

Intermediary evaluation of Declic'In

1. DECLIC'IN ACTIVITIES – at local level

The project requires local activities undertaken by your own organisation. The aim of the project is to include local learners and trainees, staff and local companies.

1.1 Do you feel that you know enough about the project goals in order to organise these events? If not, what could you do to improve this?

All partners feel that they know enough about the project goals in order to organise events at a local level. During the second partner meeting in Mons, goals were made much clearer and events can be organised more in line with the project goals.

CEPS feels that extra communication between the partners may be useful to clarify small matters in between partner meetings.

1.2 Who do you involve when organising these activities?

CEPS closely works together with a cultural center that recently started a "lab space" (Maker Convent). They involve its director, professionals from the design industry and a group of youngsters in the project.

Greta involves young adult learners facing cognitive and mental disabilities and the trainers who usually work with them.

Timelab involves trainers and members from its community, the so-called "timelab pro's" in the project.

1.3 How do you document these activities?

All partners document their activities on the website.

CEPS uses signing sheets to document the assistance to the activities. Minutes of the meetings with the responsables of the cultural center are also recorded.

Greta track what they do in the workshop on a daily basis. They make photos and little films.

Timelab documents their activities on the website with text and photos.

1.4 Do you communicate your Declic activities to the outside world, if not, why not? If you do, how do you do this?

Nieuwland regularly organises meetings and posts publications on their website.

CEPS mainly communicates via Facebook. They also communicate through the blog of the "Maker Convent" Lab and its twitter account @makerconvent.

Greta uses their websites (cri.velay.greta.fr & formalab.fr) to communicate externally and held a presentation to the regional authorities in charge of training.

They did a presentation to vocational and technical schools (teachers and managers).

Timelab uses the website, Facebook page and Twitter account (@timelabgent) to announce and document activities. Recently Timelab started using Google Hangout and Google Community to extend their communication channels.

2. IMPACT

The objective of this project is to address the lack of desire from many young learners,

especially female, to engage in vocational technical training and to work in production companies. We are interested to hear in what the impact has been so far on learners, staff and your organisation. Please describe in your own words. In the final report you will be asked to evaluate their language skills, ICT skills, Social skills, vocational skills, motivation, self-confidence, knowledge about partner countries and cultures.

IMPACT ON LEARNERS/TRAINEES/PUPILS

2.1 What is the impact so far on pupils, learners/trainees?

Nieuwland: the learners are interested in participating

Greta: The learners discovered a new way of learning by building a 3D printer in the first months. They seem to be motivated by the process (eg. We have the example of a learner who came to the Declic'in workshop while he was doing a practice period in a company, self-organising to be able to combine both).

There was a week to promote jobs in the Industry and learners have discussed about employment possibilities in this sector.

CEPS: They are getting closer to this kind of technology. The activities have been oriented very much in a "ludic" way, in order to make them feel comfortable and attracted to the technological elements we are dealing with. The objective is what we can make with the 3D printer.

Timelab: timelab organised a weekend in which a team of 3 girls was tasked with building a 3D printer. They were motivated to complete the process and were amazed by the idea that they could build a machine themselves.

IMPACT ON TEACHERS / STAFF

2.2 What is the impact so far on teachers and staff?

Nieuwland: The 3 D printer is seen as a valuable extra tool to new participants and fix old participants to the project. Also the health care institutions see it as a possible new tool for use in the daily practice.

CEPS: So far, as the 3D printer is still not completely finished, teachers are still not confronted to what the printer will be able to do. Up to now, they are being introduced to this "ludic" way of approach, and also to a very much practical way of learning: learning by doing. We are in the phase of connect all electronics and run the printer for the first time.

Greta: Teachers involved in the workshop activities with learners are interesting by organising them. They are motivated to participate in such open schemes.

Timelab: More people from the community now have 3D printing skills. They can help their peers and this directly has an effect on the staff. The users of the lab become more independent and are motivated to teach each other.

IMPACT ON ORGANISATION

2.3 If applicable – can you describe if any changes have been made so far to the

- training programme
- organisation arrangements
- organisation of management
- changes in language teaching policy
- increased cooperation among the staff

CEPS: In the Cultural Center the most important changes for the moment are the adequation of an specific space to implement the "MakerConvent". This change is important because it has a direct relation with the main activity of the cultural center. The training programme is oriented and adapted to youngsters, their school and extra activities times. More cooperation between technical staff and educators.

Greta: The training program integrates one day of workshop around the 3D printer (assembling it, then building objects). A space is organised to run the workshops. It has been set up with the FormaLab project, but it has required a different organisation from what was traditional. If it had not been set up with FormaLab, it would have been necessary with Declic'In.

Timelab: The 3D printing activities have increased. We now organise more 3D printing workshops and participate in local events during which we bring our 3D printer to demonstrate the possibilities.

IMPACT ON LOCAL COMMUNITY

2.4 If applicable – can you describe if the partnership has had an impact so far on the local community? Please think of cooperation with other local organisations and other local companies.

Nieuwland: It accelerated the founding of a Fablab in Wageningen in which persons from very different background participate: artist, craftsmen, university, ict company, local computer whizz kids. This has brought new contacts so far, but it's too early to tell what results will come out of this process.

CEPS: As the printer is still to be finished, there is still not an evident impact on the local community, beyond the students. Anyway, when the programme was presented, there were some professionals and other agents of the creative / cultural sector that were interested in using the lab. This should be developed further during the project and eventually may create links between learners and the professional sector. We have a first approach with a retailer, the shop Ro-botica, to provide extra stuff for workshops.

Greta: difficult to say for the moment.

Timelab: More and more people find their way to the lab to learn about the possibilities of 3D printing.

3. PARTNER MEETINGS

All partners involved in the project speak a different language. We now have organised two meetings, one in France and one in Belgium. Conversations were held in French, English, German and Dutch.

3.1 How can we improve the effectiveness of our meeting and make sure everybody is involved in the conversations? (translator, only speaking in English, only speaking in mother tongue, etc.)

All partners agree that speaking in English only would probably be the best solution. Unfortunately if all partners are not enough confident in English, we cannot avoid to have a mix of languages at some moments. For example it is difficult to develop exchanges with the local community without translations in most of the participating countries. We can improve the effectiveness by frequent reformulations of what is being said to ensure all partners are involved, whatever their English level.

3.1 What have you found most useful in the partner meetings?

Nieuwland: getting to know the partners and understanding their motivation for participating in the project

CEPS: Discussing the objectives of the project

Greta: meeting all the partners and visiting the work place of the host

timelab: meeting the people involved in the project and gaining an understanding of the work method of the hosting partner.

3.2 What did you find most interesting in the partner meetings so far?

Nieuwland: To see local solutions for problems.

CEPS: The interaction with other partners and the increasing knowledge of what they do.

Also learning about the local partner (for example the visit to Droit et Devoir)

Greta: exchanging with the learners and trainers involved in the project. Discussing the status of the project.

timelab: learning about the local context

3.3 What is for you the added value of attending a partner meeting?

Nieuwland: Learning from different local approaches and communication.

CEPS: The interaction with the rest of the partners. Also the exchange during the meetings that allows a deeper discussion in some points and makes easier the understanding, clarifying and decision making.

Timelab: seeing how far everybody else is with their activities and getting inspiration.

3.4 Do you have any suggestions, ideas for the next partnermeeting?

CEPS: We should really think on how to integrate the learners in the partner meetings, because it should be something that doesn't bore them and abandon the local projects, and at the same time should be useful for them to get to know some new things, ideas and people.

4 INTERNAL COMMUNICATION

All partners involved in the project speak a different language. We now have organised two meetings, one in France and one in Belgium. Conversations were held in French, English, German and Dutch.

4.1 How can we improve the effectiveness of our meeting and make sure everybody is involved in the conversations? (translator, only speaking in English, only speaking in mother tongue etc)

English should be the communication language during the meetings. Afterwards, in bilateral exchanges, we could use some other languages, as French or others, if the participants feels more comfortable that way.

Declic is a two year programme – we don't meet regularly face-to-face. Therefore communication is important.

4.2 What is your preferred method of communicating with other partners? (meetings, email, skype, phone call etc)

It depends on the issue. But I think email is the more effective way most of the times. Skype is also useful in some cases, such as communication during activities or workshops, or bilateral exchanges in some specific points

4.3 Do you use Springpad to document your activities and findings?

If not, can you please explain why?

Springpad is sometimes used to share information, but other than that it has not yet been used actively as a way for communicating with each other.

CEPS uses their own blog and Dropbox for the photos.

4.4 Are you well informed of Declic related partner activities?

If not, please explain how this could be improved.

Greta, CEPS and timelab agree that they are not well informed of the activities of the other parties involved. It is suggested to use the Springpad more or to create a newsletter to update each other.