Effective Learning – Effective Volunteering

Volunteering Learning Programme ALUMNI

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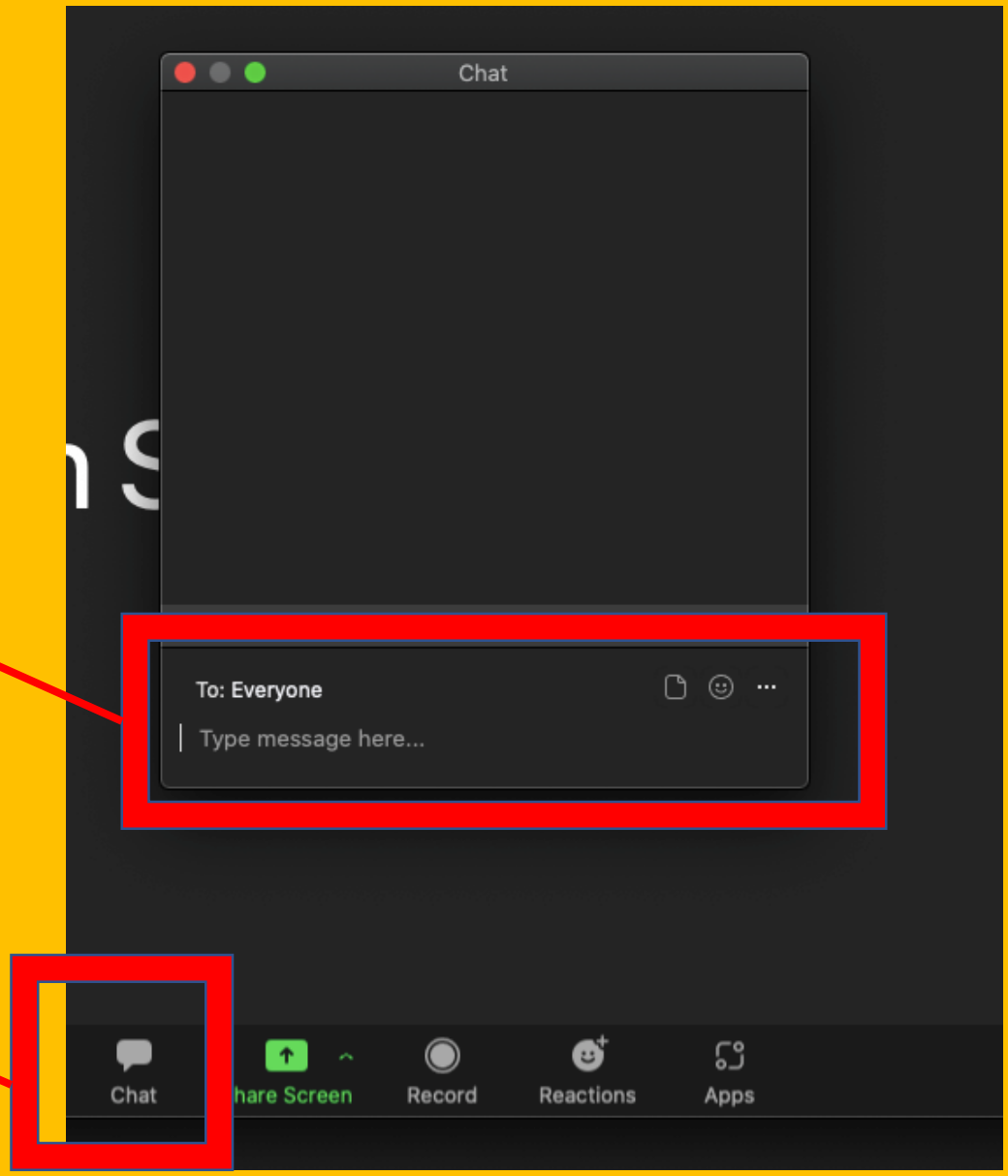
Introduce yourself!

2. Type your **name, role and National Society** into the chat:

1. Click on the **Chat** button at the bottom of the screen



What will we do today?

- Explore challenges that National Societies are facing around volunteers and learning **through peer sharing**.
- Explore two **learning science approaches** that might help us think through these challenges

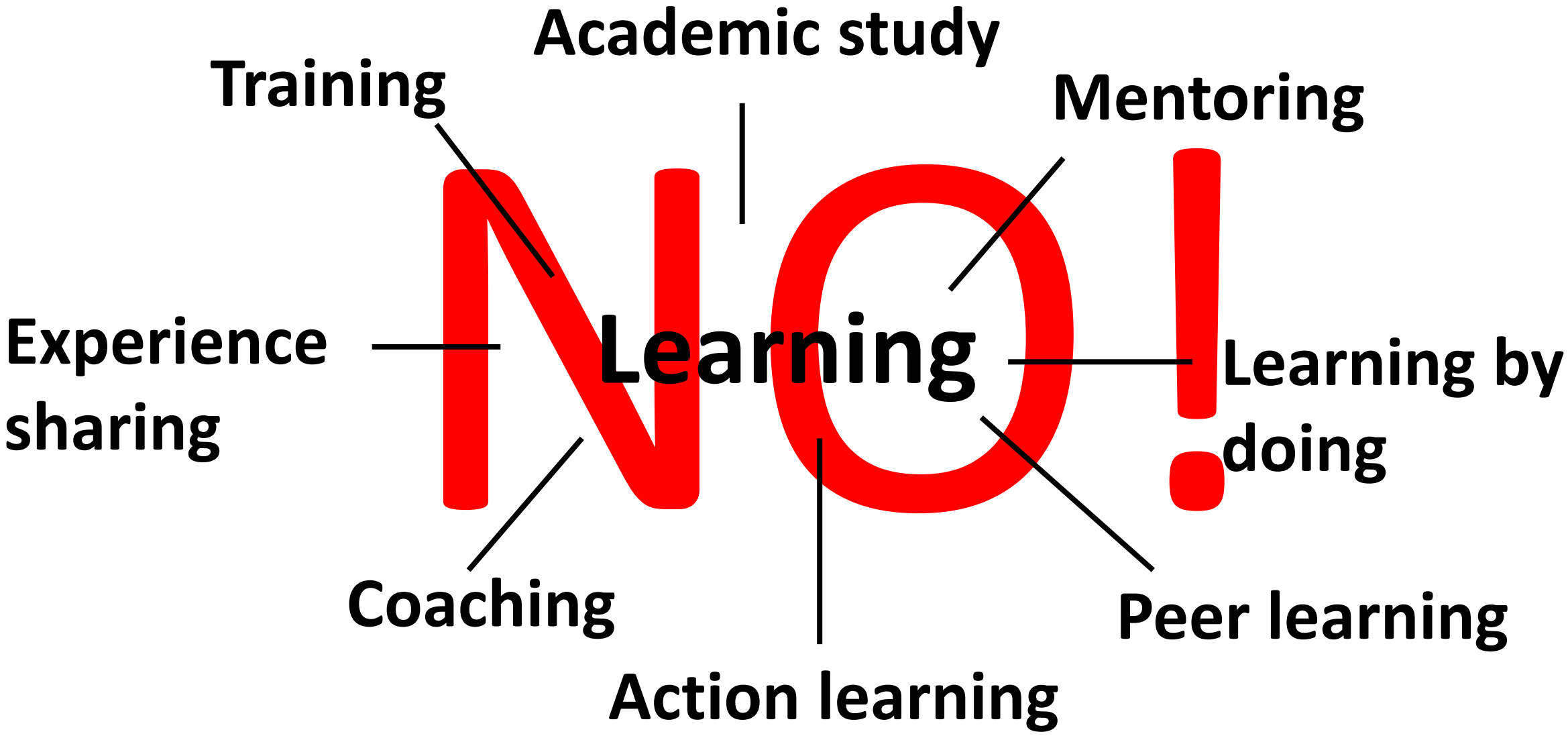
Think of a volunteer learning challenge you have experienced / are experiencing:

- **Don’t forget to share your name and your role!**
- **What was the context?** What was your role?
- **What was the learning challenge?** What was the impact of the volunteer learning challenge on vulnerable people and on volunteers?
- **What did you do?** What happened?
- **What did you learn from this experience?**

Three volunteering learning challenges you may be thinking about:

- How can we deliver high quality volunteer programmes at scale in complex environments?
- How can we motivate volunteers through learning?
- How can our National Society innovate, learn and change

Learning = training?



So, what is learning?
(And how might these relate to volunteering?)

Something we all do all the time in our work and lives to be effective?

An evolving science?

A social process – fun!?

A bureaucratic mechanism?

An organizational culture?

Something based on trust

Something that can be very formal?

Something emotional

Something central to human innovation and change?

A form of power and control?

A learning officer's job?

How can we better analyze learning needs?

Do we understand what is blocking change?

- Knowledge / information?
- Skills?
- Motivation?
- Habits?
- Environment?
- Communication?

What different learning approaches might address these different blockages?

From: Dirksen 2016: Design for how **People** learn

Tell us about a time when your National Society learned from volunteers:

- **Don’t forget to introduce yourself!**
- **What was the context?** What was your role?
- **What did your National Society do to learn from volunteers?**
- **What did your National Society learn?**
- **What changed as a result of this learning?**

What are the dimensions of a learning culture?

Continuous learning
Inquiry and dialogue
Team learning
Embedded system
Empowerment
System connection
Strategic leadership

Dimensions of the Learning Organisation Questionnaire (DLOQ), Watkins and Marsick (1997)

Case:
Digital peer learning at scale

- TGLF researches, develops, and scales up new ways to learn and lead against critical threats to our societies

- Immunization: complex learning, with an increasing focus on local health workers being empowered to make good decisions

- Scaled (6000+ participants), fully digital peer learning programmes in English, French and Spanish

Core exercise: develop an action plan to address a challenge that you are facing in your work

- Describe your challenge
- Carry out a root cause analysis
- Develop an Action Plan using structured questions

- Peer review by 3 peers: structured input to improve Action Plan.

- Peer implementation support: what is the first step to implement your action plan? What did you learn from implementing this

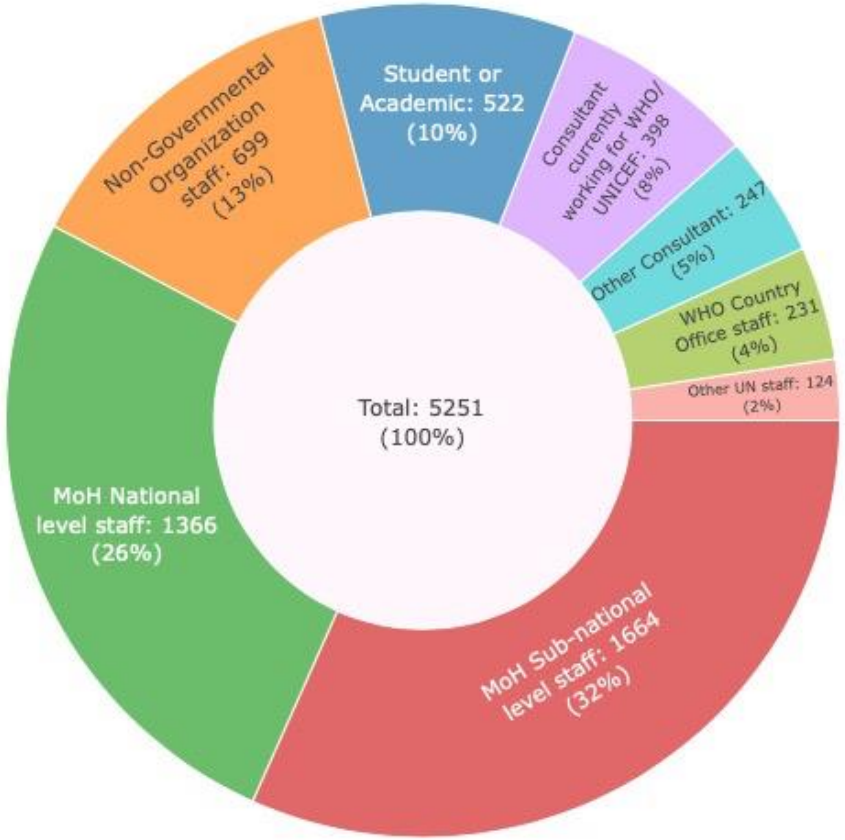
In parallel:

Live peer sharing and support sessions; sessions with global experts to engage with participants.

Data collection and analysis to build evidence base of 'what works' and new insights.

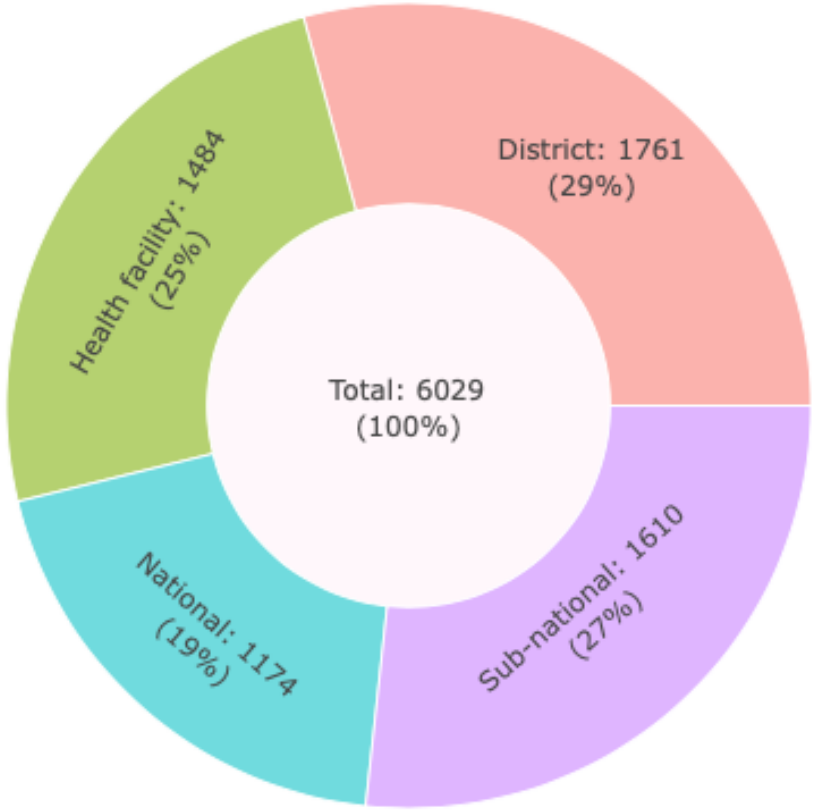
TGLF Learning Cycles:

Engage practitioners from the front lines of global health, particularly sub-national Ministry of Health staff

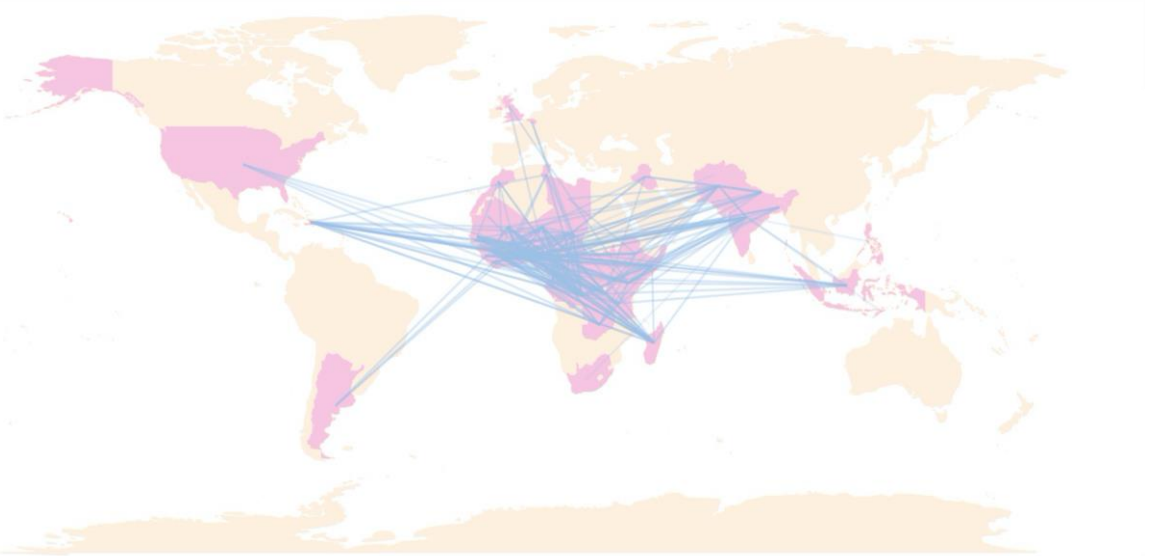


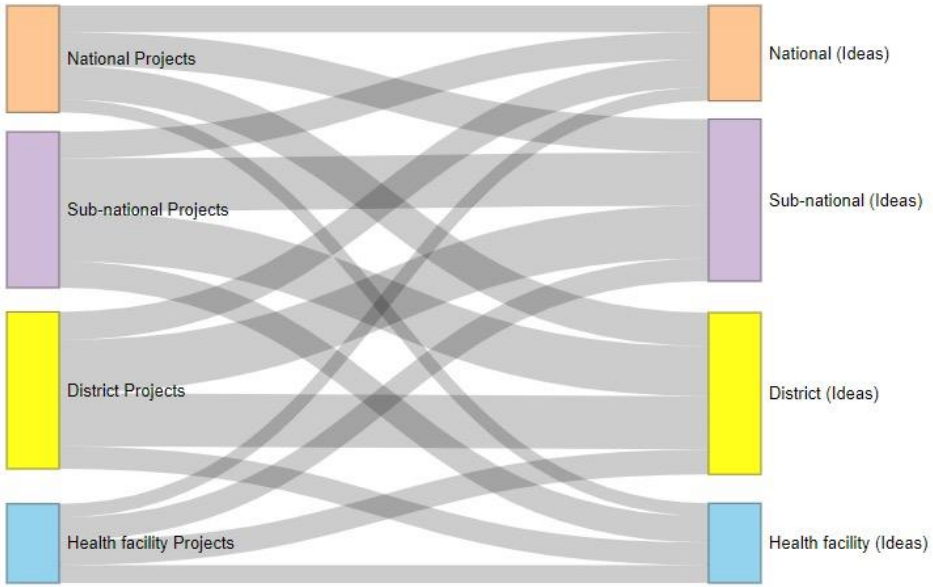
Organizational affiliation, 5251 applicants to COVID-19 Peer Hub, 2020

System level, 6029 applicants to COVID-19 Peer Hub, 2020

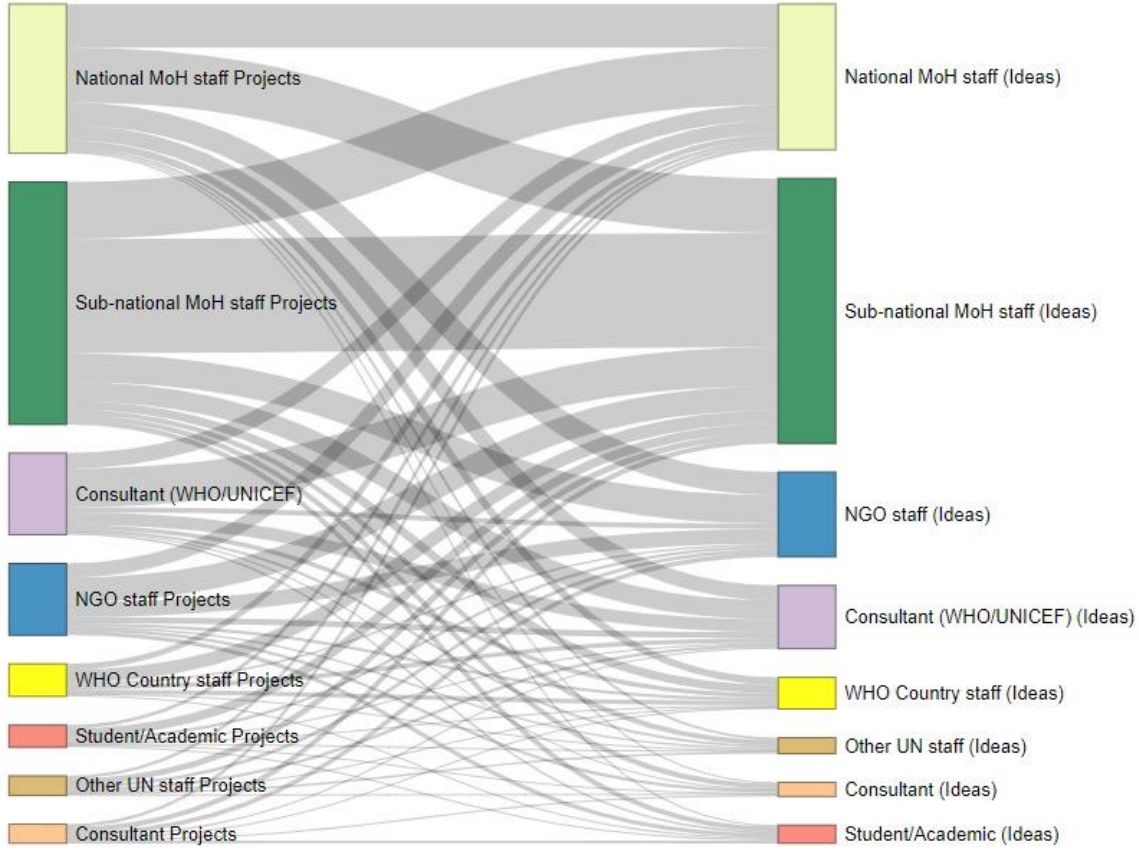


TGLF Learning Cycles:
Facilitate and track innovation between countries, organizations and system levels





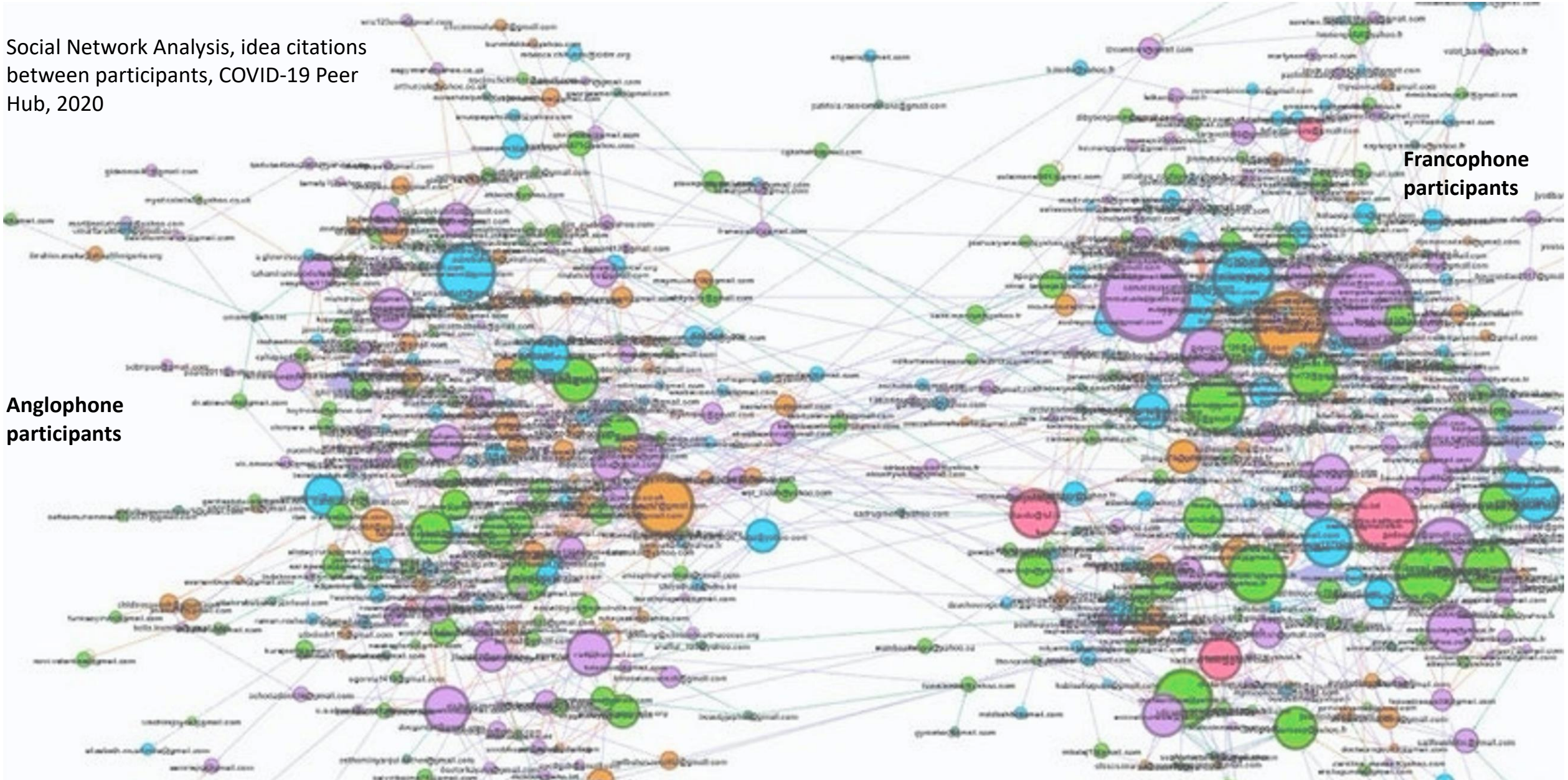
Idea citations in Action Plans by country, organization and system level, COVID-19 Peer Hub, 2020



TGLF Learning Cycles

Mobilize and connect thousands of health practitioners across countries and organizations

Social Network Analysis, idea citations between participants, COVID-19 Peer Hub, 2020



Conclusions

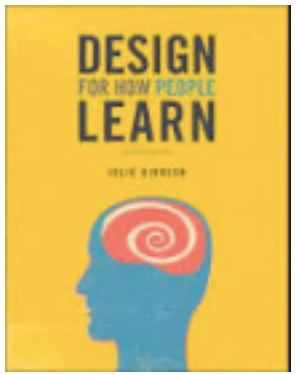
- We are in the middle of technological and cultural changes around learning. These will shape the Red Cross / Red Crescent of the future. There are opportunities for us to think differently about knowledge, about learning, and about how both are created and shared.
- Volunteers will increasingly see themselves as creators of knowledge. Their knowledge of ‘what works’ is a potentially massive resource for the Red Cross Red Crescent Movement
- Technology is an opportunity. However technology on its own will not create change: do we have the right mindsets and organizational cultures to create and maintain strong learning cultures?

Useful links:

THE GENEVA LEARNING FOUNDATION

www.learning.foundation

https://welearntochange.org



https://www.amazon.co.uk/Design-People-Learn-Voices-Matter/dp/0134211286