

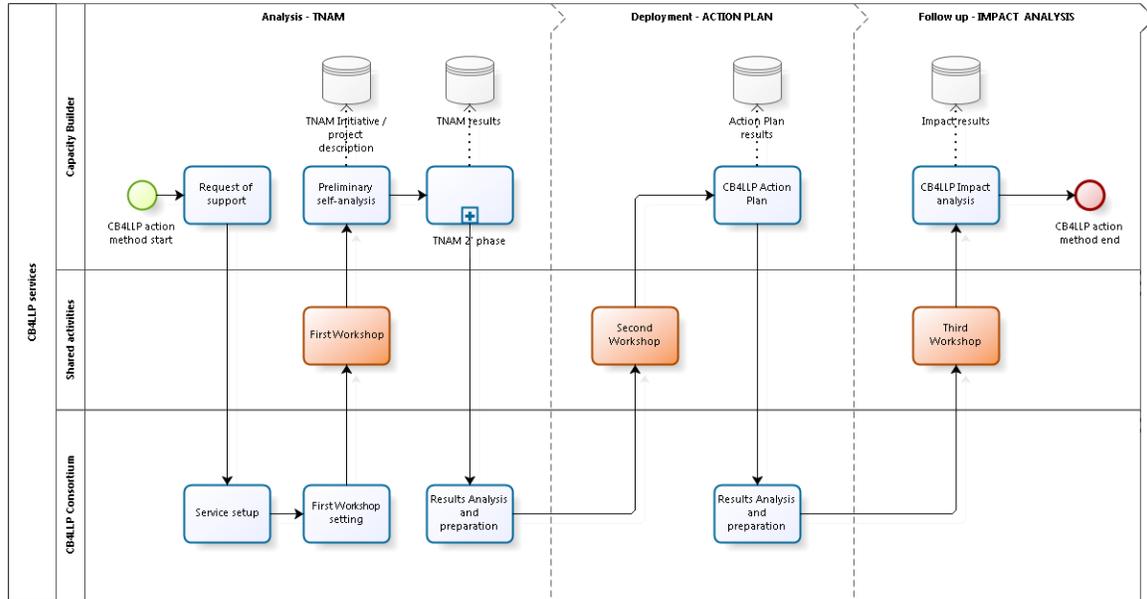
CB4LLP services 00

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1 CB4LLP SERVICE



Version: 1.0

Author: C4LLP Consortium

1.1 CB4LLP SERVICES

Description

Human development can be driven with past experiences valorisation and all level stakeholders have available lifelong learning programme results as a fundamental to improve their competence and ideas in any kind of initiative

Video Introduction

[CB4LLP video introduction](#)

1.1.1 PROCESS ELEMENTS

1.1.1.1 CB4LLP action method start

Description

The activities always start with the expression and categorization of the characteristics of a problem by stakeholders according to the classification criteria used also in the collection of the LLP results.

This phase can be carried out autonomously by stakeholders or through interaction with the CB4LLP Thematic Commissions, the Capacity-Building Fairs and the International Community.

In any case, in whatever way the stakeholder is supported during the definition of his needs or, more generally, during the definition of his problem to solve, and even when the stakeholder proceeds independently, the data of this activity should be gathered into the online platform or be collected as hardcopies containing the same fields of study that characterize the software tool.

The online collection of this information is always preferred as it allows the CB4LLP consortium to monitor the activities and to create information and resources, including statistical information, for the scientific community and for Capacity Builders themselves, who benefit from these results through the participation to the community.

1.1.1.2 Request of support

Description

Referring to Lifelong Learning resources, international research and evidence show that responsables for development strategies, either at sectoral, regional or national level, tend frequently to be relatively isolated in their choices, often relying on their personal abilities and contacts, and lack a solid background of information on methodologies, tools and good practices especially emerging from Lifelong Learning Programme and related initiatives.

The process supported by the CB4LLP Consortium start with a request of support that can arrives to the Consortium in various forms like a simple personal request to a member of the Consortium, throu a participation to a CB4LLP conference or seminar, to build a new joined initiative.

The lack of networking needed at the base of this request is even truer when considering the extremely week degree of cooperation often visible among decision makers and public administration officials, which is unfortunately also reflected by an extremely poor cooperation among different fields of education, such as VET, higher and non-formal education.

CB4LLP Consortium aims to overcome these barriers and to promote cooperation and synergies among different players through sharing methodologies, tools and good practices with a wide audience, primarily with decision makers, public administrators and educational providers, and thus contribute the integration of LLP results and tools within capacity building processes.

The benefits of LLP strategies and methodologies, as also underlined by the EU2020 strategy, need to be recognized as a priority by both policy makers and by the educational providers.

Despite the increased attention and funding, however, very few local development actors actively recognize the value of and adopt LL-related outcomes and tools within their operations. The CB4LLP Consortium is a concrete and focused group of international bodies that aims at changing these trends, stimulates educational providers to support and cooperate with decision makers and public administrators to adopt LLP procedures and methodologies, with the aim to support local development actions.

The involvement of the main representative of Lifelong Learning sector in Europe - EUCIS-LLL - with its wide audience of educational providers, decision-makers and public administrators, to CB4LLP Consortium ensures a wide geographical coverage of all European countries (and beyond) and thus guarantees a very significant source of contributors to the CB4LLP method development from the beginning of consortium activities.

Furthermore, the activities undertaken within the Thematic Commissions promoted by CB4LLP Consortium focus on the establishment of continuous piloting actions through participation and involvement of key stakeholders in different countries, and assure at the same time a strong international added value and a significant impact for innovation.

The joint dissemination and exploitation campaigns promoted by CB4LLP Consortium guarantee a solid value added thanks to the extensive network of partners and stakeholders contributing to the success of a variety of pilot initiatives that focus on the different policy issues defined by the Thematic Commissions.

link

[Link to the CB4LLP registration area](#)

link

[CB4LLP Consortium Founders](#)

1.1.1.3  Service setup

Description

CB4LLP Consortium support the starting of the process combining a variety of media and organizational aspects suitable to disseminate and exploit results of Lifelong Learning Programme's projects into local and institutional development strategies:

In reference to content resources and project tools, CB4LLP Consortium makes available a repertory of LLP sources (that quote portals like ADAM, EVE, EST, and other available tools, best examples etc.), a Glossary, a Guide on LLP terminology, Procedures/Methods necessary to include LLP projects and results in capacity building processes, a TNAM - Territorial Needs Analysis Method - based on the information on LLP projects and results and comprehends the development of a Training programme on CB4LLP resources, procedures and methods. All the content resources are set up to support properly facilitation activities.

Usually this support is given with preliminary meetings and also distance contacts finalized to define the process and to set the roles.

With regards to communication tools and channels, CB4LLP Consortium implements an official website, a mobile website and some printed resources like a leaflet and this guidebook.

Communication is promoted and managed with a Dissemination and Exploitation Campaign designed to launch high-visibility joint initiatives on complementary communication channels, including web, TV, radio and social platforms.

As facilitation activities, the CB4LLP Consortium designed from the sixth month of project period International conferences, Capacity Building Fairs, created CB4LLP Community and Ambassadors and pre-arranged Assistance to them on study visit design and implementation with the intention to promote excellence and to boost the diffusion of best experiences in LLP.

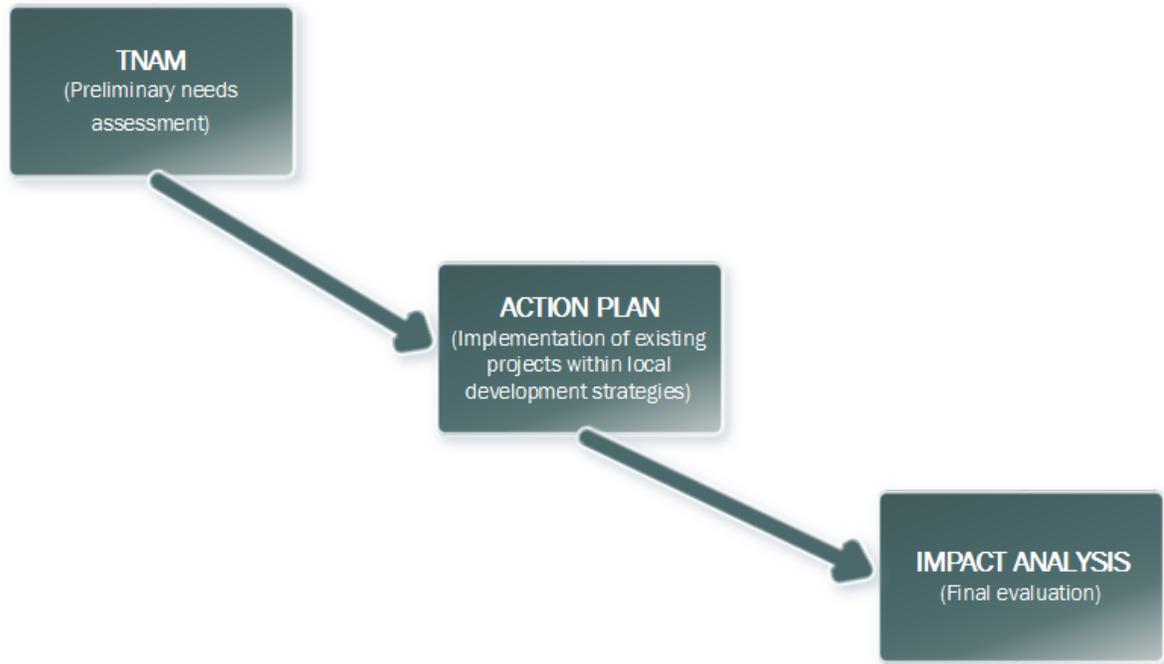
Additionally, CB4LLP organizes Thematic commissions responsible for different issues and domains. CB4LLP Consortium partners are responsible for different commissions which are also open to members from other partner organizations as well as to other interested external parties.

The Thematic Commissions define the agenda of Piloting Activities and Workshops aimed at involving a widest possible number of stakeholders and at establishing cooperation and synergies to identify and disseminate positive strategies and measures under a given area / challenges in the following fields:

- Employability
- Youth policies
- Active citizenship
- Access, quality and innovation in education and training
- Public administration efficiency
- Industry and enterprise cooperation and support
- Urban and rural planning and development

As already mentioned, CB4LLP method is conceived to incorporate Lifelong Learning Programme projects' and results into European local and individual, organisational and institutional development strategies within a driven process involving stakeholders and their organizations. It consists in an articulated process that offers the capacity builders the opportunity to devise innovative actions based on or inspired by models that have been successfully adopted by projects funded by the Lifelong Learning Programme. To do this, CB4LLP method provides concrete effective methodologies and practical tools for the development of human resources, of organisations and institutions, and of legal framework.

The method is therefore aided by various resources such as the CB4LLP internet platform, this guidebook, the CB4LLP Thematic Commissions, the Capacity-Building Fairs and the International Community of Capacity Builders.



CB4LLP method

is based on a quite simple logic process of: analysis / deployment / follow up. The three phases are respectively called: TNAM, ACTION PLAN and IMPACT as shown in the following picture:

Picture 11 CB4LLP three phases method

1.1.1.4 First Workshop setting

Description

The workshop can be based on Innovation Café method as a part of it or can be arranged as an independent seminar. Participants share information about the whole training setting, including the second and the third workshop with usual presentation methods and discussion^[1].

To help the capacity builders to make a helpful analysis when at home, it is possible to introduce and discuss about the Capacity audit tool aimed to provide a proper picture and a clear understanding of the lacks and the potential of the audited organization they represent and of the gaps to be filled. Anyway, this presentation is optional and depends upon the characteristics of the participants and on their expectations about the acquisition of additional tools.

The ice-breaking discussion between participants can be motivated with short personal presentations, more focused on stakeholders' needs than on their personal characteristics. This

aims to facilitate the self-assessment analysis based on the reflection about personal environment, compared to other participants' situations.

Peer learning approach support is also encouraged by asking participants to share their own needs and situations in small groups to help the identification and the highlight of common characteristics and differences.

The number of the personal presentations, the number and the duration of the small peer groups must be set out in function of the participants' number and of the duration of the whole workshop. The course points also to build long run partnerships between participants.

During the workshop, the available online CB4LLP tools are presented, implemented to perform a concrete learning-by-doing process.

The TNAM questionnaires are filled with individual data. All the workshop participants create a personal profile online on the CB4LLP platform, where the outputs are recorded and shared with all the community of capacity builders.

Through the TNAM Basic search, the capacity builders identifies the most appropriate projects, funded by the Lifelong Learning Programme and produces an output that is also recorded online.

If the list of results is too long, the capacity builder can go deeper into the data extraction and implement the Advanced search to improve the definitive list of resources before the second workshop meeting.

1.1.1.5 First Workshop

Description

To set the learning process to a good start with lots of energy and enthusiasm and to implement the TNAM to analyse the local needs to improve learning activities.

During this first meeting, the entire process made up by three workshops is presented to the participants. In particular, they acquire knowledge about audit tools available within the CB4LLP method and are then guided to apply the TNAM to analyse their own needs and specific situations within a learning-by-doing settings.

The presence of various stakeholders allows to compare and to discuss how to identify needs and found useful indicators. The natural networking activity started during the discussion is likely after the subscription of CB4LLP community membership, and due to website resources that allow researches and contacts.

Participants learn how to use the LLP projects and resources databases and implement a research (for example in the ADAM and EVE databases) to find out relevant project results and to match it with individual territorial needs.

Outputs

- knowledge of training programme structure, contents, aims and organization
- knowledge of Capacity audit tool and TNAM
- online subscription to the Capacity Builders Community and use of online tools
- Online surveys 1 - TNAM Initiative / project description
- (optional) Online surveys 2 - grid to check and assess the accomplished projects, funded by the Lifelong Learning Programme

- Online surveys 3 - list of identified appropriate and coherent projects and initiatives accomplished and funded within the framework of the Lifelong Learning Programme

^[1] To set the workshop it could be useful to see the survival kit for LLP project managers found here:

<http://www.european-project-management.eu/index.php?id=104>

link

[search other CB4LLP ideas](#)

1.1.1.6  Preliminary

1.1.1.7

1.1.1.8 self-analysis

Description

This step consists in the support to capacity builders while defining their own context, needs, initiative or project. In this phase, called "TNAM Initiative / project description", the capacity builder describes his own initiative or needs by adopting the fields of analysis that are consistent with the ones adopted by the databases and repository tools of the European Commission, to get a list of accomplished projects funded by the Lifelong Learning Programme.

The collection of this information is done by using the CB4LLP online questionnaire, provided with the subscription to the CB4LLP platform or by using offline forms printed out from the website.

The phase aims to draft the state of the art and to make a clear picture of the following crucial individual or organizational aspects the capacity builder is asked to describe:

- Environment
- Capacity
- Motivation
- Performance

Capacity builders may use a wide range of techniques and tools to accomplish a more in-depth analysis, which may imply:

- Direct Observations
- Interviews with persons in key positions or with specific knowledge
- Focus Groups
- Questionnaires
- Tests
- Records & Report Reviews
- Review of literature and accomplished projects

The collected data are used for two purposes: 1) the matching with LLP metadata, done with LLP search engine tools in TNAM phase two; 2) publishing this information for the CB4LLP community, to give other stakeholders the possibility to look for comparable experiences and to extract results.

link

[Add your idea to CB4LLP community. \(this link works only after login\)](#)

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[CB4LLP guidebook 40.pdf](#)

1.1.1.9 TNAM 2' phase

[Go to details](#)

Description

The **second TNAM phase** is based on the results of the first step: here the capacity builder keeps searching for appropriate and coherent projects and initiatives accomplished and funded within the framework of the Lifelong Learning Programme, to get a manageable list of resources to be valorised.

As the output of the second phase is represented by a list of projects, materials or initiatives, in general extracted for valorisation from the LLP repertory, it is necessary to take into account the volume of data that could result from the matching between needs and available LLP resources. For this reason, the TNAM method proposes 2-level analysis that could be implemented depending on the volume to be handled:

1. **TNAM Basic analysis** is the first of the two levels and is based on the simple match between preliminary territorial analysis data (defined in the first phase) with existing LLP data, using LLP database search engines: the first level search may be considered accomplished and appropriate if the stakeholder identifies a not excessive number of initiatives and projects to be profitably managed for the intent of valorisation.
2. **TNAM Advanced analysis** is the second of the two possible analysis levels, and not always necessary as it has to be deployed only when the list of resources got from the first level analysis is too large and not immediately manageable by the capacity builder. The second level analysis can be considered over with an output of sorted resources that permit an effective valorisation of LLP resources in the given context.

The advanced search capacity building process may require access and analysis to additional information and supporting documents like:

- Individual profiles and training needs
- Organizational description, infrastructure and human resources chart
- Relationships and cooperation agreements with other stakeholders
- Funding and fiscal system
- Management procedures and rules
- Communication channels

1.1.1.10 Results Analysis and preparation

Description

The second workshop could have an introductory activity to let capacity builder to share their individual results of the first workshop. Like already suggested for the previous meeting, even the second workshop could be based on Innovation Café method as a part of it or be arranged as an independent seminar. In both situations, capacity builders could be asked to present shortly the information gathered about LLP results or projects, to push them to become able to own and reveal such kind of information.

Capacity builders should prepare in advance a short and effective presentation: the information must be given avoiding long procedures, but nevertheless all the particular ideas, information, resources, procedures or whatever emerged from their selected resources should be evidenced, to clarify the potential use to themselves for first.

This approach, to share the results, regards various explored effects:

- increase the ability of reading and understanding LLP extracted information
- provoke peer learning approach
- develop the community

The reading and understanding of LLP projects and resources can be also facilitated by the CB4LLP glossary that contains a large repertory of well-explained relevant concepts and definitions, available on the CB4LLP platform.

To extract and collect data, capacity builders complete the online surveys 4 - CB4LLP Action Plan that leads them to properly describe their own way of LLP resources' valorisation.

The specific features of the exploitation activities they might design can broadly vary starting from a simple collection of information, contacts and references to a partial implementation of concepts, general principles, project's parts and ending up with whatever possible exploitation like the outright implementation of a whole project.

In the case of trainers who set up the workshop as a distance learning activity, the individual presentations can be replaced by both live or recorded presentations and interactions. Capacity builders can be asked, in this case, to upload their presentations and to comment other participants' presentations or to present their work during live meetings with tutors and other participants.

This kind of organization, in case of distance learning choice, could be really relevant to help the social dimension and the interaction between participants even without being present at the meeting.

1.1.1.11 Second Workshop

Description

The Action Plan workshop aims to enable to plan the expectations. By "planning the expectations" we mean a list of ideas, resources, tools, contacts and whatever element could be extracted and valorised from LLP selected projects and/or resources giving a general indication of how these elements could be fruitfully implemented to the current project idea.

The training programme points to enable capacity builders to identify and create a list of information that represents already a sort of individual LLP valorisation plan. This activity regards the ability to read and understand the project contents and the ability to match these contents with the individual territorial needs expressed before.

In particular, the learning process is aimed to create a specific ability to analyse, extract and define how to valorise:

- General ideas for the territorial project
- Stakeholders, individuals or organizations potentially useful for the territorial project
- Partnerships and/or desired potential collaborations with the previously listed stakeholders
- Other potentially useful information (logistics, organizational, references etc.)
- Solutions adopted to implement available resources, exemplary and repeatable (mode of delivery of funds, guarantees, advance payments, monitoring, etc.)
- General organizational characteristics exemplary and repeatable (phases, processes, used representative models, control, collaboration, etc.)
- Particular organizational characteristics exemplary and repeatable (particular processes and/or special/specific procedures)
- Project internal communication systems, exemplary and repeatable
- Project external communication systems, exemplary and repeatable
- Educational materials functional or adaptable
- Non-educational materials, functional or adaptable
- Equipment and intangible technologies implemented, exemplary and repeatable
- Systems for quality monitoring, exemplary and repeatable
- Systems to document taken actions, exemplary and repeatable

Outputs

- knowledge of extracted LLP information indicated in the online survey filled during the first workshop / phase
- individual short / effective presentations of extracted LLP resources or projects
- understanding of other participants' valorisation approach
- use of the glossary and acquisition of a basic LLP terminology
- Online surveys 4 - CB4LLP Action Plan

link

[search other CB4LLP ideas](#)

1.1.1.12 CB4LLP Action Plan

Description

As aforementioned, the forms of exploitation can vary from a simple collection of information, contacts and references to the outright implementation of an entire project, or other intermediate forms as use of concepts, general principles, project's parts or whatever form of exploitation of the identified resources.

By applying the procedures provided by TNAM, the capacity builder has therefore selected a sufficient number of LLP results that enable him to implement the theoretical solutions for his/her own project.

The Action Plan phase denotes therefore an activity of CB4LLP method with which the capacity builder defines the terms of valorisation for the implementation of the selected theoretical resources.

Be aware that this does not mean the development of a territorial planning, but rather a sort of preliminary feasibility study on how and at which stages the identified theoretical resources can be exploited and valued.

Before the development of a concrete territorial development project, capacity builder defines how to use these new identified resources in order to ensure a probable success during the implementation.

The CB4LLP consortium has indeed the aim to affect the territorial planning by offering to the capacity builder new skills that are carried out with the clear vision of how the identified LLP resources will be implemented.

In order to define clearly and in a standardized manner the implementation and to facilitate the logical process of their identification, capacity builder has available the following check list that guides him through the possible implementation options, and that is available both as an online questionnaire and on CB4LLP the platform:

Elements to be valued	Expectations
Useful general ideas for the territorial project	
Stakeholders, individuals or organizations potentially useful for the territorial project	
Partnerships and/or desired potential collaborations with the previous listed stakeholders	
Other in general potentially useful information (logistics, organizational, references etc.)	
Solutions adopted to implement available resources, exemplary and repeatable (mode of delivery of funds, guarantees, advance payments, monitoring, etc.)	
General organizational characteristics, exemplary and repeatable (phases, processes, used representative models, control, collaboration, etc.)	
Particular organizational characteristics, exemplary and repeatable (particular processes and/or special/specific procedures)	
Project internal communication systems, exemplary and repeatable	
Project external communication systems, exemplary and repeatable	
Educational materials, functional or adaptable	
Non-educational materials, functional or	

adaptable	
Equipment and intangible technologies implemented, exemplary and repeatable	
Systems for quality monitoring, exemplary and repeatable	
Systems to document taken actions, exemplary and repeatable	

Online surveys 4 - CB4LLP Action Plan

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1.1.1.13 Results Analysis and preparation

Description

Organization

Like already suggested for the previous meetings, even this workshop could be based on Innovation Café method as a part of it or as an independent seminar.

At the beginning of the meeting, the workshop tutors define the variables that characterise the self-evaluation system. To perform the self-evaluation activity on the results obtained with the Action Plan implementation, the capacity builder goes through a checklist to reflect under a minimum and common standard of fields, on the fulfilment and performance of valorisation actions.

This activity can be carried out using CB4LLP online platform and with the support of offline models, but it would be preferred that the participants insert their data immediately online, during the workshop, in order to make the values immediately available to other stakeholders of CB4LLP community and to get instantly their own self-analysis according to the benchmarking principles.

As for all data extracted from LLP results it is necessary to define the scope and the dimensions, the tutors facilitate a discussion between participants by putting them a list of questions that can be answered and commented. This workshop organization provokes the capacity builders' active participation and an open debate.

Time available for the whole workshop can be properly distributed to have a first common session with questions, shared answers and comments, and a second individual session, sided by personal short individual tutoring support, to let the participants to implement the group references discussed and or acquired during the debate.

The questions used to trigger the debate are based on the same variables used to build the checklist of individual self-assessment, as in the following list:

- In which cases we can consider stakeholders, individuals or organizations potentially useful for a territorial project data concrete and not outdated or partial?
- How can we describe, in order to be understood by third parties, “potential partnerships and/or desired potential collaborations with stakeholders”?
- What we do we mean by “additional potentially useful information (logistics, organizational, references etc.) for a territorial project?”

- What do we mean by “an effective and clear description of exemplary and repeatable solutions for resources implementation (mode of delivery of funds, guarantees, advance payments, monitoring, etc.)”?
- In which cases general organizational characteristics of a project or a solution can be considered exemplary and repeatable (phases, processes, used representative models, control, collaboration, etc.)?
- In which cases particular organizational characteristics of a project or a solution can be considered exemplary and repeatable (particular processes and/or special/specific procedures)?
- How can we describe project internal communication systems to understand their exemplarity and repeatability?
- How can we describe project external communication systems to understand their exemplarity and repeatability?
- What are the main elements that make us think of the possibility of an adaption of existing educational material or its availability on the market?
- What are the main elements that make us think of the possibility of an adaption of existing non-educational material or its availability on the market?
- What are the main elements that make us think of the possibility of an adaptation of available equipment and of intangible technologies or their availability on the market?
- What are the main elements that make us think of an eventual adaptation of existing systems for quality monitoring?
- What are the main elements that make us think of an eventual adaptation of existing systems to document taken actions?

1.1.1.14 Third Workshop

Description

The last workshop aims to promote the appropriate competences necessary to deploy a self-evaluation activity on the results obtained with the Action Plan implementation. In particular, we expect to promote the required abilities to produce a realistic output, asking to make a concrete, but simple, projection on the field of the expected impact on the implementation of local actions.

The effect is searched through a preliminary sharing of information between different fields of intervention to let each capacity builder to calibrate his/her evaluations inside of a general reference framework given by other participants' comments and remarks.

In this sense, the Impact analysis workshop wants also help the stakeholders to become able to set out a sort of simple individual rating system useful in further cycles and also afterwards available to other stakeholders with the purpose to circulate peer examples and knowledge.

Outputs

- Online surveys 5 - CB4LLP final output
- eventual new recorded training material
- new shared competences: improved ability on distinguish the information that must be owned to transfer the values from existing resources or project to new ideas or activities

The most relevant evidence of this workshop should be the list of self assessment points contained in the 'Online surveys 5 - CB4LLP final output ' described at page 77, that every participant is helped to produce during the second part of the meeting.

However, the filled questionnaire is not the only evidence and result we can expect from the last workshop: in the case of the Innovation Café modality, the debate can be recorded and shared on the platform and the output, in this case, consists also of new training materials and peer education materials.

link

[search other CB4LLP ideas](#)

1.1.1.15 CB4LLP Impact analysis

Description

The Impact analysis consists in the self-evaluation of the results obtained with Action Plan implementation.

The Impact analysis output is called 'final output' in Picture 19 and is based on the projection of the impact expected on the implementation of local actions. Also this activity can be carried out with the support of offline models, but it would be preferred that the stakeholder puts data immediately online in order to make the values of his/her performance available to other stakeholders of CB4LLP community and to get immediately his own analysis according to the benchmarking principles.

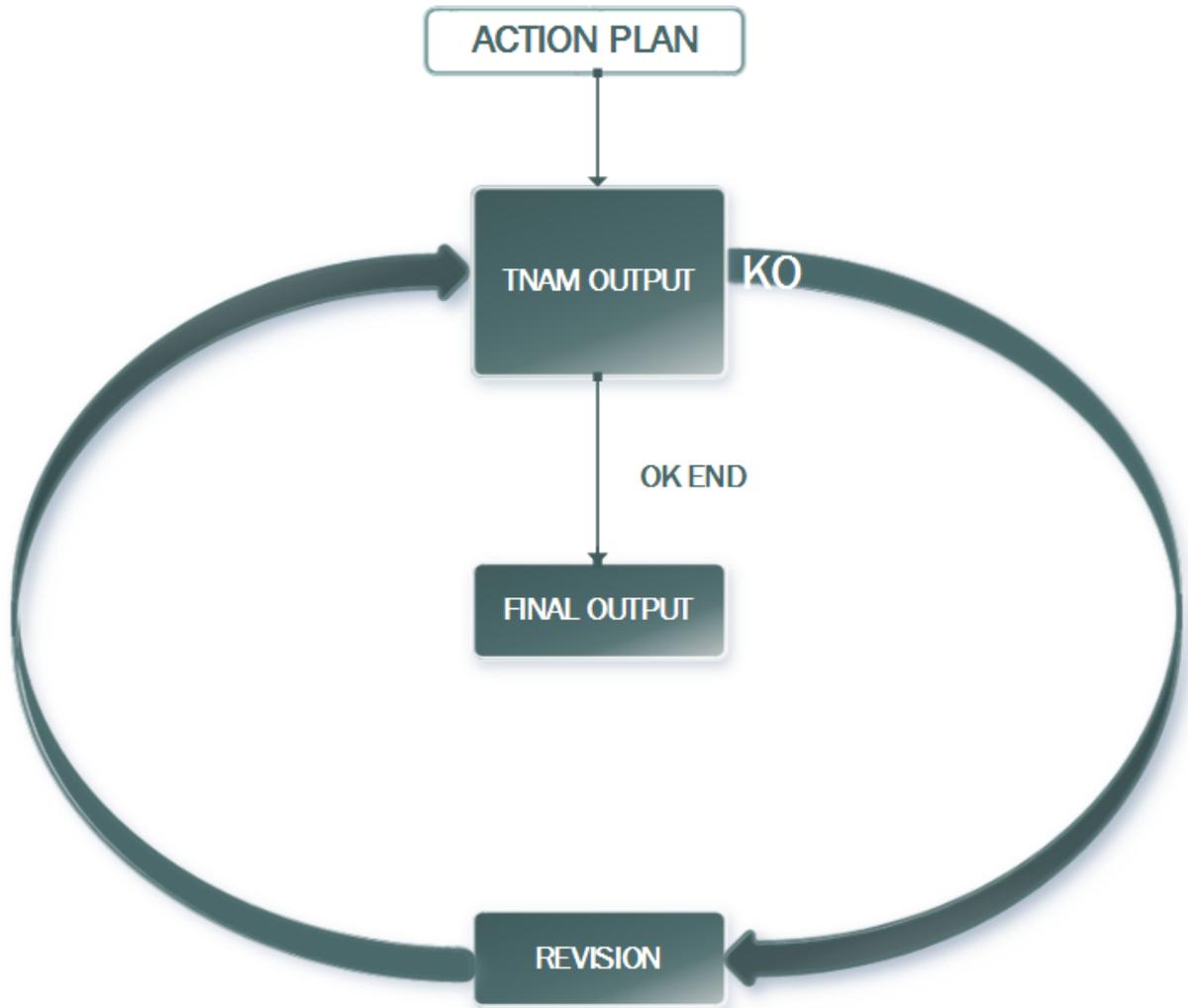
With the follow-up the method's cycle is over and can be restarted related to a new problem area.

The Impact analysis represents therefore a sort of validation and individual rating system made available to other stakeholders. The analysis is performed by monitoring the continuous improvement cycle that requires the reassessment by the capacity builder of produced output with respect to the achievement of a minimum quality standard.

The capacity builder has available a check-list to make him/her reflect on the fulfillment and performance of valorization actions, and which final output is given by a standard value.

Through the application of the check-list, the capacity builder self-assesses the quality of the output produced in the previous phases, and if that does not meet the required criteria, performs the revision of previous phases in order to reach the required threshold.

The process can be seen on the following graph:



Picture 19 output of the self-analysis process

Clearly established the correspondence of the data collected regarding the level of quality perceived by the capacity builder which meets the threshold value indicated in the grid, capacity builder makes an evaluation of his/her expectations/a projection of the expected results to be achieved through the implementation of the LLP projects selected during the action plan.

Useful general ideas for the territorial project	self-assessment of results sufficient level rating: yes / not the rate must be applied only in case of existing collected values	value expectation rating 0 - 10 What impact do you expect?
Stakeholders, individuals or organizations potentially useful for the territorial project	data are concrete, not outdated or partial	0 - 10
Partnerships and/or desired potential collaborations with the previous listed stakeholders	potential partnerships are described and comprehensible by third parties	0 - 10
Other in general potentially useful information (logistics, organizational, references etc.)	the information are described, understandable by third parties and focused on understandable matters	0 - 10
Solutions adopted to implement available resources, exemplary and repeatable (mode of delivery of funds, guarantees, advance payments, monitoring, etc.)	the solutions are described, understandable by third parties and focused on the implementation of available resources	0 - 10
General organizational characteristics exemplary and repeatable (phases, processes, used representative models, control, collaboration, etc.)	the information is clear to third parties and focused on general organizational characteristics	0 - 10
Particular organizational characteristics, exemplary and repeatable (particular processes and/or special/specific procedures)	the information is clear to third parties and focused on particular organizational characteristics	0 - 10
Project internal communication systems, exemplary and repeatable	the information is clear to third parties and focused on particular internal communication systems characteristics	0 - 10
Project external communication systems, exemplary and repeatable/adaptable	the information is clear to third parties and focused on particular external communication systems characteristics	0 - 10
Educational materials, functional or adaptable	the materials are clearly identified and potentially available or repeatable	0 - 10
Non-educational materials, functional or adaptable	the materials are clearly identified and potentially available or repeatable	0 - 10

Equipment and intangible technologies implemented, exemplary and adaptable	the equipment and/or intangible technologies are clearly identified and potentially available or adaptable	0 - 10
Systems for quality monitoring, exemplary and adaptable	the systems for quality monitoring are clearly identified and potentially available or adaptable	0 - 10
Systems to document taken actions, exemplary and repeatable/adaptable	the systems to document taken actions are clearly identified and potentially available or repeatable/adaptable	0 - 10

Online surveys 5 - CB4LLP final output self-analysis

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1.1.1.16  CB4LLP action method end

1.1.1.17  DataStore

Description

TNAM Initiative / project description The capacity builder describes his own initiative or needs adopting the CB4LLP questionnaire fields, which are consistent with those adopted by the databases and repository tools of the European Commission to list accomplished projects funded by the Lifelong Learning Programme. Providing this information, the capacity builder helps the community to collect relevant data for the online benchmarking services. Each CB4LLP community member will be in fact able to go through these data and look for initiatives of other capacity builders facing problems or needs relevant for the current case. In the benchmarking approach, data will be used to give feedbacks by cross-checking initial and follow-up data, so the capacity builder may use other capacity builders' results with similar fields of research or of any relevant field considered. The questionnaire is available online on the CB4LLP platform both like an online survey or can be printed out to facilitate capacity builders' activities. The outcome of the questionnaire is a collection of data that capacity builders will have to use to perform the next researches directly into projects databases. The questionnaire aims to help them to reflect on their own field of interest and to define the problem and the needs faced using the same classification set for the LLP projects in public LLP databases. The questionnaire is composed by four columns:

- column number 1 indicates available LLP search engine fields
- column number 2 contains a very brief explanation of the column 1 fields
- column number 3 describes the fields that capacity builders has to fill in by using the same classification of LLP project databases
- column number 4, "TAGS or values that will be used for the research" is a deeper analysis of keywords, thought to help capacity builder in identifying special tags and data to be used for the LLP project research engines.

LLP databases classification		CB4LLP database - Territorial Initiative / Project /needs	
column 1	column 2	column 3	column 4
Fields	Description	Fields instructions for capacity builders	TAGS or values that will be used for the research instructions for capacity builders
		Capacity Builder identity this value is recorded with no operations in the online form	
		Date this value is recorded with no operations in the online form	
Title	This field allows to easily and univocally identify a project. Unfortunately often the LLP projects use acronyms that make it hard to understand what the project is aimed to. So the risk is to perform a research in this field that excludes results that do not contain given key words	Title of your initiative	key words will be used to make text researches in LLP databases Title field
Description	This field is probably the most important one as it allows to search through a general description of accomplished initiatives. Usually the project manager inserted	Provide short description of your initiative. That will be available to other stakeholders looking for previous solutions adopted by capacity builders like you and will give them the possibility to discover similarities and to look for the solution adopted.	key words will be used to make text researches in LLP databases Description field

	here enough information to define the project.	Please consider these guidelines to make your own description including: individual or organizational, aspects: - Environment - Capacity - Motivation - Performance techniques and possible tools: - Direct Observations - Interviews with persons in key position or with specific knowledge - Focus Groups - Questionnaires - Tests - Records & Report Reviews - Review of literature and accomplished projects	
Coordinator contact details	Name, email, telephone etc.		if you are interested in some particular organization's projects or results, put here the name of the organization you will search for
Coordinator Country	This is not the language of the project! This field just shows the country of the coordinator organization		if you are interested in some particular country where the project has been led, write it here. Consider that you could maybe be confident with the language used in the coordinator country or you could have similarities or particular relationships with the coordinator country, so you could prefer to select such kind of LLP projects

Coordinator Region	This is not the language of the project! This field just shows the region of the coordinator organization under the NUTS 2 classification		<p>if you are interested in some particular region where the project has been leaded, put it here.</p> <p>Consider that you could maybe be confident with the language used in the coordinator region or you could have similarities or particular relationships with the coordinator country, so you could prefer to select such kind of LLP projects</p> <p>In the LLP databases, there is a list of regions according to the NUTS 2 classification. The paper version doesn't list these regions because of the space, but the online version does.</p>
Partners	Provide information about additional stakeholders, if any		as for the coordinator field, if you are interested in some particular organizations' projects or results, list here the name of the organizations you will search for in the partners field
Theme	This is the field where the project coordinators expressed the correspondence of	Tick appropriate themes of your interest. This list will be used to search for your initiative in the CB4LLP database, the same list is	

	<p>their project characteristics to a list of one or more themes with grade.</p>	<p>available in LLP databases:</p> <ul style="list-style-type: none"> Access for disadvantaged Continuous training Ecology Enterprise and SMEs Equal Opportunities Higher Education ICT Initial training Intercultural learning Labour market Language training Lifelong learning Open and distance learning Quality Recognition, transparency, certification Social dialogue Sustainability Utilization and distribution of results Vocational guidance Others 	
Target groups	<p>List of beneficiaries of LLP project. (only available in Gruntvig db)</p>	<p>Target groups. This list will be used to search for your initiative in the CB4LLP db and also to search LLP project only in Gruntvig db</p> <p>Tick the appropriate target groups:</p> <ul style="list-style-type: none"> Individuals Groups Teachers Trainers Careers officers Inspectors Head teachers/principals/managers Non-teaching administrative staff Members of students/teachers councils Other 	
Type	<p>Describes the typology of initiative.</p> <p>EU LLP are split in many initiatives like pilot, network, multiannual, other</p>		<p>Tick the appropriate type to establish if you will search some particular initiative:</p> <ul style="list-style-type: none"> Best practice Methods for

			<p>Training of Teachers/Staff</p> <p>European Credit Transfer System for VET</p> <p>European Qualification Framework</p> <p>Inclusion of all in Lifelong Learning</p> <p>New Skills Network</p> <p>Quality Assurance in Lifelong Learning</p>
Sector	<p>This is a field where the project coordinators expressed the correspondence of their project's characteristics to a list of one or more sectors by using ratings.</p>	<p>Tick appropriate sectors of your interest. This list will be used to search for your initiative in the CB4LLP db and is the same list available to you to make searches in LLP db:</p> <p>Accommodation and Food Service Activities, HORECA Activities of Extraterritorial Organizations and Bodies Activities of Households as Employers; Undifferentiated Goods and Services, Producing Activities of Households Administrative and Support Service Activities Agriculture, Forestry and Fishing Arts, Entertainment and Recreation Construction Education Electricity, Gas, Steam and Air Conditioning Supply Financial and Insurance Activities Human Health and Social Work Activities Information and Communication Manufacturing Mining and Quarrying Other Service Activities Professional, Scientific and</p>	

		Technical Activities Public Administration and Defence; Compulsory Social Security Real Estate Activities Transportation and Storage Water Supply, Sewerage, Water Management and Remediation Activities Wholesale and Retail Trade, Repair of Motor Vehicles and Motorcycles Others	
Educational sector	Describes the relevant sector of education	In case your project or need is related to an educational sector, tick the appropriate voice and this value will be available for other capacity builders to search for your initiative and for you to search appropriate LLP projects. Otherwise, just leave it blank. Pre-primary Primary General secondary Vocational/Technical secondary Special education for disabled persons Adult Education Provider Second change or remedial education Higher education Organizations working with migrant groups/ethics minorities Centres for guidance, counselling or accreditation Other sectors of adult education	
Year	year of implementation	When do you plan to realize your idea?	years that you are interested to search for
Language	Describes the language used to produce final results	write your project language in ISO 639-2 Code	

	and outputs of the LLP project		
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Online surveys 1 - TNAM Initiative / project description

1.1.1.18  DataStore

Description

TNAM results The phase of research and identification of appropriate and coherent projects and initiatives accomplished and funded within the framework of the Lifelong Learning Programme, ends with a well-defined output consisting of a list of a LLP projects or related resources. In both cases, implementation of 'TNAM Basic analysis' or implementation of 'TNAM Advanced analysis', the list of identified projects or materials, useful to territorial project development is recorded online in CB4LLP website according to the following structure:

priority / relevance order	title	link	comments / description
1			
2			
3			
ecc			

Online surveys 3 - list of identified appropriate and coherent projects and initiatives accomplished and funded within the framework of the Lifelong Learning Programme

1.1.1.19  DataStore

Description

In order to define clearly and in a standardized manner the implementation and to facilitate the logical process of their identification, capacity builder has available the following check list that guides him through the possible implementation options, and that is available both as an online questionnaire and on CB4LLP the platform:

Elements to be valued	Expectations
Useful general ideas for the territorial project	
Stakeholders, individuals or organizations potentially useful for the territorial project	
Partnerships and/or desired potential collaborations with the previous listed stakeholders	
Other in general potentially useful information (logistics, organizational, references etc.)	
Solutions adopted to implement available resources, exemplary and repeatable (mode of delivery of funds, guarantees, advance payments, monitoring, etc.)	

General organizational characteristics, exemplary and repeatable (phases, processes, used representative models, control, collaboration, etc.)	
Particular organizational characteristics, exemplary and repeatable (particular processes and/or special/specific procedures)	
Project internal communication systems, exemplary and repeatable	
Project external communication systems, exemplary and repeatable	
Educational materials, functional or adaptable	
Non-educational materials, functional or adaptable	
Equipment and intangible technologies implemented, exemplary and repeatable	
Systems for quality monitoring, exemplary and repeatable	
Systems to document taken actions, exemplary and repeatable	

Online surveys 4 - CB4LLP Action Plan

1.1.1.20  DataStore

Description

Data are stored in the db and available for further use. Capacitybuilders can decide to keep data confidentially and not to share with others.

1.1.1.21  Capacity Builder

1.1.1.22  Shared activities

1.1.1.23  CB4LLP Consortium

Description

The TNAM, Territorial Needs Analysis Method, is a specific CB4LLP Consortium's tool to guide capacity builders in the complex process of identifying and implementing positive solutions and projects to their challenges or problems.

In effect, TNAM represents the core value of CBLLP method, considered that all other activities and tools provided by CB4LLP Consortium orbit around it.

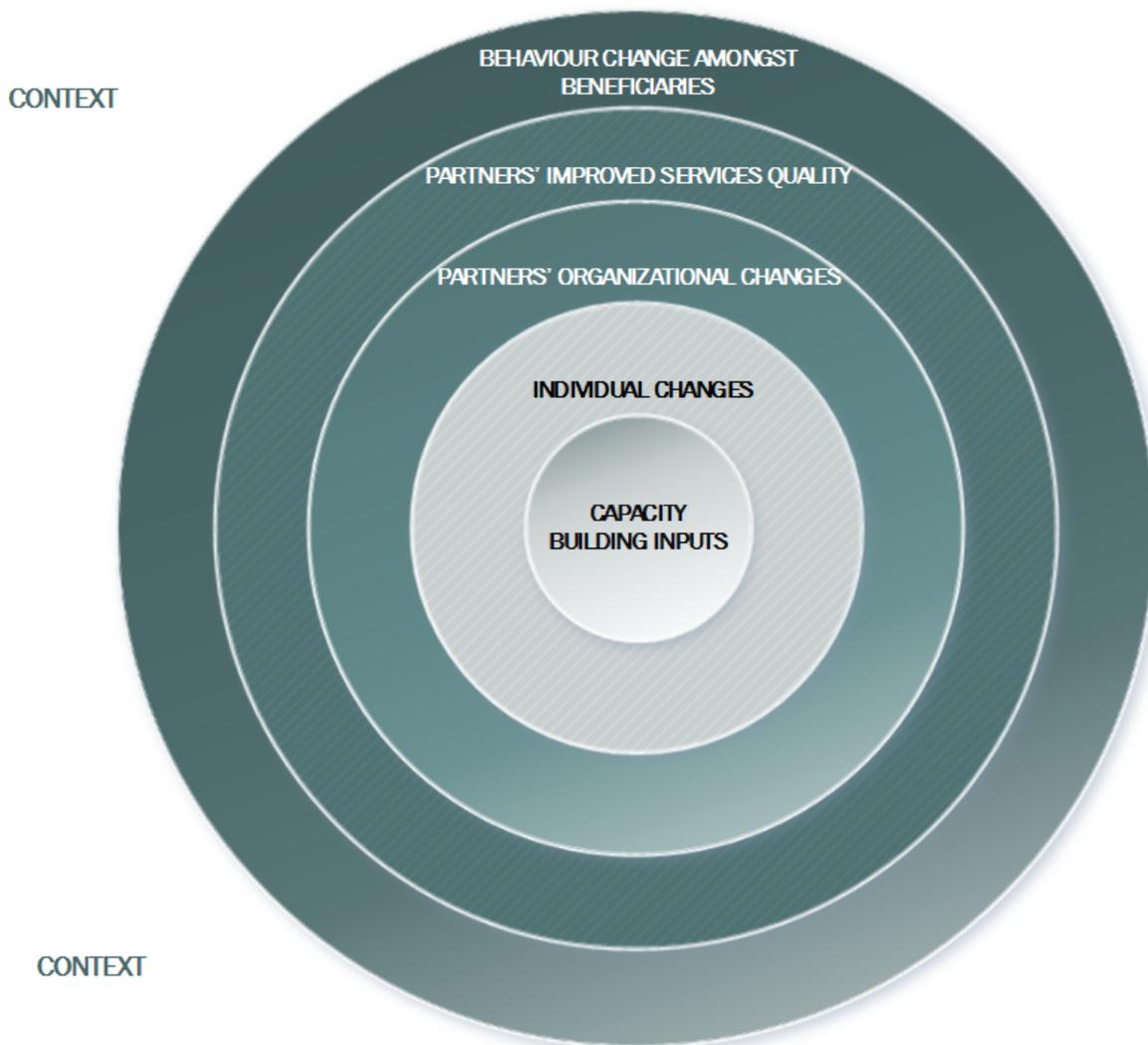
This chapter describes how stakeholders may use TNAM to identify the most appropriate projects, funded by the Lifelong Learning Programme, in coherence with their own challenges, contexts or strategic objectives, while the following chapters focus on how to adopt and integrate the outcomes of such initiatives within their own context and how to evaluate the overall impact of the capacity building process.

Different stakeholders and social actors have clearly different needs but also have different levels of power and control over decision-making processes. This means that those different needs, motivations and agendas must be recognized and understood in order to negotiate and generate a broader consensus on and around issues and projects to be designed and the most appropriate way to develop them.

Self-assessment in capacity building has been pointed out as one of the key elements, and one of the most effective ways of ensuring that an evaluation will produce useful results is to involve intended users throughout the evaluation process (Hailey et al 2005, ECDPM 2003).

Several kinds of tools and methodologies have been conceived for organizational capacity assessment. However, there is a growing consensus on the need to apply a mix of methods and tools (Taylor 2003, Roche 1999) as the usual quantitative measures have shown several limitations in the area of impact assessment because of their inadequacy to explain why something has happened and to capture the relationships between different components/actions/actors.

The Ripple model (James 2002) highlights clearly how the capacity building interventions spread over a given target and across community.



Picture 18 The Ripple model (James 2002)

Objectives TNAM provides an effective method for different levels of stakeholders to analyse a given context or challenge in the perspective of enabling the identification of successfully accomplished projects and initiatives, funded by the Lifelong Learning Programme. This process stimulates the adoption of a structured approach to tackle and overcome local problems or challenges by raising awareness of their characteristics, specificities and nature. By adopting this method, the capacity builders develop the ability to look for existing results of successful initiatives funded by the European Commission within the framework of the Lifelong Learning Programme. TNAM is a simple and ready-to-use method to guide the capacity builder in assessing and comparing the relevance of existing solutions and projects with respect to the needs of a given challenge, problem or strategic objective. The coherence and relevance may be identified again in a number of concurrent dimensions, which may include, for instance:

- Sector of education
- Typology of end users
- Typology of promoter
- Business sector
- Entity of investment

The main purpose is to search and identify projects which may be used to support own operations in any field related to social, economic or educational development. With TNAM, capacity builders get an evaluation system that enables them to compare accomplished active policies or initiatives in the perspective of adopting a pro-active approach to deal with:

- Problems or deficits
- Forthcoming changes
- Strengths & Opportunities
- Internal or external mandates
- New policy requirements

The TNAM provides the capacity builders with a structured approach to score implemented projects funded by the European Commission and to prioritise them in connection with their coherence and usefulness in different contexts and environments. Methodology The capacity building process implemented by TNAM is based on the active involvement of a team of stakeholders who adopts different and complementary measures and tools to analyse a given context. The discussion on the need analysis among local stakeholders may start by using the mind mapping technique, which can serve well both individuals and groups in sharing cooperatively their views on a given topic. This approach is particularly useful as it allows visual representation of different components of the challenge in question, raises awareness not only on individual's views but also provides the overall picture of the main issues perceived by the team members. Mind mapping can be used at different stages of the capacity building process, during the preliminary analysis, during the definition of the action plan as well as at the final stage of the impact evaluation. TNAM proposes a holistic approach, aimed at addressing a given context as a whole, exploring how its different parts inter-relate, stimulating the identification of priorities which are not easy to identify in the daily work. There are two main phases that distinguish two different activities:

- First phase of collecting data from capacity builder's context
- Second phase of matching data and extracting LLP resources.

1.1.1.25 Deployment - ACTION PLAN

Description

The Action Plan phase denotes an activity of CB4LLP method with which the capacity builder defines the terms of valorisation for the implementation of the selected theoretical resources.

Be aware that this does not mean the development of a territorial planning, but rather a sort of preliminary feasibility study on how and at which stages the identified theoretical resources can be exploited and valued.

Before the development of a concrete territorial development project, capacity builder defines how to use these new identified resources in order to ensure a probable success during the implementation.

The CB4LLP consortium has indeed the aim to affect the territorial planning by offering to the capacity builder new skills that are carried out with the clear vision of how the identified LLP resources will be implemented.

In order to define clearly and in a standardized manner the implementation and to facilitate the logical process of their identification, capacity builder has available the following check list that guides him through the possible implementation options, and that is available both as an online questionnaire and on CB4LLP the platform:

Elements to be valued	Expectations
Useful general ideas for the territorial project	
Stakeholders, individuals or organizations potentially useful for the territorial project	
Partnerships and/or desired potential collaborations with the previous listed stakeholders	
Other in general potentially useful information (logistics, organizational, references etc.)	
Solutions adopted to implement available resources, exemplary and repeatable (mode of delivery of funds, guarantees, advance payments, monitoring, etc.)	
General organizational characteristics, exemplary and repeatable (phases, processes, used representative models, control, collaboration, etc.)	
Particular organizational characteristics, exemplary and repeatable (particular processes and/or special/specific procedures)	
Project internal communication systems, exemplary and repeatable	
Project external communication systems, exemplary and repeatable	
Educational materials, functional or adaptable	
Non-educational materials, functional or adaptable	
Equipment and intangible technologies implemented, exemplary and repeatable	
Systems for quality monitoring, exemplary and repeatable	
Systems to document taken actions, exemplary and repeatable	

Online surveys 4 - CB4LLP Action Plan

1.1.1.26 Follow up - IMPACT ANALYSIS

Description

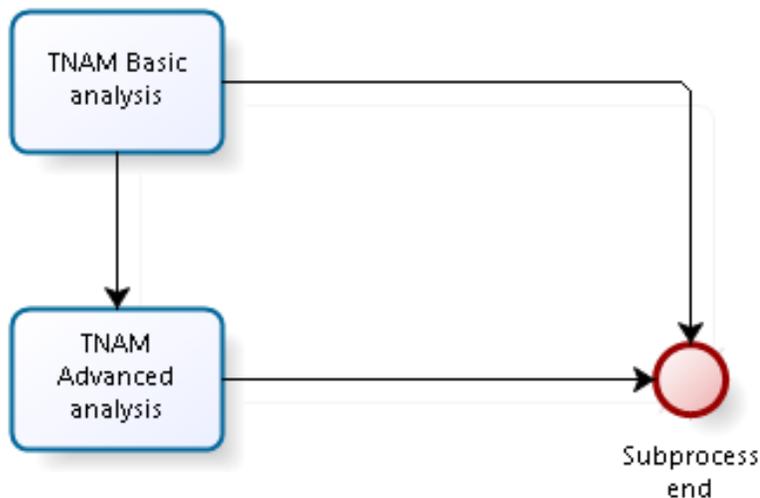
The Impact analysis consists in the self-evaluation of the results obtained with Action Plan implementation.

The Impact analysis output is called 'final output' in Picture 19 and is based on the projection of the impact expected on the implementation of local actions. Also this activity can be carried out with the support of offline models, but it would be preferred that the stakeholder puts data immediately online in order to make the values of his/her performance available to other stakeholders of CB4LLP community and to get immediately his own analysis according to the benchmarking principles.

With the follow-up the method's cycle is over and can be restarted related to a new problem area.

The Impact analysis represents therefore a sort of validation and individual rating system made available to other stakeholders. The analysis is performed by monitoring the continuous improvement cycle that requires the reassessment by the capacity builder of produced output with respect to the achievement of a minimum quality standard.

1.2 TNAM 2' PHASE



1.2.1 PROCESS ELEMENTS

1.2.1.1 TNAM Basic analysis

Description

Basing on the first phase output, the capacity builder proceeds with search for appropriate and coherent projects and initiatives accomplished and funded within the framework of the Lifelong Learning Programme:

The main sources of information are:

by needs side:

- step 1 questionnaire with identified search values

by LLP available results side:

- ADAM Database www.adam-europe.eu
- EVE Database ec.europa.eu/dgs/education_culture/eve
- Comenius and Grundtvig Training Database ec.europa.eu/education/trainingdatabase
- European Shared Treasure www.europeansharedtreasure.eu
- Jean Monnet Project Directory
<http://eacea.ec.europa.eu/llp/jeanmonnet/directory/New/Version/2008/V1/ajmrepertoire/distrib.Asp>

The outcome of TNAM Basic analysis is a list of successful projects accomplished with the support of the Lifelong Learning Programme, which are relevant for and whose outcomes can be used in capacity builders initiatives of local development.

The phase can provide an exhaustive list of resources or could also produce a too extensive list that could be not reasonably managed for valorisation.

The collected data are recorded online in the second part of the questionnaire filled in phase one. The data structure is defined in the chapter "TNAM results" at page 74.

In the case of a too large list, capacity builders can go through the TNAM Advanced analysis, to be able to refine the list and to order the contents.

1.2.1.2 TNAM Advanced analysis

Description

The TNAM Advanced analysis represents the higher level analysis in the TNAM method. The idea behind it is to rank the LLP resources extracted from the TNAM Basic analysis, because the actual results are considered too large to be valorised.

TNAM method doesn't impose a strict procedure to select information and to rate the results extracted with Basic analysis, but offers a list of references that can be implemented by capacity builders depending on their preferences. Below these techniques are indicated to help the in-depth analysis after the preliminary needs assessment.

The outcome of Phase 2 is an improved understanding of a wider number of successful projects accomplished with the support of the Lifelong Learning Programme, which are relevant for and whose outcomes can be used in capacity builders' initiatives of local development.

The capacity builder adopts further measures to analyse the produced list of Lifelong projects and assigns them a score in terms of relevance and usefulness for its own context and local development strategies.

The following grid can be used to check and to assess the accomplished projects, funded by the Lifelong Learning Programme.

Tools	Tools Description	Application of Tools on Selected Initiative / Project
<p>PESTLE</p> <p>The PESTLE analysis can be used as a basis for future planning and strategic management as it focuses and guides the analysis of the external context of the individual or of an organization.</p> <p>This not very successful acronym stands for the different fields covered by this approach, which are:</p> <ul style="list-style-type: none"> - Political - Economic - Social - Technological - Legal - Environmental <p>The factors may be tackled at macro level, for instance national, transnational or worldwide level, or micro, such as at institutional or individual level.</p> <p>This framework helps to reflect on the context as a whole, to list the main trends and to identify the main threats and opportunities arising from the environment in which the capacity builders operate.</p>	<p>Describe context and scenario in terms of:</p> <ul style="list-style-type: none"> - Political - Economic - Social - Technological - Legal - Environmental 	<p>Apply PESTLE analysis both on your context as well as on selected projects funded by Lifelong Learning Programme and assign for each dimension a score in terms of relevance (0 = no relevance; 10 = high relevance)</p>
<p>SWOT</p> <p>The SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis can be also used to analyse and to evidence the internal strengths and weaknesses of organizations, as well as to highlight the external opportunities and threats faced. In addition to a general evaluation, the SWOT analysis can be used also to assess specific problems or challenges faced by organizations/individuals.</p> <p>It is very useful to combine the PESTLE with the SWOT analysis as they provide a</p>	<p>Describe context and scenario in terms of:</p> <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats 	<p>Apply SWOT analysis both on your context as well as on selected projects funded by Lifelong Learning Programme and assign for each dimension a score in terms of relevance (0 = no relevance; 10 = high relevance)</p>

<p>complementary overview of the scenario to be dealt with, as once completed the overview of the context with the PESTLE grid, it makes more sense to identify what a capacity builder can do, at individual or institutional level, do reduce the negative impact of own weaknesses, maximise the potential of own strengths, reduce influence of external threats and catch arising opportunities.</p>		
<p>Budget / investment</p>	<p>Acquire information on budget / investment foreseen</p>	<p>Compare the resources available with the investment required by selected projects funded by Lifelong Learning Programme and assign a score in terms of relevance/feasibility (0 = no relevance; 10 = high relevance)</p>

Online surveys 2 - grid to check and assess the accomplished projects, funded by the Lifelong Learning Programme

1.2.1.3  Subprocess end