

Volunteering & Lifelong Learning in Universities in Europe (VALUE)

Interim External Evaluation Report

Philipp Stemmer
Silke Marzluff

Centre for Developments in Civil Society

Freiburg, 28.2.2010

CONTENT

| | |
|---|-----------|
| I. EVALUATING VALUE | 3 |
| 1 The VALUE Project in brief | 3 |
| 2 The External Evaluation | 3 |
| II. FINDINGS OF THE FIRST INQUIRY | 4 |
| 1 Partner Motivation and Expected Benefits | 4 |
| 2 Cooperation within the Network | 5 |
| 3 Cooperation between National Partners | 7 |
| 4 Production of the National Reports | 9 |
| 5 Sub-group Work..... | 11 |
| 6 Dissemination and Exploitation Activities | 14 |
| 7 Expanding the network | 16 |
| III. APPRAISALS AND SUGGESTIONS..... | 17 |
| IV. APPENDIX: THE QUESTIONNAIRE | 19 |

I. EVALUATING VALUE

1 The VALUE Project in brief

The VALUE Network comprises 20 organisations representing universities and the volunteering sector from 13 European countries. It is supported by the Grundtvig strand of the European Commission's Lifelong Learning Programme.

VALUE brings together representatives of the University and Volunteering sectors through a shared belief that the development of volunteers, through University Lifelong Learning (ULLL), can play a key role in the development of European society as a whole. At the centre of the network's investigations are volunteers and the sophisticated learning – both formal and informal - that they experience in their volunteering work. VALUE's principal aims are to bring the two sectors together to share ideas and models of working together and to explore the potential for developing new university lifelong learning opportunities for both volunteers and staff in volunteering organisations.

VALUE is also developing a resource base which includes materials such as reports, case studies and bibliographic references and which will be of interest to organisations in both sectors. In spring 2011, the VALUE final conference will take place in Ankara, Turkey. The conference will summarise the network outputs in order to plan future collaborative initiatives.

2 The External Evaluation

The external evaluation plan for VALUE was finalised in cooperation with the contracting bodies as well as the members of the management group in November 2008.

The evaluation during the first year mainly focussed on the working process in different parts and levels of the network. The key issues were:

- The partner's motivation for joining the network
- The collaboration within the network, on national level and within the subgroups
- Process of producing national reports
- Plans for dissemination and exploitation activities
- Perspectives for the network

The Inquiry was based on a standardized questionnaire with open and closed questions. It was sent to all network partners by the end of August 2009 except EUCEN (The European Association of University Live Long Learning) and CEV (European Volunteer Centre) who have a very specific role in the network. Although the partners were asked to meet the deadline on September 30, 2010 the CDCS received most of the answers in late October. In the end we had a feedback from 15 out of 18 partners.

A first draft of the evaluation's findings was sent to the Management Group on November 3, 2009 and presented afterwards at the second network meeting at Jönköping on November 5, 2009.

II. FINDINGS OF THE FIRST INQUIRY

1 Partner Motivation and Expected Benefits

The key motivation equally shared by university and volunteer organisations is to explore and learn about different aspects of volunteering and University Live Long Learning (ULLL) interaction, mostly by exploring “the other side”. Because this is the main purpose of VALUE, this might not be surprising, but on the other hand indicates that there is a common ground in correspondence to the project’s objectives. In addition other expected benefits were mentioned. About half of the partners consider VALUE as an opportunity for networking and developing partnerships on a European level as well as promoting certain concerns such as the ULLL delivery to volunteer organisations or the valorisation of learning through volunteering. Last but not least some partners hope that VALUE will help to develop their own organisation by becoming more professional e.g. in organising trainings for volunteers or in order to diversify their area of interests and activities.

Fig. II-1-1 Expected benefits from the network (n=15, absolute numbers)

| Expected benefits | U* | VO* |
|--|----------|----------|
| Exploring and learning about ... | 6 | 7 |
| learning opportunities for (older) volunteers as learners | 1 | 1 |
| the voluntary sector across Europe | 1 | |
| LLL across Europe | 2 | 1 |
| links and benefits from the collaboration between VO and ULL | 1 | 2 |
| good practise in ULLL delivery to volunteer organisations | 1 | |
| new ideas for intercultural dialogue | | 1 |
| instruments to conceptualise and certify learning through volunteering | 1 | 1 |
| Networking and developing partnerships on a European level | 3 | 5 |
| Promoting and underpinning ... | 3 | 4 |
| the interaction between volunteering organisations/sector and universities | 1 | 2 |
| ULLL delivery to volunteer organisations | 1 | |
| the valorisation of learning through volunteering | | 1 |
| volunteering /voluntary work | 1 | 2 |
| Developing our own organisation in order to ... | 2 | 5 |
| start a cooperation with a volunteer organisation or a university | 1 | 2 |
| create a new UCE program for older volunteer learners | 1 | |
| become more professional by organising educative activities for volunteers | | 1 |
| diversify our areas of interest and activities | | 1 |
| develop human resources | | 1 |
| Other motivations | 2 | 2 |
| to exchange experiences and share common interests in an international context | | 1 |
| academic interests in the project | 1 | |
| the project fits in our line of action | | 1 |
| getting ideas how to disseminate the network’s results to other UCE centres | 1 | |

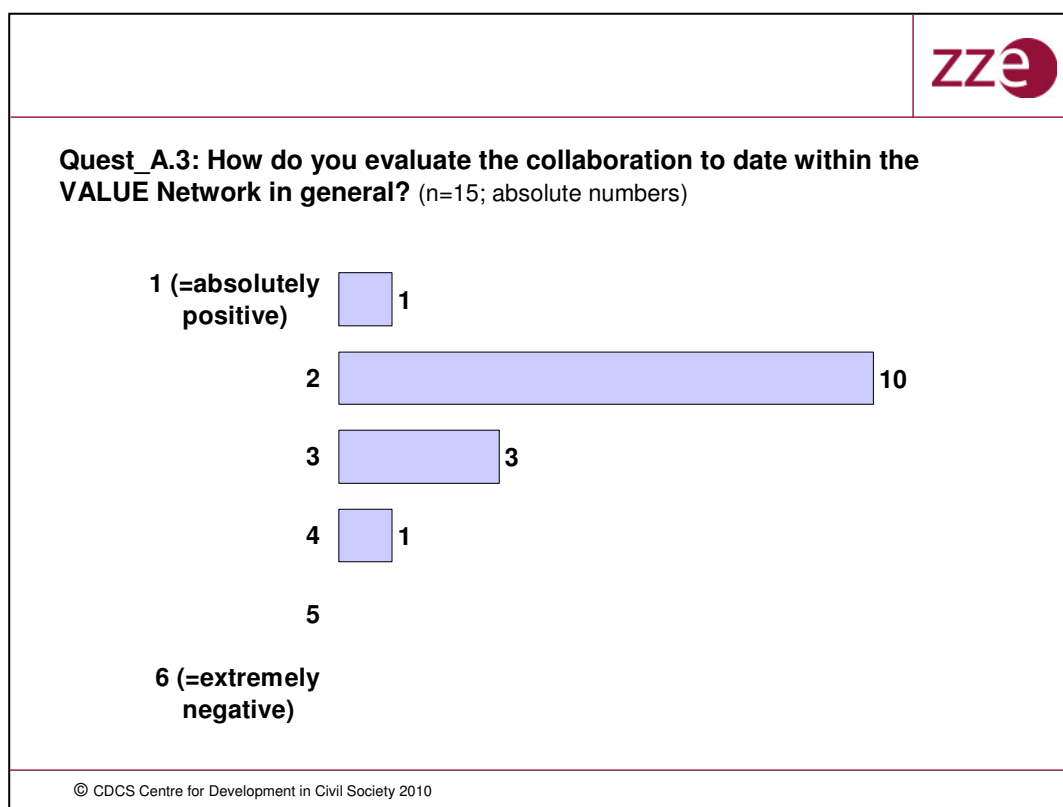
* VO = ‘volunteer organisation’; ‘U=University’. The number indicates how often an expected benefit was named.

2 Cooperation within the Network

A good quality of the cooperation on different levels of the network is vital for VALUE's success. Therefore the evaluation puts a special focus on this topic. First we asked the partners to evaluate the collaboration within the network.

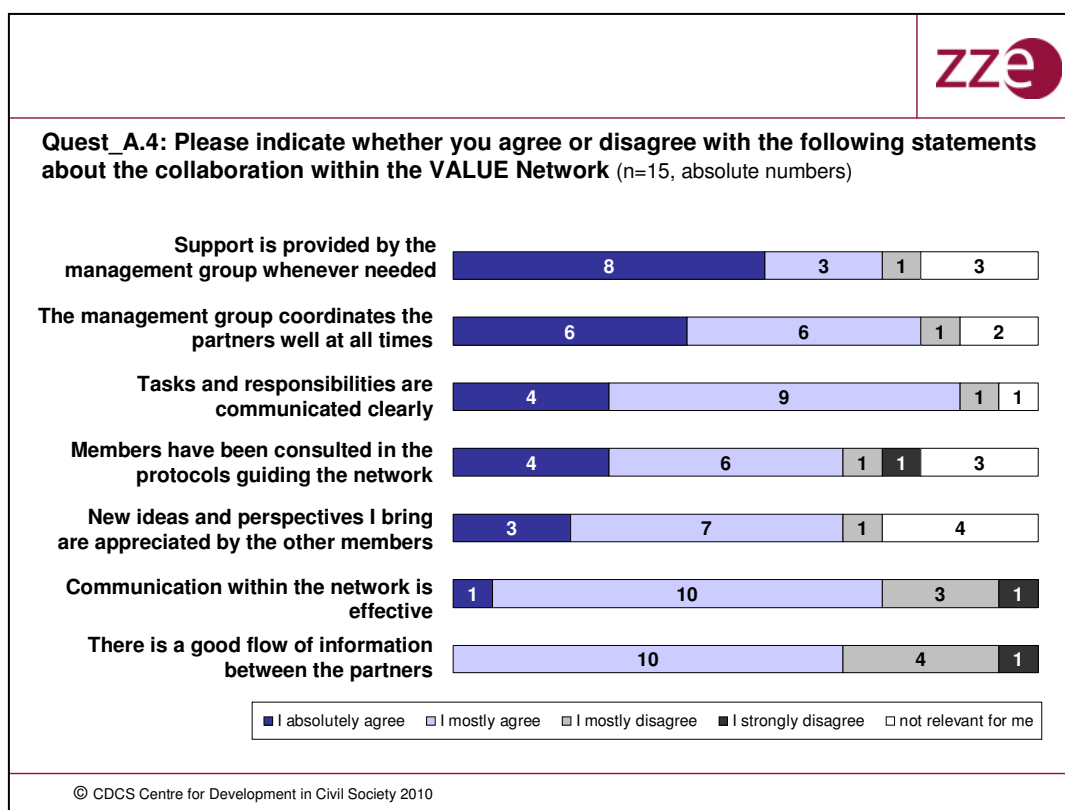
The results indicate that the vast majority of partners are mainly positive about the cooperation within the network. Only one partner evaluates the collaboration slightly negative.

Fig. II-2-1: General evaluation of the collaboration within the network



Taking different aspects of the cooperation in consideration, the data shows a high level of satisfaction among the partners regarding the coordination work and support given by the management group. Nearly all partners mainly agree that tasks and responsibilities are communicated clearly and that new ideas and perspectives appreciated. Nonetheless several partners still see some room for improvement. The quality of communication is the most divergently rated topic among the partners. Although the majority is content with this subject a smaller group disagrees with the statement that the communication in the network is effective, respectively that there is a good flow of information between partners.

Fig. II-2-2: Aspects of the collaboration within the network



Five out of ten partners stated that they wish to improve the cooperation within the network. Three partners suggested making the aims for different parts of the project even clearer, more transparent and more concrete. As the following quote illustrates, not all of the participants are sure about the desired achievement at the end of the project.

„Sometimes I seem to be lost in the middle of an action with only a live vest in knowing the eventual outcome of the project“

A second perspective on this matter comes from one of the management group members, who wish for a more regular contact between the partners and the coordinating bodies. In particular, if the partners don't understand what is required of them or they disagree with aspects of the project. One may reasonably expect a connection between the lack of information on the one hand and the lack of contact the other hand.

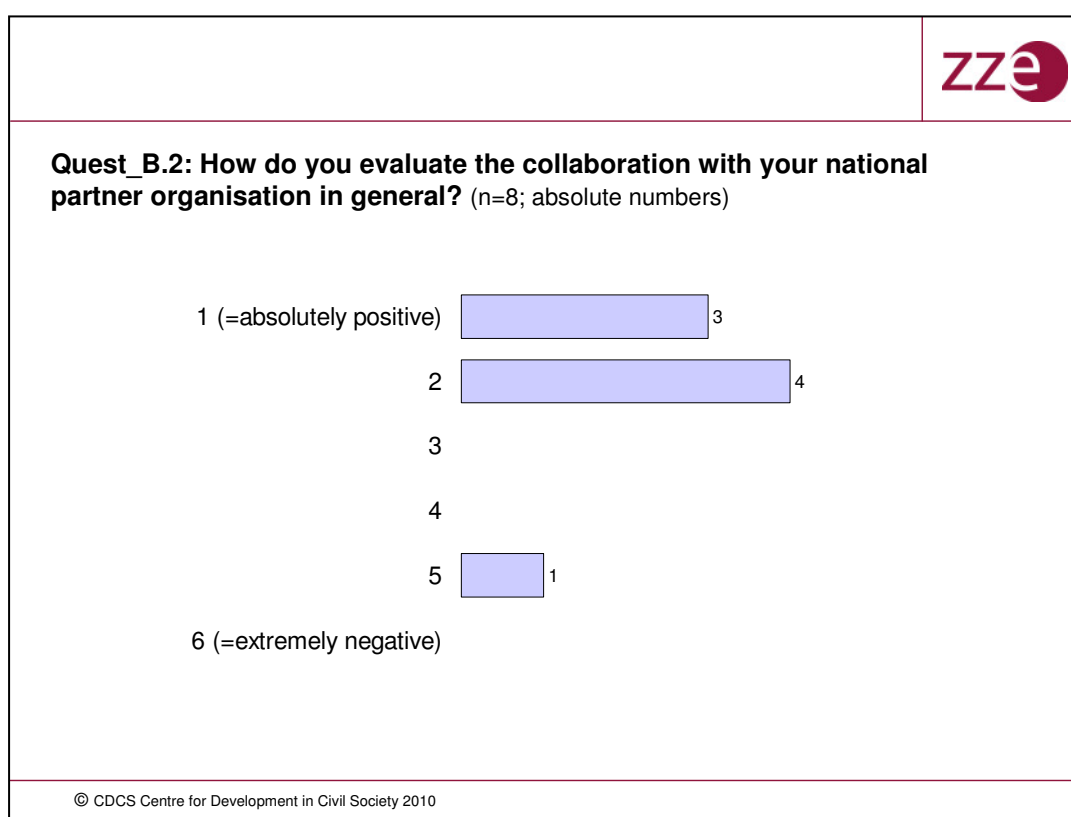
Another suggestion is to have more time for face to face contact between the sub group members.

3 Cooperation between the National Partners

During the first year of value, the main task of the participating partner organisations was to explore the ways in which universities and volunteering organisations interact in the area of adult lifelong learning. The reports (representing 12 of the 13 counties in the network) include any examples of best practice and any identified barriers to cooperation. In six countries this was a joint effort by two national partners, ideally a university and a volunteering organisation. In every case the partners already knew each other before the start of the project. Even so for eight of them VALUE offers a new quality of cooperation.

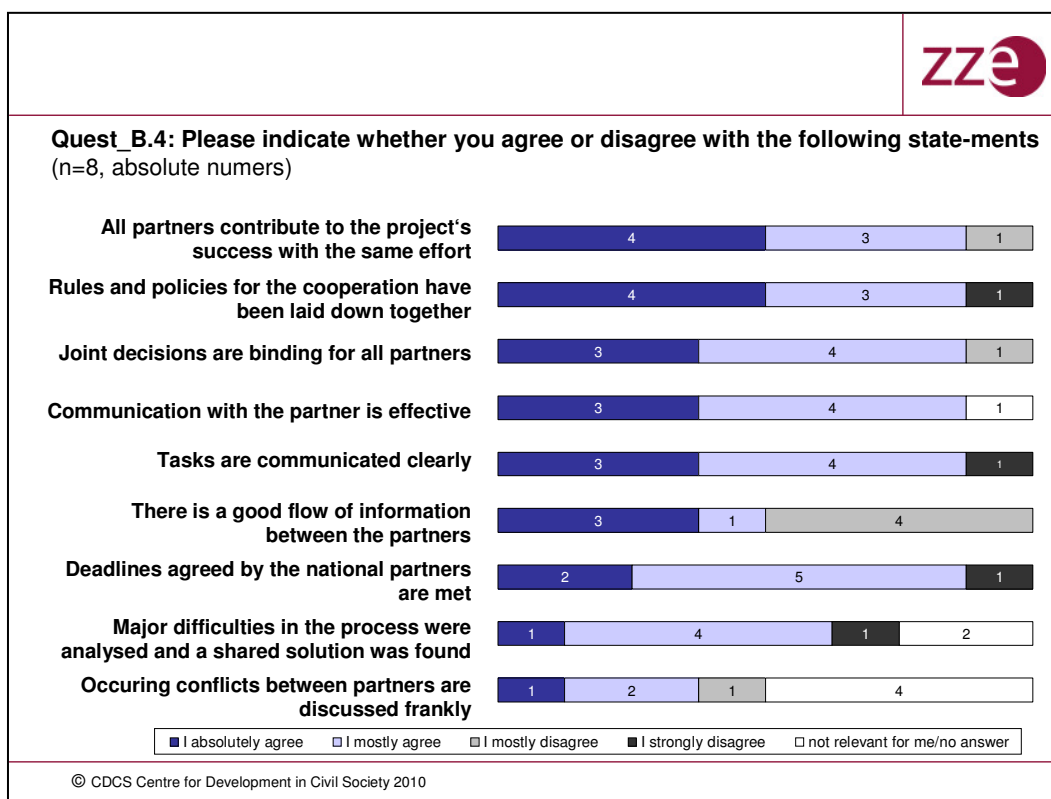
As the chart below shows, with one exception all the national partner organisations stated that their cooperation was positive, in three cases even absolute positive.

Fig. II-3-1: General evaluation of the collaboration between national partner organisations



Nearly all partners absolutely or mostly agree that each side contributes to the project's success with the same effort. In almost all cases rules and policies have been laid down together and joint decisions are binding for all partners, as well as tasks are communicated clearly and communication is been described as mostly effective. The only aspect of the cooperation criticised by more than one partner was the flow of information between each other. The problem occurred in three countries. This points to a problem already mentioned in association with the cooperation on the network level. Four partners mentioned conflicts during the cooperation, which three of them could discuss frankly with their national partners.

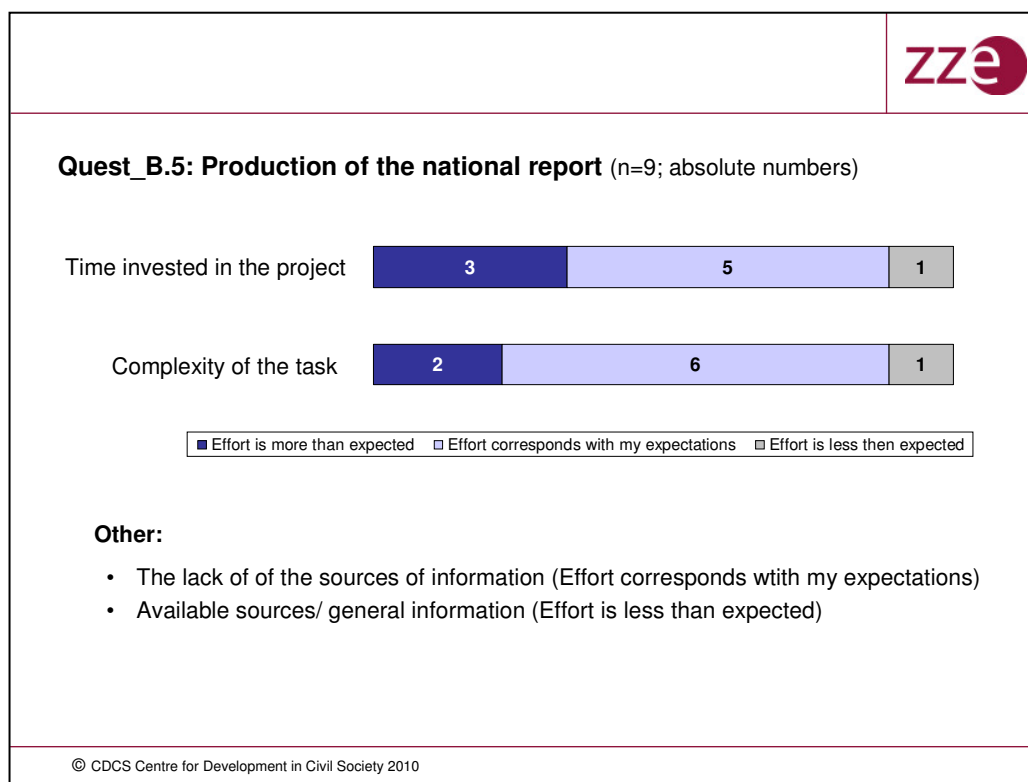
Fig. II-3-2: Aspects of the collaboration between national partner organisations



4 Production of the National Reports

For most of the partners the time invested in the production of their national report and the complexity of the task corresponded to their expectations. For one partner the effort was even smaller than expected.

Fig. II-4-1: Effort for producing the national report



Most of the problems during the production process were somehow related to data mining. The majority of partners had difficulties to identify examples of volunteering university-interaction in their countries. Some of them solved the problem by contacting local authorities, universities or experts. One partner adapted the report structure and focussed on possibilities for the establishment of volunteering-university interactions. Three partners however haven't found a solution at the time the survey was carried out. Another problem was poor research or data on the voluntary sector as well as on ULLL in some countries.

Beyond the data mining problems two partners mentioned that they had difficulties to describe informal learning in voluntary work in terms of competences and linking them to national higher education standards. This points to a problem which is substantial for the accreditation of competencies acquired through volunteering: Measuring informal learning in categories of formal education.

Three partners also stated that they had to deal with the indifference of universities and other organisations towards voluntary work.

Fig. II-4-2: Problems during the production process

| Problems | Absolute number of partners ... | | | Solutions named |
|--|---------------------------------|----------------------------|-------------------------------|---|
| | with problems | with solution ^a | without solution ^a | |
| Data mining | | | | |
| Identification of examples for volunteering-university interactions | 8 | 5 | 3 | <ul style="list-style-type: none"> • Contact to representatives of local government and universities • Contact to experts / colleagues • Call for practice examples • Adaptation of the report structure. Focus on possibilities for establishment of interaction • Other solution |
| Coping with poor research and data on the voluntary sector | 2 | 2 | | <ul style="list-style-type: none"> • Contact to the ministry in charge • Contact to organisations dealing with volunteering |
| Finding sources/data (not specified) | 4 | 1 | 3 | <ul style="list-style-type: none"> • Contact to experts |
| Identification of data and scientific background for LLL | 2 | 2 | | <ul style="list-style-type: none"> • Help from the national partner university • Expertise from colleagues |
| Difficulties to describe informal learning in voluntary work in terms of competences and linking them to (national) standards | 2 | 2 | | <ul style="list-style-type: none"> • Development of a competence-databank in which the link will be demonstrated • Starting a best practice collection |
| The indifference of universities and other organisations towards voluntary work | 3 | 2 | 1 | <ul style="list-style-type: none"> • Working with foreign role models |
| Other Problems | | | | |
| Getting a general overview for the national report' | 1 | 1 | | <ul style="list-style-type: none"> • 'Selective view' |
| 'The concept of LLL is not known or correctly understood' | 1 | 1 | | <ul style="list-style-type: none"> • 'A short description of the concept in the body of the message' |
| 'Communicating with other voluntary organisations' | 1 | | 1 | |
| 'Doing justice to complex situation of U-V interaction' | 1 | 1 | | <ul style="list-style-type: none"> • 'Shortened description' |
| 'Barriers and opportunities' | 1 | 1 | | <ul style="list-style-type: none"> • 'Research in the university library' |
| 'The knowledge of the issue were very different from each partner' | 1 | 1 | | <ul style="list-style-type: none"> • 'Each partner contributed with their area of expertise' |

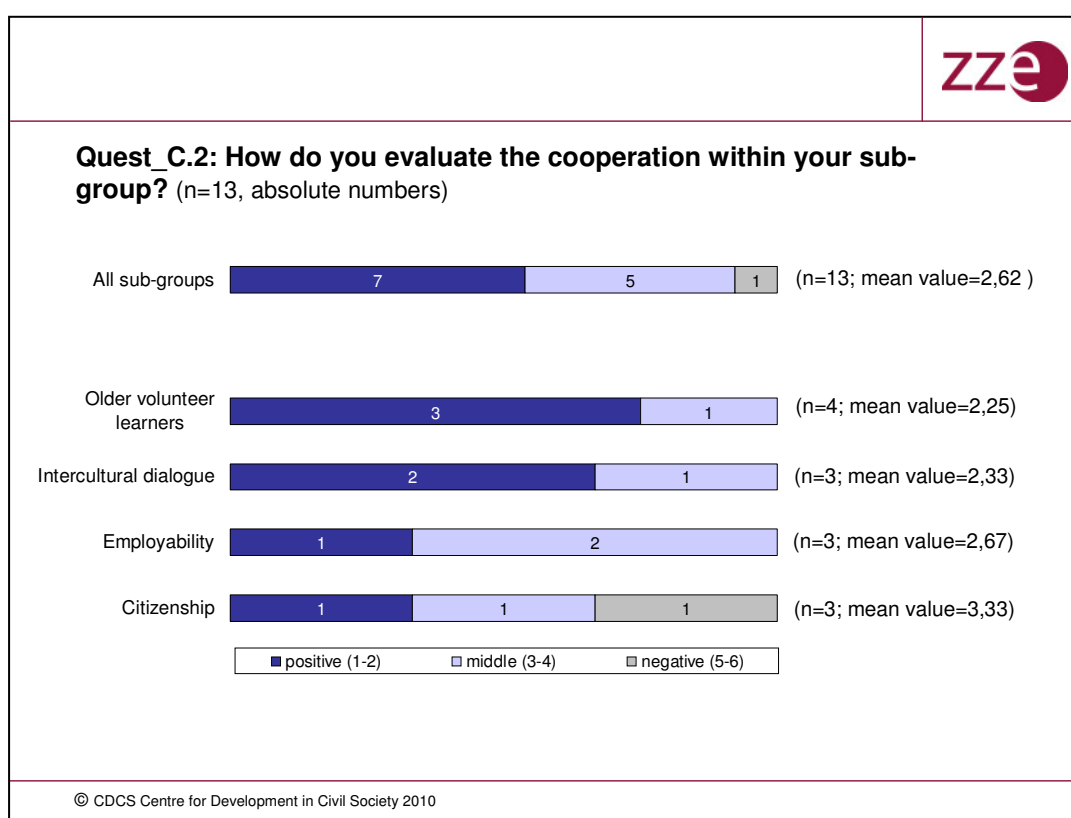
5 Sub-group Work

The network partners are working in four sub-groups to investigate actual and potential ULLL-Volunteering activities in relation to four key issues for lifelong learning in Europe: Employability, Older Learners as Volunteers, Citizenship and Intercultural Dialogue. Each group has set out its conclusions in a report which highlights both current and potential practice.

a. Cooperation within the Sub-group

The overall positive evaluation of the cooperation in the network applies also to sub-group work. On a scale from one (absolutely positive) to six (absolutely negative) nearly all partners gave a rating of two or three.

Fig. II-5-1: Evaluation of cooperation within the sub-group



In addition to their rating we asked the partners for explanatory notes to get a better understanding for the quality of the working progress.

- In the Employability Sub-group the partners mentioned a good discussion, a good reflection on the national reports and a *'positive cooperation'* in which *'the group addressed any definitional or cultural differences proactively'*. It was criticised that *'one partner has been very quiet since the meeting'* and that *'it isn't always clear what the specific role (or task) of each member of the group is'*.
- Among the members of the Citizenship Sub-group it was pointed out that *'the communication and information about the process before the meeting was well'* and *'the meetings were productive with very good atmosphere, understanding, good will and creativeness.'* One partner however thought that *'it could have evolved much more*

if there were more feedback between all the partners' and the coordinator was afraid, that he/she 'hasn't cultivated an on-going interaction'.

- In the Intercultural Dialogue Sub-group the partners appreciated, that the group not only worked successfully, completed all suggested tasks but also *'got along very well on the personal level'*. Nonetheless one partner regretted, that they *'did not have chance to share ideas after subgroup meeting'*.
- Finally the Older Volunteer Sub-group meeting was described as very good, productive and it was recognized that *'the other colleagues are very good in their jobs'*. On the other hand it was also stated that there was *"not enough exchange due to excessive workloads"* and that it was *'not easy to find common ground for cross-sector learning' between two different sectors'*. One partner had the impression that *'it was not clear enough to all of us, what the expected outcome of the subgroup should be'*.


Fig. II-5-2: Explanatory notes to the sub-group ratings
(on a scale from 1='absolutely positive' to 6='absolutely negative')

| Rating | Statements |
|---------------------------------------|---|
| Employability (n=3) | |
| 2 | <ul style="list-style-type: none"> • There was good discussion in the meeting and provision of materials for the webpage afterwards. One of the partners has been very quiet since. |
| 3 | <ul style="list-style-type: none"> • Generally the cooperation has been positive. The group addressed any definitional or cultural differences proactively and had moved on to the meatier issues of the sub-group subject area. On a more negative note it isn't always clear what the specific role of each member of the group is. There are no fixed tasks for each member and therefore it can seem a bit loose to really develop ideas collaboratively. • we only met once; it proved to be enough; got good reflection on my national report |
| Citizenship (n=3) | |
| 2 | <ul style="list-style-type: none"> • The communication and information about the process before the meeting was well. Also, we wrote a report together in the meeting. |
| 3 | <ul style="list-style-type: none"> • It could have evolved much more if there was more feedback between all the partners. |
| 5 | <ul style="list-style-type: none"> • I am the coordinator, and I'm afraid I haven't cultivated an on-going interaction. The meetings were productive with very good atmosphere, understanding, good will and creativeness: but we haven't produced materials so far. |
| Intercultural Dialogue (n=3) | |
| 2 | <ul style="list-style-type: none"> • The meeting of the sub-group in Koper in May 2009 was very successfully, the exchange of information and experience encouraged us to cooperate closely. • The subgroup had one meeting and we worked well, completing all suggested tasks. We also got along very well on the personal level. |
| 3 | <ul style="list-style-type: none"> • We did not have chance to share ideas after subgroup meeting. |
| Older Volunteer Learners (n=4) | |
| 2 | <ul style="list-style-type: none"> • It was very helpful to have an extra sub-group meeting in year 1; the meeting went very well and was productive. However, it is not easy to find common ground for cross-sectoral learning between two different sectors, each with its own culture, rules, language, etc. And the amount of work invested must also correlate to the project time and resources available. • We had a very good subgroup meeting. However not to all of us is clear enough what the expected outcome of the subgroup should be. • all partners very friendly, good cooperation, but not enough contact/exchange due to excessive workloads and official commitments of all involved (within their respective institutions) |
| 3 | <ul style="list-style-type: none"> • I enjoy the sub group I have been assigned to. The other colleagues are very good in their jobs. I am afraid I have not been able to contribute to the sub group work as I have been deeply engaged with other projects. However this will change in the next few months and I will be able to dedicate my full attention to the VALUE project. |

b. Terminology

The VALUE network unites different types of organisations from different European countries and experts from different scientific backgrounds. Therefore it is not surprising, that finding a shared terminology is an important challenge for the sub-group work. Regarding the survey's results, it is eye-catching that in every sub-group the definition of key terms like 'citizenship', 'intercultural' or 'employability' are still controversial.

Fig. II-5-3: Terms, whose definitions may have led to confusion amongst the members in your sub-group

| | | |
|--|---|--|
| | |  |
| Quest_C.4: [...] please write down terms, whose definitions may have led to some confusion amongst the members in your sub-group (n=14) | | |
| • Citizenship | <ul style="list-style-type: none"> - 'citizenship' - 'competent citizen' - 'citizenship skills' | <ul style="list-style-type: none"> - 'basic skills' - 'participation' - 'volunteering' |
| • Intercultural Dialogue | <ul style="list-style-type: none"> - 'intercultural' (2x) - intercultural differences | <ul style="list-style-type: none"> - ,international' - ,multicultural' |
| • Employability | <ul style="list-style-type: none"> - 'employability' (2x) - ,employment' - ,volunteering' | <ul style="list-style-type: none"> - ,voluntary sector' - Accreditation / validation of prior learning - APL / VPL / APEL etc |
| • Older Learners | <ul style="list-style-type: none"> - 'volunteer/ volunteering' (3x) - 'volunteering sector - 'older learner/ volunteer' - who is 'old'? (3x) | <ul style="list-style-type: none"> - Concepts behind University Lifelong Learning, University Continuing Education, Adult Learning, Older Learners etc. |
| © CDCS Centre for Development in Civil Society 2010 | | |

6 Dissemination and Exploitation Activities

Although the survey took place at an early stage of the project with only few results produced, some partners already started dissemination and exploitation activities, at least by informing their networks of VALUE via leaflets, websites or emails. In addition several partners delivered internal (in their departments and universities) or external presentations about the project about the project. Two partners even held workshops and lectures about the potentials of volunteering-university interaction.

Fig. II-6-1: Dissemination and exploitation activities undertaken (n=15)

| Mean of Dissemination/ Exploitation | Number of partners | Examples |
|---|-----------------------|---|
| Presentations internal external | 3 4 | <ul style="list-style-type: none"> to members of the university of Three Ages (PL) to the national voluntary support centre network |
| Workshops/Lectures/ Trainings | 2 | <ul style="list-style-type: none"> to teachers and educators from Warsaw with experts from five UCE centres |
| Website Partner's website Other websites | 2 | |
| Press reports | 1 | |
| Leaflets or e-mail | 5 | to UCE-networks, ministries, volunteer-networks |

For six partners the dissemination activities were associated with some difficulties. Often because their time was very limited due to their work on the national report and the fact that there were no results to present yet, that could describe the benefit of university-volunteering interaction. Nonetheless 13 out of 15 partners stated that their dissemination activities have provided opportunities to make new contacts with possible stakeholders of VALUE, who might become key recipients for the outcome of the project, e.g. university experts, trade unions, volunteer and other third sector organisations.

One of the partners from the Netherlands mentioned that he got access to a subsidy-programme of their ministry of education. The aim is to investigate informal learning on higher education level in volunteering. This programme could become an interesting resource for the VALUE network by enabling a closer examination of a key aspect for the accreditation of informal learning through universities as well as for identifying potentials of ULLL delivery to the voluntary sector.

But not only in the Netherlands VALUE has already stimulated spin-off activities and ideas. Four other partners mentioned the following:

- Starting a new international Grundtvig project on validation of non formal learning in voluntary work as a practical extension of VALUE (SLK)
- The idea of a project to develop a scheme for the certification of competences acquired through volunteering (based on best practise from the VALUE reports). (IT)
- UCE programs for older volunteer learners in cooperation with volunteer networks/organisation (GER)
- The idea of a Seminar to see if there is a terrain for possible collaborations with a university professor expert in valorisation of non-formal learning. (IT)

- The idea of a designing a training session for local volunteer organisations about the valorisation of competences acquired through volunteering. (IT)
- The idea of a specific 'relay point' for the volunteering sector in universities to make them more accessible. (AU)

Fig II-6-2 clearly shows that the network partners are planning to increase their activities to promote and inform about VALUE during the second year of VALUE, especially by distributing the national reports and results of the sub-group work. More partners are scheduling external presentations as well as workshops and lectures for expert panels or practitioners in the field of volunteering and ULLL.

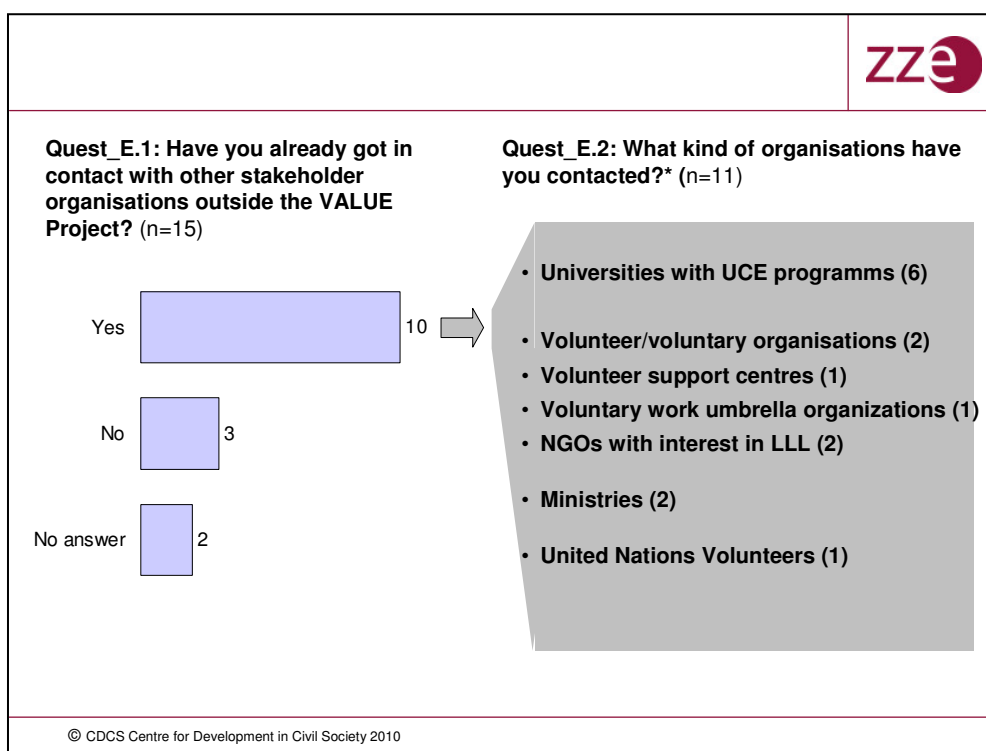
Fig. II-6-2: Activities planned to promote or inform about VALUE (n=15)

| Mean of Dissemination/ Exploitation | Number of partners | Examples |
|---|-----------------------|--|
| Presentations internal external | 2 6 | <ul style="list-style-type: none"> • at the national ULLL conference • to teachers and educators from Warsaw • at the Volunteering England's practitioner conference |
| Workshops/Lectures/ Trainings | 5 | <ul style="list-style-type: none"> • Expert panel with stakeholders on the value of volunteering on higher education levels • Training programme for voluntary support centres |
| Website Partner's website Other websites | 5 2 | <ul style="list-style-type: none"> • university website • national website for volunteering |
| Press reports | 1 | |
| Distribution of materials produced (e.g. national reports, sub- group work) | 6 | <ul style="list-style-type: none"> • Translation of national report in italian • Creating online bulletins/documents |
| Leaflets or e-mail | 3 | <ul style="list-style-type: none"> • to UCE-networks, ministries, volunteer-networks |
| Other | 2 | <ul style="list-style-type: none"> • collecting good practise on the valuation of voluntary work |

7 Expanding the Network

Extending the network is one of VALUE'S defined aims. For this reason we asked the partners, if they have already got in contact with other stakeholder organisations outside the VALUE network, which was confirmed by 10 partners. The organisations addressed were mostly universities with continuing education programs and organisations from the voluntary sector such as volunteer support centres or other NGOs with interest in life long learning. Some of these contacts went back to the research activities for the national reports. But the data shows that in many cases they were also used for dissemination and exploitation activities.

Fig. II-7-1: Contacts to stakeholder organisations



Beside the network's growth there is also space for developments in terms of content. When asked about VALUE's future, the partners came up with the following ideas:

- A project to codify the basic citizenship skills and look at these in the light of the European Qualification Framework.
- Collecting a set of good practise and instruments for the certification of competences gained through volunteering.
- Provide funding and framework to continue the work with VALUE's results on a national or regional level. The possibility of a follow up project should be considered; e.g. to develop concrete collaborative learning projects.
- It would be useful to link the final conference and the end of the project to the work that is being planned on an international scale through the celebrations for IYV+10, which is taking place in 2011.
- Becoming a learning community.

III. APPRAISALS AND SUGGESTIONS

The following appraisals and suggestions are mainly based on the inquiry's findings, the project's paper work and the website. I also had the opportunity to take part in the network meetings in Manchester 2008 and Jönköping 2009, where I met most of the partners personally and gained insight into the ongoing discussions.

My general conclusions for the VALUE project are:

1. The project is very well planned and organised by the contractor and the management group.
2. The partner organisations and the coordinating bodies are well experienced and equal to their tasks.
3. The communication between coordinator, management group and partner organisations is fine, although there is some room for improvement.
4. Based on the first year's experience the project has a good chance to achieve its aims and objectives.

Below you'll find my appraisal of the subjects focussed by the evaluation supplemented by suggestions for further advancement to the attention to the coordinating bodies as well as for the network partners.

Partner Motivation

The partners' motivation and expected benefits correspond with VALUE's principal aim to explore university lifelong learning opportunities for both volunteers and staff in volunteering organisations. They also share a high interest in the exploitation of the project results in order to diversify their own organisation's field of action or to promote certain aspects of volunteering-university interaction, like the value of informal learning through volunteering or the delivery of ULLL for volunteer organisations.

Cooperation within the Network

The cooperation on network level generally functions quite well. Tasks and responsibilities are communicated clearly, new ideas and perspectives from the partners are appreciated and support by the management group is given when needed. Some partners however wish for more orientation regarding the desired outcomes of the project. The management group should consider if more detailed guidelines for the different work packages might be helpful.

Cooperation on National Level

Except for one country, the cooperation on national level has been satisfying for all partners. Admittedly, in three countries a lacking flow of information between the partners has been criticised. This problem could be addressed proactively during the next network meeting.

Sub-group Work

The presentations during the second network meeting and the minutes of the meetings indicate that all sub-groups are working well and within the projected timeframe. Organising an ongoing working process between the sub-group meetings is an important challenge for the members and coordinator. Maybe telephone conferences or internet chat room meetings on a monthly basis can help to establish a continuing interaction between the partners.

The survey also shows problems concerning the definition of key terms in every sub-group. Therefore the announced glossary with a set of working definitions should be put into practise quickly.

Dissemination and Exploitation

Most partners are part of different networks, which they can use for the dissemination of the project's results. Already at an early stage of the project most of the partners started dissemination and even exploitation activities. For this year they are planning to raise their efforts in this area. To support their work, it would be helpful to organise an exchange of experiences and ideas on this topic during the next network meeting.

The project's website is very well structured and offers detailed information and documentation of VALUE's aims and objectives, activities and results. It also provides useful resources like expert contacts, a bibliography and web links. Currently the website content is mostly provided by the partners from the UK. As a result it seems advisable to encourage other partners to become more involved in the website's development.

Expanding the Network

By identifying other universities and volunteer organisations as key recipients for VALUE's results the partners made a first step towards the expansion of the network. The next step would be to discuss aims and strategies for extending the network based on a vision for the future of VALUE beyond 2011. It is not advisable to invite new partners for the network without a perspective in terms of content. Several partners have already made corresponding suggestions (see chapter II.7).

IV. APPENDIX: THE QUESTIONNAIRE



The first year of VALUE Questionnaire

Name, Surname:

Organisation/ Department:

Function within your organisation:

Contact details for further enquiries:

E-mail:

Phone:

Type of Organisation:

Volunteering Organisation

University

Other:

Country:

Freiburg, 26 August 09

Dear VALUE partners,

the first year of VALUE is nearly over and you are presumably working on your national reports now. Nonetheless we kindly ask you to take some time and reflect on the last months in the VALUE network. By learning from your experience, we hope this evaluation can contribute to the project's success. Please fill out this electronic questionnaire on your PC so you can it to us by e-mail.

Please send the filled out questionnaire until the 30 September 2009 to the following email address: stemmer@zze-freiburg.de

Thank you for your efforts.

Best Regards

A handwritten signature in black ink on a light green rectangular background. The signature reads "Philipp Stemmer" in a cursive script.

Philipp Stemmer
Research Officer
Zentrum für zivilgesellschaftliche Entwicklung
Centre of Developments in Civil Society

A) Aims and Cooperation within the network

A.1 What were the three main reasons for you to join the VALUE network in the first place?

- 1.
- 2.
- 3.

A.2 Do your/your organisation's interests in VALUE have changed since the beginning of the project (e.g. did you identify new interests)? If so, please comment on that.

Your comments:

Our interests haven't changed since then.

A.3 How do you evaluate the collaboration to date within the VALUE Network in general:

(1=extremely negative; 6= absolutely positive)

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| extremely negative | | | | | absolutely positive |

A.4 Please indicate whether you agree or disagree with the following statements about the collaboration within the VALUE Network:

| Statement: | I absolutely agree | I mostly agree | I mostly disagree | I strongly disagree | not relevant for me |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| New ideas and perspectives I bring are appreciated by the other network members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tasks and responsibilities are communicated clearly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Members have been consulted on the protocols guiding the network | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is a good flow of information between the partners | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communication within the network is effective | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The management group co-ordinates the partners well at all times | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support is provided by the management group whenever needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.5 What do you suggest to improve the cooperation within the VALUE network?

Suggested improvements:

No improvements necessary

B) Cooperation at the national level (where you have a national partner in the Network)

B.1 Your national partner organisation is ...

- A Volunteer Organisation
- A University
- Another type of organisation:
- We don't have a national partner organisation. ► *If you tick this box you do not need to answer questions B2-B4*

B.2 How do you evaluate the collaboration with your national partner organisation in general: (1=extremely negative; 6= absolutely positive)

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| extremely negative | | | | | absolutely positive |

B.3 Did you know your national partner before working with them in this Project?

- Yes ► **Has the project helped to develop this relationship? And if so, how?**
- No ► **Please comment on the potential you see for the network to develop this new relationship.**

B.4 Please indicate whether you agree or disagree with the following statements about the collaboration with your national partner:

| Statement: | I absolutely agree | I mostly agree | I mostly disagree | I strongly disagree | not relevant for me |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Tasks are communicated clearly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rules and policies for the cooperation have been laid down together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Major difficulties in the process were analysed and a shared solution was found | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Deadlines agreed by the national partners are met | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Joint decisions are binding for all partners | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Occurring conflicts between partners are discussed frankly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is a good flow of information between the partners | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communication within the partner is effective | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| All partners contribute to the project's success with the same effort | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

B.5 Production of National Report (with or without your national partner)

| In producing the national reports how far have your efforts corresponded with your own expectations? | The effort ... | | |
|--|--------------------------|----------------------------------|--------------------------|
| | is more than expected | corresponds with my expectations | is less than expected |
| Time invested in the project | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Complexity of the task | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.6 What major problems did you face during the production process (for example: data mining, identifying best practice, resources). What solutions did you find?

| Please describe each problem in a separate line. | What solutions did you find? (in case you didn't find one leave the field blank) |
|--|---|
| | |
| | |
| | |
| | |
| | |

No problems occurred during the production process.

C) Sub-group work

C.1 What is the subject of your sub-group?

- Employability
- Citizenship
- Intercultural Dialogue
- Older Volunteer Learners

C.2 How do you evaluate the cooperation within your sub-group?

(1=extremely negative; 6= absolutely positive)

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| extremely negative | | | | | absolutely positive |

C.3 Please explain your rating:

C.4 In some sub-groups it may take more efforts to come to a shared terminology. Therefore please write down terms, whose definitions may have led to some confusion amongst the members in your sub-group (e.g. “employability”, “validation”, “intercultural”).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

D) Dissemination and Exploitation Activities

D1. Please give a general overview of which activities (publications, lectures, presentations et cetera) you have undertaken or planned to promote or inform about the VALUE Project and which target group did you address?

D.2 Please comment on any difficulties associated with this.

D3. Please comment on the opportunities these dissemination activities have provided to make new contacts with possible stakeholders of VALUE. (stakeholder = organisations who have an interest or benefit from the projects results)

D.4 What dissemination activities are planned for the second year of the project?

Activities:

D.5 Please state if you have any ideas for future exploitation of the network in year 2.

Activities:

D.6 Has your organisation developed or proposed any spin-off activities or ideas stimulated from the VALUE Project yet? (e.g. a new project with a member of the network or another University/Volunteer Organisation in your country)

Spin-off activities / ideas:

No spin-off activities / ideas have yet been developed.

E) Expanding the network

E.1 Have you already got in contact with other stakeholder organisations outside the VALUE Project?

No

Yes ► *If yes, please answer the following questions E.2 – E.3*

E.2 What kinds of organisations have you contacted?

E.3 Have you received any useful feedback (for example on VALUE's aims, the network structure, the working process ...) **from them?** (If so please provide details)

E.4 In case you have any new ideas about the future development of the VALUE project, please state them here

Thank you for your support!