

PRAISE

Suggested framework for case studies report

Context

I suggest that partners could include here information on the roles and backgrounds of those who contributed to the case studies, the practice organisation and the educational institution(s) involved. Also a summary of the information produced for the questionnaire on virtuous circles could be helpful.

Summary of cases studies

I suggest we produce a summary of the case studies produced under the following headings which would probably be best presented in table form (see end of document):

Title

Key concepts

Practice knowledge or unknowledge¹ identified

Theoretical and/or research work applied

Informing practice - how the case study informs practice

Reforming practice - indications for reforming practice

Relevance to learning

It may not be possible to complete all the sections for each case study but this doesn't matter. It may mean the headings are not appropriate or the gap itself may be important information about the case study.

Summary

I suggest that here partners could pull together in narrative form the main points from the summary table.

Critical reflection on process

Partners could include here some comment on "narration as as shared work methodology and individually acquirable competence."

Conclusions

¹ The concept of 'unknowing' as a conscious way of being open for the unpredictable

In conclusion, I suggest that partners could comment on progress and achievements made, difficulties overcome or outstanding, gaps identified and plans for further case study collection.

Minutes from Bethel

Framework - see Anhang 2

Scene – many differences in how case study been approached by the partners. If we want to apply framework then we need 2 years.

But need a general orientation and not too much detail.

Orientation structure

Case study title	Key concepts	Practice themes Could include practice knowledge or unknowledge; informing practice; reforming practice; organisational context	Learning themes Theoretical and/or research work applied Relevance to learning; module development
Theatre project: What do you believe in?	Network, theatre, community work, tolerance, dialogue between religious groups		

Case study title	Key concepts	Practice themes Could include practice knowledge or unknowledge; informing practice; reforming practice; organisational context	Learning themes Theoretical and/or research work applied Relevance to learning; module development
Theatre project: What do you believe in?	Network, theatre, community work, tolerance, dialogue between religious groups	Realizing the multicultural community in a town near Bielefeld, the staff of a day-care-centre has built up a network to carry through an intercultural theatre project. Schools, clubs and representatives of 3 religions taking part.	Community work. Network. Intercultural work. Cooperation of different religions. Indirect relevance to the learning module development, being a positive model of cooperation in an intercultural sense.
www.bielewelt.de	Media competence, democracy, community work, mobile work, participation of children	Mobile child-work in Bielefeld, analysis of the possibilities of a city for children, using the internet and public meetings to create an awareness for the needs of children.	Participation. Commitment for children's rights. Children from different cultures. Media Competence of children. No relevance for the learning module development.
Participation of young people in a youth centre	Participation, integration of different youth scenes, democracy, transfer of power, commitment	Open child- and youth work in a youth centre with children / young people from different cultural background and different youth scenes. Attempt to encourage young people to be responsible for their own place.	Participation. Encouraging young people to respect each other and take over responsibilities. Process of identity formation. Adolescence. No relevance for the learning module development.
Fashion from Rubbish	Work with girls, open youth work, fashion, ecology	Cooperation of social workers in a youth centre and an organization for work with girls. Funded by the EU as a model project in ecology. Taking up the girls' interest in fashion and offering methodologies to make girls interested in ecology / technology.	Ecology. Gender socialization. Methodologies to reach girls in a technical field. Nor relevance for the learning module development.
Language Treasure Project	Bilingual early education, parents with migration background, multiculturalism, day-care-centres	Educators in a day-care-centre in Bielefeld confronted with a large number of children with a Turkish migration background and difficulties with the German language. Project financed by sponsoring. Discussion of the possibility of serving as a model for similar situations.	Language acquisition. Working with parents. Migration. Needs to include language acquisition in the formation of educators. Starting-point for the development of the learning course.