Istituto Luigi Sturzo

"Digital Education Through Adult Learners EU-Enlargement Stories"

Grundtvig Multilateral 510674-LLP-1-2010-1-IT-GRUNDTVIG

Intermediate Evaluation Report

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November 2011

Summary

1   Foreword

In this sections the background and a general overview on the Project is presented. The aims of the intermediate evaluation exercise and the related methodology that has been adopted are also briefly outlined.

1.1   General project overview

The project "*Digital Education Through Adult Learners EU-Enlargement Stories*", has been funded under the call for proposals of Grundtvig Multilateral 510674-LLP-1-2010-1-IT-GRUNDTVIG.

Launched in 2000, Grundtvig aims to provide adults with more ways to improve their knowledge and skills, facilitate their personal development and boost their employment prospects. It also helps to tackle problems associated with Europe's ageing population. It covers not only teachers, trainers, staff and organisations working in the sector, but also learners in adult education.
The specific aims of the Grundtvig programme are to:

Ø increase the number of people in adult education to 25 000 by 2013, and improve the quality of their experience, whether at home or abroad;
Ø improve conditions for mobility so that at least 7 000 people per year by 2013 can benefit from adult education abroad;
Ø improve the quality and amount of co-operation between adult education organisations;
Ø develop innovative adult education and management practices, and encourage widespread implementation;
Ø ensure that people on the margins of society have access to adult education, especially older people and those who left education without basic qualifications;
Ø support innovative ICT-based educational content, services and practices.

The "*Digital Education Through Adult Learners EU-Enlargement Stories - Detales*" project, currently under implementation (at the 12th month), is a 24 months projects, carried out under the joined coordination activities of a Consortium composed by seven members.

An abstract of the project is provided in the next box.

> **Digital Education Through Adult Learners EU-Enlargement Stories - Detales**
>
> Familiarizing with other cultures supports the process of European integration and should include all target groups, especially low-skilled adults, seniors and mature employees, who are   less likely to be involved in adult education activities. DeTALES derives its rationale from this statement and investigates the impact of EU enlargement focusing on the recently   eded member states in particular on how they have integrated into EU, assessing the impact of old members and bringing up the expectation of next members through the following topics:

- opening of frontiers/mobility,
- European labour market,
- European cultural identities and diversities of new and old members.

DeTALES brings together adult learners from the oldest members Italy, Germany and UK to interact with the new ones Lithuania, Hungary (2004), Bulgaria (2007) and Turkey by involving adults actively, through sharing and bringing stories (storytelling method) together using low cost digital devices.

DeTALES objectives are:
- to raise Key competences on EU enlargement topics and on European common values
- to raise civic keys
- to encourage intercultural dialogue among EU members
- to teach digital storytelling competences to adults
- to encourage adults to use the training materials on their own
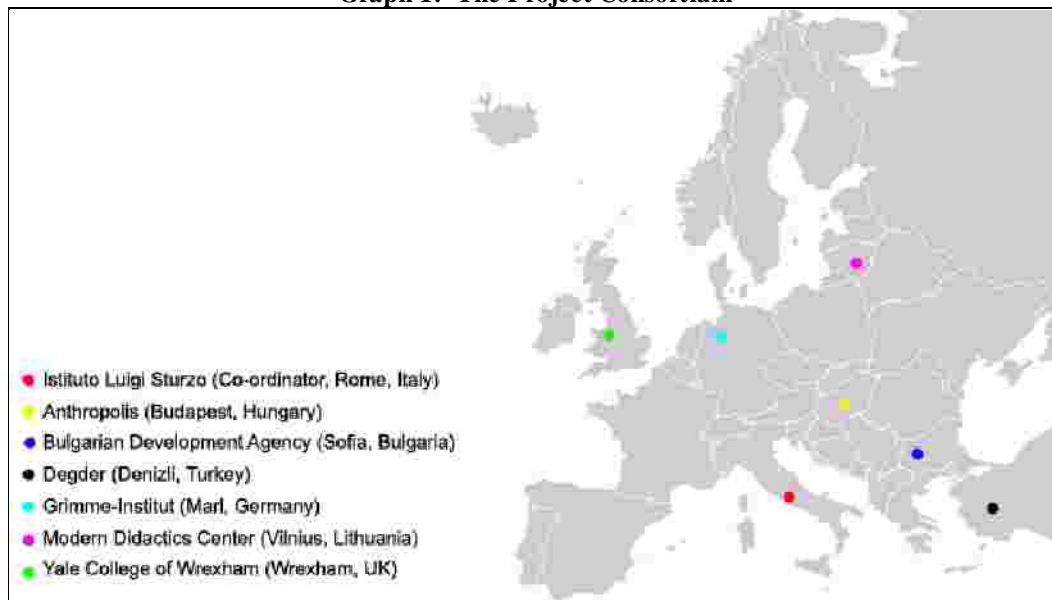- to encourage disadvantage people participation in LLL

Digital storytelling is adapt to foster the awareness   EU-Enlargement. First 3 trainers of each country are going to be trained through 3 workshops in Turkey. Then the 3 trainers are called to manage 3 focus groups as tutors to transfer competences to 20 adults in each country through focus group.

Final products:
-Digital Storytelling Guide Book "How to use the tools" (DS Guide Book) - Guide for
authors and trainers in how to use the DS on EU topics.
-European DS Platform
-The EU-travel guide

The project consortium is composed by seven entities f   rent countries.

Graph 1: The Project Consortium

- Istituto Luigi Sturzo (Co-ordinator, Rome, Italy)
- Anthropolis (Budapest, Hungary)
- Bulgarian Development Agency (Sofia, Bulgaria)
- Degder (Denizli, Turkey)
- Grimme-Institut (Marl, Germany)
- Modern Didactics Center (Vilnius, Lithuania)
- Yale College of Wrexham (Wrexham, UK)

Partner	Country	Mission	Role in De.TALES
Istituto Luigi Sturzo	Rome, ITALY	is a private foundation based in Rome, established in 1951, committed to the preservation and valorisation of cultural heritage.	is the promoter and co-ordinator of the project, supervises the delivery of high quality activities in time and in budget in cooperation with all the partners.
Grimme Institute	Marl, GERMANY	perceives itself as a forum for the debate on political communication in the Federal Republic of Germany and performs theoretical and practical educational work within the realm of the media and ICT.	is responsible for the design, the website development, and the identification and recommendation of technical tools for developing digital stories.
Yale College of Wrexham	Wrexham, UNITED KINGDOM	"Provide all learners with the highest quality education and training, foster partnerships and contribute to the social and economic development of Wrexham and the wider community".	Yale's main role is to carry out research on appropriate methodologies on digital storytelling for adult training. Yale will also edit the first draft of the training guide.
Modern Didactics Centre	Vilnius, LITHUANIA	Mission of MDC is to propose and implement innovations in education, and to support education reform and integration into European Union by continual monitoring, studies and analysis of the situation in general education and the needs of Lithuanian schools on change and innovation.	MDC will coordinate project activities in Lithuania ensuring quality and timeliness. MDC will work closely with coordinator and other partners to pursue project objectives and to disseminate the results of the project.
Bulgarian Development Agency	Sofia, BULGARIA	BDA is a non-profit association undertaking activities for public benefit. BDA has been established in Sofia, Bulgaria. The association aims to contribute to the regional development issues, as well to promote the democratic and integration processes in the society.	BDA has an active role in all work packages and will contribute to the overall realization of the project aims. BDA will be responsible for the dissemination and the promotion of project results.
Anthropolis – Anthropological Public Benefit Association	Budapest, HUNGARY	Anthropolis is a public benefit non-profit association, founded in 2002. The organisation intends to strengthen institutional background of education and social and visual anthropological research, to produce documentaries on Hungarian minorities, migrants etc., to organize media campaigns and awareness-raising festivals on global issues.	In the DeTales project, Anthropolis could continue to follow the chain of retention from the regime change through the EU-Enlargement until Hungary's active membership in the European Union. To achieve this, Anthropolis will conduct researches to gather information, and assist to develop new methods to store, interpret and distribute the findings.
Degder	Denizli, TURKEY	Degder is an international non-profit organization that was established in 2004 in Denizli/ TURKIYE. Its aim is to provide intercultural learning opportunities to develop the knowledge, skills and understanding of people for living in a more peaceful world.	Degder is going to work closely with coordinators and other partners to pursue project objectives and to disseminate and exploit the results at local, national and European level through networks involved in.

1.2 Aims and targets of the Intermediate Evaluation

The present intermediate evaluation has been carried out to asses the activities implementation status, after twelve months since its starting date. The report examines the ongoing activity implemented up to date, in order   analyze the project progress and its performances according to the targeted goals.

The main aim of the exercise is analyzing the initial outputs, the early effects of the intervention, as well as the main constraints and problems sorted out, producing a direct feedback into the implementation process, in order to   the quality of ongoing interventions.

The evaluation service has been conducted on the overall intervention log   and on the implemented activities of the project. A particular focus has been conducted on the *Train the Trainer Workshop in Turkey*, carried out the 16-20th of September 2011, since this has been considered a key issue activity in the project framework   addressing targeted goal and achieving the expected impact.

The evaluation assesses the following key issues:

§   *Relevance*: the extent to which project design is coherent with   objectives and the priorities of the programme Grundtvig Multilateral.
§   *Efficiency* up to date: the timely provision of activities, the quality of monitoring procedures and practices and their progress toward the achievement of expected outputs.
§   *Effectiveness* up to date: the degree of implemented activities and delivered outputs in achieving project objectives
§   Progress toward *Impact*, in order to asses the benefits for beneficiaries already generated or about to be generate, when applicable.
§   Progress toward *Sustainability*: likelihood of continuance of positive outcomes after the end of the project.

1.3 Methodology

The evaluation exercises has been conducted according   EU/EC methodologies[1], following the Logical Framework Approach, which allows the systematic analysis of casual relationships between the different level of objectives staring from identified problems to be addressed and their cause. The design of the evaluation has been planned in coordination with ILS and other project partners. A "*Quality plan and evaluation strategy*" was prepared on May 2011 with the aims to ensure that the project objectives are meet in time and in budget and to provide the network with methods, standards, procedures, to produce results of the high quality.

The methodology used for gathering project information and data included the following steps:

- *Desk analysis* of the available project documentation, mainly: Grundtvig Multilateral guidelines and web site[2]; project application documents; project documents; kick of meeting documentation, training documentation; De Tales Web site[3], other project documents;
- A *questionnaire survey* format submitted to the Training participants (WP3). The questionnaire has been delivered to trainees in order to conduct a special focus on training activities. The aim of the questionnaire was to assess DS training performances from the perspective of the trainees. The questionnaire has been submitted to all the participants (trainers and trainees);
- A *questionnaire survey* format submitted to the Partners during the meetings in Rome and Germany;
- *Interviews* carried out with the partners during the meeting in Vi ius (18-22 October 2011). These interviews have been conducted in order to integrate the information. Moreover, the interviews enable the evaluator to enrich quantitative information with more qualitative aspects, and to analyze project implemented partners perceptions about project progresses and performances;
- *Partecipation at the meeting* held in Vilnius. In such occasion, the Evaluator met the project partners and presented the overall framework of the evaluation exercise. The goal of this meeting was to share the turning point for project activities and gather the information about the project.

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[2] http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm
[3] http://www.detales.net

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2 Project activities progress

The assessment of project activities progress has been conducted on the basis of the project work plan and comparing scheduled/implemented   ities. Until now (November 2011), all activities planned in the project work plan have been executed (see chart below).

Chart 1: Activities progress
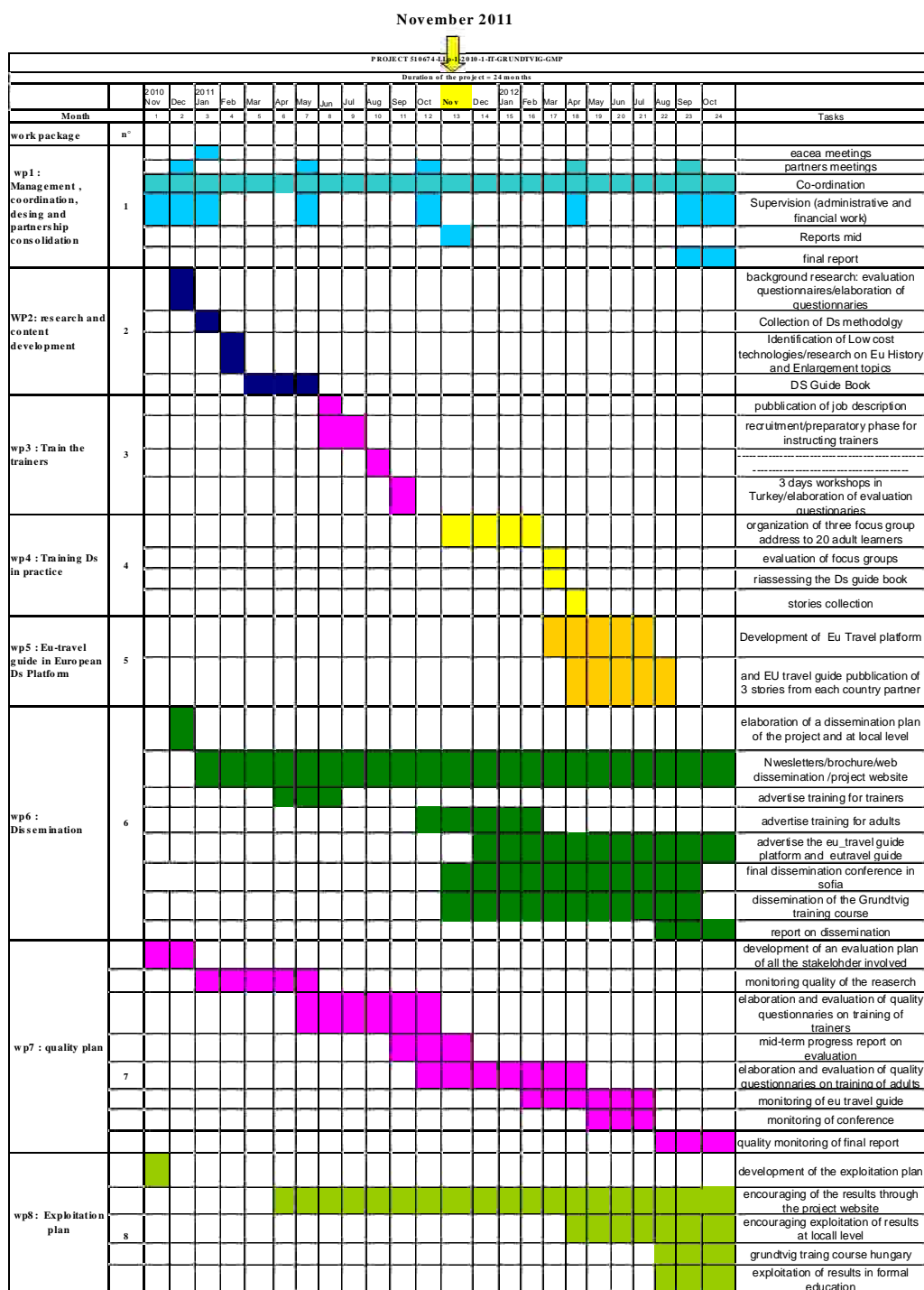
Herewith is reported a brief analysis on main activities implemented and outputs produced.

2.1   WP2 - Research and content development

Main objective of this WP is the development of a *DS Guide Book* which covers the: a) methodology of Digital Storytelling (DS) - b) technical tools for DS - c) thematic: European stories of identity, enlargement and culture content - how to use it in learning.

Chart: WP2 - Planned and delivered outputs

Activity	Output	
	Planned	**Delivered**
Research - Collection and elaboration of interviews	Background research	Background research executed
Development of a DS Guide Book	DS Guide book	DS Guide book developed and available on website of the project

The Final outcome of the research is a training manual; the training manual is available to download from the project's website (http://www.detales.net/wp/digital-storytelling/).

The manual for Digital Storytelling provides detailed information about concept and merits of Digital Storytelling and explains tools for   l Storytellers as well as a variety of tools for Trainers of Digital Storytelling. The Summary is presented in the next box.

DS Guide Book

<div style="border:1px solid">

Summary

Section 1: Introduction
Section 2: How to use this part of the manual
Section 3: Stimulating stories on EU-enlargement topics
Section 4: Tools for Digital Storytellers
Section 5: Tools for Trainers
  5.1 The Digital Storytelling process explained
  5.2 Choosing the right environment for the workshop
  5.3 The Storytelling Circle

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2.2   WP3 - Train the trainers

This WP3 is developed in 3 days workshop in Turkey. Each member of the DeTales project consortium invited three trainers from their home countries (tot. 21 trainers) for an intense five days workshop on Digital Storytelling.

Chart: WP3 - Planned and delivered outputs

Activity	Output	
	Planned	**Delivered**
Training course (transferring to 21 trainers (a) the DS methodology, (b) the overview of low cost technologies to apply in fostering learning to trainer, (c) EU Enlargement topics	Training with 21 trainers	21 participants attended training
Develop personal stories on European culture, migration and mobility	21 digital storytelling produced	26 digital storytelling produced
Recruitment/preparatory phase for instructing trainers	21 trainers selected	21 trainers selected

The workshop started on 16th September with the current debate on EU-enlargement as a topic for digital storytelling. In parallel workshops the trainees have learned how to use the software for digital storytelling (video, sou   and image editing) and they have participated in a story circle to develop their personal stories on European culture, migration and mobility.

After an intensive working and learning session altogether 26 digital storytelling have been produced

2.3   WP6 - Dissemination

The aim of the dissemination is to maximize the impact of the activities undertaken in the project and to guarantee the sustainability after the   of it on different target users and at different levels (local, regional, national, European).

The website *www.detales.net* has been designed in order to be an effective tool to increase the awareness of Digital storytelling and to spread the knowledge of these mechanisms among Partners and target groups.

Website - www.detales.net

The website provides basic information about DS, a copy of the DS Guide Book resulting from WP 2, information and results of the project.

3   The Evaluation findings

This section presents the main findings based upon the evaluation criteria adopted.

3.1   Relevance

Grundtvig aims to help develop the adult education sector, as we l as enable more people to undertake learning experiences, notably in other European countries. The De Tales is designed in a relevant and coherent way with the Grundtvig priorities. Compared with the specific aims of the Grundtvig, the project appears fully coherent with the programme.

Next graph shows the opinions of the partners about the level of coherence between De Tales project and the specific aims of the Grundtvig.

**Graph 2:Has the Project been coherent with the aims of the Gru   ig programme? (rating 1-4)**
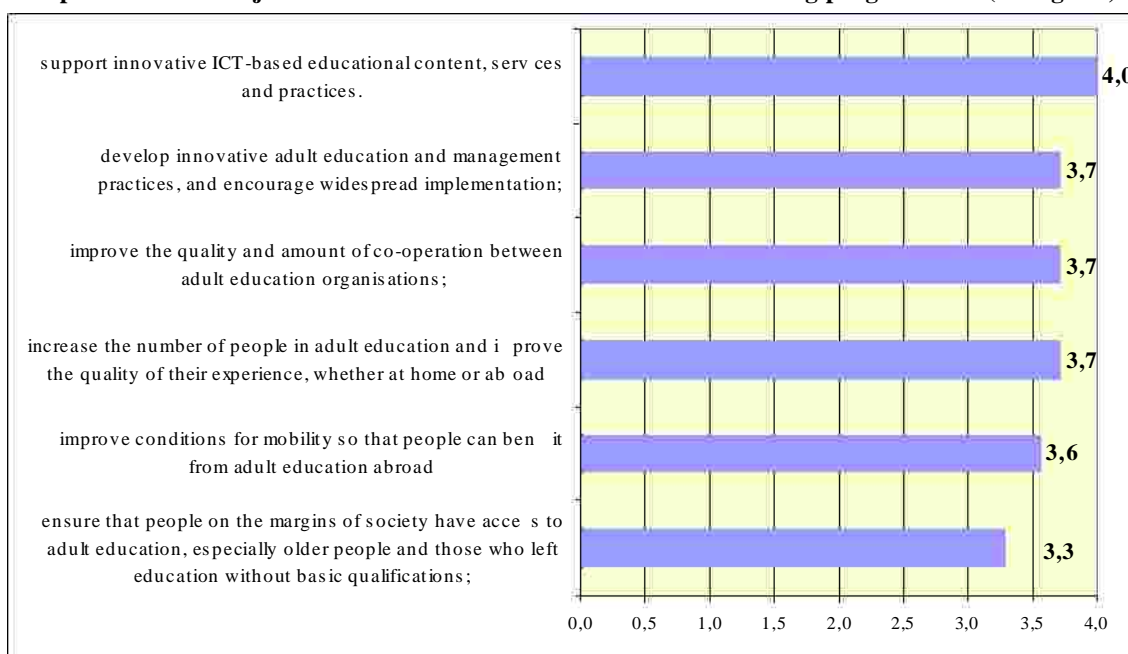
The DS technology appears like an appropriate and innovative tool to support innovative ICT-based educational content, services and practices. Also the project could provide positive effects to the target group developing innovative adult education and management practices.

Other aim of Grundtving is to *improve the quality and amount of co-operation between adult education organisations;* in this case the partners consider De Tales an excellent opportunity to develop an appropriate co-operation. In this context, the choice of single partner to join a consortium is considered an appropriate decision, most of partners

(57%) evaluated the Project *enough coherent* with the expectations and needs of their institution or for someone *completely coherent* (21%).

Graph 3: Until now, has the Project been coherent with the expectations and needs of your institution?
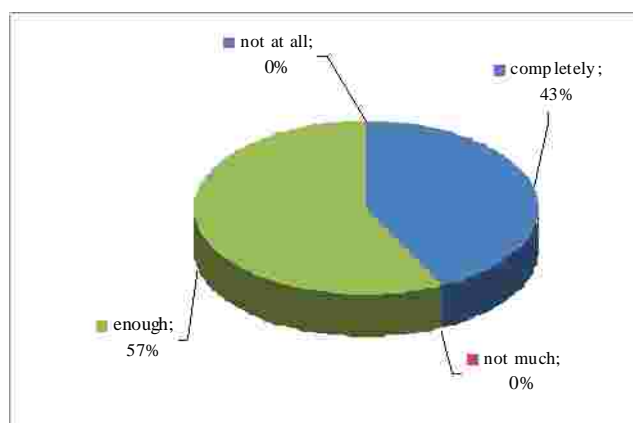
It is important to highlight how one of the strengthen of the project is precisely the involvement of different project key actors, everyone   its specific knowledge to be integrate in the partnership framework, in order to create synergies and to strengthen project effectiveness.

3.2   Effectiveness

The effectiveness of the project is strictly related to the Digital storytelling methodology itself and the capacity of this approach to foster the awareness on EU enlargement. Until now the methodology seems appropriate and appears like a strength point of the project.

The involvement of target group in this field appears   be an appropriate action; furthermore the elaboration of an DS Guide Book as methodological tool seems to be an effective exercise to improve technical capacity of trainers involved in Training course.

Similar consideration could be done for training on DS, that according to the first assessment seems to have had very good results (26 digital storytelling produced), with a high level of satisfaction among trainers and partners.

During the interviews with partners, it was outlined that the Digital Storytelling is actually *completely* (57%) or *enough* (43%) *adapt* to foster the awareness on EU-Enlargement.

Graph 4: Is Digital Storytelling adapt to foster the awareness on EU-Enlargement?

	completely	enough	not much	not at all
Is Digital Storytelling adapt to foster the awareness on EU-Enlargement?	57%	43%	0%	0%
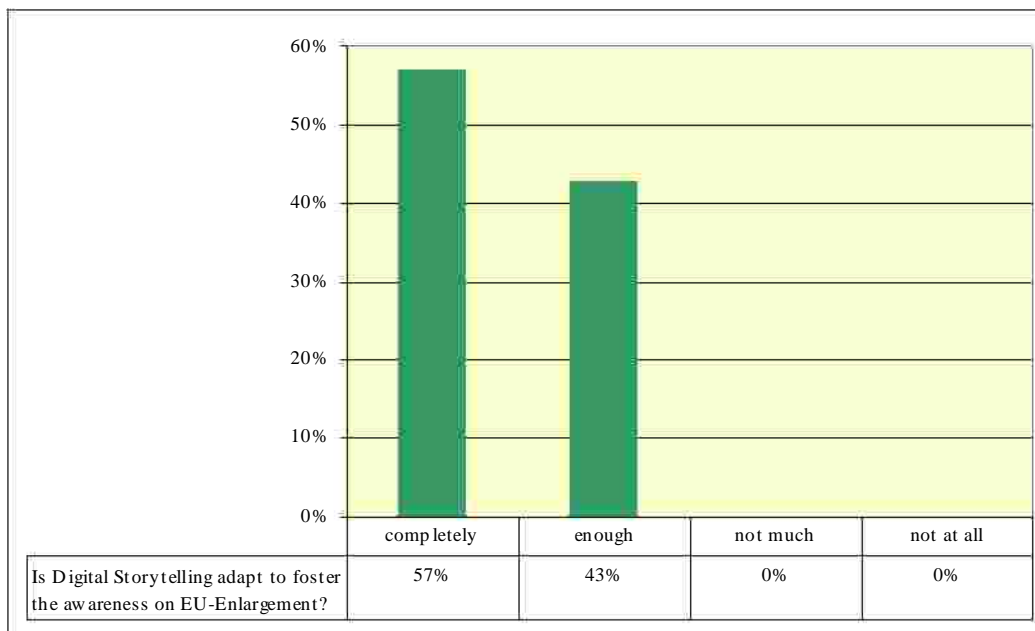
Training manual has been considered interesting and "*interactive*".

High level of technical competences about DS represents an important aspect to ensure the involvement of the partners and the trainers and to encourage creativity and curiosity about DS methodology; that is considered a powerful instrument.

3.3   Efficiency

Until now, all the planned activities have been implemented according the foreseen scheduling, up to date the output planned has been delivered on time:

- 21 participants attended training
- 26 digital storytelling produced
- DS Guide book developed and available on website of the project
- Website of Detales project

The monitoring activities have been carried by project partners on regular basis as per project monitoring schedule.

3.4   Impact

The potential impact of the project could be good, however, at the present stage it is too early to assess the project real effects on target group. Surely, the people involved in the

project has increased the knowledge about DS approach   has enforces transversal competences.

3.5   Sustainability

The sustainability of the project could be good, considering:

-   the positive performances of the *training component*;
-   the good effects that the *DS Guide* could produce after the project conclusion.

In relation with the Sustainability of the consortium, partners have shown high level of satisfaction on the project and a good interest to further opportunity. This interest has to be considered a positive factor for sustainability and it could also represent a strong point for rising new opportunity after the project completion.

4   Focus on WP 3 "Train the trainers"

The workshop was hosted by Degder – Denizli Egitim Gönüllüleri Dernegi (Association of Denizli Education Volunteers), and took place in Denizli, Turkey.

The purpose of the training is to provide the trainees with an innovative methodology to share stories about Eu-enlargement. Therefore the learning outcomes are:

Ø Knowledge and understanding of Digitalstorytelling and his application in a learning context;

Ø Knowledge and understanding of Eu-enlargement related topics acknowledge of the history of Eu-enlargement, the process of Eu-enlargement, acknowledge of European Institutions, increase knowledge on: Opening of frontiers/mobility, European labour market, European cultural identities and diversities of new and old members.

On successful completion of the training, the trainees will be able to:

- create a story on eu-enlargement   video editing competences (Digital competences learning; creative competences write a story and transfer it into a digital output)
- transfer their knowledge on their relevant target group
- Replicate the training methodology
- improve Transversal competences: work in a multicultura environment, work effectively as part of a team, reflectively evaluate their own learning and personal planning process, increase their language ski ls, their interpersonal skills.
- have Greater knowledge on eu-enlargement issues

Each member of the DeTales project consortium invited three trainers from their countries for an intense five days workshop on Digital Storytelling.

The workshop started on 16th September with the current debate on EU-enlargement as a topic for digital storytelling. In parallel workshops, the trainees have learned how to use the software for digital storytelling (video, sou   and image editing) and they have participated in a story circle to develop their personal stories on European culture, migration and mobility. The following days have been dedicated to the actual production process of digital stories. On September 20th, the final day of the workshop, the screening of the produced digital stories took place. After an intensive working and learning session altogether 26 digital storytelling have been produced.

At the beginning and at the end of the training, a questionnaire, specifically drafted by the external evaluator, has been distributed to all training participants. The key findings on perceptions of participants are briefly reported below:

The training could be considered well managed and generates a good level of satisfaction among participants.

Production session of Digital Stories

The training attendees had a general good perception of training activities and showed their high level of satisfaction about the training execution methodology and results. In particular, the *Digital storytelling session* has obtained the highest level of satisfaction (an average of 9,7). Positive opinion has been declared about the technological session (an average of 8,0) and EU-Enlargement session (an average of 7,4).

Graph 5: Express your opinion on the training by voting from 1 to 10 (10, being the highest)?

	Digital storytelling session	EU - Enlargement session	Technological session
Opinion on the trainig	9,7	7,4	8,0
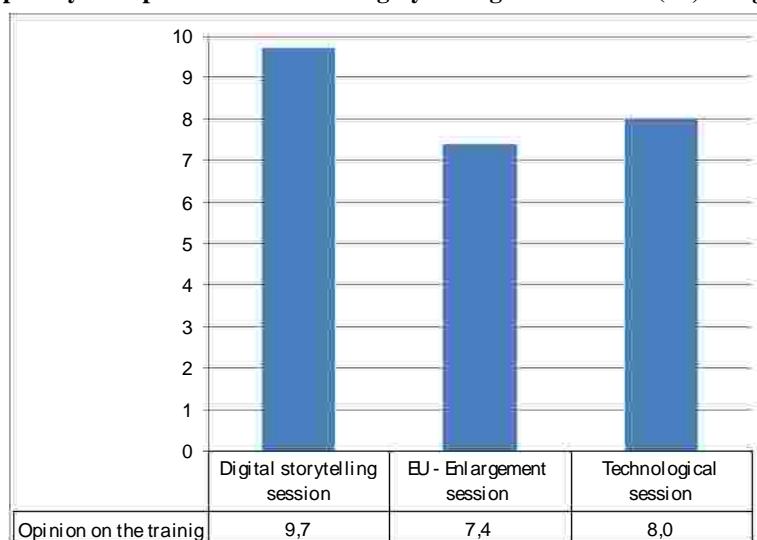
From the analysis of the questionnaires, it emerged that the course has been evaluated as very effectiveness to transfer the knowledge about DS. Particularly the competences acquired are considered useful to "*improve transversal competences*" (8,8) and to "*Master the digitalstorytelling methodology/acquiring new skills*" (8,6).
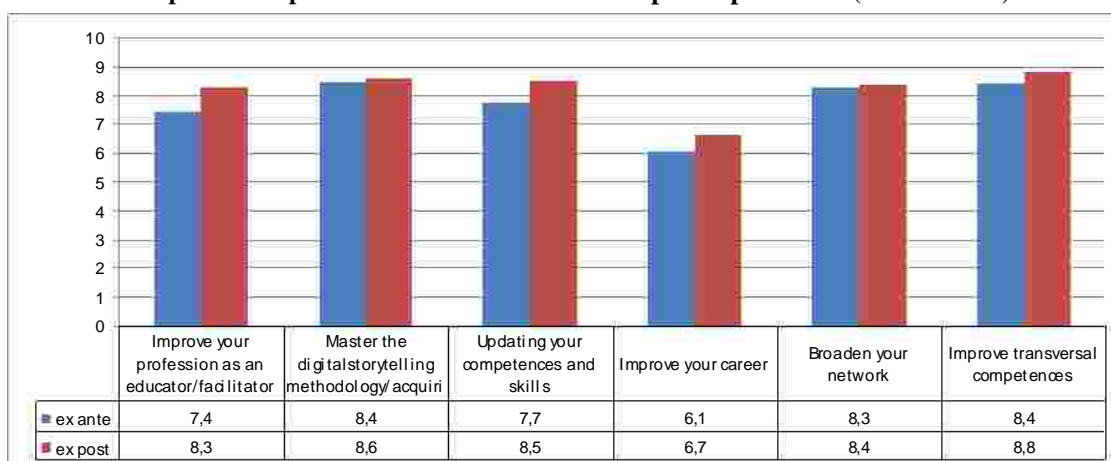
It emerged also a High level of satisfaction in order to "*update competences and skills*" (8,5) "*broaden your network*" (8,4) and to "*improve profession as an educator/facilitator*" (8,4); less significant is considered the benefit in to "*improve career*".

Graph 6: Have your expectations on the training been met? (from 1 to 10)
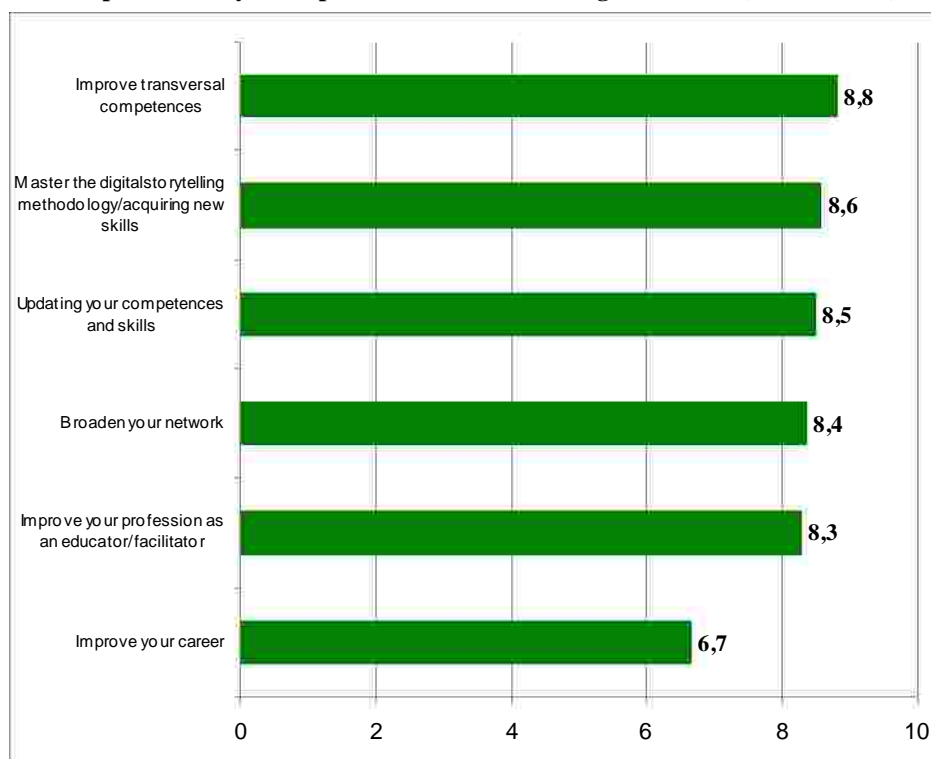
In assessing the *relevance* of training activities, the training has been coherent with the participants personal needs and expectations; in general the *ex ante* expectations have been fully met in all the items considered.

Graph 7: Comparison between ex ante and ex post expectations (from 1 to 10)

	Improve your profession as an educator/facilitator	Master the digital storytelling methodology/acquiri	Updating your competences and skills	Improve your career	Broaden your network	Improve transversal competences
ex ante	7,4	8,4	7,7	6,1	8,3	8,4
ex post	8,3	8,6	8,5	6,7	8,4	8,8

Most of participants evaluated the training very good, with a high level of trainers, a rich information on DS and a good and efficient training organization.

The balance between technological and contents has been considered right but there were some difficulties with software and with a different level of technological knowledge. The technical aspects could represent a barrier for some target group Some participants have suggested to increase technological session with a step by step tutorial that give them more confidence in the process.

The expected impact and sustainability seems to be good, according to trainees point of view, which found the training particularly interesting and useful for the enhancement of their competences.

To give a more comprehensive outline of the performances of the training activity component of the Project (WP3), the main findings of the specific questionnaire submitted to the trainees are here recalled:

- Relevance - training activities have been coherent with the participants personal needs and expectation;
- Efficiency - a high level of satisfaction has been pronounced by the trainees in relation to the training and the balance between different topics dealt. The technical aspects could represent a barrier for some target group;
- Effectiveness - the training has been considered fruitful by almost all participants and has responded well to the participant's expectations;
- Expected impact and sustainability - the trainees found the training useful for the enhancement of their capacity (especially transversal   and considered the training forthcoming benefits as very good or even excellent.

5   Focus on the Project Partnership

During the meeting in Vilnius, the Evaluator has asked all projects partners to indicate in concise statements their comments on performances of the Project Partnership.

DeTALES Project Consortium with Trainers in Hierapolis (Pamukkale), Turkey

The statements are reported in a SWOT matrix as formulated by the project partners.

S (strengths are internal)	W (weaknesses are internal)
Complementary and different competences among the partners Good expertises Friendship and working atmosphere Partners developed a fruitful working relationship, and shared considerable knowledge and experience, while reinforcing the particular strengths. All partners fine-tuned very fast to follow the digital storytelling approach Good mixture of country and different cultures Well management time and tasks Good communication – we are a group Friendship	Lack of understanding of technical aspect Software aren't cheap Some times it's difficult to understand the papers and the tasks Lack of understanding of technical aspect Until now we don't completely use the platform of communication
O (opportunities are external) The network is among the first to approach DS in this way; this is a good opportunity for the network to develop other project in the future	**T (threats are external)** Lack of founds

In order to improve the project, the partners have suggested: a) to organize specific financial meeting with a specific task group (one person for each country to manage

financial problem not everybody); (b) to avoid to change resolutions made and to respect the specific tasks of everyone.

In general, the level of satisfaction among the partners is very high and the network appears enforced from the friendship that has been created during the process of implementation.

Graph 8: In general, what is your opinion about this Project?
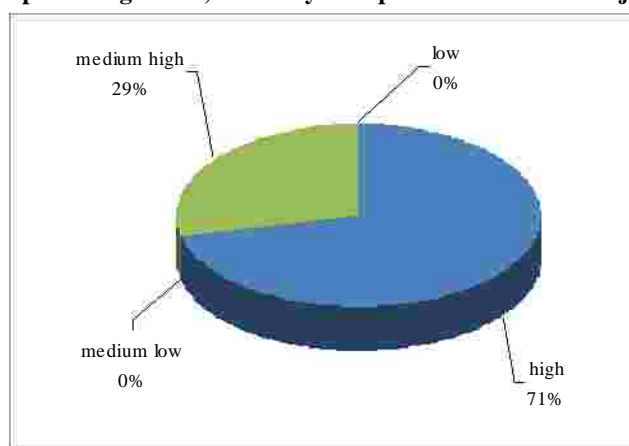
6   Conclusions

The *rationale* of the project is strong relevant and coherent with country and sector needs and with Grundtvig priorities.

The *efficiency* of project management and monitoring could be considered good. The activities are on scheduling and the expected output have been delivered on time.

The *effectiveness* up to date as well is good, considering the delivery   planned output and their potential effect. In particularly the training on DS produced a general good degree of satisfaction among participants and partners. However, some difficulties emerged in relation to technical and technological and could affect the effectiveness of the project. The overall project *sustainability* may be considered good.

Consortium is based on complementary and different competences, with a high level of specific knowledge. Partners developed a fruitful working relationship and shared considerable knowledge and experience, while reinforcing the particular strengths. All partners fine-tuned very fast to follow the digital storytelling approach.

7   Future evaluation exercises

The future steps of the evaluation exercise will be the following:

➪ the evaluator will keep a constant track of project developments through the analysis and monitoring of activities and interviews of project partners.

➪ a final evaluation exercise will be carried out, on October 2012, in order to be discussed and presented to the partnership at project conclusion.