

Evaluation

Dear colleagues

This is the first of our communications that concern evaluation. We plan to send you later some ideas about how the training courses themselves should be evaluated. For now, we have to agree what the whole project is trying to achieve and how we'll know if we've succeeded. Here are the ways, we suggest, of doing this

1. Ticking boxes'. What we've done is to go back to the application and list the objectives we claimed for Crosstalk (Checklist 1, attached), as well as the learning outcomes for individuals (Checklist 2, attached). We hope it will be useful in reminding you of the various claims we made in the application – and by which we will be eventually judged by EC staff.
2. We ask you to write a report (2 pages of A4) after your first meeting (whether that is face-to-face or by email). This should take as its starting point the description of each Activity in the application (which was rather generalized in order to leave options open), relate it to the work-plan circulated by Traudel, and record the details you have agreed on, e.g:
 - Priorities
 - omissions (and reasons for them),
 - timetable
 - draft design of the course – how delivered (weekly over a period or one week) and where (university, local outreach etc.)
 - division of tasks among the partners
 - impact of the partners' different experiences and cultures of teaching and learning
 - any problems arising

3. We ask you to write a regular brief report (1 page of A4) every 6 weeks during the project reporting activities undertaken during the period, highlights, challenges and how you met them. We would like to ask for these reports to be delivered end of February, mid April, end of May, mid July. Of course we understand there will be periods when there will be a lot of activity and others when everything is very quiet and that this might differ from partner to partner as the activities are not going to happen everywhere at the same time.

4. Just to remind you, we undertook in the application to deliver from each of the 3 activities **a training package, a handbook** and audio productions. To help in planning a first draft of the training package / handbook, we attach a separate file with a proposed structure.

Checklist 1

Our Activity will...

Objective	Applicable to our Activity?	Are we meeting this objective?
increase participation in lifelong learning		
reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment		
help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning		
support the development of innovative ICT based content, services, pedagogies and practice		
respond to the educational challenge of an ageing population		
give alternative opportunities to access adult education to people from vulnerable social groups and in marginal social contexts		
facilitate the development of innovative practices in adult education		
improve the quality and increase the volume of co- operation between organisations involved in adult education		

Checklist 2

(a) learning outcomes for individual Crosstalk participants

to express oneself and to gain critical self-consciousness	
to acquire social, communicative, media and ICT skills (journalistic, digital editing, creating websites etc)	
to publish moving stories (via radio, internet, archives, libraries...)	
to develop a critical view of media production, infotainment etc.	
to value lifelong learning in inter-generational groups, to value mutual interest of different perspectives, to value history	
to transfer knowledge into existing structures, (organisations, community, trade unions, ..)	
to be prepared to play an active role in the “communication society”	
to get re-involved in (lifelong) learning	
to pass on knowledge and know-how to others	
to transfer the knowledge and know-how acquired in the courses - communicative skills, ICT and media production skills, capacity to reflect on mainstream media - into private life , social life, work, with sustainable benefit.	

(b) learning outcomes for professional staff working in the areas of adult education, community media, social work

gain new media competencies and understandings which they can implement in their work with target groups. They too may be motivated to engage in further (lifelong) learning, taking their interest in media further to gain formal educational qualifications	
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