

Evaluation of Voluntary- Project in Pentalofos, Greece

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Evaluation, Grundtvig, Athens, April 27th, - May 1st, 2011

Agenda

Evaluation tool - idea, concept, team

Project - aims, intentions, organisation

Study - aims, basic theories, methods, results

Effects on Grundtvig-project

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Project

Aims: 1. application of evaluation concept using interviews
Evaluation of the project „###“ , organized by Citizen in Action, Greece

Intentions: to test the evaluation tool
to figure out the effects and benefits of the project

Organisation:

Data collection: Christina Schlesinger, Annette Resch
Instruction of concept
Professional interview-training

Data analysis: Theresia Blaschek, Thomas Frauscher, Christian Holeczy
Master seminar at Dept. Education / University of Salzburg, directed by Sieglinde Weyringer: „Learning in nonformal educational settings“

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Study

EFD-workcamp in Pentalofos, Greece

3 weeks in Summer 2011; 25 participants from 11 European nations + Japan and Korea; age 22 - 23 years;
70% female, 30% male

Activities: to construct a new path to a monastery and to clean the area from bushes and scorpions

Objectives: Participants should

- establish contact and understanding for unknown and different cultures
- integrate into the daily life of the village
- develop an open mind towards multi culturality

Competences to be developed and improved

- Team building
- Time management
- Communication
- Intercultural learning
- Establishment of personal initiatives
- Living together and developing understanding
- Nurturing personality by improving personal attitudes, abilities and skills

Pentalofos: non-touristic area, many immigrants from Africa and Central Europe

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Study

EFD-workcamp in Pentalofos, Greece

Theoretical assumptions:

Participation has positive effects on the development of the addressed competences

Participants realize these positive effects.

Research questions: Can participants improve special skills and key-competences during the work camp?
 Which special skills and key-competences can the participants improve?
 Which relevance for the own personality do the participants adjust to these skills and key-competences?

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Basic theories:

Definition of „nonformal learning“ as any organized, systematic, educational activity carried on outside the framework of formal educational systems including incidental education

- Criteria for categories: awareness, structure, orientation towards problems or chances
- Based on intrinsic motivation
- Characteristics: person is aware of process of knowledge acquisition, take full responsibility for learning, act independent and autonomous in selecting objectives, methods, content, outcomes, transfer and duration of the process

Definition of „competences“ as output or outcome of learning and as characteristics of personality

- Model for measurement: „Assessment-triangle“: competence - observation - interpretation
- 8 key-competences of lifelong learning (EU): language, learning, social and citizenship, initiative taking, awareness of culture and ability for cultural expression

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Methods:

Qualitative content-analysis based on 4 categories: language and consciousness of culture, learning, social competence and citizenship, initiative taking

Results:

Participants report:

Participation has main effects on the improvement of learning competences as well as of social competences and citizenship competences, these are

interest on cultural exchange, languages and meeting new people, motivation to be confronted with unknown culture and the differences in acting and thinking, ability to cope with cultural diversity and differences, ability to handle uncertainty and unstability of situations (labour), to think of alternatives, to adapt or to change established patterns of thinking and acting, to create appropriate alternatives, to handle the diversity of languages and to find alternatives to bridge the unavailability of language competences, to be openminded towards different cultures, to establish appropriate strategies for interactions with different and unknown cultural traditions and for the understanding of inherent traditions of thinking and acting.

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Effects on Grundtvig-project

1. Concept of „log frame“ is applicable for evaluation of nonformal learning, i.e. Grundtvig-projects.
2. Structure of „log frame“ is viable for the conception of guidelines for interviews.
3. Structure of „log frame“ regards the diversity of learning initiatives provided by the partners of Grundtvig-project.
4. Adaption of „log frame“ as a questionnaire for the evaluation of the Grundtvig project is recommended.