



MODEVAL 2

THE EXPLOITATION STRATEGY



MODEVAL2 LdV TOI 2008 FR 117044

DISCLAIMER

Modeval2 is a Leonardo da Vinci innovation transfer project, referenced under the code n° **LLP-LdV-TOI-2008-FR-117044**. Its goal is to transfer teaching projects from Grundtvig1 project Modeval, and more specifically to develop evaluation of basic skills in literacy. Beside this strategy of exploitation, the project staff is creating a reference manual and a training tool intended for trainers of adults with literacy difficulties. The project's output are published on the project website, www.modeval.org

A copyright agreement has been established between the authors. It rules exploitation questions

The relevant measures concerning copyright have been taken and protect the rights of the above mentioned as joint authors of the present document in whatever form it may take. However, creating educational documents involves opening outwards, modifying structure, integrating criticism, overcoming difficulties and accepting that others take the work on board, make it their own and develop it further. The Modeval products are open to all those that need them and may be adapted for their own use. They follow the logic of Open Source. Thus, they are freely available for personal use, but this does not imply that they are legally unprotected given that the Modeval Community owns the copyright as mentioned above. While the Modeval products are freely downloadable on the project website any public use, in an original or amended state, in particular for the implementation of a course for trainers inspired by and using these documents is subject to the express and written agreement of Modeval2 Community copyright holders; represented by the project coordinator Mr Francis Laveaux (francislaveaux@yahoo.fr)

©Modeval2 2010

This project received financial support from the European Commission.

This document reflects the authors' views, the Commission cannot be held responsible for the use to which the information it contains could be put.

Agora-Projets Européens francislavaux@yahoo.fr



Thüringer Volkshochschulverband e.V. margit.kreikenbom@vhs-th.de



Taleinstitutet, Region Nordjylland anders.sigh@m.dk



Universitat de Barcelona femandolopez@ub.edu

angelmarzo@ub.edu

RADAR B radar_bre@yahoo.fr



Laboratoire Santé, Individu, Société EA-SIS 4129 site Université Lumière Lyon 2. jean-marie.besse@univ-lyon2.fr



University of the Aegean karantzola@rhodes.aegean.gr



Hungarian Radio Gabor.Kristof@radio.hu



Kaposvári Egyetem gyongyi.csendes@gmail.com



Pedagógiai Főiskolai Kar Magyar Nyelvészeti Tanszék

Malta College of Arts, Science and Technology david.muscat@mcast.edu.mt



Sommaire

1. Introduction: European Framework - Policies for Education and Training	5
2. The Exploitable Knowledge of the MODEVAL I & II	7
2.1. The Place of Literacy in Adult Education and Training	7
2.2. The Exploitable Conceptual Network of MODEVAL I & II	10
3. The interrelation between the MODEVAL I & II products and the European and International Tools for Education and Training LLL policies	12
4. The exploitation strategy into the sectors of application of MODEVAL I & II products	15
5. The creation of a network for Basic Skills of Literacy	17
6. Timeline and Activities for exploitation	18
7. NOTES	19
8. Bibliography	21
9. COPYRIGHT AGREEMENT	24

1. Introduction: European Framework - Policies for Education and Training

The exploitation strategy is following the European Commission's intention to support Member States in the implementation of Lifelong Learning Educational Policy by facilitating testing, cooperation and mutual learning.

The European framework for the attainment of Lisbon goals, for 'a competitive European economy of knowledge' [1], qualifies education and training as one of the primary pillars upon which the common European goals for education are based by the year 2010. These goals concern the systems of education and training in the time *and spatial* continuum [2] of lifelong learning, aiming at the investment of the collective social capital of European societies.

In this framework, the national strategies for education and training correspond to the following basic targets of LLL: personal fulfillment, active citizenship, social inclusion and employability [3] (E.C. 2001). Personal fulfillment echoes the tradition of Adult Continuing Education, according to which the learning (educational) skills in adult educational programs is not orientated towards evaluation or certification of skills

but concerns personal interests (see Jarvis 2004). On the other hand, the notions 'social cohesion', 'social inclusion' and 'social exclusion' are articulated with the absence or not of one's competence to participate effectively in the economic [4], cultural and social life, remaining estranged and distanced from dominant processes (Duffy 1995). Social exclusion is articulated with many facets of the social [5] and economical sector and is not connected exclusively with one of them. As a consequence, social exclusion concerns the relations between individual and society as well as the dynamic of this relation (Atkinson 1998).

The dominant rhetoric in EU articulates educational LLL policies with the absence of adult citizen from confinements that are attributed to: (a) his/hers non education or/and his/hers training to these new basic skills (and as we will examine further to these *skills per se*), that the knowledge economy demands, and (b) in these skills that the active participation in social institution of modern western societies presupposes. At this point one can observe a binary direction of educational LLL policies, even though in reality this does not concern a parallel motion but rather a sequence of phases.

On the one hand, LLL educational policies are planned as measures against social exclusion in relation to its financial base, that is, as developing competences of accessing work environments in the meta-ford economy. On the other hand, they are planned as measures against social exclusion in relation to its socio-cultural base as an inclusion to social networks, to collaborative groups of modern multi-cultural European societies.

2. The Exploitable Knowledge of the MODEVAL I & II

2.1. The Place of Literacy in Adult Education and Training

The skills of reading and writing have always been placed directly at the core of the skills that are considered to be 'basic' for personal, social and professional progress. Since the 1950's, when Unesco carried all the major expeditions in Third World countries for the elimination of illiteracy, the dominant discourse of media and governments regarding literacy has not ceased to refer to 'fall of standards', proposing certain technical methods of 'curing' the problem. Next to these dominant discourses on literacy, that deal with reading and writing as a whole of neutral individual skills, certain alternative discourses have appeared over the course of the last years, arising from approaches of 'empowerment', the perspective of language as a whole, or most recently the approach of critical ethnography.

All these approaches do not conceive reading and writing as *psychological procedures* but rather as *sociocultural practices*. Literacy or literacies are, according to these approaches, a socially fabricated phenomenon that has different meaning in different societies, and for different cultural groups within these given societies. In the model of personal skills, literacy is a context of de-framed skills which individuals learn and then indentify, applying them in an increasingly wider field of activities, whereas the model of cultural practices regards that language skills and knowledge are developed directly within specific frameworks, which differ according to language and culture.

However, what demands from us (as academics and researchers, as activists and professionals) to think in a radically different manner of what counts as literacy, are the new 'classes' that have surfaced (Street 2001):

(i) the *new working class* that is linked with the globalization of production and distribution (Gee, Hull & Lankshear 1996), where emphasis is placed in horizontal organization and group labor, as well as the broadening of Quality Control with the consequent introduction of written speech in the work sphere .

(ii) The *new class of communication* and the emphasis in the co-existence of written speech with other semiotic systems (e.g. image).

(iii) The *new epistemological class*, with the emergence of multiple sources of knowledge and the shift from the universal prepositions of the Enlightenment to the local.

Many useful conclusions are derived from some Socrates Projects concerning the relation between the lack of skills and active participation. For example in Socrates Project No: 98 007303: *Building A European Basic Skills Network to Tackle Social Exclusion* * the following remarks are excogitated concerning the acquisition of skills with active participation of the citizens: “(i) All partner countries emphasized the important role that literacy played in supporting democracy and promoting active citizenship. (ii) Research from England supports this claim. This found that adults with poor skills were 10 times less likely to participate in a community activity, such as a resident’s group or parent-teacher association. This same relationship was found in all of the countries participating in the International Adult Literacy Survey. (iii) In addition, adults with poor basic skills were three times less likely to vote, and far less likely to express an interest in politics or current events.(iv) All of this evidence suggests that perhaps the most important impact of poor basic skills on an individual’s life is that it takes away their voice. Without adequate basic skills, adults are prevented from getting involved in activities, which contribute to the well-being of their community; they are prevented from accessing independent information and may have to rely on others for their views. They are also prevented from becoming involved in the political system and are therefore not able to argue for changes to their situation. This causes fundamental problems for the European vision of

* The European Basic Skills Network (EBSN) is a partnership of national agencies with a responsibility for basic skills in six member countries.

active citizenship. In terms of intergenerational impact: (I) Poor basic skills have a strong intergenerational impact. For example, research in England has found that 60% of children with the lowest reading skills at age 10 have parents with poor basic skills; only 2% of these poorly performing children have parents with high literacy skills. This relationship is particularly important since skills acquisition in the early years is the biggest determinant of poor skills as an adult. (ii) This supports the argument that, although it is important for us to develop effective programs that help adults to improve their skills in order to tackle social exclusion, prevention is really important, and will probably always be more cost-effective. However, initiatives like family literacy, the use of family support workers in France and the growth of community schools in Scotland, does suggest that our aims of prevention and helping adults to catch-up can be combined. If we reach the parent, we can give a better start to the child.” [See: www.basic-skills.co.uk, European Basic Skills Network].

In this framework, training and professional education of adults in basic skills in literacy are more than ever a complicated field, because the needs of training follow the constant differentiations and changes in the professional fields and require extremely skilled and trained employees, with an emphasis in the skill of adaptation to constant redesign of the professional activities and the new every time meaning of the innovation, that emerges from these redesigns (Mitchell, McKenna, Bald & Perry, 2006).

The fields of these redesigns of the professional fields with consequences onto what is considered each time as a basic skill in literacy concern:

New ways of labor: Group cooperation, interactive tele-working, multiskilled labor force, Employment of the challenges of new technologies, Creation of business actions in partnership.

New ways of management: Connection of the local particularity with its universal connections, Leadership, Collaborative Quality Management, Organizational Knowledge.

New ways of Interaction: Interaction with the customers (individualized and for that reason differentiated customer centric orientation), collaboration in the creation of business vision in the public national and supranational sphere.

New ways of «learning of a professional activity»: Learning within the professional field and via the professional field, learning as part of working.

2.2. The Exploitable Conceptual Network of MODEVAL I & II

Theorizing literacy in the knowledge economy the exploitation of the Modeval products refers to adults with literacy difficulties in a VET context in order to become able to function as active citizens and knowledge workers who have access to various literacies.

This exploitable knowledge includes approaching the adult with difficulties in literacy through the appropriate training of trainer, as well as the links between training methodology on literacy and the European and International Contexts of Literacy Assessment and Literacy Validation in the Lifelong Learning Educational Context.

(i) The training of the trainer of adults with the employment of methods of assessment of basic skills in literacy

The trainees discussed and determined the versions and interpretation of the term Literacy. There has been given special emphasis to the relation of literacy with social exclusion and active citizenship. The concept, with respect to which these terms were articulated, was the concept of emancipation. Literacy refers to the social interaction among the member of a community (local, professional, etc.) with the mediation of oral

and written texts. Literacy refers to the communication in the continuum oral-written language. People's literacy practices are related both with their identity and the sociocultural environment, within which they act.

Emphasis was given to issues of *domination and emancipation*. More concretely, literacy, conversation, reading and writing are related with the access to the *dominant manners of communication [domination]*, as well as with the potential of each person [*diversity*] to intervene to the *design of the meaning of a text*, which after they understand it they can change it according to the context of the circumstance of communication [*emancipation*]. According to this approach the MODEVAL I & II products are an open framework that enables the Trainers and the Designers of the Training Curricula in Training Centers to intervene to each section of the Modeval-tools formulating their own activities of evaluation, parallel with the evaluation target of each section of the tools. From this point of view, the main target of any training course in the MODEVAL I & II products will be achieved if the trainees-trainers formulate their own assessment tools of basic competences in literacy on the basis of the whole course of the phases of their training.

Special emphasis – through the exploitable knowledge and tools – is also given to the metacognitive dimension of the MODEVAL I & II products, since through that the trainee has the chance to: (a) become conscious of the linguistic level, (s)he stands in, (b) be empowered to search for programs of further education on the linguistic use of communication in the social and professional field as an active citizen and (c) be emancipated, that is, the trainee him/herself to formulate his/her critic with respect to the evaluation tool, to evaluate and criticize it.

3. The interrelation between the MODEVAL I & II products and the European and International Tools for Education and Training

LLL policies

The MODEVAL I&II products interrelate with respect to:

- The European Language Framework of the Council of Europe and especially the dimension of the Communicative Language Competence that is the knowledge of the language system, its use (sociolinguistic dimension) in the effective performance of communicative functions (pragmatic dimension).
- The EU – Key Competences
- The OECD –DeSeCo Competences Framework

According to the following table:

MODEVAL TOOLS TO EVALUATE BASIC SKILLS [see Ch.3]	OECD-DeSeCo:: KEY COMPETENCES [OECD-KC]	EUROPEAN COMMISSION: KEY COMPETENCES FOR LIFELONG LEARNING {EC-KCLLL}	COUNCIL OF EUROPE: THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES {European Languages Framework [CoE-ELF]}
I. EVALUATING ILLITERACY - Comprehension of the spoken word - Comprehension of the written word - Written output - Assembly	I. Autonomous Action[OECD-KC1] Action within the greater picture, understanding of the structure of the system within which	<ul style="list-style-type: none"> ▪ Communicatio n in mother language [CM} ▪ Communicatio n in foreign language{CF} ▪ Mathematical competence and basic 	Communicative Language Competence 1. Linguistic Competences: Language as a formal system [[see Council of Europe, 2000:108-118] <i>Lexical Competence {ELF/LC-LC}</i> <i>Grammatical Competence {ELF/LC – GC}</i> <i>Semantic Competence {ELF/LC – SC}</i> <i>Phonological Competence {ELF/LC –PhC}</i>

<p>- Address</p> <p>-Ability to produce a coherent text</p> <p>- Reading</p> <p>- Identification</p> <p>- Comprehension</p> <p>II. ABILITIES</p> <ul style="list-style-type: none"> ▪ Ability to identify words and pseudo-words in the text ▪ Ability to understand the text ▪ Ability to produce words and pseudo-words ▪ Ability to produce a coherent text 	<p>one acts, Forming and shaping life plans and personal plans of action , Support of rights, interests, limits and needs.</p> <p>II. Using tools interactively [OECD-KC2]</p> <p>(i)using language, symbols, and text:: individuals to understand themselves, to make sense of the world and to communicate and interact effectively with their environment</p> <p>(ii) Using technology: individuals to communicate using a diversity of technological modalities.</p>	<p>competences in science and technology {M-S-T}</p> <ul style="list-style-type: none"> ▪ Digital competence{DC} ▪ Learning to learn {LI} ▪ Social and civic competences{SCC} ▪ Sense of initiative and Entrepreneurship {E} 	<p><i>Orthographic Competence</i> {ELF/LC – Or/gr C} <i>Orthoepic Competence</i> {ELF/LC – Or/ep C}</p> <p>2. Sociolinguistic Competence: The Social Dimension of Language Use [see Council of Europe, 2000:118 – 122] <i>Linguistic markers of social relations</i> {ELF/SLC – MSR} <i>Politeness Conventions</i> {ELF/SLC– PC} <i>Expression of folk wisdom</i> {ELF/SLC – EFW} <i>Register differences</i> {ELF/SLC – RegD} <i>Dialect and accent</i> {ELF/SLC – DA}</p> <p>3. Pragmatic Competence: “the principles according to which messages are organized, structured and arranged, used to perform communicative functions and sequenced according to interactional and transactional schemata” [see Council of Europe, 2000:123-130] <i>Discourse Competence</i> {ELF/PC –DC} E.g. topic focus, given/new, cause/effect, structure and manage discourse in terms of: thematic organization, coherence and cohesion, logical ordering, style and register, rhetorical effectiveness, text /design (=knowledge of the text-design conventions in the community) etc.</p> <p><i>Functional Competence</i> {ELF/PC – FC} <u>Micro functions</u>: categories of short utterances use as turns in an interaction - <u>Macro functions</u>: categories of the functional use of spoken and written text consisting the oral and written production of text types, e.g. description, argumentations, lists, narration etc.)</p>
--	---	---	---

<p>III. COMPETENCIES</p> <ul style="list-style-type: none"> ▪ produce written and oral texts ▪ participate in different communicative situations of daily life (transactions with public services, search for employment, claim of rights, etc.) ▪ recognize the factors that influence meaning in the production of oral and written text in concrete communication circumstances ▪ comprehend and effectively combine the verbal and visual texts in printed matter ▪ connect the information and the knowledge that is provided in the electronic publication of texts 	<p>III. Interaction in</p> <p>Heterogeneous Groups[OECD-KC3]: Ability to relate sufficiently with the others, Ability to cooperate and work in a group, Ability to manage and solve crises</p>	<ul style="list-style-type: none"> ▪ Cultural awareness and expression {CAE} 	
---	--	--	--

Table [1]

4. The exploitation strategy into the sectors of application of MODEVAL I & II products

The above mentioned exploitable knowledge implemented in exploitable products, Manual, Tests, Training Curriculum, Theoretical frameworks and Conceptual Glossaries echoes of the experimentation period, which has been recorded in the reports of the members that collaborated in Modeval I & II. The sectors of application can be national, regional and even supranational, since the tools of MODEVAL I & II can be connected with parallel attempts for the improvement of literacy (Unesco-Literacy Decade, OECD – PIAAC, etc.).

Thus, the sectors of application of the exploitable knowledge and the products in MODEVAL I & II are the structures of education and training of adults in local, regional, national and supranational level, agencies, training centers, ministries of education and training, institutions for adult education, workplaces with training programs, etc. The subjectivities which could be involved in these sectors of application are trainers, teachers in post obligatory educational systems, stakeholders for national Lifelong Learning Policies, Curriculum Designers, Designers of Educational and Vocational Policy, etc.

The articulation of the *MODEVAL I & II* Knowledge and Products with these sectors of application has to be characterized with the following procedures:

- Assuring the access: communication with the agencies of education and adult training
- *Managing*: Organizing information in existing forms with the intention of doing the correspondence of the actions in these forms with the tools of *MODEVAL I & II*.
- *Incorporating*: Interpreting, doing a synopsis, comparing and contrasting information using similar or different forms of representation of the reality around the assessment on basic skills in literacy.

- Investigating the value outcome [Evaluation]: Doing reflection on the uttering of judgments regarding the quality, the relevance and the usefulness or/and the profitability of the tools of assessment of basic skills in literacy.
- *Constructing*: Creating new information and knowledge through the adaptation and the redesign of the tools of *MODEVAL I & II* that each structure of education and adult training will adopt.
- *Communicating*: Transmitting information and knowledge to a variety of people and groups with the aim to participate effectively in the creation of a network for the assessment of basic skills in literacy and the creation of programs of reinforcement of adults in basic skills in literacy.

5. The creation of a network for Basic Skills of Literacy

In the meeting of partners of MODEVAL II in Amiens – France it was pointed out that there are problems with finding funding in the middle of the economic crisis. Thus, the focus of the development of the products of Modeval is to try to interest individuals in the professional field of Adult Education and Training to obtain training with little money to get to know the products. The value of the product will be the number of people interested. The participants in this training with methodologies of e-training could obtain a certification for their own cv/portfolio.

It was proclaimed as important the cooperation of the members of MODEVAL in a post-Modeval period through the creation of a structure, which will be organized also electronically and which will be in charge of creating further collaborations for literacy and its assessment, but also for the constant awareness and education of trainers with the aim of employment of the tools of MODEVAL I & II, but also for their extension and further development.

Specifically, through an electronic structure and with methodologies of e-networking/e-training, but also through a network of agencies for the Assessment of Basic Skills in Literacy it is possible to ensure the further employment of the tools *MODEVAL I & II*.

The range of application will include:

- *Agencies of Formal Education and Training*: if they realize programs of training or acquisition of professional experience in relation to specific professional fields.
- *Agencies of Non Formal Education and Training*: Agencies of Interbusiness Training, Schools of Second Chance, Programs of connection with the professional field, Centers of Professional/Vocational Training.

6. Timeline and Activities for exploitation

<p>Year 1 January – September 2011</p>	<p>Begin prototype of e-networking for MODEVAL I & II products development. Specifications for the e-learning environment.</p>
<p>October 2011– December 2011</p>	<p>Final definition of the modular aspect of MODEVAL I & II products so to be deliverable for training content either by individuals – trainers or by institutions or organizations.</p>
<p>Year 2 January– September 2012</p>	<p>Design/adapt software, and develop aspects series of trainer’s cognitive labs to test utility and feasibility.</p> <hr/> <p>Collect data on effectiveness of professional Development and refine materials/approach.</p> <p>Produce prototypes for large-scale field test. Train large-scale field test trainers. Establish protocol for validation of e-networking and e-training.</p> <p>Work with professionals in the field of Adult Education and Training for further development of independent units for use in the field for Adult Education.</p> <p>Establish the e-Network in the European Union Level for further e-training modules through clusters with other training and education centers and institutions from and beyond the dissemination period.</p>

Table 2.

7. NOTES

[1] More specifically, in the EU, with the decisions of the European Council of Lisbon, the goals of European political planning are posed, in order ‘to make European economy the most competitive and dynamic economy of the world, based in knowledge and capable for stable economic development with more and better work places and higher social cohesion. (EC Lisbon 2000, §5) whereas in the meeting of De Feira, the EC and the countries of EU take upon the task to contribute in the design of the framework for “corresponding strategies and practical measures that will strengthen LLL for everyone (EC De Feira 2000, §3).

[2] In the time continuum, from child to adult education, and in the spatial, from the family environment and the informal social environments of learning to the educational system and the non-formal systems of education and training.

[3] The shift from employment to employability, to the capacity-ability of one to be employable has become the object of fierce criticism. Many attain that it is affiliated with the relation of employment and salary. As R.Passet (2000, 180-181) observes “Many claim that the high salaries are not correlated with full employment. We are forced to choose between the policy of non-reducing payments that has its consequences in the volume of employment (that is the tactic of Europe) and in the emphasis in opportunities of employment that shrink payments (that is the case of the Anglo-Saxon countries). Hence, on the one hand the satisfying payments, social security yet simultaneously the reduction of payments, opportunely employment yet also the reduction of unemployment: the two versions of poverty within the work sphere as well as out of it.

[4] As it has been observed, social exclusion is not only one of the consequences of unemployment, since for many workers the activities of the market are able to increase the phenomena of social exclusion, when, for example, they cannot participate in the activities of client consumption,

since the aim of profit increases prices, excluding some from the markets of better products and services of higher quality. Even state interventions, e.g. in programs of social security, marginalize individuals and social groups from central sociocultural processes.

[5] Conceptualizations of social exclusion are either articulating it with a lack of participation in social institutions (Duffy 1995, Paugam and Russell 2000), or with the non-manifestation of citizenship's rights (Room 1995, Klasen 1998), or with the increasing socio-economic distancing between social groups (Akerlof 1997).

8. Bibliography

Akerlof, G.A. 1997. «Social Distance and Social Decision». *Econometrica* 65: 1005—1027.

Atkinson, A.B.1998. “Social Exclusion, Poverty and Unemployment”. CASE/4, Centre for Analysis of Social Exclusion, London School of Economics, 1-20.

Dietrich, A. 1999. Competences et performance; entre concepts et pratiques de gestion. *Education Permanente* 140 (3): 19-34.

Duffy, K.1995. *Social Exclusion and Human Dignity in Europe: Background report for the proposed initiative by the Council of Europe*. Strasbourg: CDPS(95) 1 Rev.

European Commission. 2000. *Memorandum on Lifelong Learning* . Brussels: Ευρωπαϊκή Επιτροπή. SEC (2000) 1832.

_____. 2001. *Making a European Area of Lifelong Learning a Reality*. Βρυξέλλες: Ευρωπαϊκή Επιτροπή. COM(2001) 678 final.

_____. 2003. *Education and Training 2010 The Success of the Lisbon Strategy* {Com (2003) 685, 11.11.2003

_____. 2003. *Implementation of “Education and Training 2010”. Basic Skills, Entrepreneurship and Foreign Languages. Progress Report*. In http://europa.eu.int/comm/education/index_en.html.

. 2004. “Implementation of “Education and Training 2010” Work Programme. Key Competences for Lifelong Learning. A European Reference Framework. . <http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>

Gee, J.-P., Hull, G., Lankshear, C. 1996. *The new work order, behind the language of the new capitalism*. Sydney: Boulder Co.: Allen & Unwin and Westview Press.

Jarvis P. 2004. [*Synexizomeni Ekpaideysi kai Katartisi*] *Συνεχιζόμενη Εκπαίδευση και Κατάρτιση*. [Transl.] Μτφρ. Α. Μανιάτη. [Athens] Αθήνα: [Metaixmio] Μεταίχμιο (in Greek) [Jarvis, P. 1983. *Adult and Continuing Education. Theory and Practice*. London: Routledge (in English)].

Klasen, S. 1998. «Social Exclusion and Children in OECD Countries: some conceptual issues». OECD: <http://www.oecd.org>.

Mitchell, McKenna, Bald & Perry. 2006. *New Capabilities in VET. Insights from Reframing the Future project teams on how to build capabilities for implementing the national training system*. Commonwealth of Australia: www.reframingthefuture.net

OECD (2001) Definition and Selection of Competences from a human development perspective. Additional DeSeCo Expert Opinion presented by Daniel Keating. www.oecd.org/edu/statistics/desecco.

Passet, R. 2004. [*H Neofiletheri Apati*] *Η Νεοφιλελεύθερη Αυταπάτη*. [Transl.] Μτφρ.Α. Λάλα. Thessaloniki: [Paratiritis] Παρατηρητής (in Greek).[Passet, R. 2000. *L ‘ illusion néo-libérale*. Paris: Fayard (in French)]

Paugam, S., H. Russell. 2000. «The Effects of Employment Precarity and Unemployment on Social Isolation». In Gallie, D. , S. Paugam (eds.) *Welfare regimes and the experience of unemployment in Europe*. Οξφόρδη: Oxford University Press.

Rajchman, J. (Ed.). 1995. *The Identity in Question*. London: Routledge.

Room, G. 1995. *Beyond the Threshold: the Measurement and Analysis of Social Exclusion*. Bristol: Policy Press,.

Street, B. 2001. “Contexts for literacy work: the ‘new orders’ and the ‘new literacy studies’”. In J. Crowther, M.Hamilton & L. Tett (eds) *Powerful Literacies*. Leicester: NIACE: 13-22.

9. COPYRIGHT AGREEMENT

The current agreement is established between the authors of the Modeval2 project

Modeval2 is a Leonardo da Vinci innovation transfer project, referenced under the code n° LLP--LdV-TOI-2008-FR-117 044 with the 2e2f agency. Its goal is to transfer teaching projects from Leonardo da Vinci experimental project Modeval22, a Leonardo da Vinci pilot project, and more specifically to improve the skills of the people involved in initial and continuous education. The project has designed a training tool intended for trainers of non-literate adults and a specific document entitled Reference Manual. The project output are published on the project website, www.modeval.org. The rights of the authors involved are not in opposition to any previous existing rights concerning works integrated either wholly or partly in the Modeval2 documents.

The authors of these documents are the partner organisations and individuals who have actively participated in Modeval2

The relevant measures concerning copyright have been taken and protect the rights of the above mentioned as joint authors of the present document in whatever form it may take. However, creating educational documents involves opening outwards, modifying structure, integrating criticism, overcoming difficulties and accepting that others take the work on board, make it their own and develop it further. The Modeval2 products are open to all those that need them and may be adapted for their own use. They follow the logic of Open Source. Thus, they are freely available for personal use, but this does not imply that they are legally unprotected given that the Modeval2 Community owns the copyright as mentioned above. While the Modeval2 products are freely downloadable on the project website any public use, in an original or amended state, in particular for the implementation of a course for trainers inspired by and using these documents is subject to the express and written agreement of Modeval2 Community copyright holders represented by the project coordinator Mr Francis Laveaux.

Notwithstanding, the authors of Modeval2 are at complete liberty to implement trainer training courses at whatsoever level and in whatsoever form either acting individually or in groups. They are not authorised to give over exclusive copyright to other bodies except with the agreement of all other partners. The authors have the right to form varied groups for the purpose of exploiting or implementing trainer training courses. They may also decide to develop the training course further and to include it within a larger programme.

The partner organisations will send a letter to the coordinator of the project to show their agreement with a signed copy of the agreement.

Also the people who participated in the project have the opportunity to accede to this Agreement

The agreement is drawn up in English and in French each language version to be considered as legal and authentic.

Copies certified conform to the original agreement will be provided to the signatories who will request it by the coordinator of the project.

Done at Lorient in two original copies,

Date

Signature