



Institute for
Volunteering
Research

an initiative of



in research
partnership with



Learning beyond the classroom: University Lifelong Learning and volunteering

Nick Ockenden
24th November 2011
Warsaw





Introduction

- Volunteers as learners: motivations and benefits
- The VALUE project
- Types of interaction observed
- Variation across Europe
- Explaining the variation
- Good practice principles
- What this means for volunteering



Volunteers as learners: motivations

- Learning is a bigger motivator for younger

	16-24	All age groups
To learn new skills	46%	19%
To help get on in my career	27%	7%

Helping Out: National Survey of Volunteering and Charitable Giving (2007)

- Especially important for those volunteers seeking work



The VALUE project



- **Aim:**
 - To facilitate and stimulate the development of cooperation between universities and volunteering in the delivery of University Lifelong Learning (ULLL) to volunteers or volunteering organisation staff
- **Grundtvig multilateral network**
- **October 2008 – December 2011**
- **18 partners from 13 European countries**
- **Outputs**
 - Networking (final conference in Turkey – June 2011)
 - Research (e.g. National Reports, sub group work)
 - Website (www.valuenetwork.org.uk)



Types of interaction observed

- Accreditation of volunteering
 - National Trust and the University of Liverpool
- Courses, lectures, modules on volunteering and the voluntary sector
 - IL3-University of Barcelona and Creu Roja
- Student volunteering, placements and internships
 - University of Duisberg-Essen and the UNIAKTIV project



Variation across Europe

- Most interaction: Northern Europe
- Some interaction: Central Europe
- Limited interaction: Eastern Europe

A lot of interaction

Very little interaction





Explaining the variation

- Popularity of volunteering
 - Extent of government support (i.e. legislation)
 - Historical and cultural factors
- Extent to which the link between volunteering and learning is appreciated and understood
- Enthusiasm and interest of individuals within universities
- Extent of mutual awareness (between universities and volunteering organisations)
- Level of funding available



Good practice principles

- Allowing opportunities for volunteers to reflect on their experience and learning
- Base interactions between universities and volunteers on genuine and equal partnerships
- Flexibility in accreditation programmes
- Agreed aims and objectives between the university and volunteering organisation
- Focus on the individual learning needs and motivations of volunteers

Thank you



Institute for
Volunteering
Research

value

VOLUNTEERING & LIFELONG LEARNING
IN UNIVERSITIES IN EUROPE

info@ivr.org.uk
www.ivr.org.uk

