Case studies

In the course of ACT-NET over 20 micro-learning project were evaluated in 2009/2010.

In the following one exemplary micro project per partner country will be summarised according to setting, objectives, basic learning characteristics, outputs and evaluation as so called Case strudy. The evaluation method will be shortly presented together with their lessons learnt in reference to the ACT approach. Detailed project descriptions and project posters are provided on the websites.

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1   Case study AT:

Training course "The art of networking"

Introduction

The European training course The Art of Networking is aimed at professionals in adult education and other education sectors (adult trainers, teachers, programme developers, education managers, researchers, evaluators) who are already involved in networks or may wish to be so in the future. The Art of Networking offers training on how to act effectively in educational networks, and how to plan and manage a network. Moreover, a particular type of network is highlighted: European networks in the framework of the European Union's funding programmes for lifelong learning.

In September/October 2009 a one-week Art of Networking course took place in Alden Biesen, Belgium. Although this course was not an "informal" learning activity, but a "non-formal" course with clear and communicated aims, competence development is an important issue. It was therefore decided to use the LEVEL5 methodology to evidence the competence development of participants in the framework of an overall project evaluation.

Setting

The course took place from September 28 to October 3, 2009 in Alden Biesen, Belgium. Alden Biesen is an impressive historical castle complex set in the beautiful Flemish landscape. Due to its remote location, the participants had a very intensive learning experience enriched with active networking and informal leisure activities.

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Project Activities

The course content is laid out in the graphic below.

Network theory	Network and networking: definitions and concepts - Network analysis - Driving forces of networks - Organisational forms of networks
Social net-working skills	Basic interpersonal competences - Approaching people - Identifying networking potential - Creating trust - Managing relationships
Networks in EU programmes	EU policies on Lifelong Learning - The mission of networks in EU funding programmes - Applying for EU funding - Promotion, dissemination, valorisation - Reporting
Setting up a network	Mapping own networking needs - Needs analysis - Network typology and strategy - Planning the network - Selecting network members - Creating a financial basis
Network management	Challenges of network management - Diversity - Intercultural aspects - Organisation, management and decision-making- Network coordinator profile - Leadership and management
ICT tools for networks	Role of ICT in social networks - Group dynamics and ICT - Media culture - Overview of ICT tools for social networks - Analysis and application of ICT tools for networking
Learning in a network	Types of learning in a network - Methods to promote learning in a network - Reflection on learning - Large group learning methods
Network evaluation	Planning network evaluation - Evidencing and gathering information - Evaluation indicators and tools - Social context and change management
Policy and advocacy	Mapping the policy context of a network - Developing a policy action plan - Approaching key actors - Advocacy methods - Links with media
Sustainability	Network promotion and dissemination - Identifying sustainable aspects of the network - Creating a sustainability plan - Social capital

The six day face-to-face seminar was embedded within two online training phases (a preparation phase and a follow-up phase) facilitated by an internet-based platform.

The training was oriented at the participants' professional practice, consequently, they were encouraged to share their real cases, challenges and plans related to their own networking practice. The course featured a mix of working methods: Short theoretical inputs were combined with action-oriented methods such as role plays, group work, discussions and reflective rounds. Furthermore, project work and hands-on sessions were facilitated to encourage peer-to-peer learning among the participants and collaborative learning with the course facilitators.

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Much emphasis was also put on feedback and course evaluation activities to make sure that participants' needs were met and the training could be optimized.

Towards the end of the course, participants were encouraged to develop concrete plans on how to transfer and integrate the new knowledge into their professional practice.

Level 5 Evaluation Scheme Applied to the Project

After various discussions we finally settled for the topic "Networking in European projects" with a focus on networking and diversity in networks. Three experts (who had also been involved in the training course development and delivery) as well as an external evaluator were involved in building the LEVEL 5 system. As this was the first time that we developed a reference system for this course, describing the levels in the three dimensions was quite a time-consuming process. The reference system was applied on the learning progress of volunteer learners of the course who had agreed to participate in testing the LEVEL5 methodology.

At the very beginning we considered that observation could be our main assessment method, but soon realized that we should also carry out individual interviews with the learners. Overall, the assessment process took about 3 days. The evidencing and discussions among the co-evaluators were quite efficient once the dimensions were clarified and could be finalized in approximately 2 hours. Surprisingly, our ratings in the system of individual learners were almost similar. Using several evaluators and a mix of assessment methods proved to be a feasible way to improve the transparency of results and ratings.

The interviews were carried out in a very friendly, informal setting (e.g. while taking a walk with the learners) and proved to be a feasible approach for collecting evidence for the learner assessment. Here are some of the questions we used:

- Has your understanding of a network evolved?
- Are you planning to implement some of the issues discussed into your management structure/network/other field of activity?
- What will be the next steps for you?
- What are the obstacles or challenges to implement these steps that you see?
- How could you deal with these challenges?

Project Impact

It was very interesting to see how LEVEL5 was useful in making the learning process and progress more transparent and to a certain extent even negotiable with the learners. As this was a rather formalized course in the beginning we were a bit hesitant to whether LEVEL5 could be used. In the end, however, the methodology proved to be feasible for these kinds of courses, too.

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Regarding the impact of the course on the learners, the most obvious progress was made on the cognitive dimension. This might be due to the fact that the course delivered a lot of theoretical input which initially translates into re-considering one's own networking practice. Although the learners already had hands-on experience in the area of networking prior to the course, they still received new and profound knowledge regarding network theory and also had plenty of opportunities to practice and develop their skills as well as reflecting their practice.

The development of the learners' competence during the training (not taking into account the follow-up period) was also obvious on the 2 other dimension (affective and activity).

Discussion & Perspectives

After our experiences with the COMNET course, we will continue using LEVEL5 in courses as well as in other informal learning activities. One of the main advantages we see for our work is the opportunity to use it as a visual feedback tool for learners' progress reflections. In any case, we have learned from our experience that it is important to keep the whole evaluation process transparent and participatory so as to evaluate a topic that is relevant for both the learning activity (from the organizers' point of view) and the learners.

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2   Case study DE2

Title: EMPOWERMENT 25+ Training centre for methodological skills

Introduction

The Empowerment course was a course drawn especially for long-term unemployed people with different kinds of placement handicaps like low education, bad physical constitution, problems with alcohol and drugs, Several of them had a mixture of handicaps.
The course consists of two parts a 7,5 month course including a broad variety of topics and a n individual internship. The aim of the course is to empower people that have very little future perspectives, search for alternative careers and strengthen their self-esteem.

Setting

The Empowerment course was held in Göttingen with a broad variety of topics:
- Empowering the participants and helping them to find new perspectives
- Support the participants to have more self-esteem
- Analysis of skills and competences to find new directions in their professional life
- Basic Knowledge in several job related topics (ICT, Project management, communication, teamwork, service, Office related topics)
- Knowledge concerning to healthcare issues at job (Ergonomy, Fitness, relaxing techniques)
- Knowledge about application strategies (application interview, application letter, CV, presenting themselves and their skills,…)
- Basic Knowledge about Marketing and Event organisation

Project Activities

During the course the participants had whole-class-teaching and on some days excursions (Outdoor Training, cooking and geo caching)

LEVEL 5 Evaluation Scheme Applied to the Project

For us it was very interesting to observe some participants regarding special competences we hoped that there will be a development and others to see if there happened something.
So the project coordinator, Ines Polzin, and the evaluation team (Sabine Wiemann and Tanja Wehr) discussed which topics should be chosen and then started to create the reference system.
One challenge was to find five levels that are all nearly reachable for the participants and also to find a starting point (level 1).
The first draft went really well but we had to change level 1 because we recognised that some participants were even below level 1.

So we decided to choose these topics:

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Selection of topics/competences

Categories and relevant topics	Pls select	Individual Definition Learning objective
Knowledge related topics/Specific knowledge		
Knowledge about life and situation of others	x	
Activity related topics or competences (Key competences/soft skills)		
Communication	x	
Management	x	Project management
Conflict solving	X	Conflict solving behaviour
Topics related to Affective Competences and Attitudes		
Willingness to interact with people from other groups	X	

Table 3: competences selected

Results: Project Impact

Some participants had a really good development in the course and recognised some new professional directions. E.g. one that was used and well experienced in gastronomy changed her career into elderly care with a specialisation towards demencia and is now really looking into the future positively.

Some participants got out of their social isolation and found contact to people that have to deal with similar problems and they recognised that they have a better life if there is some daily routine and some structure in their planning.

Some participants had more self-esteem at the end of the course. But of course others failed and there was nearly no development or they stopped the course. All together their were some surprises: one participant who doesn't want to participate at all in the beginning changed his mind and his behaviour and become really positive, took more care about himself and started to think of a new career as a taxi driver. The labour market agency paid him the fee for this taxi driving license after the course.

Discussion & Perspectives

Conclusion:
The course was a start into a new professional direction. Some participants really used it for the creation of new ideas and paths also they were forced to participate in this course by the labour market agency.

Impact of the LEVEL5 evaluation
There was a big impact of the Level 5 evaluation.
First you have to think really clearly what should be the outcomes of the course and in which direction could the development of the individual participant go. Especially to think about the three dimensions was really helpful because often learning is something that is mainly connected to a cognitive development, affective and active is lost somewhere.
So through this really complex and broad approach of Level 5 the course developer and the trainer have to think more into detail about learning outcomes and possible developments. Even the project description helps to clarify aims and it make especially side effects visible.

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3   Case study DE2

Name of the Project: INTERTool

Introduction

INTERTool., a 3 year project funded by the European Commission during 2007 and 2010 in the framework of the GRUNDTVIG programme.

The project consists of a partnership of 6 partners from DE, AT, RO, FI, UK and IT with long term experiences with transnational projects and networks.

INTERTool aimed at providing European project managers and teams in adult education with the basic specific intercultural competencies necessary for successful transnational cooperation in the framework of European projects, with a "strong focus on the virtual dimension".

In the project lifetime the partners developed, tested and disseminated virtual (web-based), paper based and face-to-face learning and training tools to contribute to a systematic approach for "Intercultural Management in European projects".

Setting

INTERTool and the developed tools and methodologies aimed to contribute to:

Reconciling different communication and working styles and values brought into European projects

- Facilitating an effective type of moderation to solve problems during the project process taking into regard the emotional aspects of intercultural communication
- Organising intercultural communication in virtual environments
- Facilitating, mostly by virtual means, an efficient and effective intercultural team-building process
- Securing equality in the partnership caused by differences especially in the field of language competencies and cultural values

In the course of the project a pilot course was carried out and the learning outcomes of one person were evaluated with the help of the LEVEL5 system in 2009.

Project Activities

The vast majority of EU-funded projects mainly concentrate on fulfilling their assigned "hard" objectives and deliverables and rather neglect the meta-objective "European collaboration". However, collaborative European learning bears a tremendous potential since project actors are multipliers of the idea of European integration.

In contrast to collaborations on the national level these transnational and intercultural teams require higher efforts in regard to the diversity of the team members. The INTERTool management approach for European projects shall enable project communities to monitor and improve their collaborative, intercultural procedures by applying tailor-made diversity management techniques.

Thus INTERTool addresses a large variety of different European stakeholders and LLP-programmes: project and network coordinators and partners as well as participants of various mobility actions.

The INTERTool-Training Course

The content blocks of the training course reflect the main elements of the INTERTool concept.

The objectives of the training course are[1]:

1. Awareness creation of the intercultural aspects that play an important role in the interactions among representatives of different cultures.

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[1] taken from the preparatory notes to the course

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2. Utilisation of the Virtual Intercultural Team Tool for the European projects they are and will be involved in.
3. Setting up a personal development plan as members of future intercultural teams.

Programme (20 -25 April 2009)

April 20th	April 21st	April 22nd	April 23rd	April 24th	April 25th
Arrival of participants	Culture and cultural dimensions Team development	Stereotyping and intercultural competencies	Kick off process	Monitoring tool process	Departures
,Lunch	Lunch	Lunch	Lunch	Lunch	
Get to know each other Introductions	Leadership	Intercultural communication Virtual communication	Padova rally	Development plan Follow up Evaluation	
Dinner	Dinner	Dinner	Dinner	Dinner	
Free/cultural programme	Free/cultural programme	Free/cultural programme	Free	Free/cultural programme	

Table 4: Programme of the Padova Course, 2009

5 Level 5 Evaluation Scheme Applied to the Project
Since competence development is a complementary issue that has not (yet) been tackled in the framework of INTERTool both projects fit very well together and the developed methodology for evidencing the competence development was applied in the Padova training.
For this purpose a self-evaluation of a participant (a member of the blinc cooperative using a learning diary) and the external evaluation (observation) was carried out.

Methodology:
Prior to the course the evidencing patterns were developed as first drafts by the learner (as course participant and self-evaluator) and the "external" evaluator in order to set up a common reference system. This was done on the basis of a draft project description and a collection of relevant learning topics from the inventory.
The topics very discussed and it was agreed that they should all be grouped in one overarching topic titled "Diversity management" including the aspired competences in relation to the other topics.
As next step a 3-dimensional system was set up in order set up a specific reference system for the cognitive, activity related and affective competence development in relation to the topic "diversity management".

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1	2	4
Grade/ Level	**Corresponding Level Titles**	**Individual description/ explanatory statement/Indictors**
5	Intuitive Acting	Applying the knowledge about other cultural groups in order to value, respect and support cultural diversity in the project group = Managing and behaving in the group under conscious consideration of DM.
4	Implicit understanding	Having a deep knowledge about other cultures. Understanding how cultural aspects can influence communication in international projects and how to react on that with the help of the INTERTool approach.
3	Distant understanding	Understanding certain connections to intercultural management in regard to different cultural groups (e.g. chronometric, leadership, communication preferences)
2	Know how	Having a basic knowledge and a basic understanding about different preferences of different cultural groups
1	Know-that	Knowing that there are other cultural backgrounds

Table 5: Cognitive Dimension: Learners knowledge and skills concerning Diversity Management

1	2	4
Grade/ Level	**Corresponding Level Titles**	**Individual description/ explanatory statement**
5	Developing/ constructing	Being able to develop own strategies for diversity management (here: setting up strategies in own projects supported by the INTERTool procedure and approach). Assigning adequate roles to team members?
4	Discovering/acting independently	Being able to *transfer* strategies for diversity management to the own context (here to apply them in the own intercultural work group)
3	Deciding/selecting	Being able to apply basic strategies for diversity management (e.g. communication principles (active listening)
2	Application, Imitation	Accepting diversity like other group members do. Behaving in a conscious way in regard to the diversity of the other team members
1	Perception	See that there are different groups without drawing conclusions

Table 6: Activity dimension: learners' activity potential concerning Diversity Management

1	2	4
Grade/ Level	**Corresponding Level Titles**	**Individual description/ explanatory statement**
5	Regulating (**with)** others	Being able to inspire others to respect and to appreciate the diversity in the team. Managing diversity in regard to respecting feelings and different needs and preferences.
4	Affective self-regulation	To value other participants' cultures and behaviours although they seem strange to oneself and may even block the smooth proceeding of the project. Trying to see potential advantages from the divers situation in the work group.
3	Empathy	Respect and value members from other cultural groups. To question the own stereotypes. To try to see and certain project issues through the eyes of other team members (here work-group members)
2	Perspective taking	Curiosity towards cultural diversity and a respective management approach
1	Self centred	Being rather indifferent towards other cultural groups; here: entirely concentrating on the own "cultural view" on project issues

Table 7: Affective Dimension: learners' affective competences concerning Diversity Management

The idea of the informal learning assessment system (IAS) is to establish the competence levels in a realistic, contextualised way. In the case of INTERTool this grid referred to a participant's group that was more or less known through the preliminary questionnaires.
It is not a general competence evaluation grid for covering all potential stages from "ignorant to expert". Stage 1 for example is not displaying the knowledge, activity and affective

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condition of an "intercultural ignorant" and stage 5, for instance, does not represent an ideal, well trained and very experienced intercultural team manager.

It was tailor made for a prototypical audience of EU-project managers and team members.

Following action research principles the grid on hand was specified and modified in the evaluation process since new findings and find tuned descriptions were included at several stages.

The reference system was set up by the external evaluator and the participant in a discussion and modification process. However if this instruments should be further applied it could be considered to separate the management from the diversity topic and to apply 2 grids. However this would need more elaborated impact assessment in a further developed project (see also chapter 6: perspectives).

The evaluation was carried out at the beginning of the training and at the end at day 5. It shall give an idea about the potential of the learning event and the development of the learner in the rather informal learning situation.

The following tables display the competence development of one participant in the very learning situation.

As stated above the evaluation was carried out in a double internal and external way.

The original state of knowledge about the issue was detected by an introductory interview prior to the course combined with the results from a preliminary self-reflection.

The second evaluation was based on the results from the learning diary (internal) and observations and a final interview (external). The mix of methodology and the internal and external evaluation was applied to keep up with basic scientific quality criteria (objectivity and reliability).

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Results: Project Impact

1 Grade/ Level	2 Level Titles	4 Individual description/ explanatory statement	5 Time 1	6 Time 2	7 Reasons, explanations, indicators for your rating
5	Intuitive Acting	Applying the knowledge about other cultural groups in order to value, respect and support cultural diversity in the project group = Managing and behaving in the group under conscious consideration of DM.[2]			
4	Implicit under-standing	Having a deep knowledge about other cultures. Understanding how cultural aspects can influence communication in international projects and how to react on that with the help of the INTERTool approach.[3]		x	In her case she stated to be interested in leadership. She received distinct information on leadership in intercultural teams. Other theoretical input just reinforced issues that she learnt in her studies.
3	Distant under-standing	Understanding certain connections to intercultural management in regard to different cultural groups (e.g. chronometric, leadership, communication preferences)[4]	x		She is aware that diversity in teams is influencing the communication and management in intercultural teams.
2	Know how	Having a basic knowledge and a basic understanding about different preferences of different cultural groups			
1	Know-that	Knowing that there are other cultural backgrounds			

Table 7: Learners' cognitive competences development at evaluation times 1 (marked in grey) and 2

The learner had a relatively profound pre-knowledge on intercultural issues since it was part of her academic studies and because other participation in various European projects. Applied in our reference system this stage met the 3rd plateau (distant understanding) because she was well aware of the influences of diversity on management in European teams. This already went beyond a basic and rather theoretical knowledge about diversity because she was easily able to draw conclusions from different case studies presented both in the GD and in the training.

After the course the rather theoretical knowledge was reinforced both through other, more profound and practical oriented input (GD, especially TCI and Intercultural Teams in Practice parts) as well as through the first half of the course that not only repeated theory but offered transfer in simulation games and group exercises.

The rating was fixed at the end of the fifth training day.

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[2] Indicators for stage 5: Application of the INTERTool system in own projects. Managing the group according to diversity aspects, Identifying strengths and weaknesses of certain cultural preferences and assigning tasks accordingly. Being able to balance contradicting diversity issues (e.g. culture vs. gender)

[3] Indicators for stage 4: Applying certain theory approaches, such as TCI or action theory in order to solve certain problems or set cases in the learning group. Applying different learning and working styles. Being able to identify and cluster certain cultural preferences of group mates.

[4] Indicators for stage 3: drawing conclusions from case studies, theoretical transfer of knowledge in theoretical cases, understanding different behaviours in unknown situations (simulation games). Understanding cultural dimensions in a theoretical way. (This level is reached when the GD is fully understood)

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1 Grade/ Level	2 Level Titles	4 Individual description/ explanatory statement	5 Time 1	6 Time 2	7 Reasons, explanations, indicators for your rating
5	Developing/ constructing	Being able to develop own strategies for diversity management (here: setting up strategies in own projects supported by the INTERTool procedure and approach). Assigning adequate roles to team members?			
4	Discovering/acting independently	Being able to *transfer* strategies for diversity management to the own context (here to apply them in the own intercultural work group)[5]		x	As we realized in practical team examples she applied several methods and strategies of team building, IC and leadership in her team. Taking over certain roles in the team according to her skills and background
3	Deciding/ selecting	Being able to apply basic strategies for diversity management and conscious team work (e.g. communication principles (active listening) [6]	x		Applying diversity "management" only intuitively. Due to the lack of a system she just deals with diversity in a spontaneous way. This may also be level 3 since she already applied active listening technigues
2	Appli-cation, Imitation	Accepting diversity like other group members do. Behaving in a conscious way in regard to the diversity of the other team members[7]			
1	Percep-tion	See that there are different cultural groups without drawing any conclusion			

Table 8: Learners' activity related competences development at times 1 (marked in grey) and 2

The evaluation was carried out mainly through observation (external) and through the learning diary.

Initially, she acted with their team mates in a rather intuitive way. This is not much of a surprise since in initial group phases one has to get familiar with the situation and won't be able to consciously reflect on diversity. However she acted carefully and was trying to accept the others and not to offend anybody. She dealt with the diversity in the team in a spontaneous way. Due to her professional background and experience she applied active listening techniques and sometimes even acted in a rather "didactic" way (asking leading questions). During the first day she consciously watched their team mates and detected intercultural specifications.

At the end of the course she was more active, moved in the group with more self esteem and was also aware that she could play certain roles in the team(s).

What seems to be a simple observation can certainly be fed back to the course developers. Especially the group work phases are evident to create a (still) simulated intercultural team situation that each learner has to cope with. She rather consciously applied intercultural communication methods and contributing with her specific skills and abilities when playing

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[5] Indicators stage 4: Assigning tasks according to skills and preferences of team members (either as manager or active part of the group). Playing a certain role in the intercultural team. Considering diversity aspects when team building and performing

[6] Indicators stage 3: Watching other team members' behaviour in collaboration and in discussions. Bringing in own positions and opinions. Contributing with own creativity.

[7] Indicators stage 2: collaborating with others in a result oriented way. The result is more important than the own idea. Collaborating when asked to by the trainers and in a "minimum" way – fulfilling the tasks of the trainers

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certain roles in group tasks and performances. She performed rather assertive in her working group without dominating.

1	2	4	5	6	7
Grade/ Level	**Corresponding Level Titles**	**Individual description/ explanatory statement**	**Rating 1**	**Rating 2**	**Remarks, explanations, reasons for your rating**
5	Regulating (**with) others**	Being able to inspire others to respect and to appreciate the diversity in the team. Managing diversity in regard to respecting feelings and different needs and preferences.[8]			
4	Affective self-regulation	To value other participants' cultures and behaviours although they seem strange to oneself and may even block the smooth proceeding of the project.[9].			She remained calm though for her the development processes in her team were too slow. She respected the pace of the others to contribute at the right moment. She accepted other opinions for the sake of the group and was open to change views.
3	Empathy	Respect and value members from other cultural groups. To question the own stereotypes.[10]			
2	Perspective taking	Curiosity towards cultural diversity and a respective management approach[11].			Curious to meet people from other countries in a learning situation. Expecting a tool and an approach to manage diversity
1	Self centred	Being rather indifferent towards other cultural groups[12]			

Table 9: Learners' affective competences development at evaluation times 1 (marked in grey) and 2

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[8] Indicator stage 5: Moderating and mediating conflicts for the sake of the group

[9] Indicator stage 4: Trying to see potential advantages from the divers backgrounds and preferences in the work group and support grouping of all members in a fair and supportive position, evtl. moderation

[10] Indicator stage 3: To try to see and certain project issues through the eyes of other team members (here work-group members) and to argue from their position, support others

[11] Indicator stage 2: Interest for other opinions, stories, backgrounds, talks not only with own peers but also with members from very different cultures (e.g. East-West, Mediterranean – Northern countries)

[12] Indicator stage 1: here: entirely concentrating on the own "cultural view" on project issues, just interacting with own culture

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Discussion & Perspectives

Conclusion

Impact of the INTERTool course

Developments of the learner's competences during the training were obvious on all 3 levels. Though having profound pre-knowledge and also very practical experiences with intercultural and diverse groups she not only gathered additional background knowledge but got also enough space and opportunities to practice, to test and to develop these skills. The intercultural cooperation in small teams was certainly a challenge but after 5 days of intensive training one could clearly state that there were most positive developments on the affective level.

The training and the concept was very successful from the competence point of view – one can state that it has a big impact on the participants.

Though only the competence development of one participant was assessed and evaluated, there is much evidence that most of the other 12 participants also "developed" in the course of the training.

The theoretical parts of the course were well developed and it is certainly an art to deal with all theory in regard to intercultural issues within 2 days in such a comprehensive and very practical way.

Talking about "practice": The practicability is certainly one of the biggest points in the course since it helped the participants to stay in an active condition and also create their own teams to exercise the learnt theory.

As said above the parallel team work is evident to reflect upon oneself and to deal with the affective side of leaning; to watch oneself in new team situations with unknown tasks exploring and feeling the skills, expertise, the creativity and also the different working styles of the team members.

Impact of the LEVEL5 evaluation

It is certainly a merit of the evaluation system that it makes learning outcomes and learning processes visible. Instead of just "controlling" what a person knows, which skills and competences are possessed LEVEL5 goes deeper and feeds back to the learning process. It gives value to the learning – which is the core element of an evaluation.

One of the strengths of the system is certainly the flexibility of the approach – one can compile a set of topics or select just one topic or create a new one. This is of course the first step to approach a "learning outcome" in an informal or rather non-formal context. The aspired learning outcome has to be seen in the context of the learning event and has to take in regard the context of the individual learner. All this is possible with LEVEL5.

In the end the results could be fed into the software and a complete documentation could be established. For the learner the REVEAL certificate was of great importance – for the INTERTool project the REVEAL project validation. For the trainers the reflection on competence development was the initial step to modify certain strands of the course and to take on board the developments of the individual learners in the course delivery.

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4   Case study RO

Titel: "Social services evaluation"

Introduction

The aim of the micro project was to provide specialized educational services to representatives of public institutions and nongovernmental organizations that offer support services in the community for disadvantaged groups. The micro project consisted of 3 large activities: organizing the learning group (including dissemination of the project through local mass-media, informal meetings with representatives from the municipality; dissemination of the application form, identification of participant's profile), training programme (including training sessions on evaluation and monitoring of social services, presentation of the LEVEL5 system, development of micro projects - one for each person participating in the training, according with the social services that it provides, debate) and evaluation of the project (initial and final evaluation).

The micro project is related to informal learning through the training programme developed and implemented. The training programme was sustained by trainers authorized by the Ministry of Education and Labor from Romania, specialists in the field of adult education and in the social sector. The learning objectives of the programme were: (1) to know the importance of social services qualitative assessment, (2) to be able to use the evaluation system LEVEL5, (3) to know the differences between the system LEVEL5 and other evaluation models.

Setting

The project took place in Timisoara, Romania, at the end of October 2010. The target group included social workers, psychologists, directors that work in different public institutions or NGO's from Timis County, Timisoara and Lugoj. The total number of participants at the informal learning programme was 13. The participants came from 7 different organizations: Caritas Foundation – women's victims of domestic violence and sexual abuse shelter, Probation Service of the Timisoara court, Pensioners Home, Lugoj Community Social Assistance center, ARAS Timisoara, AJPS Timis, Timisoara 89' Foundation. The age range of the participants was 24-52; all of the beneficiaries were university graduates and were directly involved in the evaluation of the social services provided by the institution in which they were working.

Project Activities

The project envisaged helping specialists to evaluate the impact of the provided social services in order to increase the quality of the social sector from Timisoara and Lugoj. In this sense, an informal learning programme was developed from specialists working in the social field. The micro project consisted of 3 large activities: organizing the learning group, training programme and evaluation of the project. Firstly, an official invitation was sent to the representatives of over 50 public institutions and nongovernmental organizations from Timis County. Information about the project was disseminated also through local mass-media. In this sense a press release was sent to over 25 media contacts, including television, newspapers and radio stations. Informal meetings with representatives from the municipality, different stockholders and other interested entities were organize in order to present the project idea and promote the informal learning programme. From the management point of view, registration documents were produced and sent using different asynchronous communication methods. The registration documents were published also on the APoWeR website. The forms received were analyzed by the trainers and other specialists in order to create the learning group. At the end 13 applicants were selected to participate in the informal learning programme and the profile of the participants was created. The course

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materials were prepared and the training methods were developed. The programme was structured in 3 sessions: evaluation and monitoring of social services, presentation of LEVEL5 system and development of micro-projects for each organization attending the training. The first sessions included a debate about the quality of the social services and the importance of evaluation, quality standards required by the Ministry, criteria for becoming an authorized institution and authorizing the services provided and about the differences of quality seen by the specialist and by the beneficiary. The second session focused on the presentation of the LEVEL5 system. The participants had the chance to learn more about the idea that fundament the system, the main characteristics of the system and the benefits applicable. A special attention was given to the steps of the evaluation procedure. The last session of the informal learning programme gave the participants the possibility to apply the evaluation system to their own organization. The evaluation of the project consisted of two stages – initial and final evaluation and followed the procedure presented by the LEVEL5 system.

Level 5 Evaluation Scheme Applied to the Project
The selected topics were: Knowledge about monitoring and evaluation (cognitive dimension), Self Confidence - evaluation of a social service (attitude related topic) and Creation of evaluation tools (activity related topic). The evaluation methods used consist of one evaluation questionnaire that was applied before and after the learning programme. The questionnaire was structured in 3 parts, according to the selected topics.
In order to evaluate the cognitive dimension, the questionnaire was structured in 8 questions including the specific characteristics of monitoring and evaluation, the differences between monitoring and evaluation, the definition of result evaluation, the methods of evaluating the competences achieved by the beneficiary at the end of the project, the steps of a beneficiary competence assessment, the need of evaluating the social services, the meaning of an effective and efficient social service, the main qualitative indicators in the social domain. In order to evaluate the attitude of participants towards their degree of confidence in evaluating the provided social service, the questionnaire included 5 questions with 5 response choices each. The activity related topic was evaluated through an open question about the procedure that each of them would follow in order to create an evaluation instrument.
The results of the evaluation were included in a final report and sent to all the participants.
6 Project Impact
At the beginning of the project, most of the participants were unsure about approaching about evaluation of social services. They had some knowledge about what evaluation and monitoring is, but didn't known which are the qualitative indicators of evaluation and how all their information and knowledge can be applied in their line of work. The participants have a certain confidence concerning their capacity to develop and apply an evaluation system and tried in the past to evaluate the services provided. After the informal learning programme the participants achieved the necessary information about evaluation and monitor and were able to create their own evaluation tools.
The project helped the specialists working in the social domain to be more confident in their own skills and knowledge and to use all this in order to evaluate the impact of the social services provided. In this way, the project had a great impact among the public institutions and non-governmental organizations from Timisoara and Lugoj.

Discussion & Perspectives
The system proved to be very useful in this case because emphasizes the concrete results on these dimensions. The programme helped the participants to adopt a systematic approach when planning the evaluation process. The programme gave also the participants the possibility to learn more about monitoring and evaluation, practice and effective models of evaluation of social services. The professionals working within the programme are more aware about the necessity of educating the specialists in the social field about evaluation and monitoring.

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5 Case study SE

Title:UIB – Unemployed Immigrants in Borås

Introduction
The participants are studying at at our Main course at the Folk High School in Borås. There are 24 participants coming from different countries and their age is between 20 – 45 years.
Aims of the course: To gain knowledge about the Swedish language and society by developing the participants' language with the aim to give them better skills in everyday life and increase their possibilities to be integrated in the Swedish society and to increase their chanses to find an employment.
Informal learning activities: Learning from a book with discussions, learning from a PC, learning from newspapers, exkursions, performance, role play and teamwork.

Setting
The evaluation took place in the Folk High School during October 2009 to February 2010
We evaluated 6 of the participants (3 men and 3 women).

Project Activities
Informal learning activities: Learning from a book with discussions, learning from a PC, learning from newspapers, exkursions, performance and teamwork.

Level 5 Evaluation Scheme Applied to the Project
Environmental issues – how to handle garbage and how to assort different kinds of garbage
Communication – group discussion after watching the film "När mörkret faller". A film about honorary related murder.
Cooperation – group practises – role play
Self-esteem
Evaluation methods – role play, observations and questionnaire

Project Impact
Dare to express own views and respect the views of others.
Grow as individuals together with orhers.
Be able to express needs, feelings and views communicating with others
Better self-confidence and self esteem
Find ways in to working life
Infuence other people to start assorting garbage
Influence other people to accept diveristy

Discussion & Perspectives
Did LEVEL 5 help you, are there changes foreseen for future projects? …
We have been able to watch the students from new angles and also how the students develop in different ways.
Without Level5 we had not been able to see the fast changing of the progression in learning by some students or the stagnation of some other students.

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6   Case study FR

Title: House Painting: a bridge to outside" (FR)
The training programme was commissioned by the Prison Authorities and the project was entirely designed and developed by INSUP (Bordeaux/France). It is co-financed by the Aquitaine Region and the Ministry of Justice.

Introduction
The principal objective of this training course was to give to prisoners a new trade in hands and to offer them an opportunity to access to a qualification in house painting and decorating. And because the trainers rely on official French standards, the learning is formal. But after debate, we wanted to detect how the prisoners would evolve in front of these same aims but with different ways to reach them: individual competences or abilities, willingness to spend time with prisoners with others type of delinquency, behaviour face to trainers' commandment. So we considered that it would be interesting to watch that and why finally this micro project is related to informal learning. In the end, the results in term of qualification were really good (94%) but evaluation on the same topics were so different from a person to another.
The programme's trainees are a group of prisoners condemned by the French legal system and serving sentences of up to 3 years. The prison authority selects the trainees who, after INSUP's approval, receive house painter training with the possibility of obtaining: 1] A certificate from the Ministry of Employment 2] A work placement on their release from prison or on day release, for example.

Setting
The training sessions are spread over 23 weeks (February to August 2010) with 27 paid hours per week. Practical work takes up 60 % of the overall training time. It alternates between technique-learning periods and periods of application based on oral instructions, plans and schemas respecting intervention rules and procedures, as well as implementation of the different materials.
There is high demand from prisoners to carry out activities: work, training, schooling, etc. They frequently approach internal and external structures, because they are perfectly aware that such an occupation can shorten their stay in prison. A training activity such as the one offered by INSUP, for example, is equivalent to approximately 6 days' reprieve, added to the legal reprieve of 7 days (per month). The challenge for our team is to make the training interesting in content and attractive in its objectives, beyond the most obvious one of permitting the earliest possible release from prison.
A dedicated room of 80m² has been entrusted to INSUP and its technical partner –EIPF- by the Prison Authorities, for training purposes. This room, known as the "Training Workshop" is situated in one of the prison's two buildings and has been fitted out with training cubicles that are essential to learning. When there are prison cells available, these may also become training areas. The teaching team has to cross the detention compound and sports area to reach this room.
Rooms are made available by the detention centre, while equipment (brushes, rollers and scrapers, plastic protection film etc, as well as larger items such as ladders, for example) and materials (paint, coverings) are also provided by the Prison Authorities. Teaching aids are presented by INSUP and the Ministry of Employment (standards).
The target group concerned prisoner precisely adult men aged 20 to 45, confined for minor offences, not crime (European Prison Rules). They have been charged with conjugal or group violence, or violence committed against a person, drug-taking or drug-dealing, theft, forgery and use of false documents, drink-driving, delinquent driving, etc. Their initial level of education is between French level VI (no qualifications, having left school early, lacking in basic knowledge) and level IV (baccalauréat, French A-levels equivalent normally taken at the age of 18).

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Project Activities
During 23 weeks, 27 hours per week, 6 hours a day, the 13 trainees had different activities such as:
- Discovery of trades in the building industry
- Job Search Skills to prepare for release
- Execution of painting work inside the building
- Execution of simple wall-covering work inside the building
- Security aspects of the professional competence certificate concerning painting work outside the building (installation of scaffolding)
- Validation by a professional jury (Exam)

The theory work was organised as follows:
Research in sub-groups, restitution to the whole group with a dynamic and interactive educational procedure, encouraging active participation from each trainee, exchanges and sharing of the different elements of information collected, for better awareness of the social and economic environment.

The practical work was conducted by the technical trainer as follows:
The method relies on the capitalisation of true-life experiences, enabling each trainee to progress at his own level, using the appropriate tools for his needs and objectives.

The teaching team used the restitution to the group enables exchanges of information, mutual aid and group dynamics.

Level 5 Evaluation Scheme Applied to the Project
For our teamwork, it was the first experience with this methodology. The easiest step was to identify two topics within the reference system and amazingly the most difficult one was to choose three trainees for many reasons: are they going to be easy to "read"? Are they going to be more natural than the others? Are they going to stay in the training course (that means as well in prison) till the end? It took time to make a choice among the thirteen prisoners. So, we decided to evaluate the following topics:
Participating in community with others
For us this topic was obvious precisely because that's the reason why we gave a positive notification to the personal penitentiary for half a group. Those six prisoners were incarcerated for the first time and except one, young. In confidence, they said at first they didn't want to integrate the group because they were afraid of the most experienced ones. Finally, they accepted thanks to motivation we gave them and the fact we would be there. Therefore we were sure to have a safe view on those trainees and on the others as well actually.
Self esteem
In prison, most prisoners haven't got natural behaviour in community that means in private places like cells as in public places such as alleyway, religion room, teaching room or detention compound. We used to say that they wear a mask to make others believe that they're strong-minded. So it was important for us to watch if the masks will fell in order to see the real person and not an actor. Questions: is the self esteem was going forward or backwards? Could we evaluate the person truthfully and not to create more difficulties in a life already complicated?
In order not to interfere in the principal aim of project –obtaining a qualification-, the teamwork decides to be discrete with the evaluation method. Thus, the methods used by the three of us were:
- Observation relied on the reference system
- Individual interviews conducted by the educational reference of teaching team

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- Team consultation (twice a month) relied on the notes we regularly took with the assessment grid

Project Impact

The training course helps prisoners to acquire skills, competences and knowledge about the building sector which must stimulate them as future active citizenships. It helps them as well to acquire more sense of human being and develops conditions for more successful professional and social integration. Maybe the recognition of this course thanks to mediatization will help the French society to accept more easily this disadvantaged public in the future.

All the trainees find the learning interesting, motivating and really useful. Before and during the training course, the teamwork and therefore the Prison Authorities received 60 demands to join the course which was a record in this prison but unfortunately we just had 8 permanent places.

General measured effects (impacts) of the learning:

-Mobilisation of basic knowledge and acquired professionals

-Social environment and social learning

-Work placement and dynamic employability

-Guidance career and knowledge of trades

More generally for French Authorities, the expected impact of this micro-project is to fight for the prevention of recurrence.

Discussion & Perspectives

Feasibility and usability

The training's aims were to acquire the professional basis and the qualification to be a house painter end decorator outside the prison, to acquire the skills needed to enter this trade, to diversify and validate professional choices and to acquire general work-adapted behaviour. The prisoners' trainees were above all focused on their training course to have a qualification validated by the Ministry of Employment. Actually, this type of population is perfectly aware that kind of occupation can shorten their stay in prison. The challenge for our team is to make the training interesting in content and attractive in its objectives, beyond the most obvious one of permitting the earliest possible release from prison. In order not to interfere in the main aim of project –obtaining a qualification-, the teamwork decides to choose only two topics (self-esteem and participating in community with others) and to evaluate 3 trainees. The methods used were: observation, individual interviews and team consultation. Concerning the participation in community with others, the three dimensions tested (cognitive, affective and activity) showed a satisfying level of competences acquired (level 3 to level 5): the affective dimension is a bit setback. Concerning the topic "self-esteem", the results are quit similar.

Two trainers out of three were specialists of this public in charge of the training and of the prison sector. For the third contributor, he was the technical trainer in painting and covering for first time and in prison. He did appreciate to give his opinion about the trainees with that approach and not just evaluated the technical progress of the prisoners. The teamwork considers the approach was very useful to determinate precisely the situation of each trainee: that is to say to formalise the informal learning. The Level 5 was very helpful to tell the Prison Authorities how the prisoners advanced on the training course on an individual point of view and within the group. The trainers understood the systematic approach. Because we decided to leave for a while on the side the approach to observe the group and not to interfere on the formal learning, the only difficulty was that the trainers could not hold the training and in the same time, apply the observation grid. That's the reason why, we had one or two consultations per week to keep a link with the approach and our observations.

Especially on this training course (concrete job to do, in group), the dimensions –activity and affective-were easy to describe and to evaluate instead of the cognitive dimension. The context of the training course is an explanation to this point: the prisoners haven't got overall

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a natural behaviour. They have to prove something to the others prisoners so the difficulty to detect evolution is high.

The 3D-stage system was a suitable approach to describe competence development of our trainees. This training course was a very concrete action and the objectives were very clear since the beginning as extra-possibilities for them: salary, qualification, shorten the stay in prison, work placement…So, the teamwork didn't have to motivate them at all to act or to be in daily life in community. Moreover in prison, emotions are palpable. The observation on the 3D-stage system was facilitated. The evaluation method improved the organisation of the course methodology. It offers a visual representation of the participants' progress and it can be adapted to other forms of training.

Efforts and acceptance

The teamwork considers that the methodology was a very good way to share and to compare our point of view on the prisoners. Most of time, we have informal debates on this question and most important, nothing precise to evaluate the trainees. So the effort was real at the beginning but the result very interesting finally: the input-output ratio was good beyond our hopes. The training session in prison gave them necessary knowledge on their general work and the IAS methodology added them fineness and consistency of judgement certainly more adequate in our global approach. The three trainers did have the feeling to learn about their way to observe trainees and the acuity of judgement on them. Our view on prisoners had an influence on the good results of the training. For our teamwork, it was the first experience with this methodology. The easiest step was to identify two topics and amazingly the most difficult one was to choose three trainees for many reasons: are they going to be easy to "read"? Are they going to be more natural than the others? Are they going to stay in the training course (that means as well in prison) till the end? It took time to make a choice. As said before, the cognitive dimension was not easy to define. The team that applied it had to take some extra time in order to familiarise with the IAS content, but in the end, the IAS reference system can prove to be very useful and we intend to use it in other projects as well.

Preconditions/Pre-knowledge of personnel

They should understand the importance of evaluating educational programs through the measuring of its impact on every beneficiary. They should have general information about the learning results in terms of competences. They should be aware of the existing evaluation methods. In addition to that, they should be able to create their own evaluation instruments. Even though some participants might not have any work experience in the IAS area, they can take part in a special training that can teach them how to apply the IAS method. They must learn how to establish the individual system of reference of the assessment and the indicators. That's the key to be sure the team is on the same level of understanding of methodology.

The reference system helped us because it describes in terms of attitude and behaviour every level of competences evaluation. Previous information about the target group can be very useful. The evaluation levels don't represent singular behaviours, but evolution stages that reunite several behaviours. Because of this, even if a different evaluator observes different behaviours at the same person, our reference system determines him to do the evaluation following certain criteria that evaluate the personal development stage and not the behaviour itself. Supporting materials proved to be very useful: we needed a video projector (in order to show the participants how to fill in the monitoring charts) and the monitoring forms. INSUP had two projects at the same time approximately but with two different actions. We had different trainers within the two projects and it was the first time fort all of them when they were confronted with the IAS reference system. Supporting materials can prove to be very useful with a limited use in order to appropriate the methodology. An effective training for the personnel and the trainers' abilities to elaborate their own evaluation instruments ensure the project's success.

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Transferability and perspectives

The approach was used for two projects in our association: for the training with prisoners and for the gypsy's familial area. The evaluation tools, however, were created by different trainers that used different methods. We intend to use the LEVEL5 approach as an intern procedure and to introduce it within the pre-qualifying training system. We do not anticipate any limitations in this moment, but we only applied the method on two projects. The system is flexible and very adapted to our training centre because until now, we had disseminated tools for the trainees. The LEVEL5 system allows its users to adapt to the target groups whatever aims, competences or levels. The best evaluation methods are not the standard ones that are applied to all situations, but those that focused on the target group.

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7   Case study BE

Title: Job students as cultural receptionists in a historic centre.

Introduction

The Landcommanderij Alden Biesen is a big cultural centre based in a historic castle in Flanders, Belgium. Each year the centre employs job students. In 2010 we decided to evaluate the students through the Level 5 approach. The aim of this evaluation is to get a better view on the functioning of the job students in the cultural centre and to have them better integrated and involved in the mission of the organisation.

Since these job students only stay for a short period (1 month) it is very difficult to get them integrated with the rest of the staff and to get them thoroughly involved in the 'mission' of the organisation. A 'front desk' job on the other hand is very important since it represents the 'portal', or even the 'face' of the organisation and it is in many cases the only life contact a tourist or a visitor has with 'the organisation'.

Therefore it is important for Alden Biesen to get these students integrated and updated as soon as possible.

This project was not a real training project but a work situation in which it was important to get the job students embedded in the real situation as soon as possible. It turned out that the Reveal assessment itself was an incentive for the students to pay more attention to these aspects of their job and as such to improve their learning.

Setting

As a cultural centre and a historic place the Landcommanderij Alden Biesen receives many visitors and tourists, especially during the summer holidays. In order to cope with the number of visitors and to staff the different reception counters for the main visitors' hall and the exhibition Alden Biesen engages job students.

The project took place in the castle from 1 June till 15 September 2010. In this period 4 job students were engaged and assessed. The students were in higher education or about to start higher education.

Project Activities

In a first meeting the European project manager and the human resource manager of the organization discussed the needs for an assessment and better monitoring of the functioning of the job students. Since we were clearly dealing with an informal learning situation we opted for the Level 5 approach.

The students were trained by staff members who accompanied them in their first week. Also guidelines, texts and other material on the castle and the exhibitions were provided for the students to be able to give the necessary information to the visitors.

Level 5 Evaluation Scheme Applied to the Project

It was important for the organisation to know to what extent these students could step into the two most important aspects of their job, being the first person a visitor or tourist would talk to when entering the castle: being **client oriented** and being **committed to the organisation**.

The levels in the 3D model were developed in cooperation with the human resource manager of the organisation and were partly inspired by the real 'competences and values guide' used for the civil servants of the Flemish government, actually doing the job the students were standing   in   for.

Assessment was done during the first days and the last days of their job, mainly through interview and self-assessment.

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Project Impact

There was a clear positive evolution for all students of all dimensions of the two concepts assessed. The creation of the reference system and its levels helped to surface and concretise the different levels of two concepts that previously were not concrete for anyone in the organisation. The application of the evaluation tool helped to pay attention to these aspects, to be aware of related processes and to steer the learning process.

The students certainly have the impression they are more aware of certain aspects of their work. Applying the system also generates an awareness about work, ethics, informal learning and evaluation processes that are beneficial in a broader context.

The impact of the application of this system should not only be measured in direct terms but also in terms of thinking processes generated and an introduction of a culture of evaluation and learning.

The organisation is more aware of the situation of these students and is able to tackle their problems in a better way.

Discussion & Perspectives

The results will be used in the selection process of next years' job students and the organisation will be able to steer the 'intake' and training of the new job students in a better way.

"We are more aware of the situation of these students and be able to tackle their problems in a better way. We will use the definitions and indicators in info days on deontology, ethics and job definition for civil servants. The methodology and thinking processes are definitely applicable in many human resources and training situations".

The creation of the reference system and its levels helped to surface and concretise the different levels of two concepts that previously were not concrete for anyone in the organisation. The application of the evaluation tool helped to pay attention to these aspects, to be aware of related processes and to steer the learning process.

The 3D-stage system is definitely a suitable approach to describe competence development provided that the stages are described in a correct way and that the evaluation is done accordingly. External consulting is definitely needed in grass-root projects but an organisation could work independently in later stages.

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8   Case study ES

Title: Volunteers in rural regeneration

Introduction
A self-organised and self-regulated team of 8 volunteers, with collaboration from other community members improved the facilities of their home village by converting a former chicken stable of a local historic building into a community library and information centre. Additional benefits of the project included:

  i)   the creation of social and community dynamics, that went beyond the immediate project.
  ii)   improving communication and cooperation across the generational boundaries
  iii) Increasing the inhabitant's identification with their village.

The aim of this volunteer project was at first a hands-on approach to reconstruction, with no life-long learning projection. As the project got finished, the participants gained awareness of the achieved learning, particularly with the use Level 5, as an evaluation method of their work. This method was used by the volunteers to further explore the group possibilities as a team (team building competence) as well as a decision-making tool to see how should they carry on, with their capacities, as a volunteer group in the future.

At the individual level, Level 5 made the individual volunteers aware of the important informal learning components of this volunteer renewal project. Participants, with very diverse backgrounds got familiar with the concept of Life-long learning and they decided to integrate the learning component into the design of future projects, Through the project, participants learned to allocate human resources better according to skills, motivation and synergy between individuals and gained useful management and planning tools. As a result, they increased their group confidence. Level 5 method served was a tool to convince the informal volunteer group of their capacity to continue developing future volunteer projects.

Setting
The volunteer project in rural regeneration took place during 18 months, with a group of 8 local volunteers, from young adult to pensioner and from a diverse professional backgrounds, working for the benefit of a rural village community in Catalonia, Spain.

Project Activities
The volunteer team performed diverse activities, according to individual qualifications in this hands-on rural regeneration project: design, planning, management, organizing of funding, networking for support, hands-on demolition work, reconstruction and building work; carpentry, cleaning, public request of books, organisation of a library, opening event, etc.

A main part of the work was forming a functioning team and improving their communication and ability to work together. The initial regular informal planning meetings got substituted by informal sub-committees as the work progressed. This group received collaboration from other members.

Level 5 Evaluation Scheme Applied to the Project
The volunteers group wanted to assess their capacity as a team to develop new renewal projects. The group, with guidance support, applied Level 5, to the competence of "team building". This procedure was a successful way to formalize as a group and reflect upon their team performance and sustainability potential for the future projects.

The instruments used for Level 5 at group level where:
- Observation by the external evaluators.
- A guided interview proposed to the group. The interview was a self-conducted interview, tailored to the reference sytem constructed for team building. Results were reported to the external evaluators.

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Project Impact
The precedent sections have already highlighted the impact of this volunteer project, both at the community and individual level. The self-conducted volunteer group fully recuperated an unused space as part of their cultural heritage, with the participation of inhabitants; gained a library as a meeting space for the villagers, increased their sense of community and learned to establish a working team (team building competence) with efficient patterns of communication. At the end of the project, and particularly with the evaluation approach of Level 5, volunteers became aware of their learning, an important side effect of the renewal project.

Discussion & Perspectives
Level 5 is a successful way to formalise the group and reflect how the group could increase its performance (at group level and individual level). Team members became aware of their specific role in the team and identified necessity of adjustments for future collaborations. Level 5 was a successful procedure to reflect on the sustainability potential of the group and the new directions this would take.

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9   Case study PL

Title: Developing of creativity of THE OFFICE OF PERSONAL BELONGINGS THEATRE

Introduction

In 1998 theatre section was created within the framework of Sesame Club of Polish Association for Mentally Disabled People in Gdynia. The participants were mentally disabled adults and a professional director of theatres for children and youths Zbyszek Biegajło was employed. The starting point to develop creativity of disabled was to bring from home unwanted, found by them things. They brought umbrellas, telephones, lighters etc and spontaneously created scenes taken from life without any structure. The aim was to allow free activity enabling unfettered creativity.

The main aim of the project was to develop social competences of mentally disabled adults and help them integrate into the society. It was realized through preparing the plays and giving performances to the public. Both the theatre group and general public are involved in informal learning: the first through developing such competences like self-esteem, communication, team work and the latter – tolerance, knowledge about life and situation of others, willingness to interact with people from other groups, willingness to accept diversity and neglect discrimination.

Setting

The project was implemented during 12 months in Polish Association for Mentally Disabled People: KOŁO Gdynia - the venue of the Theatre and different places around the region. The target group was 10 adult (between 26-56 years old) disabled members of Office of Personal Belongings Theatre who were the authors of the play and its actors. They finished their education at the level of primary or basic vocational education and they stayed at home. The project gave them the opportunity to socialize as well as develop their skills.

Project Activities

They prepared performances in their venues. All of them had the possibility to bring in their ideas what they want to tell people mostly through gestures and music chosen by their director. To help the audience understand their message the actors brought different objects from home. They involved the audience in their performances to show that they are able to create and communicate and teach the society how to accept differences. To most active and friendly audience were the students of secondary schools. They also gave performances in hospitals, old people homes, children homes and other places in our region.

5 Level 5 Evaluation Scheme Applied to the Project

What topics did you choose? What evaluation methods did you choose?

To show the real impact on the direct beneficiaries of the project, knowledge and skills of three people were evaluated twice – for the first time at the beginning of the project. The assessment was repeated twelve months later, after the last phase of the project. As this was a very special group also the team work was evaluated in the same way. The evaluation strategy was elaborated on the basis of the LEVEL5 evaluation scheme.

Below there is the characteristics of learners in short whose skills and competences were assessed.

Barbara: 27. Born in Vienna, when 5 months old emigrated to Australia and had lived in Sydney till she was 18. She was diagnosed with moderate mental disability. Attending school in Australia she learned to speak English and Italian. She was brought up in different culture so she is more brave, self-assured and open than her colleagues in the theatre. In a difficult situation she could be temperamental, quarrelsome and tearful. At the beginning she was more an observer than participant. Gradually, she became more active, creative and involved in the activity of the theatre. During excursions she chooses a young woman whom she favours and gives her presents.

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Marcin: 35. Completed 5th year of special school – considerably disabled. Since 2000 has attended Workshops of Occupational Therapy and in Theatre since 1998. He is very quiet and taciturn, very often instead of words uses gestures. He never starts conversations only gives the answers using one word. His real involvement began during holiday outing after 3 years being more an observer. He showed then that he could take care of himself and his place in the Theatre radically changed. He performs more frequently thanks to his own activity. He takes his roles very seriously getting totally involved. With the help of gestures and movement his is able to express his emotions.

Tomasz: 38. Completed education in Special Vocational School as gardener – considerably disabled. In Theatre he is very outstanding person from the beginning, able to improvise for the given subject or create it himself during activity. Creative in collective and individual scenes, can come across half Poland for the rehearsal and he is very proud of being a part of the team. In safe situations he is able to talk about importance of the theatre in his life, self-esteem, willingness to act and create. He puts down his ideas at home and brings them to rehearsals.

There were the following topics for the LEVEL5 assessment selected:
- team work as group evaluation
- self-esteem, communication and acceptance for individual evaluation.

To choose the best method that could be used for the evaluation of the progress of members of this target group is quite essential and important. Therefore, different levels of learning progress were described in an individual reference system for each topic. For this target group only possible method of evaluation was observation.

Below in the tables you will find competences chosen for individual and group assessment:

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Selected topic: Acceptance– individual assessment – Basia

Cognitive Dimension: Learners knowledge and skills concerning Acceptance

1	2	4	4	5	6	7
Grade/ Level	**Corresponding Level Titles**	**Individual description/ explanatory statement**	**Indicators**	**Rating 1**	**Rating 2**	**Remarks, explanations, reasons for your rating**
5	Intuitive Acting	Knowing how to accept criticism and to feel depressed	She jokes with her overweight			
4	Implicit understanding	Knowing how to behave to be accepted by others	She knows that she has to follow the rules of the group during the meals		x	Observation of the tutor. Somehow reluctantly she follows the rules to be accepted by the group (not eat other people's helpings)
3	Distant understanding	Knowing that self-acceptance depends on the acceptance by others	She shares her joy with loosing wait with others			
2	Know how	Knowing how to work towards reaching self-acceptance	She started to lose wait			
1	Know-that	Knowing that to function self- acceptance is necessary	She looks for the way to improve her self-acceptance	x		Observation of the tutor. Actually the group made her aware that she has to accept herself.

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Activity dimension
learners' activity potential concerning
Acceptance

1	2	3	4	5	6	7
Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Developing/ constructing	She sets up a goal and pursues it consequently	She reached the planned weight of 65 kilos			
4	Discovering/acting independently	She independently undertakes the actions leading to improve her appearance	On her own accord she resigns from fattening dishes			
3	Deciding/selecting	She decides to take actions towards changing her appearance	She communicates to the others that she watches herself		x	Observation of the tutor. She selects low calories meals and not bigger helpings than the others member of the group
2	Application, Imitation	Trying to adjust her appearance to the appearance of the others	She started to lose weight			
1	Perception	Seeing difference between appearance of herself and the others	She notices that size of her clothes are bigger than the others	x		Observation of the tutor. While buying clothes for the group she realizes that she wears much bigger size than the others.

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Affective Dimension
learners' affective competences concerning Acceptance

1	2	3	4	5	6	7
Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Regulating (with) others	Showing acceptance in every situation as not harm the feeling of others	She always accepts newcomers even if she is reluctant to show it			
4	Affective self-regulation	Cooping with the situation when one cannot accept oneself	She does not feel low even if she has difficulties in reaching set up goal but tries harder		x	Observation of the tutor. She feels strengthened when she manages something but does pursues her goal even if she meets obstacles
3	Empathetic concern	Feeling that people with deficit may not accept themselves	On her own accord she supports other to accept themselves			
2	Perspective taking	Feeling that opinion of others has influence on one self-acceptance	Positive opinion of others helps her to accept herself	x		Observation of the tutor. Showing joy when complemented or feeling that a person she speaks to likes her
1	Self centred	Feeling that opinion of others does not have an influence on one self-acceptance	The way she behaves shows that she does not care what people feel about her			

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Selected topic: self esteem – individual assessment -Tomasz
Cognitive Dimension:
Learners knowledge and skills concerning
Self-esteem

1 Grade/ Level	2 Corresponding Level Titles	4 Individual description/ explanatory statement	4 Indicators	5 Rating 1	6 Rating 2	7 Remarks, explanations, reasons for your rating
5	Intuitive Acting	Knowing what to do to help the others to believe in themselves	He knows what and how to tell others to raise their self-esteem		x	Observation of the tutor. He addresses either the group or a person with the right words and with full conviction that they have to believe in themselves
4	Implicit understanding	Realizing what influences on our self-esteem	He shows satisfaction with his success			
3	Distant understanding	Ability of self-assessment and realizing that other can have different opinion	He knows how to how to separate success from failure			
2	Know how	Knowing how behave to show self-respect and respect for others	He behaves adequately to situation	x		Observation of the tutor. He knows how to respond, in the right way, to others' behaviour
1	Know-that	Realizing that self-esteem is important to function in life	He is aware that self-esteem is important for his colleague			

Activity dimension
learners' activity potential concerning
Self-esteem

1 Grade/ Level	2 Corresponding Level Titles	3 Individual description/ explanatory statement	4 Indicators	5 Rating 1	6 Rating 2	7 Remarks, explanations, reasons for your rating
5	Developing/ constructing	Being able to act in unknown environment without preparation	He fulfils responsible tasks on his own without preparation			
4	Discovering/acting independently	Creating the possibility of breaking stereotypes	He is able to invite public to take part in the performance		x	Observation of the tutor. He creates situation in which invited people cooperate with him
3	Deciding/selecting	Increasing self-esteem through helping other to increase their own	He is able to create the situation in which everybody feels appreciated			

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| 2 | Application, Imitation | Communicating to others the importance of increasing self-esteem | He is able to tell others how important is self- esteem | x | | Observation of the tutor. With full conviction he tells the other about the need to believe in their ability. |
| 1 | Perception | Taking part in activity involving people with low and high self-esteem | He invites everybody to take part in his etude | | | |

Affective Dimension
learners' affective competences concerning
Self esteem

1	2	3	4	5	6	7
Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Regulating (**with**) others	Appreciate input of others and show it to them	He thanks his colleagues after each performance		x	Observation of the tutor. He thanks the public after the performance and presents his colleagues and their achievements
4	Affective self-regulation	Not showing others that they are less assertive	He invites every member of the group to performance regardless the level of assertiveness			
3	Empathetic concern	Encouraging other members of the group, to believe in themselves	He raised the level of self-esteem in the other members of the group	x		Observation of the tutor. He run the workshops himself at the beginning but after the project and his work on the group his colleagues feel so sure of themselves that they also run the workshops on their own.
2	Perspective taking	Believing that trying can bring success	He participates systematically in the trainings			
1	Self centred	Feeling that he cannot achieve any goal	He feels sense of helplessness			

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You selected the topic: communication – individual assessment - Marcin

Cognitive Dimension:

Learners knowledge and skills concerning Communication

1	2	4	4	5	6	7
Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Intuitive Acting	Knowing how to use intentionally different ways of communication	He uses verbal and non-verbal ways to convey the message			
4	Implicit understanding	Knowing how to maintain the conversation to keep to the subject	He knows how to extract information which he needs			
3	Distant understanding	Realizing that the conversation has to be maintain	He tries to keep the conversation going by asking additional questions			
2	Know how	Answering the questions to the point	He gives short precise answers		x	After some time into the project he started to give answers to the questions but has not maintain the conversation
1	Know-that	Knowing that he has to listen to people talking to him	He listens and does not interrupt the speakers	x		At the beginning of the project he was very passive and shy and never wanted to take part in the conversation

Activity dimension

learners' activity potential concerning Communication

1	2	3	4	5	6	7
Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Developing/ constructing	Addressing the public without preparation	He takes part in discussion with the public			
4	Discovering/acting independently	Communicating own ideas to the group in the way they understand and accept them as a base for activity	Group gives the feedback that they accepted his ideas			
3	Deciding/selecting	Deciding what to communicate to the group to maintain good atmosphere and	He clearly communicates wish to express his		x	He takes time to digest the problem and then approaches the tutor and says that

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Grade/Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
		behaving accordingly	opinion			he wants to say something to the group
2	Application, Imitation	After taking time for reflection, communicating his position to the group using patterns of information exchange	He expresses own opinion			
1	Perception	Unintentionally, without reflection, communication with the group when discussing on the project activities	He hardly ever takes part in discussion on new things	x		He listened to the discussion and does not participate

Affective Dimension
learners' affective competences concerning Communication

1	2	3	4	5	6	7
Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Regulating (with) others	Helping to control emotions of the other members of the group in verbal and non-verbal way	He uses method elaborated by the group to calm others			
4	Affective self-regulation	Being able to control emotions when communicating with a group	He is able to control emotions in stressful situation			
3	Empathetic concern	Being able to communicate with the group showing concern for emotional state of its members	He wants to contribute to build proper emotional relations in the group		x	When he feels that he hurt somebody's feelings, he takes time to think it through and says that he will not do anything to sever relation in the group
2	Perspective taking	Trying to understand the necessity to discuss emotions	He wants to discuss his emotional experiences			
1	Self centred	Avoiding to communicate with others member of the group	He keeps his emotions to himself	x		He did not to talk to anybody and kept only listening

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Selected the topic: team work – group assessment
Cognitive Dimension:
Learners knowledge and skills concerning
Team work

1	2	4	4	5	6	7
Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Intuitive Acting	Knowing how to identify persons to build a good team	1.To know how to build a theatre team for the play			Not possible without the presence external tutor
4	Implicit understanding	Knowing what is needed to build a good team	1.Knowledge that the leader is necessary		x	Observation of the tutor. They lost the 'captain' in the middle of the project and know that they have to appoint and accept one
3	Distant understanding	Realize that if everyone do their tasks they will contribute to the results of team work	1.Everybody takes responsibility for their task			Observation of the tutor. They realize what the good team is (they excluded one member of the team who did not realize what the team is)
2	Know how	They have to get to know each other	1.They know to what extent they can rely on each other 2. They know how to divide roles themselves	x		Observation of the tutor. They try to plan their activities (i.e. they think about it at home)
1	Know-that	Together they can achieve the goal	1. They know that they have to participate			Observation of the tutor. The group is not homogenous but students who are more diligent inspire those easy going

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Activity dimension
learners' activity potential concerning
Team work

1	2	3	4	5	6	7
Grade/ Level	**Corresponding Level Titles**	**Individual description/ explanatory statement**	**Indicators**	**Rating 1**	**Rating 2**	**Remarks, explanations, reasons for your rating**
5	Developing/ constructing	Learning the roles of other members of the team to be able to replace each other if necessary	1.Every member of the team knows each other roles		x	Observation of the tutor. They develop some sort of awareness that the team has to perform despite the absence of the member of the team
4	Discovering/acting independently	Performing individual tasks directed at team results	1.They are aware of the team not individual performance			Observation of the tutor. They know from the beginning that they are assess as a team not individuals
3	Deciding/selecting	Dividing tasks between the team in the way to reach the aim	1.Tasks are selected adequately to the abilities			Observation of the tutor. They are able to divide the tasks appropriately though sometimes they are guided by sympathy
2	Application, Imitation	Imitation of the pattern of cooperation from the previous projects and apply it to achieve the goal	1.Imitating the role of the leader and group activity based on the previous projects	x		Observation of the tutor. They accepted and obey the leadership of one member of their team

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1	Perception	Joining instinctively the task	1.Readiness to take up the tasks			Observation of the tutor. As a team they are always ready to pick up any tasks even without realizing what it is

Affective Dimension
learners' affective competences concerning
Team work

1	2	3	4	5	6	7
Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Regulating (with) others	Giving each other the feeling of security	1.They can talk in the group about their successes and fears without being ridiculed		x	Observation of the tutor. They can only function in the team on this level where they feel secure
4	Affective self-regulation	To behave in such a way as not to oppress other members of the team	1.Respecting general rules of team work			Observation of the tutor. They are making progress in observing the rules – giving everybody chance to express their feelings
3	Empathetic concern	Feeling that participation will support the other members of the team to have better achievement	1.Mutual motivation for better work	x		Observation of the tutor. They show satisfaction with good team performance and praise each other
2	Perspective taking	Feeling that joining the team would be something good	1.They feel that team is superior to their individual needs			Observation of the tutor. Giving performance to the public gave them the feeling of belonging to the team
1	Self centred	Interested only in the individual work	1.They started to be interested in the team			Observation of the tutor. They began to identify more with the group

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Project Impact

The impact of the project depended on the ability of the person. Though, for people who hardly left home and lived on the margin of the society the impact was really great. They strengthened their cooperation and improved the team work. For some of them learning how to accept themselves helped in their performances and talk to people different than their families or members of the group. Developing such competences like self-esteem and communication not only support their acting skills but functioning in society copying with their daily duties.

Discussion & Perspectives
LEVEL 5 provided methods of measuring the impact of informal learning. For the first time, the progress of the group and some individuals was described, measured and presented. It took time to identify individual levels and indicators in each dimension, but once it was done it showed how good it was to reflect and measure the impact of the work of the leader and development of the group and its members. The LEVEL 5 can be used, but micro-project leaders need some training to be able to implement it.

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10   Case study NL

Title: Food for the hood

Introduction

In 2005 the Dutch government appeals to social organizations to propose ideas to stick together to approve the social cohesion in the communities of the cities.
The background is the tendency in the society, where people have less confidence in each other, where they are not open to other groups and where the climate hardens.
One of these social organizations is LSA, a national union of deprived neighbourhoods.
Together with housing associations it started the project "CAN DO".

Method

The project CAN DO uses the ABCD strategy, Asset Based Community Development.
This is not problem related, but it stimulates the capacity and knowledge of inhabitants themselves. It uses the opportunities and means available in the neighbourhood.
So it stimulates active citizenship and personal initiatives.
CAN DO started in England in 2003, and had much success in financing and supporting initiatives.
In the Netherlands a pilot project started in 2006 : in 15 cities within 15 month 12 community based initiatives of the inhabitants themselves will be realized with financial and personal support.
In every city operates a community coach.
The inhabitant who has an idea goes to the community coach.
The idea much be new in the neighbourhood, the activity must benefit more groups than her/his own and it must be realistic. Together they investigate whether the idea is feasible, or how it can be made feasible. Each idea can receive maximum € 2500,-. The community coach support the inhabitant to realize her/his idea, but they are responsible themselves. They own the project. It can be an activity which takes place only once, or it is sustainable. Then the coach helps to find other local means or support.
The informal learning takes place every minute and everywhere: On the street, during the interview with the coach, by being responsible for the project.

In 2009 there are still several towns, in which Can DO operates. One of them is Spijkenisse, a town near Rotterdam.

Setting

In this neighbourhood in Spijkenisse are a lot of youth groups with diverse ethnical background. Most of the youngsters are from a Dutch-Antillean background. Most of them are unemployed, or are working for a temporary employment agency. There age is from eighteen to thirty. The image of the group is a bad one, they are supposed to be the trouble makers of the neighbourhood.
Before the project started, there was very little confidence in the abilities of this group. Nobody expected anything to come out.. Now the professionals and official bodies are eager to get involved.
The discrepancy consisted in the expectations. The community coach had confidence in the abilities of the initiators, they didn't.
The project runs from January 2009 to January 2010.

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Project Activities

One of the leaders of the group, Ivan, came to the community coach with the idea, to organize something for the youngsters and the neighbourhood, to empower the youngsters and to improve the social cohesion. His wish was to change the bad image this group has.
The community coach and Ivan keep in touch every week, two times a month there is a face to face evaluation or coaching interview. Ivan , supported by the coach ,organized the following activities:
Activities: Food for the hood (An event where local youth prepared food for their neighbours. An attempt to meet each other and improve social networks)
Football for the Hood (An football tourney(soccer) in the neighborhood, organized by and for the youth).
- An excursion to another neighborhood project.
- Christmas dinner for the community.
An excursion to the jail, to show that it is something else than a Hilton Hotel.

Level 5 Evaluation Scheme Applied to the Project

We wanted to evaluate Ivan, and we chose the following topics:
Institutional knowledge at the micro level, because you have to deal with a lot of institutions, if you want to organize community related activities:

•	Communication:	It is important to communicate at different levels, with different groups,
•	Self reflection:	That was rather poor in the first contacts with Ivan, everything he took as a attack and than you need to protect yourself,
•	Empathy towards other groups:	Not only to the other youth groups, but also to the shopkeepers, professionals, police,
•	Planning and organisation.	The idea you have to plan things and that you can make a to-do list came to Ivan very slowly. The beginning was very ad hoc.

The evaluation methods we chose were: observation and interview.
Interviews not only with Ivan, but also with the other inhabitants, the shopkeepers, the professionals. And since the community coach had contact with Ivan every week, and made notes from every interview, we had a lot of material to work with.

Project Impact

The impact of the project was very high. The confidence of the group and of Ivan, in the beginning very low, was higher at the end of the project. The authorities, who first advised the community coach against working with Ivan, were very curious and wanted to be involved. Level 5 helped to make the results of Ivan visible. Everybody admired Ivan in his handling the youngsters. The community coach tried to get Ivan hired as a youth worker. It almost succeeded, but at the end the authorities were afraid to do so, due to the criminal past of Ivan. But now there is another town, Delft, where the community coach and Ivan are working together, paid by the local authorities, to reach a very difficult target group of youngsters.

Discussion & Perspectives
Level 5 made visible, in which topics Ivan needs more attention and training. Since his coach is still working with him, he especially pays attention to institutional knowledge, because the growth of Ivan was poor in this topic. We like to use Level-5 in more projects of CAN DO, but until now there are no concrete plans.

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