



**FORMALAB**

**FINAL EVALUATION REPORT**

<http://formalab.fr>

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This report aims to resume the main aspects related to the Formalab project, and has been developed starting from a questionnaire answered by all the partners and professionals implicated in the project. The whole questionnaire can be found in annex 1.

The report is structured in 3 parts: the accomplishment of objectives, it's dissemination and the impact foreseen for the project.

It must be highlighted that the different roles of the partners in the project make the perspectives be quite different. Anyway, the global evaluation of the project is positive and although each partner had its' own role, the concept of Formalab has been well adapted and implemented in the different contexts.

This report includes the evaluation of 4 persons of Greta du Velay, 1 person of Time Lab and 2 persons from ITD.



## Section 1: Accomplishment of objectives

The first aspect to be included in the evaluation is the clearness and accomplishment of objectives.

For almost all of the partners, the objectives were quite clear from the beginning of the project. The ones that didn't have them clear in the first moment, got a clear view of the expected outcomes thanks to partner meetings and email contact.

Regarding the feeling about the level to which the Formalab project responded to the following general objectives of the Leonardo Programme, the average is very high as shown hereunder (**evaluation in a scale from 1 to 4**, being 1 complete disagree and 4 complete agree):

- **Objective a.** To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market (LEO-SpObj-a): **3,9**
- **Objective b.** To support improvements in quality and innovation in vocational education and training systems, institutions and practices (LEO-SpObj-b): **3,9**

As for the operational objective, it was rated with **4/4**: To facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others (LEO-OpObj-3).

Therefore, after the development of the project and its results, **the partners highly agree on the point that Formalab is a proposal that responds to the Leonardo programme** and, in that sense, its an added value to training and vocational training regarding innovation and acquisition of knowledge and competences.

Regarding the objectives of the project itself, the partners also agree on the accomplishment of these objectives, although there are some differences:

### a. **Transfer of a concept and practices** in the field of adult education: **4/4**

It is very clear that the concept and they way of working of a Fablab can be adapted to adult education and that it helps in developing key competences. It is, therefore, an interesting an innovative complement to the traditional way of training in adult education and it may motivate some groups that have difficulties adapting into formal and traditional ways of learning.

### b. **Definition and test of two workshops** to develop key competences: **3,9/4**

The partnership with partners that usually develop workshops in this kind of environment has helped to develop some activities specially oriented to the acquisition and development of key competences. The know-how of Timelab and ITD has helped the definition of workshops, and the experience of all the three partners has helped analysing and proposing evaluation tools and orientations to develop specific competences. The two proposed workshops were defined and tested. Moreover, some other exercises were made in order to test new possibilities. Finally, two workshops were tested in Le Puy (one by ITD and one by Timelab) and one in Gent (by Timelab). Apart form these tests, more workshops were implemented directly by the partners in their own contexts.

### c. **Sensitisation** of the local training responsables: **3,4/4**

Although it is still a good perception about the sensitisation of the training, it is evidently a lower mark in comparison to the others. Most probably, the differences between each partner and its roles in the project made that the perception of sensitisation was different.

There is also the component of sensitisation based on something that is visible or based in an idea. The "work in progress" might have been a good tool to implicate the students but might be a little harder to make it understandable to the training managers and deciders. This gets easier when the machines are already in use and the workshops are already tested.

In the other hand, the partners less directly related to vocational training have had to initiate new relationships with the educational environment to ensure sensitisation. In the case of Timelab the relationships were basically with schools, and in the case of ITD the relationships were developed with leisure and cultural training, mostly with youngsters and artists. Nevertheless, the idea of developing key competences through the Fablab methodology is being developed by all three partners, involving training managers.

## Section 2: Dissemination

During the project the main tools developed for dissemination and compilation of information have been:

- the website (formalab.fr)
- the organisation of workshops and events
- participation to several national and international events involving the Fablab community
- participation of Formalab to the Fablab network and community (mailing lists, support, exchange of experience).

Another site (<http://formalab.cc>) was started with the idea to reach the English speaking community but due to the lack of documentation material in English, it is at this stage redirected automatically to the French language web site).

Most of the website is in French, although there is a specific part with material in Spanish, Catalan, English and Dutch (to comply with the objectives of the Leonardo project). Anyway, of course not everything is in all the languages, as the site has been constructed on a collaborative approach to document the process of the creation of a Formalab and its development. It includes a blog where the articles are written by the trainers and participants involved in the process. As the first Formalab was created in France, trainers and participants write in French and the videos of the activities are also in French.

Only the main documents that may be considered as tools to support a Formalab are translated in English, Spanish and Catalan. In addition, the Belgium partners and the Spanish partners have developed web pages to communicate on Formalab in their languages.

The website has a lot of information regarding this specific project (which was obviously the objective) and to spread the Formalab concept in the French speaking community. But in order to spread the concept of what a Formalab can do in other language areas, the Formalab community will have to grow to produce its own documentation and to show examples of activities in other languages. In this sense, the partners that maintain activities linked to Formalab should take the lead to disseminate the concept in their language (Spanish, Flemish) targeting a wider area than their local communities reached through their own websites.

The feedback from the partners was positive regarding how useful was the website for dissemination. It was rated with **3,6/4**.

The questionnaire revealed 4 points that should be highlighted regarding the website as a way of dissemination:

- a. It would be interesting to maintain the website after the project is finished
- b. More references and tools should be in other languages
- c. Each partner should develop its own web in order to make it's own dissemination
- d. It should show more interaction with the social networks, which increases visibility

As it can be seen, the website doesn't represent the same kind of tool for all the partners because the project was not symmetric between the three countries, it was a transfer of the Fablab concept to the training and education sphere with a pilot in the French context. But it is important to note that:

- Timelab has implemented Formalab workshops (mainly in the form of the Trahsbots workshops) during the life of the project and is continuing to do so after the end;
- ITD has launched MakerConvent space in collaboration with the cultural center "Centre Cívic del Convent de Sant Agustí" in Barcelona, to develop Formalab-based workshops.

The website <http://formalab.fr> will be maintained by Greta du Velay as the leaders of the project and as initiators of the concept and transferring it in the French speaking area (several partnerships have been built during the lifetime of the project). The partners should also continue to disseminate in their own language and with their own tools. The idea of linking the activity to the social networks should be considered as the importance of this networks is increasing and it allows a more fluid interaction between the actors.

Regarding local dissemination, partners rated with **3,4 /4**, when asked if it was enough. Proposed improvements were related to organising more activities (events and partnerships) with local associations. The specific case of ITD, dissemination was not "massive" but one to one because it was not its role in the project to develop a Formalab. Anyway, a Cultural Centre got involved and a Formalab (Makerconvent) is being developed. Dissemination increased in a "public way" when the Cultural Centre got involved.

### Section 3: Impact

The impact of this project is highly related to long term aspects that can only be foreseen at this point. The acquisition of key competences, for example, can be motivated and developed by this kind of project, but the real acquisition of these competences can not be evaluated in the short-term.

Anyway, some aspects can be evaluated based on the experience of what happened during the project.

Although the idea was to foresee the impact not only at a local but also at a national and international level, most of the answers were related to the local level. Even if we are not searching for high impact at an international or national level, some things should be highlighted because they can impact (even in a medium-low way) beyond our frontiers.

At a local level, the **impact related to learning methods** is perceived as **high** by most of the partners. The innovative way to approach the learners, and to develop key competences is recognised as very important.

As a non formal way to learn, here there is no hierarchy but everybody is working at the same level, allows the trainer to see the students and evaluate a group of attitudes and skills that are difficult to be evaluated in a classical training scheme.

In the other hand, as it is a project-based approach, it is more effective with some categories of learners. Especially with youngsters, the technological and/or artistic approach can help them get involved, even when the objective is not to develop technical or artistic skills but key competences.

Finally, one of the issues that was highly debated during the project was how to evaluate the key competences. This discussion, and the different tools developed, definitely impacts the learning methods, as it forces the ones designing them to think on how to develop and evaluate that kind of competences in a more innovative and effective way.

Regarding the **acquisition of key competences**, it is also perceived as **high**, mostly by the ones used to a traditional way of training. Anyway, it should be remarked that the acquisition of key competences is a process to medium-long term, but the perception is that with Formalab you create a solid base to work these key competences. Also, not only key competences are developed but also other transversal competences that are useful for learners are developed in the workshops.

In some cases, competences are not fully targeted, but the workshops help the students to get aware of their importance. This is the case, for example, of second language skills: although the students probably do not learn a second language, they get aware of how important it is to understand each other.

On the other hand, the project seems not to have an important impact on **organisational changes in training centres**. It has been rated as **medium**, but it should be taken into account the differences between the different partners and their point of view inside each organization.

It should be taken into account that, even if they develop just a small part of the training activities, there must exist some changes regarding infrastructure (a new space with its specific rules), and learning methods and evaluations have to be accepted and incorporated by the training centre. It may not be a high or visible impact, but as it makes part of the training centre it can impact in terms of analysis and reflections about pedagogical practices.

Regarding the partners that do not work in traditional training centres, it might not imply big organizational changes, but the idea of focusing the workshops on the development of competences may change the way they communicate or even the kind of public they are working with.

At a **national or international level**, there is no high impact foreseen, but some aspects should be highlighted as interesting and with a potential impact in the future:

- the model is tested and it can be transferred to other interested parties, both at a national or international level. Although we don't foresee a massive application of the concept, it may generate some small initiatives that impact locally in other places.
- dissemination has been made not only in the 3 participating countries but also in third countries (Italy, Netherlands and some french speaking African countries). Although it doesn't imply any current impact it may seed the idea and may lead to future discussions regarding this kind of experience or the implementation of similar projects.

- there is a whole Fablab community that can adapt their way of doing and include some Formalab activities. This may widen the kind of activities done by the Fablabs and also may let them target new groups (individuals or institutions) that actually do not use this kind of infrastructure

Finally, in a **sectorial level**, it can be said that the project has generated interest in professionals and key persons in the field of key competences training, which might lead to some more actors participating or using this methodology. Specifically in the training sector, learners involved in Formalabs develop (or are more able to express) some professional skills. They have to behave more like in a real work environment in a company. They are not framed as they can be in a traditional one hour course. They have to adapt permanently to the evolution of the workshops. This may be challenging for some trainers.

**FORMALAB FINAL EVALUATION QUESTIONNAIRE - PARTNERS**

Date:

**This questionnaire aims to make a general evaluation of the Formalab project, according to its whole development, and also to include some wider topics, such as the impact of the project**

<b>Name and Surname</b>	
Role in the organisation	
Sex	<input type="radio"/> Woman / <input type="radio"/> Man

<b>Organisation Name</b>	
Activity Field	

**Section 1: Accomplishment of objectives**

Were the objectives of the Formalab clear from the beginning of the project?	<input type="radio"/> YES <input type="radio"/> NO
Do you think the Formalab project responded to the following general objectives of the Leonardo Programme?	<p>a. To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market (LEO-SpObj-a)</p> <p style="text-align: center;"> <input type="radio"/> 😊😊      <input type="radio"/> 😊      <input type="radio"/> 😞      <input type="radio"/> 😞😞         </p> <p>b. To support improvements in quality and innovation in vocational education and training systems, institutions and practices (LEO-SpObj-b)</p> <p style="text-align: center;"> <input type="radio"/> 😊😊      <input type="radio"/> 😊      <input type="radio"/> 😞      <input type="radio"/> 😞😞         </p>
Do you think the Formalab project responded to the following operational objective of the Leonardo Programme?	<p>To facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others (LEO-OpObj-3)</p> <p style="text-align: center;"> <input type="radio"/> 😊😊      <input type="radio"/> 😊      <input type="radio"/> 😞      <input type="radio"/> 😞😞         </p>

<b>Do you think the project achieved its objectives?</b>	<p>a. Transfer of a concept and practices in the field of adult education</p> <p style="text-align: center;"> <input type="radio"/> 😊😊      <input type="radio"/> 😊      <input type="radio"/> 😞      <input type="radio"/> 😞😞         </p> <p>b. Definition and test of two workshops to develop key competences</p> <p style="text-align: center;"> <input type="radio"/> 😊😊      <input type="radio"/> 😊      <input type="radio"/> 😞      <input type="radio"/> 😞😞         </p> <p>c. Sensitisation of the local training responsables</p> <p style="text-align: center;"> <input type="radio"/> 😊😊      <input type="radio"/> 😊      <input type="radio"/> 😞      <input type="radio"/> 😞😞         </p>
<b>Comments/suggestions?</b>	

**Section 2: Dissemination**

<p>Do you think the website formalab.fr is useful for internal (partners) and external dissemination?</p>	<p style="text-align: center;">     </p>
<p>Do you have any suggestions for its improvement?</p>	
<p>Do you think local dissemination of the Formalab has been enough?</p>	<p style="text-align: center;">     </p>
<p><b>Comments? Suggestions?</b></p>	

### Section 3: Impact

***At a local level***

- Which is the **foreseen impact** related to

- Learning methods

- High
  Medium
  Low

*Please explain*

- the acquisition of key competences

- High
  Medium
  Low

*Please explain*

- organizational changes in training centers

- High
  Medium
  Low

*Please explain*

***At a national level***

- Which is the **foreseen impact** related to:

- Learning methods

- High                                       Medium                                       Low

*Please explain*

- the acquisition of key competences

- High                                       Medium                                       Low

*Please explain*

- organizational changes in training centers

- High                                       Medium                                       Low

*Please explain*

