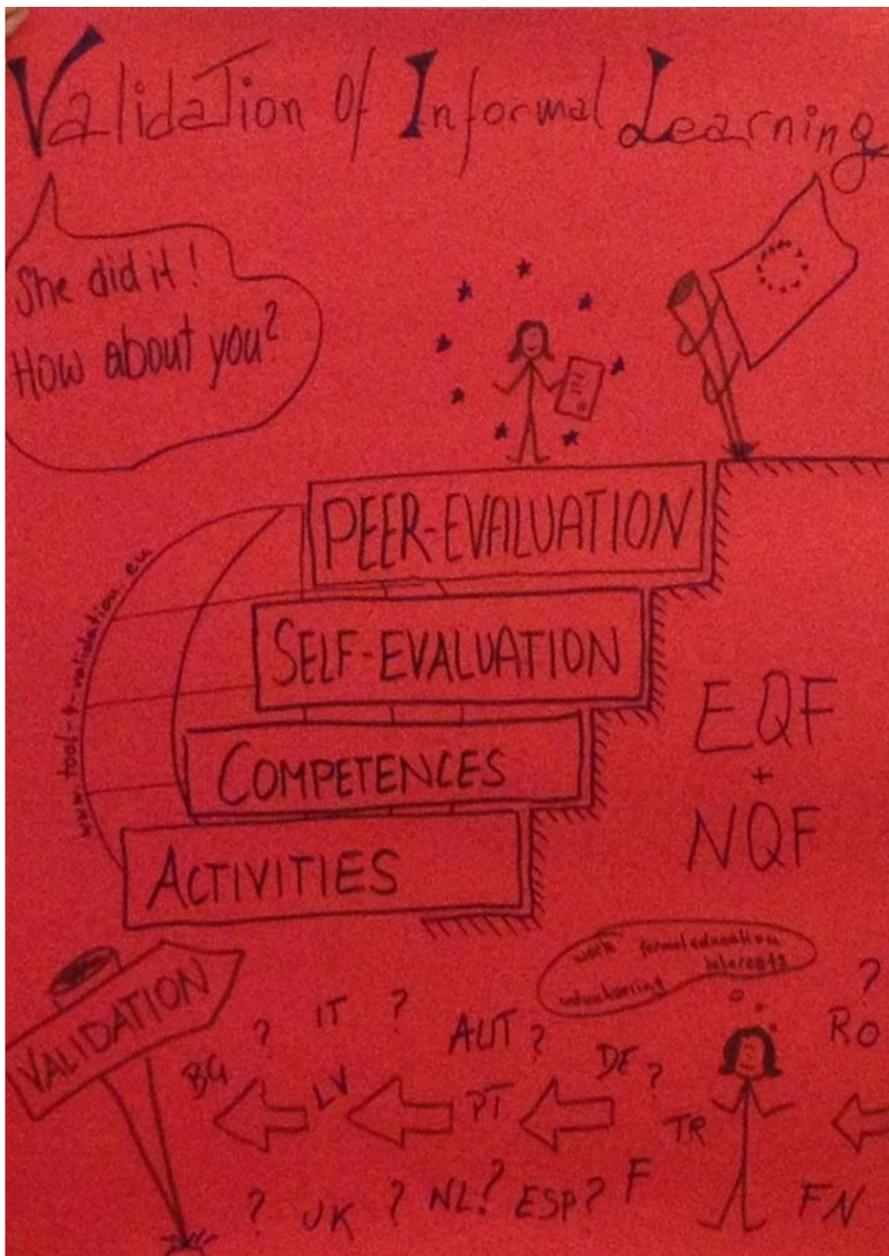# Newsletter

"We produce a new way of validating and connect volunteers in Europe"

Motivation

In the course of the requirements by the European Commission to develop systems for the validation of non-formal and informal learning nine European countries (Germany, Finland, Italy, UK, Turkey, Spain, Portugal, Romania and Bulgaria) founded the 'Destination eValidation for Volunteers' project (DesTeVa) as a follow up to the Volunteering Validation Highway (VVH).

Goal

The main goals of this project are for one thing a raise of awareness of the competences acquired in the field of volunteering and of the need for validation and for another thing the development of an online tool for the visualisation, documentation, validation and recognition of these competences.

3rd Meeting

The main purpose of the 3rd meeting from 4th to 6th October 2015 in Catania, Italy was the development of a common understanding about the process within the usage of the online tool.

The most important outcome of the discussions was the insight that the DesTeVa tool includes a declarative and a portfolio method of validation. Therefore it is meant to be filled out over time. Users have to reflect about their competences and invest time in developing the portfolio which grows with the users' experiences.

During the second part of the meeting, after the most important aspects of the process had been clarified, the forthcoming tasks were delegated and deadlines were set.

During the third part of the meeting Manuele presented ideas about the α and β tests, which will be in English with at least 100 people. Stakeholders will not be involved in this phase.

Raul presented some ideas for the national seminars about the procedure and contents.

There was a third presentation held by Ikbal about the e-book for which there are two options: (1) Each country will write two scientific papers. This is a process-oriented approach. (2) There will be one case study per country about the opportunities and chances for validating informal learning outcomes.
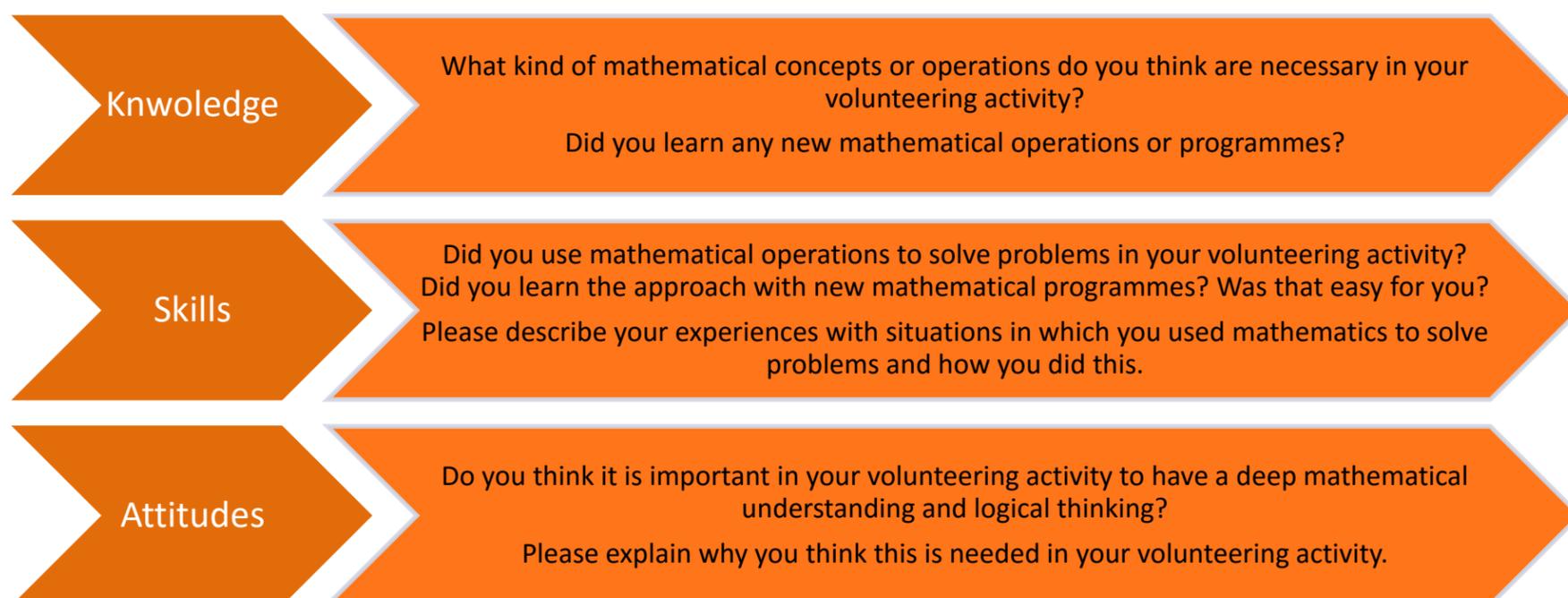
In the end of the meeting the participants created posters to present the main idea of the online tool explaining the several steps. The poster shown above is the one that won the election on the project's Facebook page.
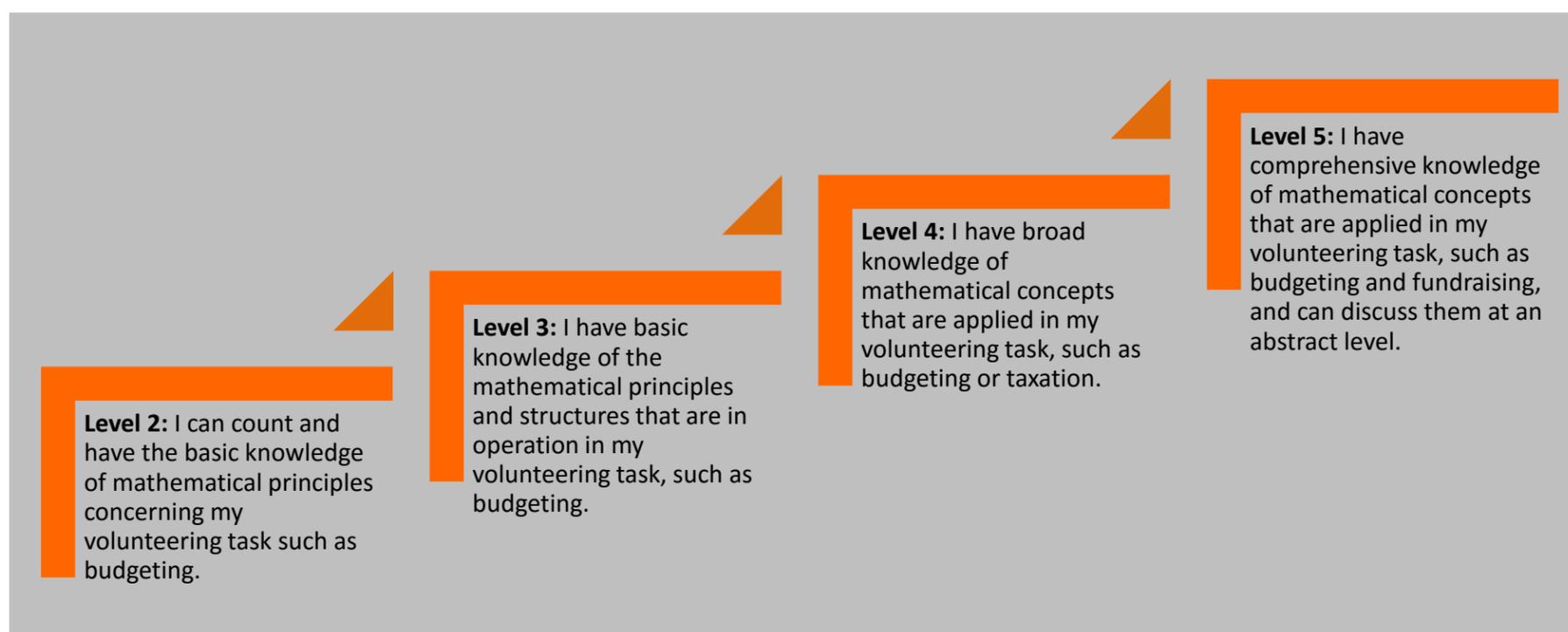
Reflection Questions

When the position of the project had been clarified and the NQF analysis as well as the level matrix had been completed the consortium started to develop the statements and questions for the assessment steps. The following questions are used for the reflection in step 2 in the online tool process.

They are not based on specific levels, they are usable for every level and shall give the volunteer an opportunity to get familiar with the topic. The question can be filled out, if the volunteer wants to.

See http://validationforvolunteers.eu/download for the full set of questions.

Knwoledge
What kind of mathematical concepts or operations do you think are necessary in your volunteering activity?

Did you learn any new mathematical operations or programmes?

Skills
Did you use mathematical operations to solve problems in your volunteering activity?
Did you learn the approach with new mathematical programmes? Was that easy for you?

Please describe your experiences with situations in which you used mathematics to solve problems and how you did this.

Attitudes
Do you think it is important in your volunteering activity to have a deep mathematical understanding and logical thinking?

Please explain why you think this is needed in your volunteering activity.

Statements for Self-Assessment

Level 2: I can count and have the basic knowledge of mathematical principles concerning my volunteering task such as budgeting.

Level 3: I have basic knowledge of the mathematical principles and structures that are in operation in my volunteering task, such as budgeting.

Level 4: I have broad knowledge of mathematical concepts that are applied in my volunteering task, such as budgeting or taxation.

Level 5: I have comprehensive knowledge of mathematical concepts that are applied in my volunteering task, such as budgeting and fundraising, and can discuss them at an abstract level.

The statements above are used for the online tool in step 3 (self-assessment) and step 4 (peer-assessment). The statements are different for each level and are marked as L2, L3, L4, and L5. Each knowledge, skill or attitude is surveyed with two statements in order to make sure that users answer conscientiously.

The volunteers and peers answer these statements on a 5-likert scale. The volunteers do not have to answer all of them, only the statements on the level they have chosen at the beginning of the assessment.

See http://validationforvolunteers.eu/download for the full table.

Next Steps

Finalisation of the Online-Tool → **Preparation of the testing phase** → **α & β testing**

UNIVERSITÄT PADERBORN
Die Universität der Informationsgesellschaft

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ECQ COMMUNITIES

fundación Comunidad Valenciana

pValencia pacto Empleo

COPE Cooperazione Paesi Emergenti

Skills for active citizenship
OK Study centre