



European Approaches to Inter-Generational Lifelong Learning
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Education and culture

Socrates
Grundtvig

TABLE OF CONTENTS

1. Case Collection & Analysis Methodology	3
2. Case Studies Analysis Grid	8
2.1 Executive Summary	8
2.2 General Description	9
2.3 Description of Collaborating Groups	10
2.4 Description of Intergenerational Learning Practices	12

1. CASE COLLECTION & ANALYSIS METHODOLOGY

Within WP 2 Scoping & Mapping EAGLE will collect and analyse a selected set of practice case studies, which will provide an assessment of the field of intergenerational learning in six European member states and between different countries: i) Greece; ii) England; iii) Romania; iv) Finland; v) Italy and vi) Germany. The consortium decided at the beginning of the project to analyse at least 10 practice cases i.e. programmes, initiatives and projects per partner country, which should result in a total of at least 60 EAGLE practice cases. Partners are nevertheless encouraged to go beyond the number of cases during the life cycle of the project.

Due to the resource provision and the time frame of EAGLE, consensus was reached that the project is not in the position to provide an extensive and complete mapping of the domain. It should be therefore emphasised that collection of EAGLE case studies is not intended to be representative, but should ensure an appropriate coverage as well as screen, illustrate and highlight examples of current intergenerational learning practices in the respective countries. Consequently the EAGLE case study collection provides a snapshot and showcase on intergenerational learning practice in Europe. The EAGLE case studies will be presented individually and in summary on the EAGLE web site at <http://www.eagle-project.eu>.

Similar to other projects involved in case study collections and analyses (amongst others e.g. VALUE SCOUT¹, eUSER² etc.) EAGLE deploys a terminology, which emphasises ‘practice’ rather than ‘good’ or even ‘best practices’. EAGLE aims consequently at analysing simultaneously success factors and barriers, problematic areas or critical incidents during the run time of the programme/project. Critical incidents (one might even say ‘bad practices’) and possible solutions are important elements of ‘prior learning’, which can be utilised by future project in order not to make the same mistakes or not to ‘re-invent the wheel’.

The analysis ‘good’ and ‘best’ practices is furthermore normally confined to rigorous, exact and ‘objective’ frameworks of achievement/performance measurements based on mostly qualitative benchmarks and indicators agreed by all involved actors. The project will even so identify ‘good’ practice elements as preliminary benchmarks for intergenerational learning, but given the contextual, situational, cultural and social dependency of the project or programme ‘life worlds’ reflected in the enormous variability in terms of space and time (or even heterogeneity) in the field EAGLE focuses more on a qualitative than a strictly quantitative approach. Descriptive statistics will be nevertheless used to provide an overview of the analysed cases and its descriptors.

As other authors rightly emphasise cases should “most importantly provide relevant and useful learning points and lessons, which act as a reservoir of ideas, guides, checklists [...], which other can use as inputs to their own learning and implementation processes” (eUSER). ‘Good practices’ are therefore cases, which are ‘good for others to learn from’.

¹ The VALUE SCOUT project website is and practice collection is available at <http://www.education-observatories.net/value-scout>

² The eUser project website and services are available at: <http://www.euser-eu.org>

As stressed already the performance and achievement of every single case is based on highly specific, sometimes even unique circumstances and settings, which imply that cases cannot be transferred and replicated, unchanged to other settings (e.g. other institutions, other countries). Any transfer of cases has to be based on a systematic assessment of the contextual life-worlds of users to be involved in the future in order to identify underlying processes and possible interventions ('what is likely to work with whom under which conditions'). As a consequence EAGLE relies more on benchlearning and bench-action approaches than confining itself on pure benchmarks and therefore will combine qualitative and to a less extent quantitative data for intervention planning in order to trigger and maintain societal/ institutional change and improvement processes.

The underlying methodology for the case study collection and analysis additionally has to be both internally relevant (i.e. contributing to the implementation of the EAGLE research activities), but also transferable beyond the life of EAGLE. The proposed methodology is aiming at allowing standardising fieldwork and data collection activities across case studies to enable comparative analysis to be carried out, to ensure that the key research questions are addressed across the board, and to ensure that the right information is collected. The finally selected cases should represent typical examples of the variety and range of experiences at national and if possible at European level. Ideally, the cases chosen should explore the particular effects of introducing an intergenerational dimension to learning processes.

The data and collection is accordingly perceived as an iterative, staged and evolving process, which enables the project to react to changes or novelties in the field of intergenerational learning within the respective partner countries. The EAGLE data collection and analysis process builds accordingly upon a multi-angular and multi-dimensional approach. The EAGLE case studies should reflect the following aspects:

- *Geography*: comprehensive coverage of cases across the participating countries;
- *Learning Activities*: based on the key list of intergenerational interests of the 'Centre of Intergenerational Practice' (CIP)³ e.g. communities, learning, health, mentoring, history and reminiscence, arts, social issues, grandparents and grandchildren, volunteering (incl. partial overlaps to the suggested EAGLE 'Fields of Learning');
- *Generations (Age)*: broad spectrum of intergenerational involvement (e.g. age range, age groups, socio-cultural diversity, excluded groups, gender, ethnicity);
- *Different problems and needs*: coverage of different problems and needs of participants addressed by the selected case studies;
- *Interactions*: inclusion of different interaction types e.g. one-to-one, one-to-many, many-to-one, group based, many-to-many; physical or virtual;
- *Learning flows*: variety of predominantly 'upstream', predominantly 'downstream' or balanced/bi-directional learning flows;

³ The list is based on a cluster analysis of intergenerational interests reported in the 'Intergenerational Directory' of the 'Centre for Intergenerational Practice' (CIP); URL: <http://www.bjf.org.uk/Libraries/Local/66/Docs/IG%20Directory%20September%202005.pdf>

- *Scales*: mix of national, regional, local and community based cases;
- *Partnership arrangements/organisational form*: blend of top-down programmes/projects, bottom-up, grass root initiatives and possible combinations of both throughout the cases;
- *Funding models*: coverage of publicly and privately funding as well as cases funded through Public-Private-Partnerships (PPP) and without external funding (e.g. on own expenses of the company, organisation, participants etc.);
- *Settings*: spectrum of settings, scenarios or 'life worlds' (e.g. community, home, work or institution based; voluntary sector; social sector);
- *Fields of Learning*: based on the suggested EAGLE 'Fields of Learning' such as i) inclusive knowledge society skills; ii) individual and professional competence development; iii) societal/economic consultancy/exchange; iv) continuity & development of societal values; v) productive cultural assimilation (incl. partial overlaps to the CIP's list of key interests; see below);
- *Current Lifelong Learning Policy Objectives*: based e.g. on the priorities of the 'Lifelong Learning Programme' (LLP)⁴ of the European Commission *or* on the on selected so-called 'critical policy objectives' of the observatory projects DELOS and HELIOS such as access to learning opportunities, quality of learning, employability, personal development, citizenship and social inclusion⁵.

The preceding aspects of intergenerational learning acknowledges and illustrates the complexity of the domain, the still contested nature of theory and practice in this field, the evolving and evolutionary nature of its key dynamics, the need to capture and understand the constructions of intergenerational learning and the importance of 'discourses' and different 'constructions of reality' associated with different stakeholders.

The methods and tools used in the case studies should have the following requirements:

- *Triangulated*: i.e. data need to be drawn from different sources, reflecting the perspectives of different actors and their different constructions of reality;
- *Multi-methodological*: i.e. different types of data need to be gathered incl. statistical data (e.g. from user profiles), secondary data (e.g. evaluation reports) and primary data (e.g. user surveys);
- *Discursive*: i.e. able to capture the 'discourses' and 'communicative practices' of the learning processes.

⁴ The Integrated Lifelong Learning Programme 2007 – 2013 and related information is available at: http://ec.europa.eu/education/programmes/newprog/index_en.html; the specific objectives are available at: http://eacea.ec.europa.eu/static/en/llp/documents/application_form_instructions.pdf; a short presentation on the new programme is available at: http://ec.europa.eu/education/programmes/newprog/doc/presentation_en.pdf

⁵ More information on DELOS is available at <http://www.education-observatories.net/delos> and on HELIOS at <http://www.education-observatories.net/helios>

The selected EAGLE practice cases need to represent typical examples of the variety and range of interventions and initiatives. As the conducted desk research activities of EAGLE shows (e.g. within the Country Reports of WP 2), these cases are likely to vary considerably. The unit of analysis is thus the 'exemplar' or 'case'. This means that each case will reflect different configurations of the listed elements above. In order to make the diversity of cases manageable, and to allow cross case comparisons, the case study collection and analysis needs to be carried out using a standardized 'template' or 'toolkit', the so called 'Case Study Analysis Grid', which incorporates a range of data collection and representation 'tools' described in more detail below.

Ideally three data collection instruments are suggested, but due to the economy of the project (e.g. on time and resource constraints as well as on the availability of existing material), the data collection and analysis process would be based on at least two out of the three following elements:

- *Step 1: A desk research based content and report analysis.* Providing a theoretical overview of the project set in its wider socio-economic context. The data is largely to be determined from project documentation and web based material with clarifications from project managers if required (see Step 2 as well).
- *Step 2: Interviews (e.g. face-to-face; focus groups; telephone) with key stakeholders (i.e. programme or case managers):* The interviews will focus on the key issues for each project and the implicit values coming through the interviewees narrative. In order to achieve this special emphasis will be put on the barriers/obstacles to achieving the value related aims and objectives of project. The interview should therefore be open-ended and preferably face-to-face. The objective is to avoid eliciting simply more rhetoric/theory, but to assess how the case understand, evaluate, negotiate and build those broad values in practice.
- *Step 3: Observation and study visits of the actual learning in practice:* Data collection combines both own observations of the event together – where possible – with the observations of participants taking part. Both, the interview questions of Step 2 and the observations of Step 3 should be tailored for each case study according to the key themes identified from the content and report analysis of Step 1, but taking into account a set of common denominators as documented down in the In-depth case study analysis grid.

Concerning the sequencing of data collection and analysis (or the consecutive methodological steps), it is furthermore suggested to start with the content and report analysis (Step 1) as conducted within the Country Reports on intergenerational learning. Those theory based findings are complemented and validated through stakeholder interviews (Step 2) and – where possible – through direct observations (Step 3) of the practice of building values through sport and culture.

Four sections structure the Case Study Analysis Grid:

1. Executive Summary giving a concise summary of the case incl. distinguishing features, achievements and what others can learn from the case;
2. General Description incl. title; country of origin; duration; status; managing institution; contact details; funding; partnership arrangement; scale;

3. Description of the Collaborating Groups incl. age; gender; residential, educational and economic status;
4. Practice Description of Intergenerational Activities incl. addressed problems/needs; aims and objectives; learning arrangements; outline of activities; direction of knowledge/learning exchange; interactions; socio-economic and -cultural context; embedding; EAGLE fields of learning; learning activities related to policy objectives; categories of learning activities; addressed competences; success factors and barriers; results;

2. CASE STUDIES ANALYSIS GRID

The proposed elements of the Case Studies Analysis Grid are as follows.

2.1 Executive Summary

The Executive Summary (maximum length: ½ page) should give a concise and interesting summary of the case, its features, its achievements and what others can learn from the case. The Executive Summary will serve as the introduction to the in-depth analysis. Please provide in addition one or two photographs in a publishable format (e.g. *.jpg, *.gif, *.tif) and in a separate file in order to illustrate the case.

<p>Executive Summary:</p> <p><i>(please take the following aspects into account and provide a clear description in continuous text)</i></p> <p><i>Length: ½ page</i></p>	<p>a) What are the key distinguishing features of the case i.e. what learning benefits does it set out to achieve? For whom? How was his done?</p> <p>b) What has it achieved in practice?</p> <p>c) What can be learned and transferred from the case (e.g. insights on how intergenerational learning works with whom under which conditions? What are the good practices of the case?</p> <p><u>Executive Summary:</u> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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2.2 General Description

Title:	_____ _____
Country/Countries of origin: <i>(please fill in and comment if necessary)</i>	_____ _____ Comments: _____
Duration: <i>(please fill in and comment if necessary)</i>	Starting Year: _____ End Year: _____ Comments: _____
Status: <i>(please tick the relevant box and comment if necessary)</i>	<input type="checkbox"/> 1 = Running; <input type="checkbox"/> 2 = Finished; <input type="checkbox"/> = NA, unknown; Comments: _____
Managing institution: <i>(multiple choice; please tick all relevant boxes and comment if necessary)</i>	<input type="checkbox"/> 1 = Pre-school/Kindergarten; <input type="checkbox"/> 2 = Primary school; <input type="checkbox"/> 3 = Secondary school; <input type="checkbox"/> 4 = College of further/higher education; <input type="checkbox"/> 5 = University/Polytechnics; <input type="checkbox"/> 6 = Public organisation/Ministry; <input type="checkbox"/> 7 = Public training organisation; <input type="checkbox"/> 8 = Private training organisation; <input type="checkbox"/> 9 = Voluntary/social sector/foundations; <input type="checkbox"/> 10 = Private company; <input type="checkbox"/> 100 = Others <i>(please describe)</i> ; Comments/Description: _____
Contact details:	Last Name: _____ First Name: _____ Title: _____ Position/Role: _____ Institution: _____ Street: _____ Town: _____ Post Code: _____ Phone: _____ Fax: _____ E-Mail: _____ URL: _____

WP 2: Scoping & Mapping – Good Practice Collection & Analysis
Case Studies Analysis Grid

<p>Funding:</p> <p><i>(multiple choice; please tick all relevant boxes and comment if necessary)</i></p>	<p><input type="checkbox"/> 1 = Public (e.g. from public authorities on European, national, federal, regional, local levels etc.);</p> <p><input type="checkbox"/> 2 = Private (e.g. from foundations, trusts, companies etc.);</p> <p><input type="checkbox"/> 3 = Public-Private-Partnerships (PPP);</p> <p><input type="checkbox"/> 4 = No funding (e.g. own contribution, own resources);</p> <p><input type="checkbox"/> 100 = Others <i>(please tick relevant boxes and describe)</i>;</p> <p><u>Comments/Description:</u> _____</p>
<p>Partnership arrangement/organisational form:</p> <p><i>(multiple choice; please tick all relevant boxes and comment if necessary)</i></p>	<p><input type="checkbox"/> 1 = Top-down programme/project;</p> <p><input type="checkbox"/> 2 = Bottom-up, grass root initiative;</p> <p><input type="checkbox"/> 100 = Others <i>(please describe)</i>;</p> <p><input type="checkbox"/> 0 = NA, unknown</p> <p><u>Comments/Description:</u> _____</p>
<p>Scale:</p> <p><i>(multiple choice; please tick all relevant boxes and comment if necessary)</i></p>	<p><input type="checkbox"/> 1 = Community based;</p> <p><input type="checkbox"/> 2 = Local;</p> <p><input type="checkbox"/> 3 = Regional;</p> <p><input type="checkbox"/> 4 = National;</p> <p><input type="checkbox"/> 5 = European;</p> <p><input type="checkbox"/> 6 = International;</p> <p><input type="checkbox"/> 7 = Trans-national;</p> <p><input type="checkbox"/> 100 = Others <i>(please describe)</i>;</p> <p><input type="checkbox"/> 0 = NA, unknown</p> <p><u>Comments/Description:</u> _____</p>

2.3 Description of Collaborating Groups

<p>Collaborating Group I:</p> <p>(e.g. kids, young teenagers, young adults/twens, parents aged adults, empty nest adults, young seniors, old seniors; marginalized groups, people with special needs, 'people at risk', immigrants, students, teachers, family, community, other target groups)</p> <p><i>(please provide a short description and make reference – where possible – to gender; cultural, residential, educational and economic status of the target group)</i></p>	<p><u>Description:</u> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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WP 2: Scoping & Mapping – Good Practice Collection & Analysis
Case Studies Analysis Grid

<p>Total number of Collaborating Group I:</p> <p><i>(please insert the number and comment if necessary)</i></p>	<p><u>Number of participants/projects:</u> _____</p> <p><u>Comments:</u> _____</p> <p>_____</p>
<p>Age group(s) of Collaborating Group I:</p> <p><i>(please provide the age range and distribution and comment if necessary)</i></p>	<p><u>Minimum Age:</u> _____</p> <p><u>Maximum Age:</u> _____</p> <p><u>Age distribution (please describe, if possible in %) & Description:</u></p> <p>_____</p>
<p>Collaborating Group II</p> <p>(e.g. kids, young teenagers, young adults/twens, parents aged adults, empty nest adults, young seniors, old seniors; marginalized groups, people with special needs, ‘people at risk’, immigrants, students, teachers, family, community, other target groups)</p> <p><i>(please provide a short description and make reference – where possible – to gender; cultural, residential, educational and economic status of the target group)</i></p>	<p><u>Description:</u> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Total number of Collaborating Group II:</p> <p><i>(please insert the number and comment if necessary)</i></p>	<p><u>Number of participants/projects:</u> _____</p> <p><u>Comments:</u> _____</p> <p>_____</p>
<p>Age group(s) of Collaborating Group II:</p> <p><i>(please provide the age range and distribution and comment if necessary)</i></p>	<p><u>Minimum Age:</u> _____</p> <p><u>Maximum Age:</u> _____</p> <p><u>Age distribution (please describe, if possible in %) & Description:</u></p> <p>_____</p>

2.4 Description of Intergenerational Learning Practices

The practice description of intergenerational learning practices serves a twofold purpose: i) a qualitative practice description of the case and ii) a quantitative assessment of additional case descriptors.

<p>Description of Learning Arrangement & Learning Practice:</p> <p><i>(please take the following questions – where possible – into account and provide a summary description in continuous text;</i></p> <p><i>please do not answer the questions separately;</i></p> <p><i>as far as possible please avoid overlaps to the practice description)</i></p> <p><i>Length: 1 – 2 pages</i></p>	<ul style="list-style-type: none"> • What are aims and objectives of the activity? • What are the problems/needs addressed? • What are the activities to reach the aims and objectives? • How are participants encouraged/motivated to participate? • How often does this activity take place (e.g. uniquely, at certain intervals, daily)? • Which pedagogical approach is used (e.g. traditional, participatory, action based, tutoring, mentoring)? • What learning materials/tools/support are used (e.g. conventional texts, simulations, role playing)? • Are ICTs used and if yes, what types and how are they used? • How is the interaction between the participants and/or trainers/teachers organised? • Who is mediating or providing learning (e.g. professional instructors; people from the community, peers)? <p><u>Description:</u> _____</p> <p>_____</p>
<p>Location of the learning activity:</p> <p><i>(multiple choice; please tick all relevant boxes and comment if necessary)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1 = Formal settings <input type="checkbox"/> 1.1 = Educational institute; <input type="checkbox"/> 1.2 = Non-Governmental Organisation (NGO); <input type="checkbox"/> 1.3 = Museum, library; <input type="checkbox"/> 1.4 = Work based; <input type="checkbox"/> 2 = Informal settings <input type="checkbox"/> 2.1 = Community facility, building; <input type="checkbox"/> 2.2 = Home based; <input type="checkbox"/> 2.3 = Social setting; <input type="checkbox"/> 100 = Others <i>(please tick relevant boxes and describe);</i> <input type="checkbox"/> 0 = NA, unknown <p><u>Comments/Description:</u> _____</p> <p>_____</p>

WP 2: Scoping & Mapping – Good Practice Collection & Analysis
Case Studies Analysis Grid

<p>Learning activities (related to policy objectives)⁶:</p> <p><i>(multiple choice; please tick all relevant boxes and comment if necessary)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1 = Community development, living & safety incl. intergenerational living and meeting places; <input type="checkbox"/> 2 = Education, training & learning incl. general education and training, Lifelong Learning, language learning, literacy, numeracy, digital literacy, senior universities, knowledge exchange, hobbies; <input type="checkbox"/> 3 = Mentoring i.e. intergenerational support, services and consultancy; <input type="checkbox"/> 4 = Mediation incl. problem/conflict solving, prevention of violent behaviour <input type="checkbox"/> 5 = Media education incl. Information and Communication Technologies (ICTs); <input type="checkbox"/> 6 = Social inclusion/participation, active citizenship; <input type="checkbox"/> 7 = Employability; <input type="checkbox"/> 8 = History and reminiscence incl. oral history, preserving cultural heritage, work with contemporary witnesses; <input type="checkbox"/> 9 = Health; <input type="checkbox"/> 10 = Arts incl. culture, theatre, play, music; <input type="checkbox"/> 11 = Environment & environmental protection; <input type="checkbox"/> 12 = Grandparents and grandchildren; <input type="checkbox"/> 13 = Travel, excursions & leisure time; <input type="checkbox"/> 100 = Others <i>(please tick relevant boxes and describe)</i>; <p>Comments/Description: _____</p>
<p>Fields of Learning⁷:</p> <p><i>(multiple choice; please tick all relevant boxes and comment if necessary)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1 = Skills for the Knowledge Society; <input type="checkbox"/> 2 = Individual competence development (for private and professional purposes); <input type="checkbox"/> 3 = Societal/economic exchange and consultancy; <input type="checkbox"/> 4 = Development and continuity of societal values; <input type="checkbox"/> 5 = Productive cultural assimilation;

⁶ The list is based on a cluster analysis of intergenerational interests reported in the 'Intergenerational Directory' of the 'Centre for Intergenerational Practice' (CIP) and extended by EAGLE desk research activities; URL: <http://www.bjf.org.uk/Libraries/Local/66/Docs/IG%20Directory%20September%202005.pdf>; the list of learning activities also reflect key policy objectives of the European Commission as e.g. laid down in the (Joint) Social Inclusion Reports and Reports on Social Protection and Social Inclusion (http://ec.europa.eu/employment_social/social_inclusion/index_en.htm), the Communication from the Commission on 'Adult Learning: It is never too late to learn' (http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf), the Green Paper on 'Confronting demographic change: a new solidarity between the generations' (http://ec.europa.eu/employment_social/news/2005/mar/comm2005-94_en.pdf), the integrated Lifelong Learning Programme (http://ec.europa.eu/education/programmes/newprog/index_en.html) as well as the 'i2010 – A European Information Society for Growth and Employment' strategy (http://ec.europa.eu/information_society/eeurope/i2010/index_en.htm).

⁷ Descriptions of the suggested EAGLE 'Fields of Learning' can be found on the EAGLE web site at <http://www.eagle-project.eu/welcome-to-eagle/pedagogical-didactical-approaches>

WP 2: Scoping & Mapping – Good Practice Collection & Analysis
Case Studies Analysis Grid

<p>Knowledge & Learning Exchange/Flow between the target group(s):</p> <p><i>(multiple choice; please tick all relevant boxes)</i></p>	<p><input type="checkbox"/> 1 = Predominantly 'downstream' i.e. older to younger (e.g. handicrafts, hiking, contemporary witnesses, homework, economic start-up consultancy, orphan and day care, mentoring, mediation);</p> <p><input type="checkbox"/> 2 = Predominantly 'upstream' i.e. younger to older (e.g. visitor services, lectures, ICT skills development, traveling);</p> <p><input type="checkbox"/> 3 = Balanced and/or bi-directional e.g. shared activities (e.g. prevention of addiction, theatre, family genealogy, studying together, language learning, discussion circles) or offering activities to each other (e.g. 'stock market' or the exchange of knowledge, culture, sports, living communities, learning);</p>
<p>Interactions between the target group(s)</p> <p><i>(multiple choice; please tick all relevant boxes)</i></p>	<p><input type="checkbox"/> 1 = one-to-one</p> <p><input type="checkbox"/> 2 = one-to-many;</p> <p><input type="checkbox"/> 3 = many-to-one;</p> <p><input type="checkbox"/> 4 = group based;</p> <p><input type="checkbox"/> 5 = many-to-many;</p> <p><input type="checkbox"/> 6 = physical/offline interaction;</p> <p><input type="checkbox"/> 7 = virtual/online interaction;</p> <p><input type="checkbox"/> 8 = blended interaction (i.e. combination of virtual and physical interaction);</p>
<p>Categories of the learning activity⁸:</p> <p><i>(multiple choice; please tick all relevant boxes and comment if necessary)</i></p>	<p><input type="checkbox"/> 1 = Formal i.e. takes place in education and training institutions, normally leading to recognized diplomas and qualifications;</p> <p><input type="checkbox"/> 2 = Non-formal i.e. takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates;</p> <p><input type="checkbox"/> 3= Informal i.e. is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills;</p> <p><input type="checkbox"/> 0 = NA, unknown</p> <p><u>Comments/Description:</u> _____</p>

⁸ The full definitions are based on the Commission Staff Working Paper SEC (2000) 1832 of the Commission of the European Communities (2000): A Memorandum on Lifelong Learning; URL: <http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf>

WP 2: Scoping & Mapping – Good Practice Collection & Analysis
Case Studies Analysis Grid

<p>OECD/DeSeCo Competences addressed by the CS:</p> <p><i>(multiple choice; please tick all relevant boxes and comment if necessary)</i></p> <p><i>(based on the Executive Summary 'The Definition and Selection of Key Competences' (DeSeCo) by OECD; detailed competence definitions can be found within the Executive Summary)⁹</i></p>	<p><input type="checkbox"/> 1 = Competence Category 1: Using Tools Interactively</p> <p><input type="checkbox"/> 1.1 = The ability to use language, symbols and text interactively</p> <p><input type="checkbox"/> 1.2 = The ability to use knowledge and information interactively</p> <p><input type="checkbox"/> 1.3 = The ability to use technology interactively</p> <p><input type="checkbox"/> 2 = Competence Category 2: Interacting in Heterogeneous Groups</p> <p><input type="checkbox"/> 2.1 = The ability to relate well to others</p> <p><input type="checkbox"/> 2.2 = The ability to cooperate</p> <p><input type="checkbox"/> 2.3 = The ability to manage and resolve conflicts</p> <p><input type="checkbox"/> 3 = Competence Category 3: Acting Autonomously</p> <p><input type="checkbox"/> 3.1 = The ability to act within the big picture</p> <p><input type="checkbox"/> 3.2 = The ability to form and conduct life plans and personal projects</p> <p><input type="checkbox"/> 3.3 = The ability to assert rights, interests, limits and needs</p> <p><input type="checkbox"/> 0 = NA, unknown</p>
<p>EC Key Competences addressed by the CS:</p> <p><i>(multiple choice; please tick all relevant boxes and comment if necessary)</i></p> <p><i>(based on the 'Framework for Key Competences in the Knowledge Society' by the European Commission's Working Group on Key Competences within the 'Education & Training 2010' Work Programme)¹⁰</i></p>	<p><input type="checkbox"/> 1 = Communication in the mother tongue</p> <p><input type="checkbox"/> 2 = Communication in a foreign language</p> <p><input type="checkbox"/> 3 = Mathematical literacy and basic competences in science and technology</p> <p><input type="checkbox"/> 4 = Digital literacy and ICT skills</p> <p><input type="checkbox"/> 5 = Learning-to-learn</p> <p><input type="checkbox"/> 6 = Interpersonal and civic competences</p> <p><input type="checkbox"/> 7 = Entrepreneurship</p> <p><input type="checkbox"/> 8 = Cultural awareness</p> <p><input type="checkbox"/> 0 = NA, unknown</p>

⁹ The Executive Summary is available at: <http://www.oecd.org/dataoecd/47/61/35070367.pdf>

¹⁰ The Key Competences of the European Commission is available at: <http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>

WP 2: Scoping & Mapping – Good Practice Collection & Analysis
Case Studies Analysis Grid

<p>Success factors and barriers of the CS:</p> <p><i>(please take the following questions – where possible – into account and provide a summary description in continuous text;</i></p> <p><i>please do not answer the questions separately;</i></p> <p><i>as far as possible please avoid overlaps to the practice description)</i></p> <p><i>Length: ½ – 1 pages</i></p>	<ul style="list-style-type: none"> • What success factors could be identified (e.g. ways of overcoming inhibitions or resistance to intergenerational learning; ways of delivering learning; participation and organisational innovation; economic innovation i.e. ways of funding and supporting the activity)? • What were the main 'critical incidents' of the activity? Which tensions or problems have occurred (e.g. main barriers and obstacles to learning, group tensions between different learners and/or between learners and teachers/trainers)? • Where changes or alterations necessary during the life cycle of the value and competence building activities? <p>Description of success factors and barriers: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Results of the CS:</p> <p><i>(please take the following questions – where possible – into account and provide a summary description in continuous text;</i></p> <p><i>please do not answer the questions separately;</i></p> <p><i>as far as possible please avoid overlaps to the practice description)</i></p> <p><i>Length: ½ – 1 pages</i></p>	<ul style="list-style-type: none"> • What were the specific outputs of the activity (e.g. a product, a course, a play)? • Was the activity linked to any formal accreditation (e.g. do the learners receive or work towards qualifications)? • Is there any evaluation available of the learning outcomes of the activity and if yes what does the evaluation shows? How was the quality of the case assured? • In what ways did the participants benefit from their learning experience (e.g. higher self-esteem, skills development, social cohesion, quality of life, personal development/fulfilment, active citizenship, future job and career opportunities)? • How has the learning activity affected the later live of the participants (i.e. short-term outcomes and if possible long-term impact)? <p>Description of results: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>