from their volunteering daily routine. Also the Austrian partner faced difficulties in finding suitable participants in the piloting, as most of the volunteers were working in projects that had already started before RIVER piloting phase.

Certification

Certification is an element that motivates the volunteers to take part in the assessment process. Nevertheless, small organizations do not have the necessary human and time resources to put in practice a very detailed and complex certification process, which might also diminish the assessors' motivation.

7 Recommendations

Based on piloting outcomes, RIVER partners adapted and developed the final products so to meet the specificities of volunteering sector and answer the challenges faced. The reference systems of some competences most frequently developed in volunteering projects, were adapted by partners to the volunteering sector and included in the RIVER Manual. Moreover, accurate coaching guidelines to work with the volunteers as well as concrete and effective assessment methods and instructions to write concise evaluation texts, were produced to accompany the RIVER manual for facilitators.

There might be cases of transnational projects where the hosting or sending partner will be also involved in the initial and final assessment phases or in monitoring the learning process during the activity. The training concept gives detailed information and guidelines on how to introduce RIVER to "newcomers" or train other people to use the methodology.

Partners outlined that in order to guarantee the sustainability of the full methodology, the certification tool should be easy to handle, accessible, user-friendly, and accompanied by a detailed manual.

Users of RIVER are recommended to take into account the following aspects when implementing the methodology:

- In order to raise target's interest and motivation for learning assessment, thus create a productive and focused environment, the benefits of RIVER should be clearly and

explicitly explained both to organisations (when transferring knowledge about RIVER to others) and volunteers (when using RIVER directly).

- Provided that RIVER requires time and resources that are scarcely available to voluntary organisations, it is advisable to realize the evaluations with groups of volunteers, instead of individuals. Nevertheless - and especially in the case of seniors - whenever needed due to personal needs of the volunteer, enough time must be dedicated to the first volunteer/evaluator meeting. This is when the volunteer might need time to explain his/her story and motivation, might need to feel recognized and valued and to be welcomed in a positive atmosphere that dismisses the idea of "assessment as testing".
- RIVER might be more effective for volunteering activities longer than three weeks, as the development of competences becomes more evident and easier to assess.
- The assessment through RIVER should not become the overarching element of the volunteering activity, or a way to control how the project is run, but should be always kept as a side aspect of the volunteering activity, supporting the learning and recognition process. This also implies dedicating the least time possible, still maintaining a good quality, to the assessment, so to maintain the focus on the volunteering action itself. Reducing the time frame for the assessment meetings has also proven, in the example of the Finnish piloting, to contribute maintaining a highly motivated and positive attitude towards the evaluation process: some volunteers, thanks to this, felt that the return-on-investment was high, and they could see the benefits of RIVER process in a more positive light.
- When volunteers are not used to self-assessment or competence assessment in general, external support and assistance from the facilitator made it possible for several senior volunteers to gradually enter into a self-assessment process. For example, during the pilots it was helpful when the facilitator, after observing the volunteer "in action", pointed out some improvements, that were then confirmed by the volunteers.
- RIVER can be applied more effectively to activities that have specific starting and ending points, which clearly mark the set of time and actions that the volunteer should think about at the final assessment. Such clear time frame can also help volunteers, especially in the case of seniors, to separate the learning that occurred during the volunteering project from the learning that took place in past life experiences (including other volunteering activities).
- The facilitators applying RIVER should preferably have some previous experience in evaluation and facilitation, and should have contact with the volunteering project, so to be better able to point out aspects that changed in the senior volunteer's competences during the project.
- RIVER methodology should be used independent of the age of the volunteer: it could have strong benefits for young volunteers and be a really good tool to apply for those, who were able to use the certificate in their job-seeking or future training/studying activities.

8 Annex

8.1 RIVER piloting evaluation sheet for volunteering organisations

RIVER: Recognition of Intergenerational Volunteering Experience and Results

Piloting and testing of the RIVER Methodology - Introducing information to be given by the interviewer

The main objective of the piloting is to focus on critical points of the RIVER Methodology, which has three components: a software application (LEVEL5), a manual, and a set of coaching guidelines. The RIVER Methodology derives from the experience of an international project group combined with a thorough needs-analysis conducted at European level, and is designed for use throughout Europe by a wide range of organisations working with volunteers. Primary target groups include seniors in volunteering settings; special target groups include seniors taking part in Grundtvig Senior Volunteering projects; additional target groups are young people undergoing voluntary services or activities in different settings. Additionally, the piloting is meant to focus primarily on intergenerational volunteering settings, i.e. situations in which volunteers from two or more generations work together.

The current formative evaluation considers the relevance of the competences to be assessed (of which one needs to be “intergenerational cooperation”), the relevance of the methodology to the target groups, the manner used to implement the methodology, as well as the readiness and ability of volunteering facilitators to use the methodology.

Guide to completing the questionnaire

The *Information about you* section is anonymous and will be used only to place your answers in their context.

In *Section A* you are invited to comment on the methodology as a whole, answering questions and briefly detailing your answer in the space provided.

In *Section B* you are asked to choose your satisfaction rating for different aspects of the methodology. All your comments are valuable and will help us to evaluate the effectiveness of the methodology and to draw conclusions for the future development.

Information about you

Type of organisation (e.g., NGO, Adult Education Centre, etc):			
Number of volunteers in the organisation at the moment of piloting:			
Country:			
Your role within the piloting:		<input type="radio"/>	Volunteering mentor/facilitator
		<input type="radio"/>	Project manager
		<input type="radio"/>	Assessor of competence development
		<input type="radio"/>	Other position:
Experience in competence assessment:	Yes / No If Yes, please describe (e.g. how long you've been doing assessment, how regularly, in formal or non-formal or informal settings, etc.)		

Section A

1. Do you think, the RIVER Methodology makes volunteering more interesting and more attractive for the target group? Please detail.

2. Is the RIVER Methodology innovative in the way it addresses the assessment and recognition of competences developed in volunteering activities? Please detail.

3. Is the RIVER Methodology relevant to the needs and interests of the target group you work with? Please detail.

4. Is the RIVER Methodology suitable for the type of work and resources (human, material) of your organisation? Please detail.

5. Does the RIVER Methodology improve the quality of planning, delivery and follow-up of volunteering activities? Please detail.

6. Is there sufficient information and support in the Methodology to allow for an adequate description of competences to be assessed and for the creation of a reference system for the five levels of competence? With the information provided, can a volunteering facilitator create such a reference system? Is the reference system provided for intergenerational cooperation adequate? Please comment on these questions.

7. Would you recommend the RIVER Methodology to other organisations? Could it become a reference tool for the volunteering sector? Please detail.

8. Please add any other comments here.

Section B

Evaluation of the RIVER Methodology	□□ low <i>satisfaction rating</i> high □				
Overview	□□	□	□	□	□□
Objectives RIVER improves the quality of the volunteering act (planning and delivery).					
Target group RIVER benefits senior volunteers.					
Target group RIVER benefits young volunteers.					
Context RIVER supports work in intergenerational volunteering settings.					
Focus RIVER supports the activity of volunteering organisations.					
Focus RIVER makes visible the development of competences for volunteers.					
Focus RIVER supports the development of intergenerational cooperation competences.					
Time input The amount of work time input demanded by RIVER is suitable.					
Cost-benefit RIVER has a good cost-benefit ratio.					
Future use I will use RIVER in my work with volunteers.					

Totals	0	0	0	0	0
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8.2 RIVER piloting evaluation sheet for volunteers

RIVER: Recognition of Intergenerational Volunteering Experience and Results

Piloting and testing of the RIVER Methodology - Introducing information to be given by the interviewer

Thank you for choosing to participate in the piloting of the RIVER Methodology. You are thus playing a valuable role in developing a high-quality support tool for people and organisations working in the volunteer sector across Europe. We therefore kindly ask you to fill in carefully, based on your experience, the questionnaire below. We will collect the data anonymously, without relating it to you, and your honest feedback will be taken into consideration when amending the content and structure of the tool following this piloting.

Guide to completing the questionnaire

The *Information about you* section is anonymous and will be used only to place your answers in their context.

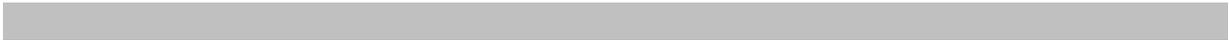
In *Section A* you are asked to choose your satisfaction rating for different aspects of the methodology.

In *Section B* you are invited to comment on the methodology as a whole, based on your experience. This part is optional, and you may write as much or as little as you want, but your comments are valuable and will help us to evaluate the effectiveness of the methodology and to draw conclusions for the future development.

Information about you

Country:		
Your age:	<input type="radio"/>	Under 25
	<input type="radio"/>	25 - 55
	<input type="radio"/>	55 - 65

	O	65 and above
Experience in volunteering:	Please describe briefly if you are a regular volunteer or if this is your first time, what sort of voluntary activities you have performed in the past, etc.	



Section A

Evaluation of the RIVER Methodology	□□low <i>I agree</i> high □				
Overview	□□	□	□	□	□□
The use of the methodology made my volunteering activity more interesting.					
The assessment of competences I developed is important for me.					
Obtaining a certificate of competence development at the end of the volunteering activity is important for me.					
RIVER helped me focus on intergenerational cooperation.					
RIVER helped me realise that I develop competences during volunteering.					
I will use RIVER again in my future volunteering activities (for other competences).					
Totals	0	0	0	0	0

Section B

Do you think the RIVER Methodology and the possibility of getting a certificate makes volunteering more interesting and more attractive for you? Please detail.

8.3 Template for the documentation of the national piloting

The RIVER methodology will be tested in five partner countries (Germany, Austria, Hungary, Italy, Finland). At least 10 intergenerational volunteering projects should be involved in the piloting.

The results and lessons learned from piloting the RIVER methodology will be carefully documented and published on the website.

Each piloting partner will therefore write a national piloting report (summarising the specific project piloting reports), documenting the experience in testing the RIVER methodology in a senior voluntary setting.

All sections of the report should be filled in whereby each partner should write **between 5 and 7 pages**. Except of the first table, the text has to be a written text, meaning **not only keywords or bulleted lists**.

- **General information on the pilot project:**

PILOTING PREPARATION PHASE	
Period of delivery	
Number of volunteers involved	
Number of drop-outs	
Reasons for drop-out	
Total number of meetings with the volunteers	
Average duration of the meetings	
Staff from voluntary organisation involved	
Further information	

ACTIVITY PHASE	
Period of delivery	
Number of volunteers involved	
Number of drop-outs	
Reasons for drop-out	
Total number of meetings with the volunteers	
Average duration of the meetings	
Staff from voluntary organisation involved	

Further information	
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ASSESSMENT PHASE	
Period of delivery	
Number of participants/volunteers	
Number of drop-outs	
Reasons for drop-out	
Total number of meetings with the volunteers	
Average duration of the meetings	
Staff from voluntary organisation involved	
Further information	

- **Description of the volunteers/the voluntary setting.**
You can take it from the project description but, if necessary, please update the contents.

- **Rationale of the project (volunteering activity).**
You can take it from the project description but, if necessary, please update the contents.

- **If you've assessed competences in addition to "intergenerational cooperation", please describe which ones you assessed and the related outcomes. Please specify to what extent there were visible improvements.**

- **Methodology in the Evaluation process**
 - *How did you get in contact with your volunteers? Why and how did you choose them?*
 - *How did you inform them about the process (using coaching guidelines)?*

 - *Please describe, in a few words, how you organised the evaluation at two or more specified moments and at which phases of the project.*
 - *Which assessment method did you chose? Please specify the tools you used and why.*

 - *Which changes were carried out compared to the planned drafts answering to the needs of the target group (=volunteers)?*

- *Quantity and quality of interaction between volunteers and facilitator.*

- **Achievements of the Methodology**
 - *To what extent the RIVER Methodology makes volunteering more interesting and more attractive for the target group? Please specify.*

 - *To what extent the RIVER Methodology improve the quality of planning, delivery and follow-up of volunteering activities? Please specify.*

 - *Please list, by your experience, the strengths of the RIVER Methodology regarding its tools (reference system, coaching guidelines, certificate, ...). Were these tools useful for assessing the competences?*

- **Obstacles and Challenges**

- **Recommendations and critical points/Lessons learned**