



Manual

1.	Evaluation Procedure	2
1.1	REVEAL and LEVEL5	2
1.2	Principles of LEVEL5	3
1.3	Reasons to apply LEVEL5	6
2.	Evaluating Competence Development	6
2.1	Step 1: Project Description	7
2.2	Step 2: Selection of Topics/Competences	9
2.3	Step 3: Individual Reference System	10
2.4	Step 4: Assessing	14
2.5 A	Step 5: Rating and Reasoning	15
2.5 B	Step 5: Learners' Certificate Example	19

1. Evaluation Procedure

The evaluation aiming at measuring and evidencing the competence development of learners will be carried out along a standardised procedure developed by community of evaluators specialised in informal and non-formal learning (“REVEAL”).

The procedure which is called “LEVEL5”.

1.1 REVEAL and LEVEL5

REVEAL is a transnational network of European experts from grass-root projects and universities working for more than four years on the question how the impacts of informal learning can be measured and visualised.

The logo for REVEAL, featuring the word 'reveal' in a lowercase, green, sans-serif font.

In the framework of two European funded projects, the community developed **LEVEL5**, an innovative *Evaluation System* which enables stakeholders from non-formal and informal projects (so called “micro-projects”) to assess and to display the impact of their work on their learners.

The logo for LEVEL5, featuring the word 'LEVEL5' in a blue, sans-serif font with a stylized, light blue swoosh above the '5'.

Informal and non-formal learning is not only delivered by mainstream educational providers in “conscious learning situations. All kind of social organisations and self organised entities may also deal with “informal learning” – and may not even be aware of it.

The effects (or the impact) of informal learning can be displayed through the development of learners’ competence (e.g. specific theme centred knowledge, improvement of “soft” skills like collaboration and intercultural communication, attitudes towards other groups etc.).

The **LEVEL5** evaluation procedure is on the one hand standardised and enables at the same time informal and non-formal learning projects to establish an individualised reference system for assessing and evidencing relevant competence of their beneficiaries in a process-orientated way.

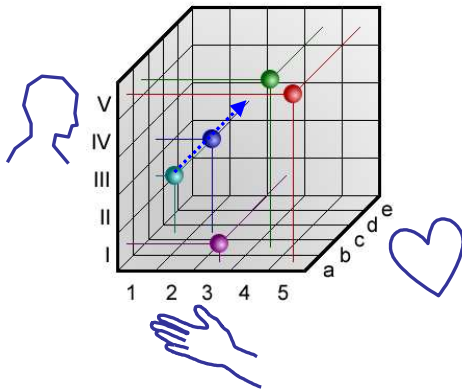
With the help of **LEVEL5** one can measure, display and evidence the individual competence developments and give a convincing picture of the effects of the informal learning activity.

1.2 Principles of LEVEL5

The **LEVEL5** evaluation system was developed between 2006 and 2010 based on assessing:

- Cognitive,
- Activity related and
- Affective

Competence developments of learners in informal and non-formal learning projects.



Individual or group competences are evaluated in a process orientated way, visualised in a 3-dimensional cube model and fully documented in specific software system.

The approach is especially suitable for the adult learning sector - and rather innovative, unusual learning settings which are classified as rather “informal” learning models.

Approach

The evaluation approach is based on a five step procedure:

System Building

1. Micro Project Description

- Describing the properties of the informal learning project in a preformatted pattern

2. Selecting topics

- Selecting relevant learning topics from an open inventory and further refinement

3. Establishing an individualised reference system

- Developing an individual reference system on the basis of a 3-dimensional (cognitive, affective, activity related) rating system with five individualised stages

Assessing

4. Assessment

- A practice oriented assessment toolbox is annexed to this manual.

Representation and Validation

5. Rating/Documenting/Visualisation

- Inserting the ratings in the individualised reference system and displayed in a 3-dimensional evidencing system (**CUBE**)
- The ratings will be substantiated and documented in the software
- Results may be recorded internally and/or connected with learners' certificates

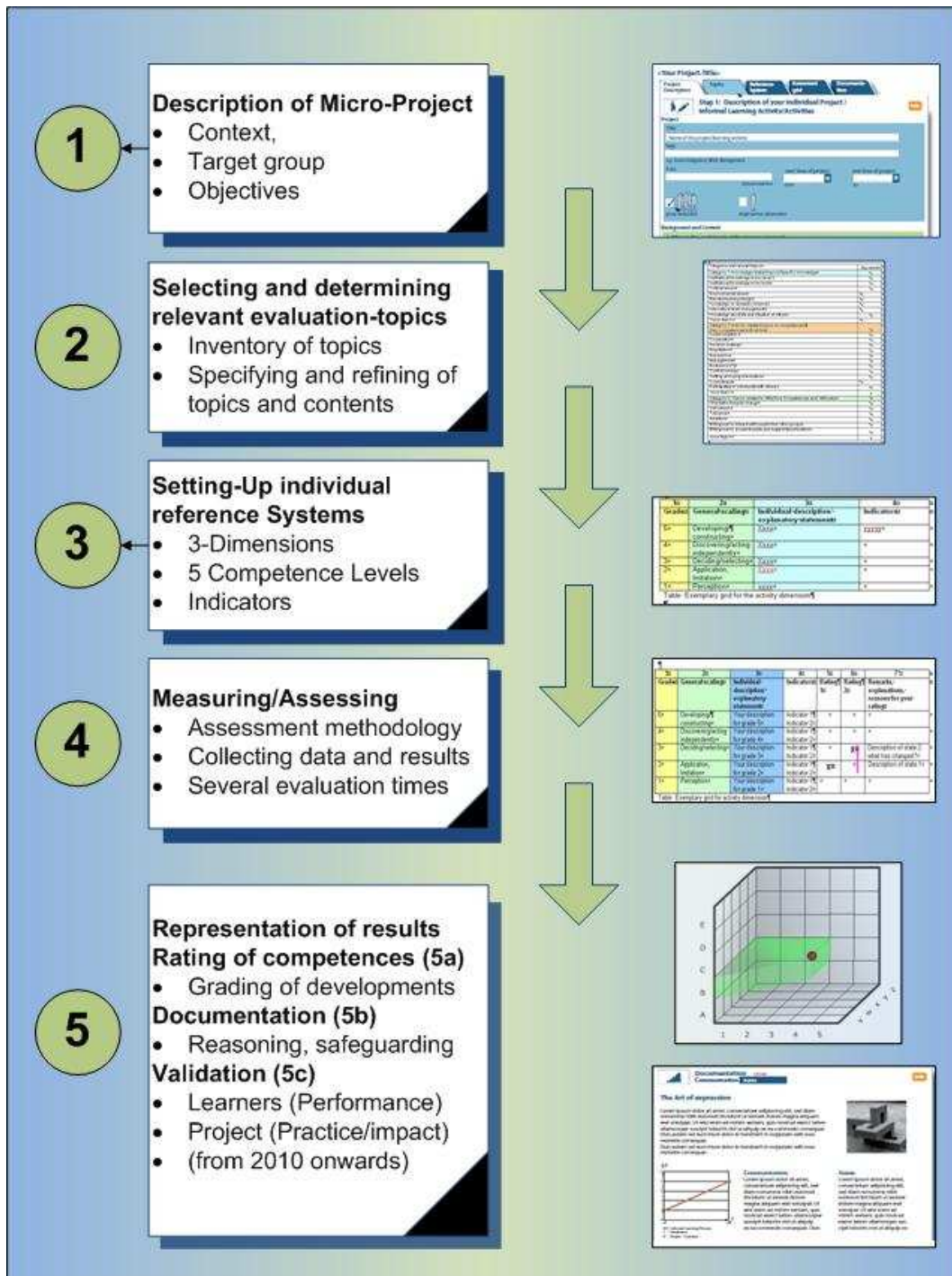


Figure 1: **LEVEL5** procedure (and related document and software screenshots)

It is important to state that **LEVEL5**, being based on Action Theory principles works with a rather cyclic procedure. Concretely, this refers to the fact that some components of the system have to be adapted in the course of the evaluation procedure.

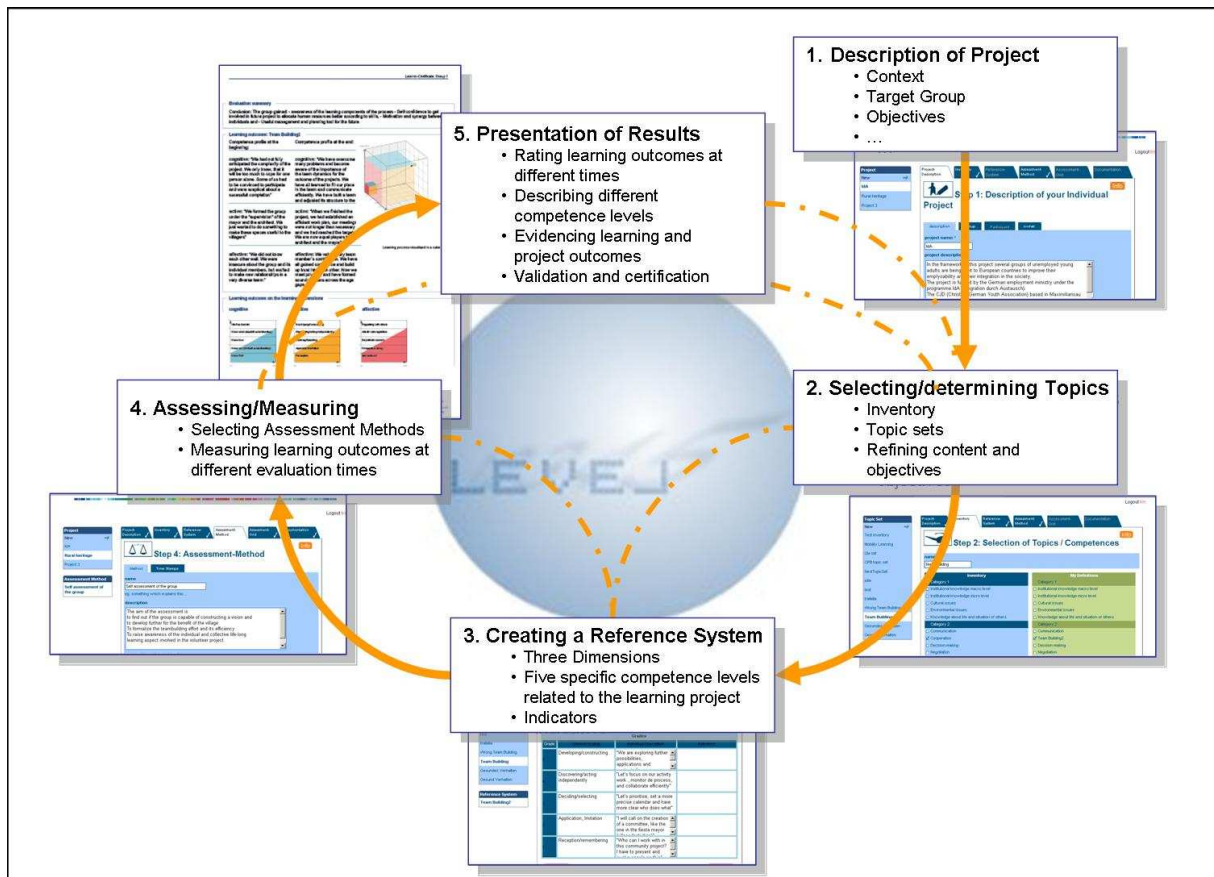


Figure 2: **LEVEL5**; cyclic procedure

We feel that it is an important quality criterion to fine-tune and improve the individual reference systems while evaluating. One cannot expect that a “perfect” evaluation system in informal learning contexts can be developed from the shelf. This is why there should always be the opportunity to modify some elements of the reference system (may it be some descriptors or indicators) during the evaluation. In the following steps 1-3 and 5 will be described. Assessment methods (step 4) is being presented as separate tool-box.

1.3 Reasons to apply LEVEL5

Specific benefits to apply **LEVEL5** at a glance:

- Identification of the impact of internal learning in the informal/non-formal learning project
- Creation of awareness about central processes and competences
- Development of an individual reference system in accordance with the project's objectives, aspired deliverables, group processes focused on cognitive, activity related and affective competence developments
- Evidencing, documentation and visualisation of the competence developments
- Certification:
Competence developments of the learners will be evidenced and documented both
 - in the web-based 3-dimensional visualisation and documentation system
 - and, if volunteered in personal certificate either printed or as PDF.
 - Accreditation:
The learning project may be validated with the European LEVEL5 label after an external evaluation carried out by an accredited REVEAL evaluator.

2. Evaluating competence development

The evaluation consists of the following steps:

1. Developing a consistent Learning Project Description
2. Setting up a specific Inventory and a specific topic set
3. Establishing a 3-dimensional reference system for relevant learning topics
4. Selecting appropriate assessment methodology
5. Rating and evidencing (documentation and visualisation)

Paper-based and online Tools

You may insert your project description, learning topics and reference system descriptors in preformatted patterns, either as printouts or digital forms.

All patterns that you receive in this manual are displayed identical in the software.

This means that you may simply create your individual system(s) offline and copy and paste the contents in the software interfaces.

2.1 Step1: Project Description

Step 1 concerns the description of your informal/non formal learning Action, following a pattern provided by the system. The aim of this step is to support you in documenting systematically the learning Action in which the competences of the participant(s) are to be evidenced and assessed. Additionally, this description will enable the REVEAL Community to compare similar Actions and when pertinent to learn from each other.

Titel

<Name of the project/learning activity>

A Identification of the learners, background and context of the learning activity

1. Who are the participant(s) of the learning Action?
(e.g. age range; profile; as well as group size if applicable, specific characteristics/needs etc.)
2. Why do the learners participate in your course/learning offer?
What is their motivation to participate
3. Where does your project/programme take place
(school, neighborhood, club, home etc.)
4. Which resources do you need (e.g. equipment), what is available?
5. Who initiated the project/activity? Is it supported externally?

B Aims/Goals

- 1) What are the aims of the learning project/learning activity from your institution's point of view?
- 2) Are there other aims and expectations related to your project/activities from external bodies or persons (donors, funding authorities?). Is there a discrepancy between your goals and the goals of the external?
- 3) To what extent are the principal goals, objectives and guidelines of the project (learning programme) understood by the participants?

C Project/Programme/learning activity Implementation

- 1) What services/components are offered? Which activities are carried out?
- 2) Who are the trainers/teachers/guides/helpers? What roles and responsibilities do they have?
- 3) Duration of the learning offer: How many hours/days do you plan for the learning activities over which period of time?
- 4) What kind of methodology do you want to use? (See e.g. informal learning patterns)

D Expected impact of the project/activity/training/programme Aspired competences:

What is the expected impact of your services offered on participants:

- a. Knowledge and skills
- b. Affective state (attitudes)
- c. Activity level

E. Side effects of the Learning Action

In your learning Action, are there additional expectations or expected side effects, other than the learning of the participants? If yes, please specify

2.2 Step 2: Selection of topics/competences

This tool is a repository of topics (contents) that may be relevant for your learning activities. It is not a closed framework of competences but an open inventory in which you may find topics that are important for your target group in their specific contexts. It shall serve both as

- a help tool for evaluators to select topics or to create new ones and
- a growing catalogue that enables our community to compare similar reference systems of other micro-projects.¹

Evaluators/Evaluating teams are asked to select the relevant topics for the micro-project taking in regard the specific situation and objectives (tick boxes) and specify/fine-tune each topic, e.g. communication > intercultural communication In the second column up to a level which

Categories and relevant topics	Please select	Specific Definition/Title
Knowledge related topics/Specific knowledge		
Institutional knowledge macro level:		
Institutional knowledge micro level		
Cultural issues		
Environmental issues		
Knowledge about life and situation of others		
Activity related topics or competences (Key competences/soft skills)		
Communication		
Cooperation		
Decision-making		
Negotiation		
Expression		
Management		
Endeavour		
Conflict solving		
Getting and using information		
Commitment		
Participating in community with others		
Topics related to Affective Competences and Attitudes		
Orientation towards change		
Self-esteem		
Tolerance		
Ambition		
Willingness to interact with people from other groups		
Willingness to accept diversity/neglect discrimination		

It is important to describe/refine/compile the topics and insert the specific title in the column "specific definition/Title"; for instance specifying "communication into: intercultural, nonverbal communication" if appropriate. You may also combine singular specified topics.

You may also create a "set" of different topics in case that you are heading for an evaluation and visualisation of different topics/competences in one project.

Consequently, output of step 2 will be a specific "set of topics" that characterises the main learning contents of the informal/non-formal learning activity.

2.3 Step 3: Individual Reference System

Function: Set up your own reference system!

In step 3 you take your topics/topic sets and convert them in a reference system which is specific for your micro-project.

Each topic/competence relevant in your case shall be described using:

- A **cognitive**,
- An **activity related** and
- An **affective** dimension,

thus covering the relevant dimensions of competence development.

Each of the 3 dimensions is divided in 5-levels and pre-described with titles (2) indicating general stages.

It is up to you now to set up your own reference system for your group of learners in their environment. You know best their situation, where they are as far as competence development is concerned and to which point they can get in the framework of your learning offer. You are supposed to describe the competency levels for the 3 dimensions for your learners in your own words in column 3 and name some possible indicators that help you to differentiate between the stages.

1	2	3	4
Grade	General scaling	Individual description/ explanatory statement	Indicators
5	Developing/ constructing	Xxxx	yyyyy
4	Discovering/acting independently	Xxxx	
3	Deciding/selecting	Xxxx	
2	Application, Imitation	Xxxx	
1	Perception	xxxx	

Table: Exemplary grid for the activity dimension

In this step 3 you are supposed to reflect very carefully on your descriptions.

This step 3 is the most important and most difficult stage in the process. You should take your time to develop and to rethink your reference system. Please note that you can change your descriptions to adapt it to reality in the course of the assessment and to modify/add indicators to improve your system.

The descriptions should be exact enough to enable a differentiation in case that you just expect very slight changes in competence development.

Following steps:

After completing the scaling for all the topics relevant in your case you will carry out the assessment of the development of your beneficiaries. This can be done by all kind of test methods, observations, role-plays etc.

After that you will be able to give ratings (5) on the competency development of your beneficiaries (e.g. a person developed from "Know-how" to the distant understanding level (2->3) thus being able to evidence the competency development in your own reference system relevant for your beneficiaries.

Please note that step 4: Assessment Methodology is being delivered in a separated handout "Assessment Toolbox" that contains suitable methods to assess competence development in *informal learning* settings.

LEVEL5 Reference System:

You selected the topic: your topic(s)

Cognitive Dimension: Learners knowledge and skills concerning <your topic(s)>

1	2	3	7
Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer ²		
4	Know when (Implicit under- standing ³)		
3	Know how ⁴		
2	Know why (Distant under- standing ⁵)		
1	Know-that ⁶		

² Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

³ Analyse (Differentiating – Organising – Attributing)

⁴ Applying (Implementing – Explaining – Comparing)

⁵ Interpreting (Exemplifying – Summarising – Classifying)

⁶ Remembering (Recognising – Recalling)

Activity dimension
 ->learners' activity potential concerning
<your topic(s)>

1	2	3	4
Grade/ Level	Corresponding Level Titles	Individual descrip- tion/ explanatory statement	Indicators
5	Developing/ constructing		
4	Discovering/acting independently		
3	Deciding/selecting		
2	Application, Imita- tion		
1	Perception		

Affective Dimension
 ->learners' affective competences concerning

<your topic(s)>

1	2	3	4
Grade/ Level	Corresponding Level Titles	Individual descrip- tion/ explanatory statement	Indicators
5	Regulating others		
4	Affective self-regulation		
3	Empathetic concern		
2	Perspective taking		
1	Self centred		

2.4 Step 4: Assessing -> Assessment (Toolbox)

The toolbox is a compilation of assessment methods specifically feasible for informal and non-formal learning settings.

Already in October 2006 we decided to design a toolbox with a collection of methods that could be used for the evaluation of active citizenship and informal learning offers focusing on “non-mainstreaming target groups.

Objectives:

The toolbox shall support the REVEAL-partners and members, but also stakeholders from the field like project owners on grass-root level to gain an overview about methods which they can use for their individual projects and settings.

This toolbox has been constantly upgraded. To avoid reinventing the wheel REVEAL makes use of the SEALLL evaluation repository since Alden Biesen is also a network partner. So, the toolbox on hand can be seen as an assortment of methods complementary to the SEALLL publication that is also available on our REVEAL-website. Together both repositories and handbooks give a comprehensive but very practically oriented view on suitable assessment methods of informal learning

In the REVEAL-Toolbox you may find the following methods of data collection:

- Reflective diary
- Concept map
- Interview
- Group discussion
- Role play
- Questionnaire
- Test
- Observation
- Unobtrusive measurement
- Portfolio
- Case study
- Self Assessment
- Games

We prepared for every method a short description, recommendations and instructions, examples and advantages as well as disadvantages of the method.

We decided to give only short introductions to make this document easy to use. We collected some references for those of you who want to have more information about single methods.

The toolbox should be a growing system. If you have ideas or experiences with evaluation methods which you want to share with us please contact the central REVEAL office.

The toolbox is available on:

<http://reveal-eu.org/index.php?id=105>

2.5 A Step 5: Rating and Reasoning

-> Assessment grid

Function:

Documentation of competence development in the framework of the course

On the basis of the reference system and the assessment/observations competence development will be described in 2 ways:

1. by selecting a grade (for the later display in the ACT-Cube
2. by giving reasons for the rating (by referring to the indicators).

The documentation system about the progression of the delegates will evolve automatically in the LEVEL5 software when integrating all data.

Advice to (FUTURE!!) observers/evaluators:

You should give ratings (5, 6) on the competence development of your beneficiaries (e.g. a person developed from "Know-how" to the distant understanding level (2->3) thus being able to evidence the competency development in your own reference system relevant for your beneficiaries.

1	2	3	4	5	6	7*
Grade	General scaling	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Developing/ constructing	Your description for grade 5	Indicator 1 Indicator 2			
4	Discovering/acting independently	Your description for grade 4	Indicator 1 Indicator 2			
3	Deciding/selecting	Your description for grade 3	Indicator 1 Indicator 2		x ↑	Description of state 2: what has changed?
2	Application, Imitation	Your description for grade 2	Indicator 1 Indicator 2	x		Description of state 1
1	Perception	Your description for grade 1	Indicator 1 Indicator 2			

Table: Exemplary grid for activity dimension

According to our experiences in many cases it is necessary to fine-tune the indicators (4) and sometimes even the individual descriptions (3) in the course of the assessment. These are important actions to secure and improve the quality of your assessment.

LEVEL5 Assessment grid:

You selected the topic: your topic(s)

Cognitive Dimension: Learners knowledge and skills concerning <your topic(s)>

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators	Rating 1	Rating 2	Documentation (Learning out-comes)
5	Intuitive Transfer ⁷		Indicator 1 Indicator 2			
4	Know when (Implicit understanding ⁸)		Indicator 1 Indicator 2			
3	Know how ⁹		Indicator 1 Indicator 2			
2	Know why (Distant understanding ¹⁰)		Indicator 1 Indicator 2	x		
1	Know-that ¹¹		Indicator 1 Indicator 2			

Summary of the development on the cognitive level:

⁷ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

⁸ Analyse (Differentiating – Organising – Attributing)

⁹ Applying (Implementing – Explaining – Comparing)

¹⁰ Interpreting (Exemplifying – Summarising – Classifying)

¹¹ Remembering (Recognising – Recalling)

Activity dimension

->learners' activity potential concerning
<your topic(s)>

1	2	3	4	5	6	7
Grade/ Level	Corresponding Level Titles	Individual de- scription/ ex- planatory state- ment	Indicators	Rating 1	Rating 2	Remarks, ex- planations, rea- sons for your rating
5	Developing/ constructing		Indicator 1 Indicator 2			
4	Discovering/acting independently		Indicator 1 Indicator 2			
3	Deciding/selecting		Indicator 1 Indicator 2			
2	Application, Imita- tion		Indicator 1 Indicator 2	x		
1	Perception		Indicator 1 Indicator 2			

Summary of the development on the activity level:

Affective Dimension
 ->learners' affective competences concerning

<your topic(s)>

1	2	3	4	5	6	7
Grade/ Level	Corresponding Level Titles	Individual descrip- tion/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explana- tions, reasons for your rating
5	Regulating (with) others		Indicator 1 Indicator 2			
4	Affective self- regulation		Indicator 1 Indicator 2			
3	Empathetic concern		Indicator 1 Indicator 2			
2	Perspective taking		Indicator 1 Indicator 2			
1	Self centred		Indicator 1 Indicator 2			

Summary of the development on the affective level:

2.5 B Step 5: Learners' certificate example:

Page 1:

Learner-Certificate: Seva Antini	
IdA	
	
Participanti Seva Antini, 15/01/1990, born , :	
Informal learning project IdA Beginning: 12. 01. 2009 Ending: 05. 31. 2010 Institution: CJD Maximiliansau Place: Maximiliansau (Germany), Exchange with Motta/Caoile (Italy) and Budapest (Hungary)	
Description of the informal learning activity In the framework of this project several groups of unemployed young adults are being sent to European countries to improve their employability and their integration in the society. The project is funded by the German employment ministry under the programme IdA (Integration durch Austausch). The CJD (Christian German Youth Association) based in Maximiliansau near Karlsruhe will be exchanging approximately 150 mobility learners in 3 years.	
Topics of the evaluation Willingness to be mobile	
Methods of evaluation Observations Interviews role plays	
Evaluator • Involvement of local training providers (organisational teams) • Accompanying personnel • Staff members at the spot	
Location/Date: Maximiliansau (Germany), Exchange with Motta/Caoile	

Page 2:

Evaluation summary

Learning outcome: Willingness to be mobile

Competence profile at the beginning:

cognitive: She applied for a participation in IdA on her own. Her father continuously worked abroad.

active: She dates with peers in other towns, she is mobile using her own car.

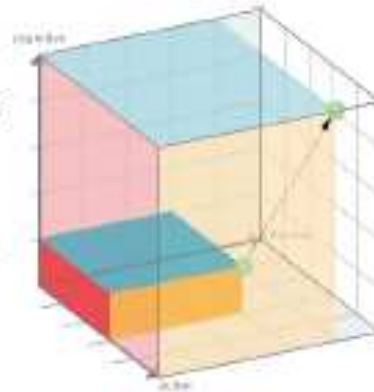
affective: She applied successfully for IdA. She talks empathatically of the job of her father who is working abroad.

Competence profile at the end:

cognitive: Successful Internship abroad, transfer of lessons learnt into practice. She is looking for a holiday job in Italy and after that she intends to apply for a job in Austria.

active: She actively collects information on new locations to work abroad to improve her future employability.

affective: She is interested to work abroad and she is spending time to research for job opportunities in different countries.



Learning process visualised in a cube

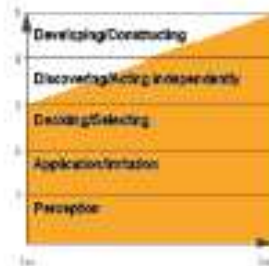
Learning outcome on the learning dimensions

cognitive



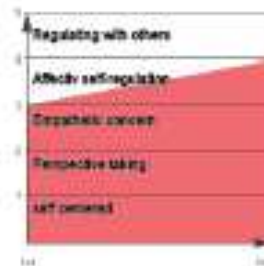
At the beginning she was rather "driven" to participate since she knew that there was no other way to get a job. However in the end she actively transfers what she learned and applied for a job abroad.

active



She started the learning project being already quite mobile. However, during the project she actively collected information on jobs abroad to improve her employability.

affective



Seva was open to go abroad from the beginning. At the end she took efforts to research for job opportunities.

Reference system: ACTIVE DIMENSION

Grade	Corresponding Level	Individual description	Indicators
5	Developing/constructing	I take decisions in which the known situation/environment plays only a minor role. I may move into a new living situation	
4	Discovering/acting independently	I test and try out new working or living situations. I apply new methods that are unknown to me.	
3	Deciding/selecting	On the basis of available information I decide where to go on my own	
2	Application, imitation	Under guidance (with trainer/ buddy) I also move to other surroundings (where I would not go on my own)	
1	Perception	I know my surrounding which is my (only/restricted) space for mobility	

Reference system: COGNITIVE DIMENSION

Grade	Corresponding Level	Individual description	Indicators
5	Intuitive transfer	I know what I need to be mobile or to live in other places. I can transfer my life into another place because I can adapt to different conditions. I'm flexible enough. Willing to live and work in another context.	
4	Know when (implicit understanding)	I know what it means to live in a different country and to work in different contexts	
3	Know how	I know that I have to adjust to other circumstances. I expect certain issues to be different from home	
2	Know why (Distant understanding)	I know how to retrieve information on different working and living situations	
1	Know-that	I know that I am expected to be	