

EU Project
TRAIN

**PROFESSIONALIZATION OF LITERACY AND BASIC EDUCATION –
BASIC MODULES FOR TEACHER TRAINING**

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FINAL EVALUATION REPORT

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1 Evaluation topics and proceedings

1.2 Evaluation criteria

The external evaluation measures the impact and output, involves the partners and explores the effects of evidence on the target group, on the project structure, project management and on good transnational partnership.

1.1 Evaluation topics

This report continues the evaluation of the project and ties on the 2nd Interim Evaluation Report which evaluates the work process from the beginning of the project to the 3rd partner meeting in Lyon, France. Continued evaluation includes the question if the suggestions of the 2nd Interim Evaluation Report had been accepted as useful.

The work process during the 4th to the 6th periods of the project will be evaluated here.

The impressive range of products and events which have outcome from the project will be evaluated as well as their dissemination. The Final Conference as an eminent product gets a detailed consideration.

1.2 Evaluation proceedings

1.2.1 Evaluation by documents

The impacts and outputs of the project will be measured by the effects on the partners involved and the effects on the target group.

Effects on the transnational partnership will be proofed by the

- documents of the work process.

The effects of evidence on the target groups are realised by the

- products
- final conference
- and their dissemination.

1.2.2 Observation

The work process had been observed by documents as monitoring reports and by information about the project management in discussions with the coordinator. Here the effects on good transnational partnership could be explored.

1.3 Results of evaluation

The main question will be if the outcome of the projects meets the expectations of the goals as being specified in the proposal.

This work reports the results of evaluation by quality and by quantity.

The above mentioned topics will be presented in qualitative appreciation. All the documents and outcomes of the project will be given in a numbered list which shows their quantity.

2 Evaluation of the work process from the 3rd partner meeting to the end of the project – 4th to 6th periods

The work process is evaluated in the chronological order of the project up to 6th project period. The appropriate documents concerning the 4th partner meeting are

- Minutes
- Evaluation of feedback.

The documents concerning the 4th to 6th period are

- Final version of the modules
- Newsletters
- Monitoring reports
- Dissemination reports
- Programme and results of the Final Conference
- Final report.

2.1 Evaluation of the work process from the 3rd to 4th partner meeting in Lyon

2.1.1 Minutes of the meeting

Subjects and working plans fit in with the adjusted work plan. The minutes give a clear impression of the work process. They also put the discussions and decisions into a detailed work plan with tasks and dates for the partners.

The modules and aspects of revision had been frankly discussed with the result of some aspects of revision. All topics of the meeting were consequently worked out with focus on finalization of tasks and products.

2.1.2 Feedback of the 4th Partner Meeting in Lyon

The evaluator accompanied the 4th partner meeting by a questionnaire for feedback.

| <i>Questions</i> | | <i>Answers or comments</i> |
|-------------------------------|--|---|
| EVALUATION of the 4th MEETING | | |
| 1 | What were your expectations of this meeting? | All partners and the coordinator expressed their wish to prepare guidelines for the project products, work on the finalisation of the modules and make a workplan for the final conference. |
| 2 | To what extent have these expectations been met? | Most expectations were met. However doubts came up if all modules were clear enough. |

| EVALUATION of the SESSIONS | | Rating | COMMENTS |
|-----------------------------|---|--------|---|
| 3 | Stage of the project – News and activities – 2nd Interim Evaluation Report | 8,2 | The Irish partner disagreed with the evaluator's suggestion to find a solution for the delayed contributions. |
| 4 | Modules Part 1: Testing of modules: experiences and findings – Consequences of evaluation – Revision of drafts – Further development of concept and framework | 8,6 | Good overall presentations from all partners + commitment to next stage |
| 5 | Modules Part 2: Presentations from the partners | 8,3 | Mostly good - one or two presentations were a little unclear |
| 6 | National reports with comparative summaries and findings – Profile of competencies: analysis | 8,5 | Good progress + clear next steps |
| 7 | Handbook/manual: Guidelines – Concept of modules – Learning materials for teachers and trainers | 8,7 | Good |
| 8 | Final Conference: Discussion of proposal – Involvement of European colleagues | 8,8 | Good acquirement on topics, keynote speakers + workshop sessions |
| 9 | Final Report: Procedure | 7,8 | Good progress |
| 10 | Dissemination: Dissemination activities of the partners – Feedback on dissemination reports – Newsletter: Contributions by the partnership – Web site | 8,8 | Now clearer obligations for external dissemination |
| 11 | Monitoring: Feedback on monitoring reports | 7,9 | Sometimes they are not very clear. |
| 12 | Reflection on the meeting: Evaluation - Feedback | 8,5 | Good discussion |
| Average Rating of SESSIONS: | | 8,4 | |

| | | |
|----|---|--|
| 13 | Which session(s) did you find most useful? | All partners: Presentation of modules - Discussions around how to prepare handbook - Preparation of the Conference |
| 14 | Which session(s) did you find least useful? | One partner: The reflection upon final report |
| 15 | Did you receive adequate information about the meeting before it began? | Partners: Yes Co-ordinator: As the coordinator I would have appreciated more information. |
| 16 | Comments on the accommodation and food | Partners: ok, hotel near to venue |
| 17 | Additional comments | One partner: All in all we are always short of time. Other partners: Thanks a lot to all in the group, open and good reflections. Very good coordinator - Thanks to Monika. |

Evaluator's comments

Line 3

Due to illness of a partner trainer there had been a long lasting non-communication and lack of contributions. The 2nd Interim Evaluation Report then had suggested to involve the WIT institution which is the contract partner of the EU project. It may be understood that the Irish trainer personally was not happy about the suggestions of the evaluator. The different points of view had been discussed during the 5th partner meeting between the Irish partner and the evaluator. Both agreed that the problem was solved.

Rating

The rating and the other comments show a partnership being on good way and working well on the progress of the project.

2.2 Evaluation of the work process to the 5th partner meeting and Final Conference in Bonn

2.2.1 Minutes of the meeting

Subjects and working plans fit in with the adjusted work plan. The minutes resume very clearly the discussions and the work process. They give an impression of good transnational work, e. g. the partners and the evaluator as well give counselling advise to the French partner in order to put module 4 on the same level of professionalisation of the other modules. The partners even offer to read the module again and make suggestions for optimising. Other plans of transnational work to promote with the outcomes of the project, especially the modules are made.

2.2.2 Feedback of the 4th partner meeting and final conference

Again the meeting was accompanied by a questionnaire to reflect the work process.

| <i>Questions</i> | | <i>Answers or comments</i> |
|---|--|--|
| EVALUATION of the 5th MEETING an FINAL CONFERENCE | | |
| 1 | What were your expectations of this meeting? | The Partners expressed their expectation to have a successful conference and to discuss all issues related to the final stage of the project The coordinator focused on the finalisation of TRAIN and to discuss and agree upon the final steps and tasks |
| 2 | To what extent have these expectations been met? | Expectations were met. One partner thought the meeting a bit long. |

Evaluator's comment to line 2

Only one partner thought it too long, others appreciated the generous time schedule for preparation of the conference

| EVALUATION of the SESSIONS | | Ratings | COMMENTS |
|----------------------------|---|---------|--|
| 3 | Goals of the meeting – Agenda | 8,8 | |
| 4 | Short review on the project Final stage – News and activities | 8,5 | Good overall presentations from all partners + commitment to next stage |
| 5 | Agenda of the Final Conference | 8,3 | |
| 6 | Preparation of the Final Conference: Round table – Poster session | 9,2 | It was clear what obligations and tasks we had. |
| 7 | Modules: Common concept and framework | 8,2 | I miss a common framework for the modules. This would have made discussion easier. |

Evaluator's comment to line 7

A framework was given in the 2nd partner meeting and was followed in the description of the modules. Perhaps the partner expresses some impatience about a long discussion.

| | | | |
|----|---|-----|---|
| 8 | Financial and administrative aspects | 8,0 | |
| 9 | Preparation and arrangements for the Final Conference | 9,3 | It was good to have time to work on workshop. |
| 10 | Meeting with Peter Strijdonk | 9,2 | Short and good |

| EVALUATION FINAL CONFERENCE | | | |
|-----------------------------|---|-----|---|
| 11 | Keynote – Current European policies and trends concerning literacy and basic education | 9,0 | Interesting |
| 12 | TRAIN presentation – results, products and recommendations | 8,8 | Good format, but difficult to go into details |
| 13 | Open session: Poster presentation of TRAIN basic modules | 9,2 | Very good |
| 14 | Parallel Workshops: Workshop 1: Career development, professionalisation and accreditation for literacy and basic skills education practitioners | 9,0 | |
| 15 | Workshop 2: Core competencies in literacy tuition | 9,3 | |

| | | | |
|----|---|-----|--|
| 16 | Workshop 3: Learning challenges for the literacy practitioners | 9,5 | |
| 17 | Summary of workshops and recommendations | 8,7 | Interesting results |
| 18 | Comments from experts | 8,2 | Some partners found it very interesting, others didn't feel they added much to the conference theme. |
| 19 | Conclusions | 8,2 | |

| | | | |
|------------------------------|--|-----|--|
| MEETING EVALUATION CONTINUED | | | |
| 20 | Review on the Final Conference | 8,8 | |
| 21 | Project products I: Compendium and Newsletter – National reports with comparative summaries and findings – Profile of competencies: analysis | 9,0 | Some national reports are not very extensive - could have been more detailed. |
| 22 | Project products II: Handbook/manual Guidelines – Concept of modules – Learning materials for teachers and trainers – Recommendations | 8,6 | Not all modules are complete + I have not received all modules. So I cannot comment on this. |

Evaluator's comment to lines 21 and 22

Unfortunately the partner with these critical opinions could not take part in the earlier discussions. Other partners were content with the results.

| | | | |
|---|---|-----|-----------|
| 23 | Final Report: Procedure | 8,8 | |
| 24 | Dissemination and Monitoring: Feedback on reports – Newsletter: contributions by the partnership – Web site | 8,8 | All clear |
| 25 | Reflection on the meeting: Evaluation by external evaluator – Feedback within the TRAIN partnership | 8,6 | |
| Average Rating of Meeting and Conference: | | 8,8 | |

| | | |
|----|---|--|
| 26 | Which session(s) did you find most useful? | Partners: Plenary session with representative from the commission – Handbook with materials – Plenary information, poster session, workshops – evaluation of conference. Co-ordinator: Preparation of Final Conference – Final Conference itself – Final Report |
| 27 | Which session(s) did you find least useful? | One partner: Feedback from the experts |
| 28 | Did you receive adequate information about the meeting before it began? | Partners: Yes Co-ordinator: There were some reports and results missing from the partnership. |
| 29 | Comments on the accommodation and food | All partners were content with the accommodation, some disliked the food. |

| | | | |
|---------------------------------------|--|--|---|
| FINAL REFLECTION ON THE WHOLE PROJECT | | | |
| 30 | How much did you/your institution profit from the project? | Rating 8,8 | Some partners were unsure as yet until they have seen all modules from partners and the future implementation of the project results. |
| 31 | What are the outstanding benefits of the TRAIN project? | <p>Partners :</p> <ul style="list-style-type: none"> Working with other EU institutions Bring together various experiences/contexts Definition of literacy teachers competencies Production of modules Develop a common view of professionalisation Overview over professionalisation in Europe Country reports on state of art Translation of modules and compendium Disseminate knowledge and practices Modules and methodologies to be used as examples Network strengthened Development of a great co-operation atmosphere <p>Co-ordinator:</p> <ul style="list-style-type: none"> Final Conference – involving important stakeholders Final Conference = European Event Country reports are highly appreciated by European colleagues. | |

| | | |
|----|---|--|
| 32 | What is still to do at this state of the project? | <p>Partners: Modules to be finished – Dissemination tasks to be completed – Final report – Testing in Switzerland – Translation of modules Co-ordinator: Editorial work, compilation for final report, final report to EU</p> |
|----|---|--|

Evaluator's comment to the rating

The average ratings of the meeting and conference as well as the whole project are 8,8. This may be understood as a satisfaction with the work including slight (self-)critical points which can be improved within the last works to do.

| | | |
|----|----------------------------|--|
| 33 | What could you contribute? | <p>Partners: Summaries for the newsletter. Module 4 All what is needed for finalisation of the project: reporting, dissemination Country Reports Testing of modules, Workshop final conference Competencies To all remaining issues in order to have a very good final report Co-ordinator It will be one of my main tasks to put everything together.</p> |
| 34 | Additional comments | <p>TRAIN was a very successful project, we learned a lot from each other and made unreadable contribution to the field unreadable literacy.</p> <p>Disappointed with some of the partners input - quality very poor I recommend to try to find finances/budget to test each module in another country than the original country - I think that the module 4 is a untypic and special subject</p> <p>I am very pleased with the project. Thanks to Monika! Answer of the co-ordinator: Social event in the evening was really marvellous.</p> |

2.3 Observation of the coordinator and suggestions for the project management.

Means of observation during the work process were personal meetings with the coordinator and the correspondence which the coordinator conducted with the partners.

2.3.1 Observation by meetings

There were two extra meetings for consultation between the coordinator and the evaluator. In these meetings the evaluator took the role of a conversational partner with whom the coordinator could discuss the results and next steps. This included the preparation of the final conference and the means to support the partners in their work progress especially with the finalisation of the modules.

2.3.2 Observation of the correspondence

To the end of the work periods the coordinator had to put some energy into the activity plans, outlines and reminders to get results from some of the partners. Thanks to that persistent support all results finally arrived in time and the final outcome, compendium and handbook, are presented.

3 Evaluation of the work reports – 4th to 6th periods

3.1 Monitoring reports

Thanks to the elaborated monitoring forms provided by the coordinator a very good overview over the multiple activities had been given throughout the whole project. The reports show that the partners had a very committed attitude towards the project. The modules had been tested and brought to the final state.

The reports are enclosed as annexes to the final report.

3.2 Dissemination reports

The reports show a large range of different activities. There are presentations of the project or partner's modules on web sites or from person to person in meetings and congresses, distribution of information via networks of experts in the field. All institutions and projects linked to the partner organisations had been involved. A number of mailshots had been sent to practitioners and stakeholders of literacy and basic education. Further aspects of dissemination may be found in the quantity part of this report. Again the reports can be found as annexes to the final report.

3.3 The Final Report

The final report due the end of the project in September 2008 is present. It follows the required specifications and gives a complete and interesting overview over the whole project.

In the description of project activities, products and results the coordinator relates the targets to outcome and results of the project and defines the project achievements.

The main targets of the project were

- To provide the state of the art concerning "Professional development in the field of literacy and basic education". All reports are available on the web site.
- To carry out a questionnaire in order to explore what competencies do literacy practitioners need.
- To develop five basic modules for literacy and basic education, to test and to evaluate the modules.
- To develop a qualification concept with the five basic modules including guidelines, detailed work plans and handouts. A manual has been published and is available on the project web site.
- To disseminate the project results and products: development of flyer and web site. Presentations during a lot of events and meetings. Newsletters No 1 – No 8.
- To build up networks on a local as well as on an European level. Within the local networks the partners carried out interviews or focus group discussions with experts, carried out the questionnaire "profile of competencies" and piloted the national modules.

The report lists the products of the project. They are presented on the web site, part of them in the internals section.

4. Evaluation of the project outcomes

Project documents which represent the outcome of the project are the compendium and the handbook. Furthermore the newsletters and the web site provide the dissemination in the field.

4.1 Compendium: Professional Development in the Field of Literacy and Basic Education

The national reports and the profile of competencies had been evaluated in the precedent 2nd Interim Evaluation Report. As there were some national reports still missing at that time and some needed a revision they are evaluated here in a short comment.

4.1.1 The national reports

All country reports had been delivered each with a summary which gives an overview following a guideline provided by the coordinator to facilitate the fast reading of the reports.

The country reports had been worked out for the t state of art in

- Austria
- Belgium
- Cyprus
- England
- France
- Germany
- Ireland
- Liechtenstein
- Netherlands
- Scotland
- Slovenia
- Switzerland
- Wales

The compendium includes an introduction and the summaries of the reports.

These reports from 13 countries provide a valid overview over the European situation at the moment. The experts and participants at the Final Conference appreciated very much this profound work made by the project partners.

4.1.2 The Profile of Competencies

Each country had provided the national results of questioning those working in the field about the profile of competencies for teachers and trainers in the field of literacy and basic education.

They had been evaluated in the precedent report. In addition the results had been brought together in a summary which discusses the trends and differences between the participating countries. This document is a very interesting contribution to professionalisation in this field on European level.

4.2 Manual: Handbook with Qualification concept for Teacher Training in the Field of Literacy and Basic Education

The handbook delivers an introduction and the final version of the five modules.

4.2.1 The introduction

The introduction gives an overview over the situation of literacy and basic education in Europe, spreads out the aims of the TRAIN project and gives a short introduction into each module. Thus the readers or users of modules are well informed and get an understanding of the benefit of the TRAIN modules.

4.2.2 Modules 1 - 5

The first version of the modules – as far as present at that time – had been evaluated in the precedent 2nd Interim Evaluation Report. In the meantime the modules had been tested and revised. The partners also used an evaluation questionnaire provided by the evaluator after the 3rd partner meeting.

The final versions of the modules are now ready for use by the target group of teachers and trainers in the field of literacy and basic education.

All modules follow a framework which includes a description, a timed agenda, a detailed workplan, handout and further different annexes like appendixes and powerpoint presentations. This framework saves the educational quality and allows easy application so that the materials can be used with benefit.

Module 1: Social marketing communication (Ireland)

Content

Inadequate or absent information of when, where and how a learner can access tuition might build barriers to participate. The aim of this module is to enable the practitioners to develop a social marketing communication strategy.

Evaluator's comment

This module helps teachers and trainers to move in the field of adult learning and to reach their target group – adults with deficits of literacy and basic education – by marketing efforts. It provides profound knowledge about marketing and gives examples how to apply the strategies. The materials are well developed and may easy to be used by the target group.

Module 2: Principles of adult learning in the field of literacy and basic education – An introduction (Cyprus)

Content

Teaching adults with low basic skills require broad and specific know-how and competencies. Due to this fact, the general aim of this module is to give teachers and tutors all necessary information, practices, skills, competencies and attitudes to work effectively with adults. The module gives an introduction into practices how to work effectively with adults. Special emphasis will be given to teachers who work on literacy and basic skills.

Evaluator's comment

The module provides a wide range of characteristics of adult learners and adult learning. It enables the target group of teachers and trainers in this field through a number of methodological approaches to work with adults and supports the teachers to reflect on their planning and learning themselves. It is well worked out and as such it can be used by the target group without problems.

Module 3: Project work in literacy and basic education (Slovenia)

Content

Learning shall create opportunities, which enables students to promote their knowledge and competence for different purposes in every day life. The main purpose of the module is to stimulate and enable teachers in searching new ways and creativity in their work with literacy students.

Evaluator's comment

The module presents the main principles of project learning, supported by theories on learning and knowledge that argue for project learning. The didactical approach is learner centered so that the topics of project learning integrate the wishes and concerns of the participants and thus intensify the impact of learning. The module is well constructed in theory and methodologies. The user in the field can easily adapt it to the needs of the actual target group of learners and benefit from the concept of project learning.

Module 4: Individual learning and ICT skills in literacy and basic education (France)

Content

Nowadays the use of a PC and the internet are elements of daily life and therefore also elements in literacy and basic education. This module should enable teachers to discover and/or increase the contributions made by systems based on ICT and individual learning.

Evaluator's comment

With this module teachers in the field of literacy and basic education are invited to benefit from the facilities provided by ICT to put these innovations into application.

The specific conditions of hardware and software necessary for the application of the module caused some difficulties during the development phases of the module. It was intensively discussed between the partners. Finally teachers and trainers who are skilled in learning software can apply this module to their needs, e. g. adapt the timetable and apply software in the national language, and then use it with success.

Module 5: Learning counselling in literacy and basic education (Germany)

Content

The way pedagogues see themselves and the way they regard their tasks changes: they become counsellors, moderators and facilitators. The aim of the module "learning counselling" is to enable tutors to support and accompany their participant's learning processes.

Evaluator's comment

The module focuses on teaching counselling skills and is designed in such a way that learning is possible both via theoretical insight and via practical experience in order that tutors gain as much practical competence as possible. The module is based on a thoroughly developed concept with stringent theoretical references and a variety of adequate methodological suggestions. This module is well worked out for the application in the field.

4.2.3 Effects of the handbook/manual

Concept and methods had been thoroughly worked out both in funded theory and in practical approaches. Therefore the materials meet the project's objective to enable tutors to use it and professionalise their teaching.

4.3 Newsletters

8 newsletters had been published in the public section of the project web site between June 2007 and September 2008. They were offered for subscription.

| | Content | Provided by |
|---|---|-------------|
| 1 | <ol style="list-style-type: none"> 1. General information about the Project 2. Conference in Germany: Do we need PISA for adults? 3. 7th ERDI Expert seminar: Basic skills and literacy | DIE Germany |
| 2 | <ol style="list-style-type: none"> 1. Country reports 2. Permanent forum of best practices in France | DIE Germany |
| 3 | EU Project TRAIN – Invitation to the FINAL CONFERENCE | DIE Germany |
| 4 | Final Conference / Abstracts | DIE Germany |
| 5 | Agenda and Photos from the FINAL CONFERENCE | DIE Germany |
| 6 | TRAIN “Basic Modules for Teacher Training” are on-line | DIE Germany |
| 7 | Videos and Materials of the Final Conference “Professionalization of Literacy and Basic Education: European Trends” are on-line. | DIE Germany |
| 8 | <ol style="list-style-type: none"> 1. The EU-Project “TRAIN” is completed. all products on our homepage www.die-bonn.de/train 2. Announcement of a date: 11th DIE-Forum Continuing Education 2008: Current issues and perspectives of basic education. National questions within an international discourse. 1st and 2nd December 2008, Bonn | DIE Germany |

The newsletters give a good insight into the topics of the TRAIN project as well as into the work process and present the results of the project.

4.4 Web site www.die-bonn.de/train

The current web site provides the project concept and a wide range of products, reports and work document from the project.

On the start page the user gets access to the Home, Contact, Imprint and Internals. In the public section of the web site presents the outcomes of the project to the public. The internals section contains additional documents for the participants of the project.

The web site is available in the languages of the project partners English, German, French, Slovenian and Greek.

4.4.1 Public section

Subsides of this section are "Project", "Materials", "Links", "Newsletter" and "Links".

4.4.1.1 Project

This side gives an introduction to the project with the topics rationale and background, objectives and outputs and products.

4.4.1.2 Final Conference

Materials and impressions of the conference are presented here by 12 documents (agenda, keynotes, abstracts, powerpoint presentations) and 14 photos and slide shows. In addition there are videos from the welcome and the keynote speeches. The plenty of these materials gives a lively impression of the quality of discussions and workshops as well as of the atmosphere of the event.

4.4.1.3 Materials

This subsite provides the compendium with 13 state of the art reports in English and the national languages of the partners. Furthermore there is the handbook with the qualification concept with the modules.

4.4.1.4 Newsletter

This side contains the 8 newsletters of the project. Users may subscribe the newsletters by e-mail.

4.4.1.5 Links

Useful links in the field of literacy and basic education are presented together with the links to the partner institutions.

4.4.2 Internals section

The internals section exclusively addresses the project partners and connected persons. The access is ruled by password.

The internals section of the web site contains most of the materials which had been worked out during the project. They are arranged by the following topics

- Reports (dissemination, monitoring, evaluation)
- Partner meetings (agendas, presentations, minutes)
- Modules (with download function for the documents and presentations)
- Profile of competencies of literacy teachers (results of the researches in the partner countries)
- Country reports (national reports with their summaries)
- Forms (to be used for reports of the work process)
- Progress reports and approval.

4.4.3 Evaluation of the web page

The web page brings a great number of documents into an evident order. The topics are neatly arranged. The navigation is clear and the functionality can easily be used. All important documents are presented and give a complete and interesting insight into the work process. Every page provides the function of printing it out.

The results are available to all users in the field of literacy and basic education and therefore give an additional way of large dissemination of the project outcomes.

4.5 The Final Conference: European Trends

4.5.1 The program of the conference

The Final Conference was the outstanding event at the end of the project where the partners presented themselves with their products to a public of experts and stakeholders in the field of literacy and basic education. It was embedded in the 5th partner meeting and took place on September 2, 2008 in Bonn.

70 participants followed the invitation. They represented institutions and organisations of further education of 9 European countries. Important officials came from the European Commission, from the UNESCO Institute, from ministries and universities. This shows the broad impact of the project and its results.

The program started with a welcome by the director of the host institute DIE. Marijke Dashorst, Directorate-General for Education and culture of the European Commission, presented a keynote about current European policies and trends concerning literacy and basic education. After that the TRAIN partners presented the project followed by an open session with poster presentation of the modules.

In the afternoon the participants could enlarge upon the topics of the project in three parallel workshops – two of them held by TRAIN partners. The results of the workshops come together in a plenary summary including recommendations of the participants. Experts from Germany and Belgium gave concluding comments on the project outcomes and the results of the conference. The day finished with a dinner and allowed further informal exchange and networking.

4.5.2 Evaluation of the Final Conference

4.5.2.1 Observation of the Final Conference

The location was very well chosen. Rooms, media and equipment for presentation were efficiently applied. Everything was very well organised.

The programme offered a varied mixture of input, action and „market place“ in presentations, lectures, workshops and discussions in the plenary as well as in small groups or personal talks. There was sufficient space for walking around and talking as well as time space for informal contacts between the phases of the schedule. This was highly appreciated by the participants. An atmosphere of lively interest ruled the day.

4.5.2.2 Final remarks to the Final Conference

The partners opinions about the conference had been outlined in the feedback evaluation of the 5th partner meeting (see p. 8).

The concept of the conference included the program and the invitation of important stakeholders of literacy and basic education. This concept was very successful. The TRAIN partnership was very well prepared and showed an attractive presentation of the partner's work by poster, persons and outcome documents.

The outcomes of the conference are provided to the public on the TRAIN web site.

5 Results and final remarks

The products of the TRAIN project give a broad overview over the state of the art in Europe and offer an interesting variety of five modules, four of them ready to be used immediately in the field of literacy and basic education. The fifth one needs an intermediate step of adaption and may then be of good benefit, too.

Newsletters and web site affect the field of literacy and basic education on European level. The Final Conference produced a high impact on the target group, their officials and multipliers.

The partners did a very good job in research and development of creative approaches of teaching. They advised and supported each other and thus gave very good example of transnational partnership.

The project management succeeded in conducting all efforts to a common final range of products. During the project time the coordinator made relentless efforts to encourage and remind the partners in order to save a good educational quality of the outcome. All investments of work and competence were crowned by success.

6 References

6.1 Survival Kit for European Project Management, 2nd edition 2001,
Download from www.socrates.at/survivalkit/

The following documents are delivered as annexes to the Final Report of the project coordinator.

6.2 Documents of the work process

6.2.1 Dissemination Activities

- Dissemination form
- Dissemination activities – Overviews by each partner
- Examples for dissemination activities: Powerpoint presentations, articles

6.2.2 Monitoring and Evaluation

- Monitoring form
- Monitoring reports by each partner
- Evaluation concept by external evaluator
- Evaluation reports by external evaluator
- Interim report I
- Interim report II
- Final report

6.2.3 Partner meetings

4th partner meeting

- Invitation
- Agenda
- Minutes
- Feedback evaluation

5th partner meeting

- Invitation
- Agenda
- Minutes
- Feedback evaluation

6.3 Documents of project outcomes

6.3.1 Compendium:

Professional Development in the Field of Literacy and Basic Education

- Introduction
- Questionnaire: The teacher's profile of competencies (EL, EN, DE, FR, SI)
National Reports concerning the findings
Report from Cyprus
Report from France
Report from Germany
Report from Ireland
Report from Slovenia
Report from Switzerland
Report: Trends and differences between the participating countries
- Summaries of national reports
- National reports in English and national languages

| | |
|-----------------|----------|
| Austria | (EN) |
| Belgium | (EN) |
| Cyprus | (EL, EN) |
| England | (EN) |
| France | (EN, FR) |
| Germany | (DE, FR) |
| Ireland | (EN) |
| Liechtenstein | (EN) |
| The Netherlands | (EN) |
| Scotland | (EN) |
| Slovenia | (EN, SI) |
| Switzerland | (EN) |
| Wales | (EL, EN) |

6.3.2 Handbook: Qualification Concept for Literacy Practitioners

- Introduction
- Module 1: Social marketing communications
- Module 2: Principles of adult learning in the field of literacy and basic education –An introduction
- Module 3: Project work in literacy and basic education
- Module 4: Individual learning and ICT skills in literacy and basic education
- Module 5: Learning counselling in literacy and basic education
- Evaluation feedback form for the testing of the modules

6.3.3 Newsletters

- No. 1
- No. 2
- No. 3
- No. 4
- No. 5
- No. 6
- No. 7
- No. 8

6.3.4 Website

- Screenshots

6.3.5 TRAIN: Final Conference

- Invitation and programme
- Documents concerning the three workshops
- Abstracts
- CD-ROM with videos of the welcome and keynote speeches
- CD-ROM with slideshow
- Posters