



CASE

Competencies for a sustainable
socio-economic development

www.case-ka.eu

Project Coordination: Jan Činčera
Email: cincera@mail.muni.cz

Department of Environmental Studies
Faculty of Social Studies, Masaryk University Brno
Joštova 10, 602 00 Brno

Evaluating & assessing social learning processes of knowledge alliances

Does the process matter?

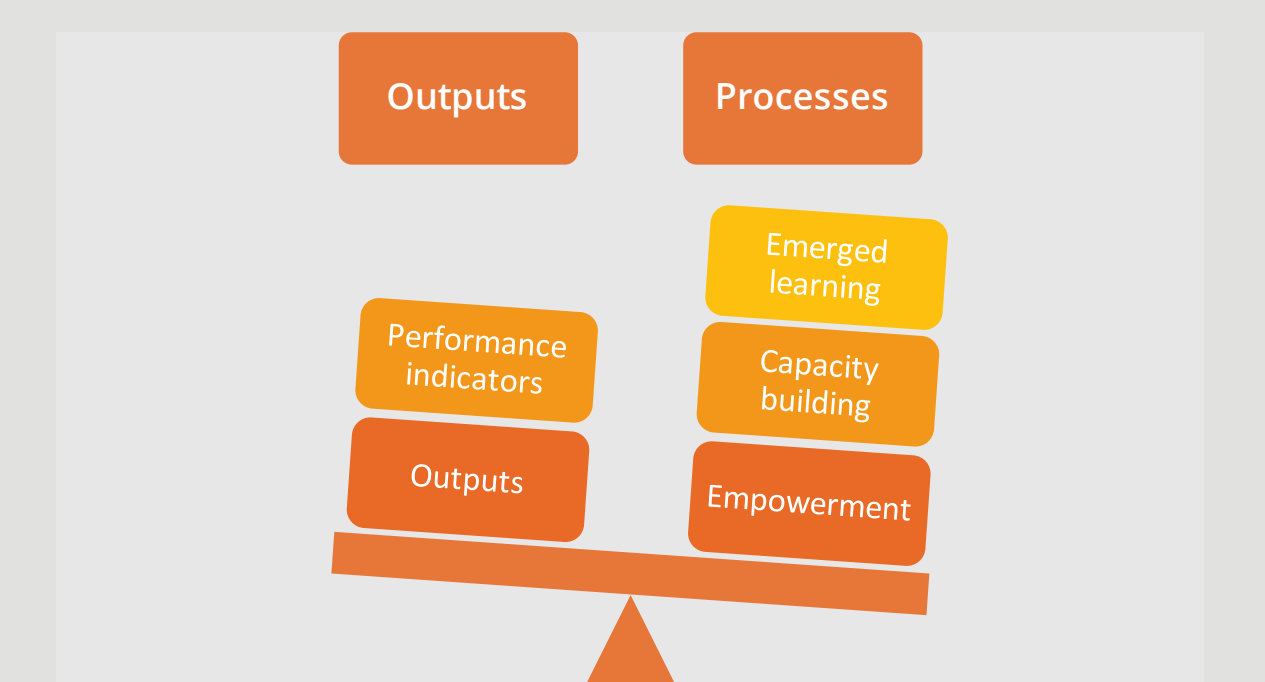


Courtesy of RCE Vienna

ERASMUS+ projects: processes vs. outputs?

What is the best balance between project outputs and processes?
Why do outputs matter?
What do we need to measure?

The magic of the unexpected. Time for a new perspective?



How to evaluate processes?

Qualitative or quantitative?
Objective "truth" or
subjective "feelings"?

Evaluation questions:

- What did participants expect & achieved?
- What processes of social learning emerged?
- What mechanisms helped to facilitate social learning?
- What barriers blocked social learning?

Data collection:

- Regular observations
- Interviews
- Questionnaires

Data analysis:

- Qualitative,
codes, categories

What have we learnt?

What matters in Knowledge
Alliances: knowledge or
competencies? What to focus
on more? What changes in
implementation strategy
does it call for?

Forming a vision of a new joint-degree Master.



Courtesy of RCE Vienna

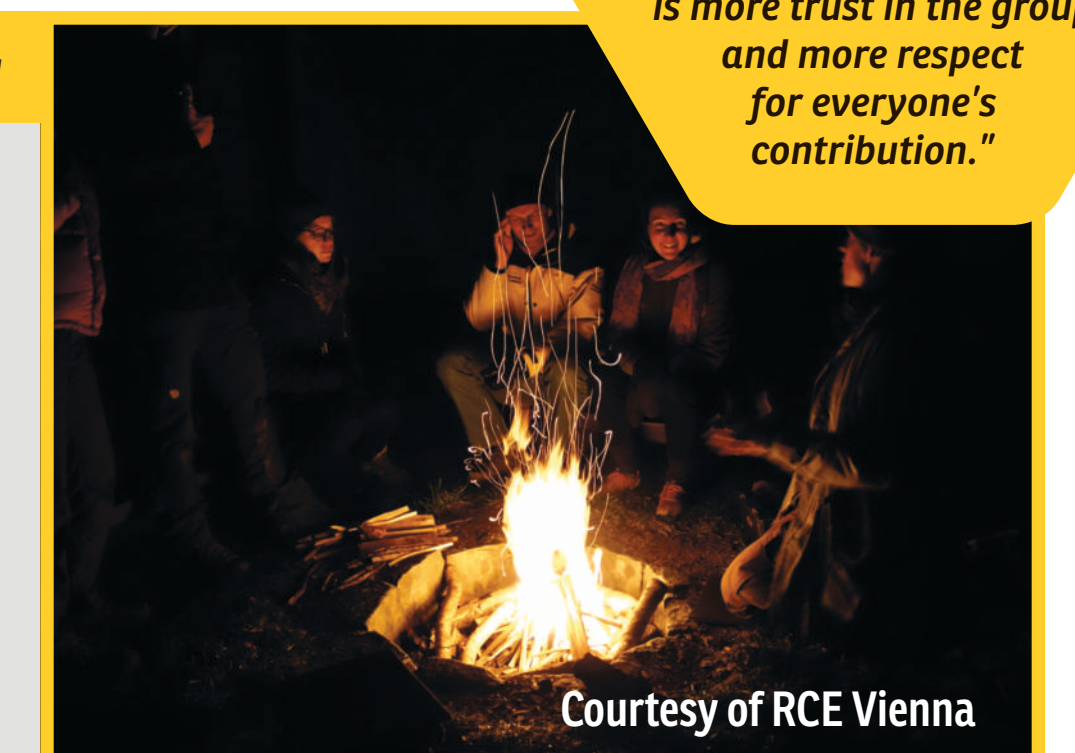
"I have learnt
different methods
to organize workshops
which I found very
interesting, presentations are
not the best way of contributive
work... Also to have a time
for informal meetings
(evenings) is important
for the team."

"I think it is useful
to facilitate group
dynamics. When there
is time for people to speak
about their personal feelings,
expectations and fears, there
is more trust in the group
and more respect
for everyone's
contribution."

CASE Objectives

CASE has the aim to develop
innovative ways of teaching,
learning and research for
tackling the recent challenges
of a sustainable socio-
economic development

A Social evening during the project meeting



Courtesy of RCE Vienna

4 types of learning emerged:

content (SD-oriented) knowledge, personal
development, teaching competence and processual
learning (how to facilitate social learning).

2 contextual factors matter:

- Group dynamics (consistency, trust, cooperation skills...)
- personal involvement (motivation, hidden agenda...)

What supports social learning?

Should facilitation of group
dynamics be part of the
projects? Do projects need
an external (experienced)
facilitator?

Facilitation strategies

- Debriefing sessions
- Evaluation strategies

Processing the experience

- Claryfing project goals
- Emotional balance
in the group
- Balancing top-down /
bottom-up style of facilitation



Courtesy of RCE Vienna

Debriefing session in project meeting.

"I learned how
important it is to
have not only one
"bulldozer" in a project.
It is a task that has to
be shared, at least
between WP-
leaders."

What is the role of an evaluator?

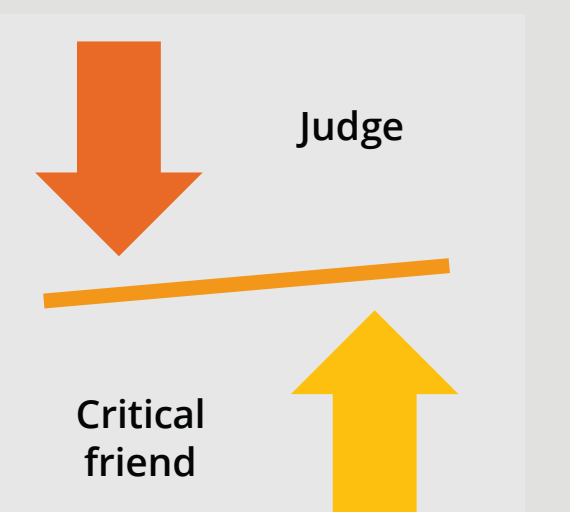
How close / distant an evaluator
should be? Is it OK to influence
the process / to be part of
the process? Who will
evaluate the evaluator?



Courtesy of RCE Vienna

Facilitator, or evaluator?

"(The first) evaluation report surprised me in a positive way (...). First, I was shocked,
it was too much maybe ... I was a bit surprised about some kind of criticism but then I
said, it is the truth, it is correct. (...) So it was not a shock, it was fruitful, I would say."



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