



MONITORING TOOL KIT – Definitive version - October 2013

ENGLISH VERSION

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Opera.Q Project

WORKSTREAM ANALYSIS AND MONITORING :

What said the application form:

Observing the improvement in the sense of integration of migrants in the 3 pilot quarters: visit of the 3 sites to assess the progress and the coherence to the initial protocol.

Definition of the indicators and measurement tools to verify the achievements.

Publication of a report - Research Report based on 2 key axes:

- Results of the pilot project
- Impact on learning of adults and particularly migrants, recommendations to improve the management of adult education that are reticent to any form of formal training; support a better cultural diversity in the local communities.

This means to understand better and to know the migrants that live in the quarters, to support the cultural diversity.

CONTEXT OF THE ANALYSIS

The project plans to create an innovative adult education methodology targeting people from disadvantaged backgrounds. The methodology is based on "3i", i.e. **intergenerational, intercultural, and social inclusion**. The initiation workshops includes singing classes, dancing classes, writing classes, recitation classes, and role plays, and it is organised in all of the three pilot towns: Liverpool, Molenbeek St Jean, Seravezza. Playing games, building characters, and learning how to move let the participants overcome many prejudices, open up the "ghettos" and ensure personal development. Thereby, the level of participants' education will increase, just as their spirit of initiative, respect and self-confidence.

The pilot projects in the three pilot towns will start in September 2013 to conclude in June 2014.

During the workshops, the learners could not only develop professional skills like practicing their voice, learning to interpret, improving the understanding of the national language, or improving writing and reading skills. They also will work on their personal skills by working in teams, respecting each other and improvising. Furthermore, the participants will develop problem-solving skills, methods of learning to be autonomous, methods of learning, and intercultural skills. These newly acquired skills and competences also foster their personal development.

The project's objective is to foster a better understanding of the immigrants and of their cultures, to improve the understanding and acceptance of the cultural differences within the local community, to open up neighbourhoods and to encourage the development of a positive image of migrants to prevent and fight stereotypes which account for racism and discrimination. The local community is a key place for integration as it is there that social exclusion and cultural alienation weigh heavily on social cohesion.

WHAT TO MEASURE

The aim is to measure the positive impact of the use of the innovative approach 3i on the learning process of the participants. We will monitor four kind of elements:

- A. Quantifiable elements:
 - Number of participants
 - Cultural backgrounds of the participants
 - Age of the participants
 - Educational background of the participants
 - Attendance of the participants to the pilot workshop

- B. Elements related to the acquisition of social/personal skills by the participants

Motivation, commitment, involvement, self-esteem, life skills, self-perceptions, positive behaviour, emotional development, self-expression, cultural awareness, teamwork, civic competences, etc.

1. Self trust
2. Creativity
3. Communication and non violent communication
4. Conflicts management
5. Commitment and empowerment
6. Self-sufficiency in organization
7. Socialization and conviviality
8. Solidarity
9. Integration

- C. Elements related to the development of certain capacities/abilities by the participants

-Performing Arts Training: :

1. Singing learning and vocal training
2. Performance learning
3. Dance learning
4. Writing learning
5. Dramaturgy and dramatisation learning

Dramaturgy and dramatisation learning, dance techniques, acting techniques, singing and music techniques, improvisation abilities, self-confidence to be on stage, understanding of the fundamentals of performing arts, development of a critical perspective of performing arts, etc.

- Key competences - Language and other key competences (writing, literacy, etc)

- D. Elements related to the satisfaction of both professionals and participants with the training programme

HOW TO MEASURE

Basically through quantitative and qualitative techniques.

In order to have a complete assessment of the validity of the experimentation, information has to be gathered **before, during and after the experimentation**. Before starting it, it is essential to know the real situation of the institutions in which the experimentation is going to take place, as well as the background of the teachers/staff and learners involved.

BEFORE:

This initial information has to refer to both objective and subjective aspects. Thus with respect to the institutions we need to know aspects such as its location, size, infrastructure. And with respect to the people involved in the experimentation we need to gather objective information such as results from previous courses in relevant subjects, performing arts capabilities. But also subjective information such as their attitude to learning and their expectations with respect to the experimentation.

DURING:

During the experimentation quantitative and qualitative measures have to be taken.

Attendance records have to be gathered, both for each individual and for the group or class, as well as any attendance modification (late start or early leaving). Also specific records of the activities performed and the competencies acquired have to be taken, so that for each learner it will be known whether they will follow fully the activity and with what result. Finally informal questions to learners and teachers will help to complete the picture on the execution of the experiments and on their impact on learners.

Collaboration within the three project experimentation coordinators (MCCS, Liverpool RARE STUDIO and Seravezza) is required. A monthly skype meeting is suggested.

AFTER

After the experimentation objective measures have to be taken:

- Impact: the knowledge or abilities acquired ; measurement of the attendance to the experimentation, of the group and of each individual
- measurement of the participation in the required tasks during the experimentation
- change on attitude (if available), or alternatively reports by teachers on learners' attitudes

Also a qualitative evaluation of the experiments has to be performed. This is basically going to be done by questionnaires to learners and teachers, and by the observation of the final task of the experimentation.

In such an observation-based, education experiment some relevant competencies have to be checked. This refers to both general, transversal competencies, competencies related to the specific subjects covered by the experimentation.

A specific kit of tools to measure the improvement of the participants includes:

TOOL 1: ENROLEMENT FORM

TOOL 2: ATTENDANCE

TOOL 3: FOCUS GROUP 1 and FOCUS GROUP 2

TOOL 4: ONE TO ONE SESSION WITH THE LEARNERS

TOOL 5: INTERVIEWS TO THE STAFF

TOOL 6: PROGRESS REPORTS

TOOL 7: FINAL REPORT

TOOL8 : Optional – skype meeting between the three coordinators of the pilot workshops

TOOL 1: ENROLEMENT FORM

starting point (at the beginning of the pilot phase) : please fill in a form for each participant selected. This is essential to provide the initial information about each of them.

ENROLMENT FORM FOR EACH PARTICIPANT

SECTION 1: Information about yourself (please write clearly in block capitals) : You can put only the initials of the first and last name

First Name	<input type="text"/>
Last Name	<input type="text"/>
Email	<input type="text"/>
Town	<input type="text"/>
Home or Mobile Number	<input type="text"/>
Gender	Male / Female
Date of Birth	<input type="text"/>

SECTION 2: About your Education background

Studies (level):	<input type="text"/>
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SECTION 3: Monitoring Form

Please tick the box which best describes your ethnic background

- | | |
|---|---|
| <input type="checkbox"/> European | <input type="checkbox"/> Chinese or Other Ethnic background |
| <input type="checkbox"/> Caribbean | <input type="checkbox"/> Other Ethnic background |
| <input type="checkbox"/> African | <input type="checkbox"/> I prefer not to provide this information |
| <input type="checkbox"/> Other Black background | |
| <input type="checkbox"/> Asian | |

SECTION 4: Emergency contact

Name and daytime telephone number of someone we can contact in case of emergency

SECTION 5: Occupation

Do you have an employment? If yes, specify which one	Yes	No
If you are registered as unemployed , please indicateif :		
a- You are seeking work	B you are not seeking work	c. Or you are seeking to continue the studies

Marketing

During the project, photographs and/or video/digital footage of you participating in activities may be taken. We may wish to use this material, with no names attached to document the project.

If you do NOT wish your image to be used in this way, please tick the box:

Data Protection

The data collected during the project may be shared with the European Commission for monitoring purposes to evaluate the effectiveness of this activity as part of the funding arrangements. The partner Institutions will not use your record in a way that would affect you individually. If you have any concerns about the use of data for these purposes or would like a copy of the data you have supplied directly to us, please contact the Project Manager if you require further information.

'I consent to the use of my information for the purpose described' Yes No

Declaration – to be completed and signed by the participant
(please delete as appropriate)

I have completed the form with the information to the best of my knowledge.

I have read the information above and understand that I will be signing up for a course which lasts from September 2013 to May 2014 and I must attend at least one session per week during term time.

Print Name (or initials)

Signature

Date signed __ / __ / ____

TOOL 2: ATTENDANCE SHEET:

STAFF FEEDBACK (EACH WEEK)

Weeks : indicate the period (WHICH ONE – SPECIFY):

Indicate the list of participants : Attendees: indicate the participants attendance (each week)
You can put the initials if you prefer (the importance is to evaluate the frequency of the lessons)

Absents:

TOOL 3: FOCUS GROUP 1 and FOCUS GROUP 2

Two Focus Groups with learners/participants will be held, at the beginning and the end of the experimentation. The questionnaires will help the lead teacher/coordinator to focus on the objectives of the pilot project in general, thus the specific questions included are only meant as guidelines to conduct the discussion with the group of learners/participants. The coordinator has to try to address each one of them, but could allow in-depth exploration of certain aspects, if they felt it necessary, and could add questions as needed - writing down participants/learners answers.

We suggest two approaches to conduct the focus groups. In one approach the focus group is conducted by one person, who asks the questions and give directions, while another person write down the answers and the main ideas communicated by the participants.

Alternatively, the focus group could be audio-recorded, to be summarised later in writing.

Favourite subjects of the approach OperaQ (singing, dance, drama, other)

FG 1 – January 2014

- to be applied during the implementation of the pilot -

Please prepare your meeting with the participants/learners; carefully read all the questions before the meeting and find their meaning or add other questions. Within the focus group activity, please try to focus on the objectives of the pilot project.

Please keep in mind that these questions are just some guidelines to conduct the discussion with th group of learners. Try to address each one of them, but don't avoid to explore in-depth some aspects, if you feel necessary, adding questions as needed and writing down student's answers.

Don't be too formal or too distant in the course of this focus group; conduct it rather as a friendly discussion, with equally knowledgeable partners in exploring the subject.

*Anyway, please try to keep the entire discussion short. We estimate the necessary time **between 20 and 40 minutes**.*

Questions to develop

- What are the most motivating elements in learning?
- What type of learning content attracts you more and why?
- According to your experience, what motivates you to learn better? In which conditions you feel impelled to achieve better performance
- What benefits are brought by the use of performing arts in non formal classroom activities?
- How this approach can help the integration process?
- What expectations do you have through the participation to this workshop

FG 2 At the end of the experimentation

MAY 2014

- to be applied towards the end of the implementation of the pilot -

Please keep in mind that these questions are just some guidelines to conduct the discussion with the group of students. Try to address each one of them, but don't avoid to explore in-depth some aspects,

if you feel necessary, adding questions as needed and writing down student's answers. Within the process, please try to focus on the objectives of the survey.

Anyway, please try to keep the entire discussion short. We estimate the necessary time between 30 and 50 minutes.

Questions and topics to be developed:

The topics addresses in the second Focus Group cover the following:

Example of questions

- which kind of changes produced by the use of performing arts and non formal learning introduced in the learning process
- What did you learn this way that could not be learnt otherwise?
- The most exciting experience you have had through the pilot project experience?
- Work in groups: did it help you to work with other learners/participants?

Questions to develop

- What do you think was changed? _____
- Think about the content. Was it achieved better? Why? _____
- Think about your motivation to learn. Was it improved? In what way? _____
- Did you pay more attention to learning activities? _____
- Think about the skills such as cooperation, group-work, sociability, integration. How these were enforced? _____
- Did you work in a group? _____

Where there mixed cultural background students/learners in the group? _____ Was every member of the contributing to the tasks? Why do you think this happened? _____

What about yourself? Are you more willing to ask for help from your colleagues when you would need it? _____

Do you feel that your colleagues are more available to help you if you would ask for their help?

_____ Did this learning approach encourage you to explore more learning opportunities? Did this learning approach encourage you to continue the studies? _____

How could you appreciate the overall experience during the pilot learning workshop?

Is there anything else you would like to tell us, concerning the subjects approached? _____

Thank you for sharing your opinions with us.

TOOL 4: One to one session with learners

Learner

	Mid term December 2013	End of the project May 2014
HOW DO YOU FEEL IT IS GOING?		
WHAT DO YOU WANT TO ACHIEVE?		
HOW DO YOU THINK YOU WILL ACHIEVE IT?		
WHAT ARE YOUR FUTURE GOALS IN TERM OF STUDIES?		
IMAGINE THE COURSE IS FINISHED WHAT DO YOU SEE YOURSELF DOING?		

GOALS?		
WHAT WORK WOULD YOU DO?		
WHAT WOULD YOU NOT DO?		
IS THERE ANYTHING WE CAN DO TO HELP OR SUPPORT YOU?		
EVEN BETTER IF...		
WHAT WENT WELL?		
SUGGESTIONS?		

TOOL 5 .- INTERVIEW FOR STAFF

Two Interviews for Teachers and staff have to be collected, in parallel with the focus groups with participants. As shown in the form of the interviews (see the model form) the two interviews are quite different from one another. The first one gathers factual information about the learning approach and by feedback and satisfaction of the learners, and it also tries to detect the staff's attitude towards performing arts and 3i (intercultural, intergenerational, and inclusion) approach in general. The second interview gathers information about the experiment and its consequences.

The specific topics covered in the first interview are the following:

- Skills necessary for success in life (including the role of performing arts)
- Use of performing arts as tool of integration
- Role of performing arts in the participant's life
- How the approach can improve the learners' performance and attitude

The topics covered in the second interview are the following:

- The impact of the activities implemented on the learners – the staff perception
The changes the teachers/staff will observe in learners as a result of the experiment
- The changes they have had in their teaching as a result of the experiment

TOOL 6: PROGRESS REPORTS

Each partner involved in the experimentation will fill in three reports:

2 progress reports: November 2013 and February 2014

1 final report – june 2014

Please find here below the structure of the report we are asking you to fill in.

Language of the report: Each partner has to write the report in its own language + french (italian/french ; english/french). The final report to submit to the EC will be in french.

PROGRESS REPORT 1 : November 2013

TEMPLATE FOR THE FIRST PROGRESS REPORT

1.- Description of the context – Where, **how many participants**, description of the team, brief description of the context of the pilot workshop.

2. Activities carried out

3.- Achievements and results of the period

- Progress regarding personal/social skills

- Progress regarding curriculum

Please comment on the following items:

1	Music	
	a)	Singing
	b)	Warm up and understanding the voice
	c)	Rhythm
2	Dance	
	a)	Ballet
	b)	Latin (salsa, meringue...)
	c)	Other
3	Acting/Performing	
	a)	Monologues/Duologues
	b)	Improvisation
	c)	Musical theatre
4	Scenography	
	a)	Directing
	b)	Costumes/Make up
	c)	Lighting/Sound
5	Other (like writing texts)	

4.- Benefits for the participants (in term of self-esteem, sociability, conflict management, etc)

5.- Deviations from the scheduled tasks

6.- Weak points and difficulties:

a) Problems found

b) Measures taken for solving the problem

7.- Suggestions for improvement

Please add photos, videos, and any other support useful to understand the results of the pilot project

PROGRESS REPORT 2 – February 2014

TEMPLATE FOR THE SECOND PROGRESS REPORT

- 1.- Please describe the activities carried out
- 2.- Achievements and results of the period
 - Progress regarding personal/social skills
 - Progress regarding curriculumPlease comment on the following items:

1	Music	
	a)	Singing
	b)	Warm up and understanding the voice
	c)	Rhythm
2	Dance	
	a)	Ballet
	b)	Latin (salsa, meringue...)
	c)	Other
3	Acting/Performing	
	a)	Monologues/Duologues
	b)	Improvisation
	c)	Musical theatre
4	Scenography	
	a)	Directing
	b)	Costumes/Make up
	c)	Lighting/Sound
5	Other (like writing texts)	

- 3.- Benefits for the participants
- 4.- Attendance of the participants (indicate the % of attendance)
5. Deviations from the scheduled tasks
- 6.- Weak points and difficulties:
 - a) Problems found
 - b) Measures taken for solving the problem
7. Suggestions for improvement

Please add photos, videos, and any other support useful to understand the results of the pilot project

TOOL 7 - FINAL REPORT JUNE 2014

The final report will be done by individual country and will be based on 10 areas:

1. First section: Description – brief description of the context, where, how many participants, composition of the staff etc
2. Second section: Brief description of the summary of the activities carried out
3. Third section : Attendance of the participants during the pilot project implementation . Indicate in % the attendance, indicate if someone left, if yes why, indicate absence, and motivation.
4. Fourth section: describe the main results and benefits for the participants
5. Fifth section; describe the Impacts: Performing arts competences achievements: signing, danse, drama,
6. Indicate how it has changed during the project: attention, motivation and self confidence supporting learning activities; transversal competences (team working, interculturality, relationship with the peers and with the staff, creativity,)
7. Social inclusion
8. Satisfaction of the participants towards the development of the pilot project and Satisfaction of the staff
9. Weak points - difficulties and how you resolve them
10. Possibility to continue the learning process / future opportunities for the learners to continue the experience

Conclusions – suggestions for the future

Please add photos, videos, and any other support useful to understand the results of the pilot project

TOOL 8 : Optional – skype meeting between the three coordinators

We suggest a straight cooperation within the three pilot experimentation coordinators.

Communications, exchange, sharing ideas and difficulties, etc.

Monthly skype meetings between the three local coordinators are extremely recommended.

WHEN TO MEASURE

Instructions:

1. AT THE BEGINNING OF THE PILOT PROJECT :

ENROLEMENT FORM

2. DURING the pilot project :

- **Weekly attendance report:** This fiche is to be completed by staff at the end of every week of work to indicate the list of attendees and absent
- **Focus Group**
- **One to one session with each learner**
- **First Interview of the staff**
- **PROGRESS REPORT:** Each partner completes and sends one progress report to pluralis (1. Initial; 2. Intermediate; 3. Final) with the requested Information. These progress reports will be the base for the final evaluation report that Pluralis will elaborate in collaboration with the partners.
Please provide Pluralis with the report, photos, and any other support material that could be useful to better understand the results and impacts of the pilot project.

Please provide the progress and final reports in native language and in french

- **Skype video conference between the three pilot implementation staff (optional)**

3.AFTER THE PILOT PROJECT :

- **Second Interview of the staff**
- **Final report - please provide the final report in native language and in french**

SUMMARY CHART

• <i>Starting Point</i>	* Progress report			* Progress report				* Final report
September/ October 2013	November 2013	December 2013	January 2014	February 2014	March 2014	April 2014	May 2014	June 2014
Enrolment form	Weekly attendance Progress report 1	Weekly attendance One to one session	Weekly attendance FG 1	Weekly attendance Interviews to the staff Progress report 2	Weekly attendance	Weekly attendance	Weekly attendance FG 2 One to one session	Interviews to the staff Final report
					Monitoring and Analysis Meeting, Tuscany			<ul style="list-style-type: none"> Monitoring and Analysis Report Results of the pilots

