

Sustainable Learning in the Community

*Raising Awareness of Older People's Competences
and Identifying new Opportunities for Learning and
Engagement*



Scottish Report

**“Realising new potential for learning and
engagement of older people”**

**Overview of existing material
and
consultation with older volunteers**

Compiled

by

Maureen Marley and Val Bissland

Senior Studies Institute, University of Strathclyde

Additional material by Nicholas Walters, Inteval Ltd,

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This report concentrates on the work undertaken for SLIC by the Scottish contingent of the UK coalition – The Senior Studies Institute (SSI) University of Strathclyde. The other organisation involved in the practical side of the project is the Policy Research Institute on Ageing and Ethnicity (PRIAE). Nicholas Walters of Inteval Ltd, has contributed to various sections - the introduction, the theoretical framework for SLIC and the current political discussions.

Go to www.slic-project.eu for more information.

1. Introduction (Nicholas Walters, Inteval Ltd.)

In the UK, recognition of demographic change has been a feature in social policy for at least 30 years. However, it has more recently become an issue of more concern. While the original identification of a “demographic time bomb” was predicted, its impact is only now becoming a phenomenon to be addressed in reality. A number of issues related to an ageing society are now high on the political and policy agenda.

There are a number of economic drivers behind this development. Pensions are no longer seen as being secure as they are now understood as being less able to provide a secure, if modest, income to provide for retirement. The national pension is not inflation linked and has not been so for some time. Its real value has decreased. This has meant an increasing dependence on company and private pensions and a significant number of these have proved problematic. Company pension schemes have proved expensive to provide and many companies have reduced the range of benefits in their schemes.

For many older people this difficulty was offset by the high level of equity in private housing. In the UK, a third of the population own their own houses and many older adults are in this position. With exponential property inflation, it became possible to release equity from property, not least by downsizing and moving into smaller houses. This current fall in house prices as a result of “the credit crunch” is undermining this possibility.

Income to sustain an acceptable quality of life is now becoming more problematic. This is compounded by well recognised changes in the labour market that has broken down the experience of having a “job for life”, which would then lead to a “third age” of life that would be supported by unearned income. People retiring now have had a portfolio of different jobs, and careers breaks. This has led to much political debate about the “retirement age”, traditionally 65 years for men and 60 years for women. Retirement age is no longer a rigidly fixed transition.

The drivers are not solely economic. While it is true that older people’s life expectancy is increasing and there have been significant improvements in physical health, the

provision of social care for older people is high on the agenda. In Scotland this is a public provision, but in other parts of the UK social care is effectively “means tested” and many older frail people have to pay for their own care, which can result in the necessity of selling their houses.

Scotland has a strong history of community volunteering. However older people are not coming forward proportionate to their increasing numbers and this is causing concern. The recently formed Scottish Centre for Intergenerational Practice funded by the Scottish Government is addressing this issue by bringing generations together.

1.1 Relevance of SLIC to the Senior Studies Institute

The SLIC project is not directly relevant to the main work of the Senior Studies Institute (SSI) which is a significant provider of daytime classes for the over 50s in the city centre. However the SSI also acts as a catalyst for improving the perception of older people as a resource in the community and manages various volunteering projects – university guides, hospital volunteers and computer buddies (See Section 6 - website references) . Thus, SLIC could be useful in producing important spin-offs in terms of self evaluation strategies and in reaching out to a wider community network.

1.2 Target groups

The SLIC project targeted the Scottish Centre for Intergenerational Practice database of contacts - organisations large and small from all over Scotland including -

Better Government for Older People, Children in Scotland, Help the Aged Scotland, National Pensioners Convention Scotland, Scotland of the Third Age Trust, Scottish Community Foundation, Scottish Mentoring Network, Scottish Pensioners Forum, Voice of Experience Forum, West of Scotland Seniors Forum.

In addition some students from the Senior Studies Institute are involved.

To quote world leading exponent of age-integration Ron Manheimer (Director of the Centre for Creative Retirement, North Carolina) -

‘Lifelong learning is a worldwide phenomenon and should be seen as a necessary public good that will help ensure the social participation of future mature adults while serving as a way to tap the talents and expertise of older generations for the well being of all generations. In this sense, older learner programs may help to foster an age-integrated society. The challenge leaders face is remaining flexible and innovative in responding to new needs emerging from the changing expectations and circumstances of people in middle and later life. This historically unprecedented demographic revolution requires new ways of thinking about the meaning of aging and the role of continued learning. Professional educators and **the burgeoning cadre of volunteer leaders** with whom they will share leadership roles face an exciting future.’ (www.cael.org/forum_and_news/university-older-learners.htm)

From the targeted Scottish organisations mentioned above we have identified approximately two dozen people who are already part of **‘the burgeoning cadre of volunteer leaders’**.

2. Theoretical framework and current political discussions

(Nicholas Walters, Inteval Ltd.)

2.1 Current political discussions on the learning of older people in the community in Scotland and England

It has been noted that older people no longer see themselves in the stereotypical role of the “elderly”. Many have higher expectations about life style and quality of life. The social policy promotes active and independent living, but support within traditional family structures is weaker.

Over the last ten years the notion of Lifelong Learning has become more and more widespread, but educational policy has increasingly restricted the concept of lifelong learning to the “employability agenda”. Lifelong Learning has been seen, and funded, as a strategy to help people into employment, or into new and better jobs. In this, it responds to the EU Lisbon Agenda, but only to the first part of that agenda, as “employability” ignores the need to foster societal well being and the quality of life. This is only now being addressed at national level with new government consultations on non-accredited and less formal learning. A new Green Paper is expected at the end of 2008.

This is a significant move away from the narrow vocationalism of previous provision. It demands a new approach that will redefine active citizenship as well as societal and personal “well-being”. It is in this context that SLIC will make a potential contribution to UK policy.

A further important observation is the loss of social mobility in UK society. Those who are born into disadvantaged families and communities are more and more likely to stay in this position. Those who are in pockets of social exclusion are finding it harder and harder to move out of them. This process threatens social cohesion, and a policy that encourages the active older citizen has potential to make a positive step to counter the loss of social mobility.

In Scotland as well as England the main focus of the government currently is on moving people on benefit back into work. The support for volunteering is fairly marginal to political activities although the Scottish websites referred to in the documents in Section 6 (References) give a view of developmental areas. A recently published consultation with Age Concern on Informal Learning by the Department of Innovation, Universities and Skills acknowledges the need for diversity.

‘Older people have different learning styles and preferences. Therefore it is important that learning provision is diverse. One size does not fit all and informal learning activities must be flexible and tailored to local areas and needs.’

2.2 Theoretical framework of SLIC

- The key value from current research points to raising the profile of volunteering by older people and highlighting the often hidden contributions they make to the quality of life of others.
- Most older participants involved in the SLIC project to date are not directly looking for paid work but this could change as the number of younger people available to work declines and employers become more open to the idea of employing older people.
- Lifelong-learning is a key concept as volunteering involves training, personal development and challenge. Such engagement is seen as central to giving life meaning and purpose.

3. Research phase: Tools and instruments

3.1 Search Strategy

The web was used mainly for the research given time constraints. It was felt that this medium gave the most up to date information regarding current training practices.

TRAINING MATERIALS FOR OLDER ADULTS

The SSI in line with current best practice tailors its approach to training, based on need, with the dominant modes being:

- induction by the existing volunteers,
- practical shadowing and self-evaluation
- evaluation through questionnaires and interviews
-

Tools – Many organisations have developed their own methods and tools to deliver volunteer training but these are not in the public domain as courses have to be paid for. For outlines of more information on content of courses refer to websites below and those listed in Section 6.

Volunteer Development Scotland - the **Volunteering Impact Assessment Tool** (VIAT) - currently being evaluated - www.vds.org.uk/tabid/138/Default.aspx

Glasgow Volunteer Centre (training) - www.volunteerglasgow.org/training/

Quality Scotland – (Workshops)

www.qualityscotland.co.uk/events.asp?cat=Voluntary+Sector+Workshops

Scottish Pre-Retirement Council (Day release courses) - www.sprc.org.uk/

3.2 Overview of tools and instruments

As stated above each organisation customises its training programmes to its client group and in line with best practice responds to changing expectations and circumstances of people in middle and later life. Therefore, we confine ourselves to describing the tool we found valuable to tap into the experience of our 'burgeoning cadre of volunteer leaders'.

In section 3.2.1, "Example of an actual workshop", we show the method we used to engage with our volunteers. This is a Café Conversation in action!

In section 4, "Consultations with older learners", we show the results of the Café Conversations Consultation i.e. the ideas that emerged from it.

SLIC project – Café Conversations

Café conversations are based on the assumption that the usefulness of the knowledge we acquire and the effectiveness of the actions we take depend on the type of questions we ask. So creating an environment where people experience the spontaneity of a small group discussion means that questions can be asked that open the door to dialogue and discovery. These invite creativity and new ways of seeing problems. Constantly examining one's own assumptions and each other's opens up a creative group mind-set leading to new evolving solutions.

Conducting a Café Conversation is simple. Clarify at the start the purpose of the meeting. Create a welcoming space. Explore questions that really matter to the participants. Encourage everyone to express themselves and ensure the more vocal participants appreciate that diversity of opinion is important. Look for connections between diversity. Through shared listening notice emerging patterns, themes and insights.

"2002 Whole System Associates" – a seven page reference guide to putting conversations to work:

www.theworldcafe.com/articles/cafetogo.pdf

www.theworldcafe.com/reading.htm

Also <http://seeking.wikispaces.com/Cafe+conversations>

The value of using the democratic Discovery Café Conversations method was to win the volunteers over to the workshop idea by giving them ownership of the project through free and open dialogue involving everyone. Also titling the meeting 'Valuing Volunteers' avoided jargon and embodied the idea of the project.

Comment on use of tool

The SSI café conversation meeting worked very well and created confidence and empathy among participants, co-ordinators and table 'hosts'. This participative method, which created freedom to write ideas down on the paper tablecovers as they occurred, was an ideal format with input from facilitators to keep the conversations flowing.

Also see post-meeting questionnaire in 7.1(Tools).



A series of pictures taken at the café conversations sessions will be uploaded in due course to new dedicated website at -

www.slic-project.eu



3.2.1 Example of an actual workshop

Valuing Volunteers 29th April - Discovery Cafe Agenda

10 am **1. Present SSI team:** Tutor Val Bissland(SSI) workshop leader.

Maureen Marley (project co-ordinator Slic), Alice Morton (SSI) and Maariyah Chaudhry (PRIAE researcher of older ethnic minorities in Scotland) were the table hosts.

Val Bissland Intro: "Before we start the process of getting to know each other I will explain the context of this meeting and what we would like to achieve with your help over the next two hours."

Explain European context: Austria, England, Finland, Germany, Hungary, Italy partnership. All are holding own meetings. Reports and results of meetings to be collated.

Outcome: Valuing older volunteers is planned through offering two development workshops that will:

1. Acknowledge the skills each volunteer brings to their work by drawing up a personal profile
2. Build in other workshop content that would be useful.

10.05 **2. Introductions: First exchange information with a partner –**

1. Where you are from?
2. Your key volunteering activities?
3. Something about yourself that's interesting or amusing or something no one would guess?!

10.10 **3. Go round room with partner introductions.**

10.20 **4. Provide handout of the Discovery Café format and etiquette.**

10.25 – 10.45 **5. Round 1**

10.45 – 11.05 **6. Round 2**

CoffeeBreak

11.25 – 11.45 **7. Round 3**

11.45 **8. Sharing discoveries.**

A single-page summary report (See section 4.1) was subsequently emailed or posted to participants and to others who could not come to the meeting with a request to feedback on any omissions or mistakes. Also follow-on questionnaire sent concerning actual workshop content. (See Section 7 Annexes.)

3.2.2 Examples for skills profiles

These are to take the form of self-evaluations. Consultations are still to take place between facilitators and volunteers concerning actual implementation. Each workshop should contain skills profiling and developmental elements with a week's gap between so the participants have time to reflect and evaluate before producing their final profiles.

Among several others, OCR (Oxford Cambridge and RSA Examinations) is a leading UK awarding body, committed to providing qualifications that engage learners of all ages.

These qualifications can be gained in school or college; in work or through part-time learning programmes to enable students to achieve their full potential -

www.ocr.org.uk/qualifications/basicskills/national_skills_profile/ .

However this type of formal profiling that provides a skills qualification is inappropriate for our highly experienced group of active older adults, and would not be possible in any case in the time scale.

3.2.3 Example of action plans

Individual action plans will be formulated from the principles below.

Key themes in the development of thinking about lifelong education and learning (adapted from the INFED website - the Encyclopaedia of Informal Education - <http://infed.org/lifelonglearning/b-life.htm>) are central to the SLIC project.

(See quotes below).

1. **Education is life:** it is 'not merely preparation for an unknown kind of future living... The whole of life is learning, therefore education can have no endings.'

SLIC aims to help the volunteers capitalise on their energy, life experience and practical experience and to draw up a plan to take their ideas to the next stage (and maybe even the step beyond that). What practical action do they need to take?

2. **Adult education should be non-vocational:** '... adult education begins where vocational education leaves off. Its purpose is to put meaning into the whole of life'.

SLIC acknowledges that older people are interested in practical measures that influence what happens at the 'coalface'. Abstract learning through lectures has no place in the workshop process but meaningful learning through collaboration, has.

3. **We should start with situations not subjects:** 'The approach... will be via the route of situations, not subjects... In conventional education the student is required to adjust himself to an established curriculum; in adult education the curriculum is built around the student's needs and interests'.

The SLIC consultation process has established areas of interest. However backgrounds and situations differ, thus the action plans will be determined by the situations each person faces addressing their common needs and interests.

- 4. We must use the learner's experience:** 'The resource of highest value in adult education is the learner's experience... all genuine education will keep "doing" and "thinking", together'.

The action plans will not be based on competences for employment and accreditation that dominate the world of work but will capitalise on bringing active volunteers together to share their knowledge and experience and forge a network so they can support each other in their local endeavours.

Conclusion

Therefore it can be said emphatically that the learning will take place not necessarily through the application of a particular tool but through interaction - initially in pairs and small groups with a skilled facilitator to capture and develop ideas. The learning will be an iterative process that emerges from the group, not a top-down process from lectures or presentations.

3.2.4 Examples for certificates

Standard University of Strathclyde Certificates with appropriate wording and additional Euro logo.

4. Consultations with older learners

What ideas emerged from Café Conversations Consultations?

- The group was very open to a whole range of developmental activities with the majority happy to be the beneficiaries of a certificate for their own efforts at the workshops. See precise format of the question addressing this issue in the workshop questionnaire (Section 7 – page 21) which was sent out as a follow-on activity from the meeting.
- Most people showed an enthusiasm for participation in the future workshops.
- There appeared to be a genuine desire to reach out to other groups – including young people in schools (who wish to build a good CV) and also older people on the brink of leaving main employment and who are open to new possibilities.

See Section 7 – Annexes for the flyer that was emailed to Scottish Intergenerational Network contacts called 'Valuing Volunteers' and the list of volunteers with their volunteering credentials. Also refer to the summary of results (Section 4.1) addressing the three questions and the detailed document showing spontaneous comments on the paper tablecloths.

4.1 Results of the consultations



Summary of responses in the Café Conversations - 29 April 2008.

Q1. *In what ways would creating **an individual profile** of your key skills and experience be valuable and how could you go about this?*

Skills keep changing so identifying new or updated skills is valuable and would add a 'buzz' factor. The best way to achieve this is through **self-evaluation** facilitated by group discussion and possibly worksheets. The facilitator would give 'permission' to participants in this workshop to be proud of personal skills and accomplishments. In Scotland the culture is one of being modest and playing down achievements, so it is a skilled task to create an atmosphere where people will open up and begin to focus in on personal success. Such attention to self is legitimate in writing a professional CV but the rationale for this type of rigor does not exist currently in the volunteering domain.

However it was agreed that if this exercise is done well it could -

Improve positive feelings and self esteem (A feel-good factor -'Well done!')

highlight one's personal contributions to society

provide greater insight into personal strengths

encourage pushing out the boundaries, evolving and trying new activities

encourage taking up training opportunities

highlight the value of volunteering to society

Q2. *What **types of workshop content** would be useful in your area of volunteering?*

As the types of volunteering are very diverse in their requirements, from cancer care counseling to local authority committee work, the challenge is to find activities that are more or less relevant across the board. In the group situation it was mentioned that it is a unique opportunity to learn from each other, possibly showcasing some of the most interesting projects. Therefore the way this workshop is set up is important so that the SLIC – Scottish Report

skills and experience of volunteers are utilized as well as incorporating a training element. Subjects mentioned were confidence building (which has a value for working in teams), social and interpersonal skills (such as all-important listening skills), knowledge of important new legislation, how to deal with sensitive documents and personal safety.

With this wide range of issues the group could possibly be offered a choice of activities for one of the sessions.

*Q3. In the future how could you go about **sharing your experience and knowledge with others?***

A key issue to emerge was that of sharing while maintaining confidentiality. However with care, anonymity could be preserved and lessons learnt from one another. It was agreed that it is important that people look outwards from their own particular focus and make informal contacts with others, both within their own specialisms, and with others working in different spheres. It is also important to be proactive, raise the profile of one's work and be an ambassador. One promising way of achieving this is through intergenerational links and working with younger audiences. They see volunteering experience as a powerful addition to a CV. In addition, pre-retirement groups are a productive area for recruiting new volunteers, bringing new energy and modern work-place ideas to the table.

THE ABOVE SUMMARY WAS COMPILED FROM THE DETAILED RECORDING OF IDEAS THAT EMERGED IN DISCUSSIONS INCLUDING SPONTANEOUS INDIVIDUAL JOTTINGS ON THE TABLE COVERS.

BELOW ARE DETAILED NOTES OF THE IDEAS WHICH EMERGED FROM EACH QUESTION GROUPED UNDER SUBJECT HEADINGS.

Q1. In what ways would creating an individual profile of your key skills and experience be valuable and how could you go about this?

Early days:

A profile could be valuable when setting out at **the start** of volunteering.

Development:

Participants could surprise themselves and reveal gaps where skills could be developed or honed – a trigger for **more training**.

Heightening profile:

A portfolio would be useful if joining an advisory committee, for example, as sometimes skills are **overlooked inadvertently** and too little use made of a person's talents.

The experience could create a **feel-good factor** – it's good to be told you are doing well through this type of self assessment.

Participants would get to know their own **strengths** and recognize their **value**. Stepping back and seeing the big picture.

Reinforce confidence and create **good role models** – ‘I can so you can!’ Could help to retain volunteers and recruit new volunteers.

Internet:

Volunteers' profiles could go **online** with their permission creating an ‘Information Café’.

Dangers: Should not be taken too far so that it looks as if the person is trying to compete for a job or take a job away from a younger person. It could be counterproductive if evaluation is flawed.

Q2. What types of workshop content would be useful in your area of volunteering?

Methodology:

Have a light-hearted workshop - encouraging and interacting with other people.

Perhaps graded workshops – for knowledgeable volunteers, experts and those who can teach from their experience and share their know-how. Good handouts.

Subject matter:

Need to find commonality for some sessions with participants from such diverse backgrounds but also have some specific sessions targeting certain sectors – horses for courses (specialist training)

Individual motivation:

Encouraging people to identify skills and skill sets

Group work:

Thinking out of the box - teamwork

The key skills for certain kinds of volunteer work that match existing or possible desired skills

Practical knowledge:

Personal safety; first aid training; technical support for specific projects; working with vulnerable people; confidentiality and whistle-blowing; identifying gaps for volunteering that need to be plugged; showcasing some organizations and identifying different volunteering demands; updating knowledge on legal changes that affect volunteers and policy documents; how to market one’s organization effectively.

Generic skills:

Interpersonal - good communication through creating a relaxed atmosphere, presentations, good listening skills and good questioning skills with an empathetic manner, how to network and be more inclusive, confidence to meet people and connect with them.

Intrapersonal - confidence, preparing for challenging situations, raising awareness of roles and responsibilities; how to adapt to new situations

Q 3. In the future how could you go about sharing your experience and knowledge with others?

Organisations - strategic issues:

- Succession planning; each volunteer to introduce a new volunteer – recognition given to the effort needed for recruitment.
- ‘Buddying’ to bring people in – café communities to allow people to test the water and find out information.
- Look at issues of re-branding so the organisation can evolve.
- Joined-up thinking between groups and individuals e.g. Housing and Health.
- Paid and unpaid people working together sharing information to avoid conflict between roles.
- Practical people (cancer care) and committee people talking to each other.
- Volunteering often first step on a career path for young people – Intergenerational aspects e.g. teaching young people cooking skills while also showing the value of volunteering if entering the caring professions.

ICT:

A wide network of volunteers – information of others’ work to avoid insularity – Website but with confidentiality: Online intranet.

International and political:

Links to overseas organisations

A government minister for volunteers addressing funding issues

Funds for publicity to allow volunteers to be proactive, raise profile

Networking:

Encouragement within organizations to share experience and knowledge – a pathway established with time set aside for this.

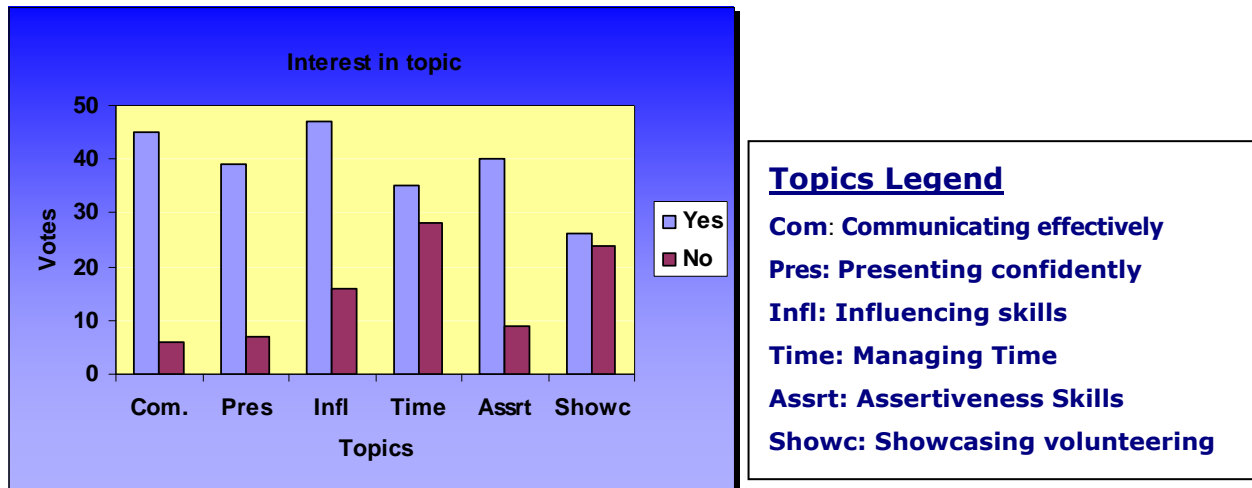
Word of mouth; emphasizes the need for volunteers with fewer extended families.

Cross communication: Linking with schools to show advantages for young people of volunteer work.

5. Key recommendation for the SLIC-workshops

5.1 Recommendations concerning the content of the workshops

Questionnaire results



See questionnaire in Section 7 with breakdown of figures.

5.2 Recommendations concerning the methods and tools of the workshops

Participant engagement, café conversations for profile, interactive style with facilitator/expert on agreed specialist areas of development - See next section.

Refer also to Section 3 - Research Phase – Tools and Instruments

5.3 Suggestions for a workshop design (draft script for the workshop)

This will be undertaken in collaboration with chosen facilitators once the agenda has been decided and will be based on the suggestions in sections 5.1 and 5.2 and joint deliberations with partners.

* Also it is critical that the participants are consulted before the workshops are finalised so they still have input to the process of their own development.

6. References (Websites)

Academic references may be included in the future but at this stage in the project they have not been itemised. The first three websites below represent each of the participating SLIC UK partners. The remaining websites are of organisations that run courses for volunteers but the tools they use are in the main copyright and more details are available on application.



www.cll.strath.ac.uk/ssi/volunteering.htm

The Senior Studies Institute provides opportunities for people over 50 to use their learning and life skills in a range of socially valuable contexts - as family members, active citizens and volunteers. This includes developing learning opportunities in areas not traditionally viewed as the domain of adult education. Many older students at the Senior Studies Institute enjoy gifting their time and experience in voluntary activities. Within the Institute you can find:

- [University Guides](#)
- [SPIN \(Spinal Injury Network\)](#)
- [Computer Buddies](#)



2007 SSI Volunteering Report

Click to open the PDF document for the reports on activities of Computer Buddies, SPIN and the University Tour Guides.

PRIAE

Policy Research Institute on Ageing and Ethnicity

www.priae.org

www.priae.org

PRIAE is a leading Institute working in the area of ageing and ethnicity in the UK and across Europe. As the only organisation specialising in helping black and minority ethnic (BME) elders, PRIAE occupies a unique position and plays an essential role in policy, research, information and practice on:

- Employment and income;
- Health, social care and housing;
- Pensions; and
- Quality of life

PRIAE works with BME elders and age organisations, policy makers, research bodies, healthcare providers and the voluntary sector to produce ground-breaking work. Based in Leeds, West Yorkshire, PRIAE is an international self-governing charitable institute with partners across Europe.

INTEVAL Ltd

Inteval Ltd is a consultancy company engaged in research and evaluation related to unemployment. During 25 years at the University of Surrey in the Department of Educational Studies, Director Nicholas Walters has developed a substantial body of community education provision together with a research and development programme of over 40 projects related to social exclusion. He is currently involved part-time in research in the [Department of Political, International and Policy Studies](#). He has experience of interventions with particular socially excluded groups, including refugees and migrants, black and minority ethnic groups, disabled people and former substance abusers. His work is international and he is involved with European Union interventions. Currently he is collaborating with the Faculty of Politics at the University of Warsaw, researching migrant labour and integration policies.

Other volunteering websites with information on training and development

In Glasgow



www.volunteerglasgow.org

- An online resource for volunteering
- Register volunteer opportunities so that we can make them available free of charge to thousands of people.
- Tips and advice on involving volunteers in your organisation - the good practice, the pitfalls, sources of further information.
- Workshops on good practice on involving volunteers
- For information on insurance for volunteers schemes
- Training and development



Glasgow Council for the Voluntary Sector - www.gcv.org.uk/

The main development agency and advocate for voluntary and community organisations in Glasgow. It exists to shape, strengthen and serve a strong, vibrant and inclusive voluntary and community sector. It has over 600 voluntary-managed organisations in Glasgow. It employs **60 staff**. The organisation is voluntary-managed, chiefly by **representatives** from member organisations who make up the GCVS Board. In all that we do, we are an organisation that **listens, learns** and **innovates**. We work in ways that are **inclusive, trustworthy, professional** and based on shared core principles.

Scottish Organisations

www.scdc.org.uk/national-standards-community-engagement/support-materials/

National Standards Support Materials including a Standards Toolkit

SCDC is currently funded by Communities Scotland to provide a dissemination and support programme working with Community Planning Partnerships and Community Learning and Development Partnerships across Scotland.



Voluntary Sector Network www.qualityscotland.co.uk/vsn.asp

The Voluntary Sector Network is a network of Quality Scotland members that belong to the voluntary sector. They meet quarterly to discuss quality and support each other based on their personal experiences. VSN members also have access to a dedicated Account Manager for advice and expertise on Business Excellence. The VSN also explores the use of self-assessment and continuous improvement techniques. These tools are tailored specifically for the social economy and a recent innovation includes a tailored guide to EFQM, the most widely used business improvement framework in Europe, for the voluntary sector.



Volunteer Development Scotland www.vds.org.uk

2006-2009 Strategic Priorities

- To **maintain and develop** Volunteer Development Scotland as a recognised Centre for Excellence in volunteer development
- To **investigate, interpret and disseminate** intelligence about volunteering in Scotland
- To **contribute to the four strands** of the Scottish Executive's Volunteering Strategy
- To **develop and build** strategic relationships with stakeholders and organisations
- To **continuously develop** and consistently implement excellent ways of working



(2006 publication) www.hmie.gov.uk/documents/publication/hgio2cld.pdf

How Good is Our Community Learning and Development? Self-evaluation for quality improvement

The aim of this publication is to support the continuous improvement of CLD provision by helping us to evaluate the work we do with stakeholders.

Self-evaluation helps us to:

- recognise the work we are doing which has a positive impact on people's lives, adults, and on the community;

- identify where good quality needs to be maintained, where improvement is needed and where we should be working to achieve excellence;
- identify what we can do to make things better for young people, adults and the wider community; and inform stakeholders about the quality of services in the area.



www.edinburgh.gov.uk/acfaa

A City for All Ages (ACFAA) is Edinburgh's Joint Plan for Older People. It is about improving opportunities and services for older people, removing discrimination and overcoming barriers. The Plan is a joint arrangement between The City of Edinburgh Council and its partners in [NHS Lothian](#) and the voluntary and commercial sectors. It is part of the city's community planning programme through the established links with the [Edinburgh Partnership](#), the [Edinburgh Community Health Partnership](#) and the [Neighbourhood Partnerships](#). Action Plan 2007-2010 - Edinburgh's Plan for Older People for 2007-2010, has been developed in consultation with partner organisations and older people and agreed by the Council's Policy and Strategy Committee on the 2 October 2007. [Edinburgh's Plan for Older People Summary \(PDF, 884KB\)](#)

Scottish Centre for Intergenerational Practice www.scotcip.org.uk/

The Scottish Centre for Intergenerational Practice conducts research, provides information, commissions projects, delivers support and encourages involvement to benefit all of Scotland's generations, by working, learning, volunteering and living together. The Centre is managed by the University of Strathclyde alongside an advisory group of key stakeholders.

The Department for Innovation, Universities and Skills (DIUS)

www.ageconcern.org.uk/AgeConcern/Documents/Ref1408SDIUSinformaladultlearningshapingthewayahead.pdf June, 2008

A consultation document entitled "*Informal adult learning – shaping the way ahead*" seeks views to help shape a new vision for informal adult learning for the 21st century. The document focuses on the value of learning, understanding and improving on current provision, the government contribution, DIUS' contribution, equality of access and the role of broadcasting and technology.

North Carolina Center for Creative Retirement, University of North Carolina.

www.cael.org/forum_and_news/university-older-learners.htm

Lifelong Learning Institutes and the Story of the University Programs for Older Learners: Dr Ron Manheimer

7. Annexes

7.1 List of tools

Promotional flyer (See section 4 – Consultation)



Valuing Volunteering

SLIC – Sustainable Learning in the Community

Are you valued as a volunteer?

Are you someone who puts effort into working for others in your community?

Are you over fifty?

WHAT WILL THIS PROJECT ACHIEVE?

It aims to bring together community-minded older adults who are already making a difference. It will encourage you to share your successes, exchange and develop ideas, and it will acknowledge your skills. It could be a stepping stone to expanding your existing role or taking on a new one.

This Senior Studies Institute project (entitled SLIC - Sustainable Learning in the Community) is funded by the European Commission and will not incur any costs for participants.

- improve your skills
- explore your potential
- work with other active citizens
- share your experience with other project partners in Hungary, Finland, Austria, Germany, Italy and the UK

Join other like-minded people by attending a **focus group meeting in the SSI on Tuesday 29th April 10am-12.30pm** (with refreshment break). For those who wish to continue there will be 2 workshops early in 2009. These will include identifying volunteers' strengths and skills, new ideas and providing opportunities to network. An award certificate will be presented at the end.

SLIC Project Meeting: 10am – 12.30pm on Tuesday 29th April, 2008

If you are an active volunteer who would like **to attend this exploratory meeting** return your details to Maureen Marley using the form below or contact by email.

Deadline for replies: Monday 21st April.

Title: _____ First Name: _____ Last name: _____

Address: _____

PostCode: _____ Email: _____ Tel: _____

Maureen Marley, Project Co-ordinator, Senior Studies Institute,



Guidance for generating ideas and discussion (See Section 3.2)

Cafe Conversations Handout.

'The future is born in webs of human conversation.'



Café Etiquette

- Focus on what matters
- Contribute your thinking
- Speak your mind and heart
- Listen to understand
- Link and connect ideas

Listen together for insights and deeper questions

Play, doodle, draw, map – writing on the tablecloth is encouraged!

Have fun!

Each round 20-30 minutes each.

Your table host.

She will remind you to jot down key connections, ideas, discoveries and deeper questions that emerge.

She will stay when you move on to a new table.

She will briefly share insights from the prior conversation so others can link and build on ideas.

Questionnaire for clarifying workshop content with responses:

See summary graph - page 14

Workshop Content Questionnaire Results

See results below from forms returned

Award certificate

Would you appreciate a certificate acknowledging your efforts in creating a profile and participating in profiling or personal development aspects of the workshops? 9 YES / 3 NO

Communicating effectively

- Use effective communication to get the results you want 12 YES / 1 NO
- Be adaptable in how you communicate with others 12 YES / 2 NO
- Ensure you communicate clearly and avoid misunderstandings 12 YES / 0 NO
- Learn top tips for holding effective briefing sessions with other volunteers 9 YES / 4 NO

TOTAL 45 / 6

Presenting confidently

- Increase your awareness of your impact on others – voice, words, body language 11 YES / 2 NO
- Understand the key elements of effective presentations 10 YES / 3 NO
- Be able to tailor presentations to what the audience needs or want to know 11 YES / 2 NO
- Develop knowledge of relaxation techniques to overcome nervous tension 7 YES / 4 NO

TOTAL 39 / 11

Positive influencing skills

- Develop networks of influence and collaborate to influence others 7 YES / 5 NO
- Anticipate opposing views and develop strategies to overcome them 9 YES / 3 NO
- Communicate messages simply and powerfully 11 YES / 2 NO
- Develop skill in identifying common interests 9 YES / 4 NO
- Listen empathetically 11 YES / 2 NO

TOTAL 47 / 16

Managing time and priorities

- Identify your view of time and other metaphors for time 7 YES / 6 NO
- Examine various ways of practically managing time 7 YES / 5 NO
- Recognise the demands on your time and the constraints 8 YES / 5 NO
- Use time as a tool for personal development 6 YES / 7 NO
- Break time-wasting habits 7 YES / 5 NO

TOTAL 35 / 28

Assertiveness skills

- | | |
|---|---------------|
| <input type="checkbox"/> Say No without feeling guilt when this is the correct response | 11 YES / 2 NO |
| <input type="checkbox"/> Ask for what you require with confidence | 9 YES / 3 NO |
| <input type="checkbox"/> Make a complaint while remaining cool, calm and collected | 10 YES / 2 NO |
| <input type="checkbox"/> Tell someone that her/his behaviour is upsetting you. | 10 YES / 3 NO |

TOTAL 40 / 9

Showcasing volunteering

- | | |
|--|---------------------------------|
| <input type="checkbox"/> Helping people manage stress (e.g. Counselling, therapeutic techniques) | 9 YES / 4 NO |
| <input type="checkbox"/> Teaching people to use a computer (e.g. Email, Internet etc) | 5 YES / 7 NO |
| <input type="checkbox"/> Outdoor work in the environment (e.g. National Trust, Green Spaces) | 5 YES / 8 NO |
| <input type="checkbox"/> Contributing to a self-help or advisory group (e.g. association, committee) | 7 YES / 5 NO |
| <input type="checkbox"/> Other – please state. | Working with food and nutrition |

TOTAL 26 / 24

Legal Requirements and Documents

- | | |
|---|--------------|
| <input type="checkbox"/> Know where to access legal information | 9 YES / 3 NO |
| <input type="checkbox"/> Appreciate the requirements of confidentiality | 9 YES / 4 NO |
| <input type="checkbox"/> Be able to interpret policy documents | 8 YES / 5 NO |
| <input type="checkbox"/> Know how to keep yourself within the law | 7 YES / 4 NO |

TOTAL 33 / 16

(See graph of results Section 5 – Page 14)

7.2 List of interviewed persons or focus groups (incl. date and length of interview)

Interview/Focus group No.	Organisation (e.g. BCC)	Type of consultation*	No. of participants	Date of interview/focus group	Duration [in minutes]
<i>Strathclyde participants</i>	Strathclyde University	Café Conversations	18 Participants 4 facilitators	29 April	2 and half hours

Participants and their volunteering activities:

Sheila Barr: Glasgow

Citizens Advice Bureau.

Margaret Barron: Stirling

Previously WRVS: member of the Older People's Reference Group. Internet training of older people in 'One Foot In The Web' project: interested in health issues.

Grace Clark: King's Park

Paybar at Mansionhouse Unit; Chaplancy Service at Victoria Infirmary; NTS Holmwood House.

Barbara Connelly, Renfrew

Delivered Meals on Wheels till recently; works in the cafe and information centre in Paisley; a Senior Citizens' shopping companion.

Cathy Crawford: Simshill

Reiki practitioner; works with groups in Castlemilk community and at admin base at Stress Centre.

Joan Dunbar: East Renfrewshire

Liz Duguid: East Renfrewshire

East Renfrewshire Access Panel - Secretary. Audits places where disabled people need to go, and ensures the DDA act is complied with both in old buildings and also any new Council buildings, e.g. Barrhead health centre and the theatre complex at Eastwood.

Linda Garcia: Edinburgh

Ageing Well Edinburgh - Senior Health Mentor and on the Advisory Panel.

David Marks: Glasgow

Senior Executive Programme

Singer with IBM, Trustee with Contact the Elderly: Scottish Housing Association.

Jean Masson: Denny

A computer buddy at the Senior Studies Institute and Committee work in Community and has coached archery

Greg McFarlane:

A 'committee person'; Disability and Older People's Forums around respective citizens rights.

Linda Milton: Glasgow

Volunteer with Breast Cancer Care. A trained peer support volunteer, doing outreach work e.g. giving breast awareness talks. Involved with fundraising and has media experience.

Kevin Murphy: Cumbernauld

Youth Club work. Greenspaces volunteer (repairing paths, fences and planning walks etc)
Involvement with the local community (Townhead) in the unofficial Citizens' Advocacy role
e.g. helping older people with form-filling, working with money, personal security.

Dealing with the public working with children, vulnerable people, ethnic minorities.

Ruth Pagan: Paisley

ESOL (English Speakers of Other Languages) Volunteer with Glasgow ESOL forum.

Cathy Traynor: Stirling:

Chair of UK OPAG (Older People's Advisory Group) for five years: health and well-being
work, Community Council and Planning: older people and the internet.

Janie Williamson: University Tour Guide and member of social committee of the Learning
in Later Life Students' Association, Strathclyde University. Also previous experience of a
volunteer administrator at Tom Allan counselling centre.

Jenny Worthington: South Lanarkshire

Clydesdale Community Transport & Good Neighbours Project

Below: Interested but could not attend on 29th

Douglas Campbell: Kirkfieldbank

Teaching reading and writing, meals on wheels.

Arthur Cowie: Mallaig

Involved in sector for 40 years; attends meetings all over Scotland representing various
groups including the Lochaber Disability Access Panel.

Sandra Carter :

John Gilbertson : Hospital radio in Glasgow – training people for work in this media as
interviewers and presenters. Also Director of Housing Association and New Builds Projects in
Partick.

Eveline Jetstrom: Glasgow

Patient support (especially organ transplant)

Avril MacDonald – Stonehaven. Till duty at a Coffee Shop and Christian Outreach Centre;
craft group for older ladies; Church of Scotland Care Home Day Centre; clerk to
the Congregational Board of local church; vice chairman of Aberdeenshire Disability Action
and South Area rep.

Moya Percy: Glasgow. Wants to learn from group to review volunteering possibilities.

Margaret Simpson: Borders

Chaplaincy work

Janet Thomson: Dennistoun:

Member of RSVP. Currently setting up a group of volunteers to visit people with dementia in
care homes and NHS hospitals. The group will be run by RSVP and Alzheimer Scotland.