

PART A (concerning the Partnership as a whole)

1. Partnership content:

Partnership summary: (please give a brief description (max 250 words) of the Partnership carried out; please note that this description may be used for publication)

Children of near-illiterate families or single parents have low or no chances for education and as a result no perspective for their personal and professional life. Researches in the European Union face coherence between near-illiteracy and (children) poverty. And: Near-illiteracy produces again near-illiteracy and poverty – for the whole life. Near-illiterate persons marry often partners with the same problems. The disadvantages mutually intensify each other. This is the reason of the “social heredity” of near-illiteracy.

Researches show that these near-illiterate families need complementary care and education structures to leave this vicious circle. The different countries face different difficulties and experiences with low-educated near-illiterate families and their children. The different countries face different track records and best practise examples. The objective of the learning partnership was to give the target group a forum to express their needs, wishes and their solutions. At the end of the project the target group and person concerned to near-illiteracy and low education presented their needs, which will be subsumed into a policy-paper (resolution) with a list of recommendations to be done by policy-makers, back-ground decision-makers, experts and all who have to work with the target group in order to create a Europe with equal chances for everyone.

2. Partnership aims and results:

2.1 Partnership aims

Please summarise briefly the main aims of your Partnership

The aims of our Partnership were

- mutual learning and encouragement of persons of the target group through actions, discussions, performances, etc.
- different presentations and types of expressing the situation and the needs by the persons concerned, the near-illiterate families.
- To built the basis for a resolution addressed to decision-makers, politicians, education policy and other important players in order to recognize the needs and demands of the target group itself!
- Recommendation for future action will be spread to all experts.

To what extent were Partnership aims as indicated in the application form achieved?

(Tick as appropriate below. Please note that 1= to a very small extent; 2= to a small extent; 3= to a high extent; 4= to a very high extent; 5= totally accomplished)

1 2 3 **4** 5

In case you ticked 1 or 2, please explain which aims were not achieved and for what reasons:

2.2 Outcomes of the Partnership

Which of the following types of products were achieved? (Please tick as appropriate)

Book/leaflet

Web page - please indicate the address: Performances (theatre, music, sports) X

www.women-combating-illiteracy.eu _ Pedagogical material

CD-ROM Strategic/policy papers X

Video Other objects or tools, please specify

Art objects X TV interviews, newspaper publications__

Were all the results and products planned at application stage achieved (compare with table "Expected results" of the application form)?

Yes X almost 90% of the expected results

No

If your outcomes were different to those indicated at application stage, please explain the reasons for these changes:

The following has been achieved:

Good organised meetings

Ideas, visions, wishes of the persons concerned

Engagement and encouragement of target group

Growing self-confidence of members of target group

Summary of the Resolutions expressed by the target group through the coordinators

Public mainstreaming

Recommendations for combatting near-illiteracy

Impressions and expressions – a little book

The following results have not been reached for 100%:

The Website was much more difficult than planned before. At the end we created a small website (www.woman-combating-illiteracy.eu). The website will be continued with more information till the end of 2009

3. Communication and cooperation

What communication and working language/s were used at Partnership level?

The working language and communication was in English. For partners and participants who didn't speak English, the other partners and participants translated in the mother language. This was especially the case for the Spanish, French and Polish participants (of the target group).

How would you describe the cooperation between the participating institutions? Were all institutions equally involved?

The cooperation was very good during the meetings, but it was low between the meetings. At the beginning the communication was quiet formal, but this changed a lot till the end of the project. The communication was very friendly, well-known and a very good basis for future networking and transnational projects was built.

All partners were equally involved, participated in all activities and prepared as well the planned tasks. At the beginning there were a lot of uncertainties about the target group and about their involvement in the project, but at the end all partners came to a better mutual understanding of the target groups, the common and different problems, etc.

The target group members enjoyed the international meetings, their self-confidence grew, they learned that foreign and not-known people respected them, they saw the same problems at the other target group members, they saw also the different situations e.g. the German target group members experienced that the situation in other countries was worse (from their standpoint of view)

4. Evaluation and monitoring

Please indicate how you monitored and evaluated the progress and impact of the Partnership (e.g. regular evaluation sessions, questionnaires for participants, etc).

The contents/ minutes of the meeting were directly resumed by the coordinators. After each session an evaluation questionnaire was handed out to all participants (also to the target group) in order to give a feed-back to the meetings. Two months before the end of the project a questionnaire was handed out to the participants (target-group) in order to evaluate progresses/ changes in their personal situation.

In addition to the questionnaires during every meeting an evaluation session (feedback-round) was made in order to give the coordinators directly the possibility for steering the activities.

What were the main conclusions and consequences of the monitoring and evaluation?

- The language "problems" of the target group was not THE problem. The presentations gave a lot of help to "understand" each other, to get a feeling how the situation in other countries are
- Moderation was important
- The situation among all participants resp. the appearing problems are quiet similar and reflect again all discussions during the project (lack of time, financial situation, living conditions, child care, problems to combine work and family/ education, low school level, etc).
- The main points which have been mentioned by the participants:

- The exchange among the target group supported the mutual understanding, to know about other countries and situations and that there are similar problems, to discuss and find new and/ or own solutions, to find and ask for different kind of public support
- It improved the self-esteem and self-confidence of the participants; it encouraged to reflect themselves and take a different view on their life planning and organisation, it motivated them to reach their objectives (e. g. to finish their education, to improve the education of their children) or to change their situation
- All in all they evaluated the project very positive!!
- The results and recommendations by, with and for the target group:
 - It is not important whether the target group is young or older or from which country they are, more important are the following points:
 - Better and continuous public support services
 - More and better (public) child care
 - Better educational care (support for school, etc.)
 - More moderated support by professionals and among the target group; this means:
 - a. Individual counselling (with psychological elements)
 - b. Self-help groups
 - c. Individual activity plans (supported by experts or counsellors)
 - d. Development of special counselling courses for experts
 - Rising better conditions in the field of work-life-balance in the relation between enterprises and staff; this means:
 - a. Rising awareness about the situation of the needs of single-parents
 - b. Providing counselling for employers how to flexibilise and individualize work-schedules
 - c. Tax revenues or advantages to companies who employ single-parents who are in precary situations
 - Change of standpoint of view by the public/expert/politics: More respect for the situation of the clients by professionals and support services: They are not (only) welfare receivers, they are part of this society and need only short-/middle-term support, because the help they need is often not caused by themselves
- More “bottom-up”-projects and participation of target groups in general in trans-national exchanges

5. Specific measures (if applicable):

If your Partnership planned at application level to address the theme of intercultural dialogue, please specify any concrete measures and activities undertaken, at local as well as at Partnership level:

Activities have been undertaken on the Partnership level and during the meetings with the target group members. Common meetings, mixed trans-national working groups, common art activities (paintings, actions, theatre, expression groups, etc.) have been organized on the level of professional working groups as well as in the leisure time on every meeting. Sometimes the mothers (near-illiterate, less language knowledge, etc.) visited as mixed trans-national groups without the staff of the projects the regional and local attractions. “Europe” became concrete for this women and (young) men during these concrete activities.

Also in the working groups the mutual understanding became touchable when the sensitive moderation let the women and men of the target group speak and express their feelings about their situation. Some of them opened themselves the first time their own feelings. The silence in these moments let all participants feel that there was a lot of common understanding and – on the other hand – a lot of typical national special character of situation. Both similarities and differences were clear. A new feeling for all of us.