



MODEVAL2 REFERENCE MANUAL



MODEVAL2 LdV TOI 2008 FR 117044

INTRODUCTION	4
CHAPTER 1: WHY EVALUATE COMPETENCES IN LITERACY?.....	8
1.1. WHY SPEAK OF COMPETENCES?	8
1.2. COMPETENCES IN LITERACY	10
CHAPTER 2: LITERACY, COMPETENCES AND EUROPEAN FRAMEWORKS	11
2.1. LIFELONG LEARNING COMPETENCES.....	11
2.2. EVOLUTION OF COMPETENCES IN A EUROPEAN CONTEXT	16
2.3. THE GENERAL PURPOSES OF LITERACY ASSESSMENT	17
2.4. KEY QUESTIONS FOR BUILDING ASSESSMENT TESTS	18
2.5. OTHER CONCERNS ASSOCIATED WITH ASSESSMENT.....	19
2.6. COMPARISON MATTERS.....	19
2.7. A EUROPEAN/INTERNATIONAL FRAMEWORK FOR ASSESSMENT SURVEYS.....	19
CHAPTER 3: A TOOL TO ASSESS CORE COMPETENCIES IN LITERACY	20
3.1. TO WHAT AUDIENCE THIS TOOL IS IT FOR?	20
3.2. WHAT IS EVALUATED BY THE MODEVAL 2 TOOL	21
3.3. CHOICE OF TESTS	23
3.3.1 <i>Oral comprehension (understanding by listening)</i>	23
3.3.2 <i>Oral expression (to speak)</i>	25
3.3.3 <i>Written production (to write)</i>	27
3.3.4 <i>Reading (to read)</i>	29
3.3.5 <i>Interviews</i>	30
3.3.6 <i>Other information to collect</i>	31
CHAPTER 4 : LITERACY FOR THE PARTICIPATION IN SOCIETY	32
4.1. SOCIAL SKILLS AND LITERACY	32
4.1.1 <i>Cedefop</i>	32
4.1.2 <i>OECD – PIAAC and UNESCO</i>	33
4.1.3 <i>Remarks on Literacy</i>	34
4.2. THE MODEVAL 2 PROGRAM	35
4.2.1. <i>MODEVAL 2 AND THE SUPRANATIONAL COMPETENCIES FRAMEWORKS</i>	35
4.2.2. <i>MODEVAL 2 Linking Evaluating Tools for basic skills in the literacy domain with the European Commission Key-Competences and the Common THE European Framework of Reference for Languages of the Council of Europe</i>	38
4.3. THE FRAMEWORK FOR THE PROFILE OF THE TRAINER IN MODEVAL II	45
4.3.1. <i>Generic Professional Framework</i>	46
4.3.2. <i>Basic Professional Framework</i>	47

4.3.2.1. Basic Professional Framework for Learning Design	47
4.3.2.2. Basic Professional Framework for Micro-design of the Learning Process.....	48
4.3.2.3. Basic Professional Framework for ICTs in Learning.....	49
REFERENCES	52

Introduction

To whom is this manual addressed?

This manual is built on the results of the Grundtvig 1 project Modeval.

In the Modeval project participated 12 partners from 10 countries.¹ The Project started in 2005 and published the «Framework of Recommendations to Assess Basic Competences» in 2007.

The aim of Modeval was in short to investigate the possibilities and develop a common framework for assessing people with literacy problems and to make a framework for comparing the results of the assessments across regional and national borders.

Assessing the efficiency of people's communication competences in everyday life is a huge challenge. It is far more difficult to do so, compared to assessments in educational or professional contexts, because of the variety of communication situations in everyday life. In these situations, it is not possible to refer to a schooling program or a professional framework covering all possibilities. This is why it is important to define what the competences in question are, and what our proposed assessment is supposed to assess.

We know that many stakeholders in the field of literacy teaching need information and figures to manage their actions. Experience has shown that each category of stakeholders has its own needs and approach to literacy assessment.

How to compare the assessment results is also a concern in a field which is not very structured by curricula. Comparing results should allow information to be shared between all stakeholders and to rationalize action for improving the efficiency of literacy policies and actions. To meet this challenge, the goal we assigned ourselves was to setup an assessment framework that allows stakeholders to collect as precise information as possible on the competences/abilities, which enable individuals to produce relevant information in the communication situations they are involved in their everyday lives. The Modeval 1 project introduced recommendations for the building of tests targeting people facing difficulties regarding Literacy.

With Modeval 2, the project moves towards the issue of trainers of adults. Modeval 2 builds on Modeval 1 and puts it into practice, through the building of a training module for trainers working with people with literacy problems. This module focuses on the tools and framework developed in Modeval 1 and enables these trainers to access an evaluation website.

¹Coordinator: AGORA (France). Partner: IFAPME (Belgium); Thuringian Association of Adult Education (Germany); Institute of Speech Region North (Denmark); Barcelona University (Spain); ANCLI (France); Lyon II University (France); University of Aegean (Greece); Kaposvar University (Hungary); Latvian Adult Educational Services (Latvia); Malta Foundation for Educational Services (Malta); Warsaw University (Poland)

CHAPTER1: The first issue we have to face concerns the precise definition of what we wish to assess. To do so, we will define what we call a competence.

CHAPTER 2: A second issue concerns the link between the evaluated competences in the Modeval tool (basic, key and other classifications) evoked in the European framework, in particular psycholinguistic and sociolinguistic competences developed through training in the contexts of work, everyday life and citizenship; this being the social goal of the assessment.

CHAPTER3: Here we present the evaluation tool for which the trainers are prepared by the training module. This is the tool used as the reference for the literacy evaluation practices which we have recommend following Modeval 1. As the tool has undergone additional and more thorough testing, it is therefore more detailed and complete than that the version appearing in Modeval 1.

CHAPTER 4: In this chapter we elaborate on the concept of literacy as a precursor for full participation in modern society. We also situate the Modeval Framework for the Evaluation of Basic Competences in relation to existing frameworks and policies.

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 reference document, the project staff is creating a training tool intended for trainers of adults with literacy difficulties. The project's output will be 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 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	francislaveaux@yahoo.fr	
Thüringer Volkshochschulverband e.V.	margit.kreikenbom@vhs-th.de	
Taleinstituttet, 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 Pedagógiai Főiskolai Kar Magyar Nyelvészeti Tanszék	gyongyi.csendes@gmail.com	
Malta College of Arts, Science and Technology	david.muscat@mcast.edu.mt	

CHAPTER 1: why evaluate competences in literacy?

The term competence is more and more commonly used in training and in evaluation. We have opted to use the term competences rather than other terms such as knowledge or skill, and as it was also utilized in the Modeval1 project, we will outline below why this term is an important reference and how it is used in this manual.

1.1. Why speak of competences?

The idea of **knowledge** enables the qualification of levels of culture and allows certain forms of evaluation, mainly linked to the restitution of previously taught knowledge. It is useful to distinguish between knowledge and **learning**, which concerns shared and validated information such as scientific knowledge. Thus, to speak of knowledge has the advantage of focusing on the personal dimension of the processes of acquisition and learning, regardless of the place or form of this learning (formal, informal or non-formal learning). The notion of knowledge therefore insists on the part of the individual within their conceptual representations and in their work of memorization. There are also connotations with the cognitive field (that which takes place in our brain between what we perceive, what we identify, analyse, think, memorise, remember and then convert into action). However, the limitation of this concept for the purposes of evaluation is in the fact that the upkeep of knowledge is too dependent on the capacity of memorization. Knowledge is limited in transferability, in durability and is affected by problems of memory loss; on the basis of evaluated knowledge, analysis is not wholly reliable (tasks need to be prepared; responsibilities for the person to exercise).

This is why the notion of **skill** has become progressively frequent, first of all in the USA, in a context strongly influenced by the behaviourist school (the role of observable behaviour). “Pedagogy through objectives” has been one of the outcomes of this insistence on partial abilities which are observable and more easily measurable than knowledge. Indeed, one of the major features of this term is the concern to be able to measure learning. Linked to this idea of measurement it is important to mention the role of the taxonomy of pedagogical aims such as in the work of Bloom around the activities of thinking: to know (remember, recover), understand, apply, analyze, summarize and evaluate. These taxonomies of cognitive operation (although the same is true of affective dimensions) help to explain what is asked for when evaluation is made. The intention to professionalize evaluation work is very clear in this school of thought. Despite this, what it has to offer in terms of training and evaluation issues is far too associated with a dividing up or even the decomposition of training aims.

The concept of **attitude** focuses on the role of personality features in successful learning. The conative dimension (that which puts the individual into ‘movement’ and enables them to make an effort to learn) is thus put to the fore, alongside the more traditional cognitive dimensions. To speak of attitude, leads to the question of motivation for learning; a sign of personal disposition towards a knowledge subject or a field of activity, a disposition which can be studied through notions such as self-esteem or commitment to an activity. However, despite efforts to make attitude the central condition of training courses (“you just have to be motivated”) today, it appears

more to be an important feature of learning, rather than the primary focus point. Attitude can to a certain extent be developed during the training process.

The idea of **competence** has now emerged in training, as a term that goes beyond the limitations we pointed out above regarding knowledge, skill and attitudes. The notion of Competence is intended to bring together and organize that which is contributed by the other three concepts. Competence is referred to as the active combination of knowledge, skills and attitudes. However, what is most important is to indicate that a competence is the possibility to mobilize knowledge, skills and attitude in order to succeed in an endeavour (and not simply to retrieve knowledge, to show a limited skill or to demonstrate an attitude). Furthermore, the action concerned can be part of an everyday life situation and involve greatly varied tasks of communication (with regard to literacy for example).

The term competence has encountered great success in the world of training, work and political institutions. This success is nonetheless subject to a certain amount of ambiguity and confusion. For a few years now, European authorities have attempted to support the concept with work on application and definition and have attached to it some qualifying terms which sometimes lead to more distinct meanings. In chapter 2 which follows, some of the different uses of the term are examined.

Competence refers to a person's involvement in complex, finite and socially significant actions. A skill is a specific element of a competence. A skill is more limited, less complex and more closely related to a specific field of activity. It is also more easily observed and analysed.

E.g. The competence of repairing an engine requires several skills, such as:

- fine motor functions
- perception
- diagnosis of various causes of breakdown
- logical management of tasks
- the memorization of technical actions

The primary characteristics of a competence

- Competence and action – being able to do something
- Competence and the successful completion of an action
- Competence and a situation – related to a concrete situation
- Competence and the ability to adapt to a class of situations – transferability
- Competence and the interactive use of various skills needed to respond to different situations
- Competence and attitude – having the appropriate attitude

When discussing competences one must take into consideration:

- The relationship between the recognition of a competence and the role of self-esteem in the successful completion of a task, as well as its recognition by society.
- The competence-based approach used within the field of education requires that objectives are defined in terms of 'being capable of...'
- In the field of language instruction, the idea of 'competence acquisition (and validation)' assumes that the 'users and learners of a language are primarily social agents [...] who have tasks to accomplish in a given set of circumstances, in a specific environment and within a particular field of action'.

1.2. Competences in literacy

After competence, it now remains to specify in which way and for what reason the concept of literacy is used. The latter term appeared, once again in North America, to counter the trend which limited the definition of 'knowing how to read and write' purely to scholastic forms of learning.

As more and more adults need to learn (or re-learn) to read and write (either their 'mother tongue' or a foreign language) the aim of this learning has been redefined with regard to competences in communication, and not just the acquisition of levels of knowledge and skills. Thus, literacy is defined as being sufficiently able to understand and make use of reading and writing in everyday life, at home, at work and in the community, not just for one's own needs (e.g. to further personal knowledge) but also in order to participate in social, economic and cultural life. The use of the term Literacy underlines all the different functions of reading and writing in all its contexts of application.

CHAPTER 2: Literacy, competences and European frameworks

The European framework for the attainment of Lisbon goals², states that education and training should be 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 as processes of lifelong learning (LLL), aiming at the investment in the collective social capital of European societies. In this sense learning and training is understood as more than just the formal educational system and includes child and adult education, both within the family environment and informal social environments of learning as well as non-formal systems of education and training.

2.1. Lifelong Learning Competences

In this framework, the national strategies for education and training correspond to the following basic targets of LLL: personal fulfilment, active citizenship, social inclusion and employability³ (E.C. 2001).

Personal fulfilment 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 notion of 'social inclusion' (as well as 'social cohesion' and 'social exclusion') is concerned with one's ability to participate effectively in economic⁴, cultural and social life (Duffy 1995). Social exclusion is articulated with many facets of the social⁵ 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).

² 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 up 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).

³ The shift in focus from **employment** understood in terms of working or not to **employability**, the ability of one to be employable, has become the object of fierce criticism (for more see R.Passet (2000).

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 programmes of social security, marginalize individuals and social groups from central socio-cultural 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).

The dominant rhetoric in EU articulates educational LLL policies as the absence of adult citizens who are limited in life because of:

- (a) Their non-education, or insufficient training in the new basic skills that the knowledge economy demands, and
- (b) Lack of the skills that an active participation in the social institution of modern western societies presupposes.

In this way, educational LLL policies can be said to have a binary approach. On the one hand, LLL policies are planned as measures against social exclusion in an economic context; that is as developing abilities in order to access work environments. On the other, they are planned as measures against social exclusion in relation to a socio-cultural base, such as an inclusion to social networks, and the reality of modern multi-cultural European societies.

In the Memo for LLL (EC 2000), active citizenship and employability, comprise the two most dominant targets – cornerstones of a European society and knowledge economy. Active citizenship focuses on the degree with which individuals participate in all aspects of social and economical life, and also on their level of belonging in the society in which they live. Employability, the capacity of securing and preserving employment, includes the basic dimension of active citizenship and is also the decisive condition for reducing European antagonism and improving prosperity in the ‘new economy’.

Both active citizenship as well as employability depends on the acquisition of knowledge and skills that allow individuals to participate in economical and social life. However, the text “Making a European Area of Lifelong Learning a Reality” reflects the “concerns of the participants for the dominance of employability and market in defining LLL” (EC 2001, 9). The meeting led to an understanding of LLL activities in broader terms than just the market economy, also focusing on the spiritual and cultural dimension of learning.

For this reason the four interrelated targets (according to the phrasing of the text) mentioned above, were agreed on: personal fulfilment, active citizenship, social inclusion and employability / adjustment. In that sense, the planned policies approach LLL as ‘every learning activity that aims at the improvement of knowledge, skills and abilities in the framework of personal, civic, social development and/or connected with an employment-related prospect (EC 2001, 9).

A table bringing together the different definitions and basic concepts used

Aims of the European Reference Framework of Key Competences for Lifelong Learning	“1) identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society; 2) support Member States’ work in ensuring that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life and which forms a basis for further learning and working life, and that adults are able to develop and update their key competences throughout their lives
---	--

	<p>3) provide a European-level reference tool for policy-makers, education providers, employers, and learners themselves to facilitate national- and European-level efforts towards commonly agreed objectives;</p> <p>4) Provide a framework for further action at Community level both within the Education and Training 2010 work programme and within the Community Education and Training Programmes.” (EC, 2007:3)</p>
Basic Literacy Testing in Modeval 1	Evaluate trainees so that they have the ability to: 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
Competence	<p>“Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.” (EC, 2007:4)</p> <p>In the context of the European Qualifications Framework, “competence means the proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development. In this context competence is described in terms of responsibility and autonomy”. (EQF-EC , 2008:11)</p>
Competence in the fundamental basic skills	“Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences.” (EC, 2007:4)
Communication in the mother tongue	“Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure” (.EC, 2007:4)

<p>Communication in foreign language</p>	<p>“Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one’s wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual’s level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual’s social and cultural background, environment, needs and/or interests”. (EC, 2007:5)</p>
<p>{European Languages Framework [CoE-ELF]}(I) Linguistic Competences: Language as a formal system</p>	<p>“Description of any language as a formal system for the expression of meaning. Identify and classify the main components of linguistic competence defined as knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated” (CoE-ELF-2001:108-109)</p>
<p>{European Languages Framework [CoE-ELF]}(II) Sociolinguistic Competence: The Social Dimension of Language Use</p>	<p>“Knowledge and skills required to deal with the social dimension of language use. As was remarked with regard to socio-cultural competence, since language is a socio-cultural phenomenon, much of what is contained in the Framework, particularly in respect of the socio-cultural, is of relevance to sociolinguistic competence. The matters treated here are those specifically relating to language use and not dealt with elsewhere: linguistic markers of social relations; politeness conventions; expressions of folk-wisdom; register differences; and dialect and accent.” (CoE-ELF-2001:118)</p>
<p>{European Languages Framework [CoE-ELF]} (III) Pragmatic Competence:</p>	<p>“the principles according to which messages are organised, structured and arranged, used to perform communicative functions and sequenced according to interactive and transactional schemata” [CoE-ELF,2001:123}</p> <p>Discourse Competence {ELF/PC –DC}</p> <p>e.g. topic focus, given new cause/effect, structure and manage discourse in terms of: thematic organisation, coherence and cohesion, logical ordering, style and register, rhetorical effectiveness, text /design(=knowledge</p>

	<p>of the text-design conventions in the community)etc.</p> <p>Functional Competence {ELF/PC – FC}</p> <p><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>
Knowledge	<p>“the outcome of the assimilation of information through learning.</p> <p>Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual” (EQF-EC , 2008:11)</p>
Learning outcomes”	<p>“statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence”; (EQF-EC , 2008:11)</p>
Literacy	<p>Literacy does not only aim at acquiring reading and writing techniques. Its content is broadened so as to cover the skills required in the contemporary socio-economic contexts of citizens’ actions. In these contexts the texts are not only produced in the written mode but they include multi-modal modes of communication through the congruity of text, image, sound etc., and therefore require broad skills of understanding the meanings developed.</p>
National qualifications framework	<p>“instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.” (EQF-EC , 2008:11)</p>
Qualification	<p>“a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards” (EQF-EC , 2008:11)</p>
Skills	<p>“the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments) (EQF-EC , 2008:11)</p>

2.2. Evolution of Competences in a European Context

Key competences are defined as a combination of knowledge, skills and attitudes. This definition was given ‘to identify and define the key competences necessary for personal fulfilment, social cohesion and employability in a knowledge society.’⁶

In this regard, the DeSeCo defined 3 categories of key competences⁷, whereas the European Reference Framework came up with 8 key competencies⁸.

In reality many adults are still far from reaching the goals set out in Lisbon. To help achieve these it is helpful to define different levels of basic skills. These levels can be a useful tool for teachers and learners working with programmes in line with the framework of objectives set out by the European Union.

Problems of categorizing skills, in general, as well as defining the context of social skills, in specific, have continued to appear even after 2002 and the shift in focus of European policy from skills to key-abilities⁹. Following the categorizations of knowledge-contexts in the educational programs of formal education systems, the key-abilities of the European Commission¹⁰ are distinguished as outlined in footnote 10

In this categorization, social skills are not mentioned as a distinct category. However, in the categorization put forward by the Cedefop research, the skill ‘to learn how to learn’ is listed as a social skill, and it corresponds with the key ability of the same name in the text of the EC. In addition, the definitions of interpersonal and civic abilities¹¹ correspond to some of the social skills of Cedefop. There are

⁶ As defined in the ‘Recommendations of the European Parliament and of the Council on key competences for education and lifelong learning’ presented by the European Commission (2005),

⁷ Definition and Selection of Competences: Acting autonomously, using tools interactively, and interacting in socially heterogeneous groups.

⁸ Communication in mother tongue, Communication in a foreign language, Mathematical competence and basic competences in science and technology, Digital competence, Learning to learn, Interpersonal, intercultural and social competence and civic competence, Entrepreneurship, and Cultural expression.

⁹ In broad terms, the concept of ability tends to become a term of general meaning, which is used by many scientific disciplines with different (given the context) meanings. Hence, ability is sometimes affiliated with skills and attributes (ASEM-Bailey, Intzidis et al. 2002) and other times it is defined from a more functional perspective, in which both the personal and social dimension is taken into consideration. (OECD –DeSeCo). In education and training the ability comprises the ultimate goal (in the place previously possessed by the knowledge of how to achieve something) so that the individual would be able to manage the socio-economic crisis and the transformations of the work sphere (Dietrich 1999, 22)

¹⁰ As far as the European Commission is concerned, Key-Abilities ‘represent a multifunctional package of knowledge, skills and stances, that all people need for their personal attainment and development, inclusion and employability’ (E.C. 2003)

¹¹ “This includes all the forms of behaviour that a person must possess in order to participate effectively in social life. Interpersonal skills are necessary for the effective interaction between individuals and/ or groups and are applied in the public and private field of action of the individual.”

however some social and intercultural skills of the Cedefop research whose content is divided between several of the key abilities of the EU text, and in particular between interpersonal and civic ability, cultural expression and the ability to communicate in a foreign language.

The approach of OECD appears quite a bit different, where the knowledge, the skills and the stances (attitudes) that make individuals more capable in terms of employment, represent the human capital on the social level (OECD-DeSeCo: Keating 2001).

In 2007 the European Reference Framework of Key Competences for Lifelong Learning was published by the Office for Official Publications of the European Communities. In this document the 8 Key-Competences have the following final naming:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence (the critical use of the Information Society)
- Learning to learn – (the focus is on the learning outcomes)
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

2.3. The general Purposes of Literacy Assessment

All stakeholders in the field of basic adult education carry out literacy assessment tests or surveys to gather information about particular groups of people. The Modeval 1 project identified four main stakeholders as outlined below, where each stakeholder assesses different competences.

International organisations

International organisations collect data to provide comparative information on the development of educational systems in different countries. Comparative assessments are carried out among member states and each member gets to know their situation vis-à-vis the situation of other members and the global situation. Literacy assessments and statistical figures help member states evaluate their literacy situation and change or implement policies to address areas of concern.

National/regional governments, local authorities, firms, unions

These stakeholders are closer to the targeted individuals assessed than the first group. The main aim of their assessment tests or surveys is to identify individuals who are far from the level of proficiency (for instance in literacy), expected or required in a particular society.

Most members of this group have the responsibility for the implementation of official curricula. They carry out longitudinal surveys to assess the efficiency of these curricula. Studies at this level provide more information on the level of proficiency of a people than international surveys.

Universities, researchers, vocational training, teaching organisations

Members of this group carry out studies about small populations in a particular area. Their studies usually yield very precise observations and on the basis of these observations, researchers build their hypothesis. The data obtained from literacy assessments made by this group are used by programme managers and coordinators to decide upon the type of training courses they intend to offer.

Teachers, trainers, practitioners, trainees, learners

Teachers use assessment to evaluate students' level of literacy and to monitor their own pedagogical methodology. These assessment tools are usually used in formative assessment processes. Some practitioners compare their assessment results with national and international surveys.

For the Modeval 2 project the latter group has been chosen as the subject

2.4. Key questions for building assessment tests

Although assessment designers adapt their tools to the needs of their interviewees and take the context into consideration, the key questions to be asked when creating assessment tests are common to all tests, i.e.

- What do we want to assess?
- Which technical methodology is the most appropriate to the identified goals?
- What are the purposes and applications of the test?
- What is the theoretical basis of the test?
- What is the reasoning behind the test?
- Is the relevance of the test content for the construct to be measured justified?
- What about the reliability of the test?
- Are the test materials of high quality?
- Is the test manual pertinent and useful?

It is imperative that tests are interpreted in the same way by different people.

2.5. Other concerns associated with assessment

Fairness

Assessment tests have to offer participants the possibility of demonstrating their literacy skills, not discourage them from pursuing literacy programmes.

Motivation and Enrolment

Motivation is closely linked to assessment tests' results. Adults facing literacy problems will usually do their best to pass the tests so as to hide their difficulties. Hence, assessments tests have to be different from school tests and look like real everyday tasks.

Oral administration of tests

Since low ability adults often are unable to read and understand written texts tests should, wherever possible, be administered orally, and participants should be allowed to give oral answers rather than written ones. The phrasing of the test has to be tested to ensure that it is comprehensible.

2.6. Comparison matters

Assessment fulfils the purpose of deciding if the level of the student is up to standard. In the classroom, there is no real need for comparison. However, teachers might wish to compare the level of their students to external references/standards or to a wider population if the tests used in the classroom are similar to the tests used in the large scale assessment.

2.7. A European/international framework for assessment surveys

In the Modeval 1 project, partners agreed that the creation of a European/international framework for the design of tests would provide an opportunity to combine the advantages of national and international surveys and increase the utility of each.

Such a framework should make sure that:

- All assessments incorporate component tests, holistic tests and information about competences in everyday life (through a questionnaire or direct observation).
- The assessing process should allow and prompt interviewees to show the maximum of the skills and/or abilities they have.
- The testing situation should be made as close as possible to the real-life context.

CHAPTER 3: A tool to assess core competencies in Literacy

We present here, for this tool, developed under the responsibility of PsyEF,¹² objectives and choice of construction decided, after an initial test phase by the partners of the Modeval project (Modeval 1 and 2).

The tool was adapted by European partners of Modeval (Modeval 1 and 2) depending on the spelling and alphabet features of each language and according to the written culture of each country.

3.1. To what audience this tool is it for?

For the oral, the chosen level (as minimum level of comprehension and oral expression) is the level B2 of the European Language Framework; Level B2 concerns the people who understand and are understood in the most common acts of everyday life.

For writing, the level chosen (as minimum level of comprehension and written expression) is the level A (A1 and A2) of the European Language Framework. The person understands familiar names, words and very simple sentences, for example on notices and posters or in catalogues, or is capable to read short simple texts, He/she can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and understand short simple personal letters. He/She can write a short simple postcard, for example about holidays, can introduce personal details in a questionnaire, for example entering his name, nationality and address on a hotel registration form. The person concerned can write notes and messages if they are simple and short, a very simple personal letter, for example letter of thanks.

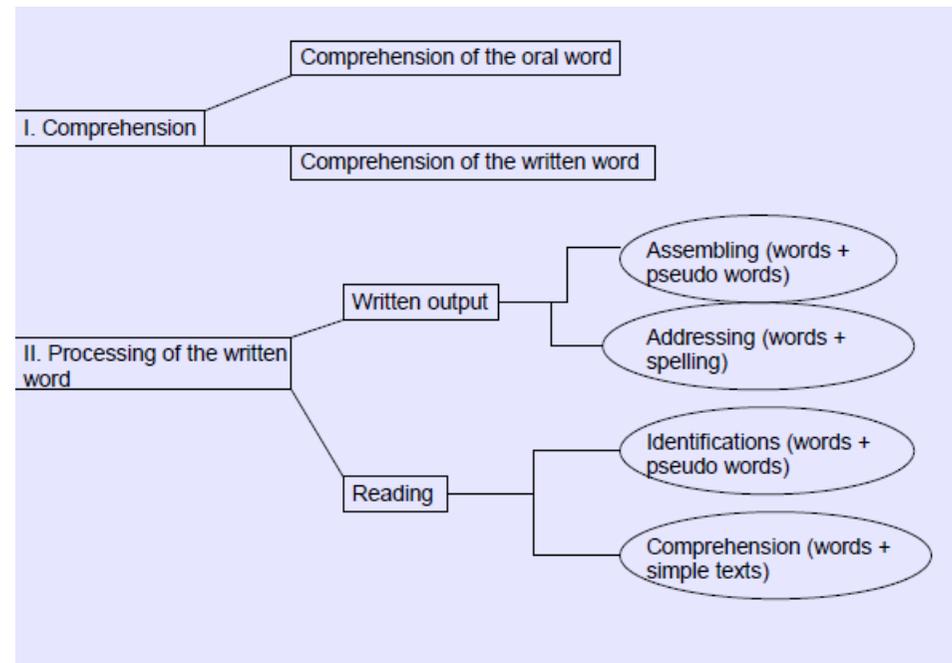
Why this choice of "level" with reference to the framework of European languages? Level B2 in oral corresponds fairly well to the level achieved by those who have taken at least a primary education (or 5 years of schooling) in this case those who have difficulty with written language are called functionally illiterate (as opposed to illiterate people that attended school less than 5 years). A description of the levels (in French and English) of the European Framework of languages is available by clicking on the link:

¹² PsyEF : équipe de recherche (directeur : J.-M. Besse) du Laboratoire "Santé, Individu, Société" (E.A. n°4129) Site Université Lumière Lyon2.

3.2. What is evaluated by the Modeval 2 tool?

Skills in reading and writing that we chose to evaluate can be summarized in the following diagram:

Table of skills to be assessed in reading and writing



However, the reading is directly influenced by the previous understanding of oral language.

Hence the importance of assessing both the understanding of speech through general indicators, taking into account that the tool is mostly for trainers, teachers, more than specialists of evaluation.

We also chose to include these assessments as part of a broader assessment interview with the desire to start a conversation that allows for building a relationship of confidence to the learner. So the learner can be mobilized. On the other hand, the tools to support the assessment are chosen by trying to prioritize documents that resemble everyday use and avoid connotations too "academic", since a significant portion of the public who could be evaluated had encountered great difficulties in its schooling (cf. On these points, Besse, J.-M., Luis, M.-H., Bouchut, AL., Martinez, F. (2010). The measurement of skills in literacy with persons in difficulty. Economics and Statistics, No. 424-425, 39-48.)

General scheme of testing

1. Initial interview
 2. Comprehension
 3. Expression
 4. Written production
 5. Reading and comprehension of written
 6. Final interview
- ORAL
- WRITTEN
- 4.1. Production of a text
 - 4.2. Production of words and pseudo words
 - 4.3. metacognitive interview on written production
 - 4.4. Interview on practices of writing and social context
 - 5.1. reading words and pseudo words on social writings
 - 5.2. comprehension of a text
 - 5.3. Interview on practices of reading and social context

3.3. Choice of tests

3.3.1 Oral comprehension (understanding by listening)

The choice of "oral text»:

We chose a "text" introducing a television program by a presenter as TV reports are presented.

We invented a comment that refers to imaginary region and event.

The text contains frequent words, fairly frequent and infrequent. The sentence structure is relatively simple because of the kind of text; however, the auditor must produce inferences to understand everything.

Notes for Users

- Test for listening, questions must be asked ORALLY.
- It is to verify understanding language and not the memory or social adjustment (although the latter is part of the understanding in general).

So,

About a very (too) long and issues (too) detailed a wrong answer could come from a misunderstanding of language or a bad memory without the evaluator capability to distinguish between them and the interpretation would be flawed.

About a very socially marked speech the wrong answer could come from a misunderstanding of language or lack of social adaptation.

To avoid these pitfalls, the comments and questions should be heard twice, and the themes should be of general interest and does not promote a small part of respondents.

The choice of "oral text": the text is a monologue or dialogue. It is built according to the needs of the experiment. Must keep track of people in the

- Ability to respond to explicit questions, that is, questions whose answer is found explicitly in the statement.
- Ability to respond to implicit questions, that is to say, questions whose answer must require the auditor to produce an inference.

- Ability to respond to lexical questions, that is to say, questions that verify the knowledge of words or phrases.

Examples: a newsletter on the radio says:

« Today at 7:00 am, a young man plunged into the icy waters of the Rhone and has brought to shore a walker who had accidentally slipped. If the boy is unharmed, the victim, unfortunately, died. »

Explicit question:

- When did it happen?

Implicit question:

- How did the victim die? : assassinated? Burned? Drowned?

Lexical question:

- What does unfortunately mean?

To be sure the person does not respond at random, it is necessary to ask for a justification based on the response, such as "ok, how did you find the answer ? »

Instructions: questions are asked orally, and repeated (the same) if necessary.

Number of items: the number of items per test shall be as follows. 10 questions seem sufficient oral (four explicit questions, 4 implicit questions and 2 lexical questions).

3.3.2 Oral expression (to speak)

This is to verify that people are able to express themselves correctly in the language and construct simple but accurate statements.

The aims of the test are:

- To assess the lexical precision: 20 words should be set by the interviewee and the questions should lead to use ten of these words.
- To assess the level of syntax: syntactically correct or incorrect sentences / (by not taking into account the syntax of speech).
- To evaluate the pronunciation: an excessive number of mispronounced phonemes can hinder communication (oral or written). Please set this number according to the constraints of the concerned language.

The speaking support is at the discretion of the user: this may be a video, a picture, photography. We chose, for the French version, the theme of holiday with beach photos to give rise to statements containing words frequent and fairly frequent. The first photo shows a sandy beach in summer, sea, and people in swimsuits that tan or sheltering under umbrellas, bathing, walking around. The second is rather a deserted beach, only one person in a cloak walks there, we understand that it's winter and it's cold.

Choice of words

We expect that respondents state at least 10 words from the list of 20 below.

List of words (Instructions are provided orally)

- To tan (conjugated or not)
- Hot
- Deserted
- Water
- Summer
- Cold
- People
- Winter
- Swimsuit or swimsuit only
- Coat or sweater or warm clothing...
- Sea or ocean
- World
- Umbrella
- Nobody
- Beach
- Sand
- Season
- Bathing, swimming (conjugated or not)
- To walk (conjugated or not)
- Alone

3.3.3 Written production (to write)

Two tests used to verify the scriptural skills of respondents. Events must in no way recall the academic exercise of dictation and are contextualized. We observe the treatment modalities used by the person, according to the categories of cognitive psycholinguistics, in a written production without. The analysis focuses on the performance (efficiency of spelling), but also on the procedures used and the nature of errors.

People should write a **message** and a list of **words**.

The production of a written text can study how the speaker / writer arranges his ideas and transcribed according to:

- The context (to send a message to a friend [If the interviewee is a man message to a man, if the respondent is a woman, a message to a woman])
- The goals (to leave instructions at a prolonged absence)
- His/her writer skills

The production of written words is dictated; it is introduced not as an academic exercise but as a list to write in a plausible context for an adult: list of things not to forget for holidays. To study the competences under comparable conditions and obtain accurate measurements, the items to be produced were created (4 pseudo-words) or selected according to their frequency¹³ (4 frequent words vs. 4 infrequent words).

¹³ Leech, Geoffrey and Rayson, P and Wilsons, A (2001) Word frequencies in written and spoken English : based on the British National Corpus. Longman, London. ISBN 0582320070

The aims are:

- To evaluate the writing of a small text
- To evaluate the writing of isolated words and pseudo words.

The context of these two tests is left to the choice of testers.

Instructions are given orally and repeated several times if the interviewee wishes. The respondent must clearly understand he/she has **all the necessary time** to write. The time used is noted on the correction sheet but not rated. It is not a speed test, but the speed being an objective data; it is interesting to note it.

The number of items is recommended as follows:

- For the text: 3 levels: micro-structural level, macro-structural level, orthographic level (spelling performance of the individual are different depending on whether it has the initiative of the text in the message or not, as in the dictation).
- For the words: 12 words (four pseudo-words, 4 frequent and regular words, 4 infrequent and irregular words).

Words and pseudo words chosen

	Pseudo words	Frequent words	Infrequent words
3 Phonemes			
4 Phonemes			
5 Phonemes			
7 Phonemes			

Metacognitive reflection

After two written productions like reading tests, the evaluator concluded the situation by a metacognitive interview to verify how people describe and analyze scriptural skills (spelling and writing).

Social practices in writing

It is also important to check the context in which the person uses the writing and for what purposes.

3.3.4 Reading (to read)

The reading assessment is also divided into two tests

- Identification of words and pseudo-words in social writings.
- Reading and understanding a short text: the text to read is a newspaper article describing a news item.

Tests must in no way recall the scholastic reading of words and texts and are contextualized.

Objectives are:

- Assess the comprehension of written text.
- Assess reading-decoding and verifying the construction of the voice-spelling relationship in the lexical act.

Support: for reading comprehension, it is left to the choice of testers with the following constraints:

- The text should not be accompanied by images suggesting answers.
- No element in the text to evoke a school exercise.

- The text should give rise to similar questions to test listening comprehension (explicit, implicit, and lexical).

Instructions (questions to ask) are provided orally.

Items: issues of reading are selected on the same model as those for the listening part. The answers are followed by a second question: « yes, how did you manage to know? »

Metacognitive reflection:

Following the reading test, the evaluator concludes the situation by a metacognitive interview to verify how people describe and analyze their reading skills.

Social practices in reading

It is also important to check the context in which the person uses to read and for what purposes.

Note: The learner has not to read the instructions or to write answers (except during the test of written production). The evaluator notes or checking off the answers of the person and all questions are asked orally by the assessor.

3.3.5 Interviews

The initial interview aims to put the person in confidence. We take advantage of this interview to get a first approach of the relation of the person with writing, his/her familiarity with the writings that surround his work and social life. This is the time to understand the educational and professional background of the person coming slowly to the relation he/she has with the writing. It brings him/her to speak for

him/herself, his/her history and his/her experiences, and what gives him/her meaning. It allows the assessor to define the reasons for which a course - to provide support, integration, training, qualifications - could be undertaken.

The interview also helps establish a relationship framework for assessment situations: the work begins by establishing a mutual relationship of trust before entering a phase of observation of skills.

The evaluator encourages the person to express him/herself, to speak, to show his/her experience. He/her seeks to know him/her better; in his/her present and his/her own history.

Beware, however: the evaluator should not be intrusive; he/she must respect the silence of any person. He/she must also be careful not to encourage or solicit secrets that require some different skills as well as a different framework. Finally, the interview should not last too long, the goal is simply to initiate a dialogue with the person and help him/her to feel at ease.

The final interview aims to implement a first positive and dynamic assessment related to the capabilities of the person, his/her desire to learn and his/her way of projecting him/herself to the future.

3.3.6 Other information to collect

It is necessary to collect the following information: age, sex, and place of birth, place of residence, educational and professional qualifications, length of education, current occupation. This information can be obtained either during the initial interview (while avoiding the kind of police interrogation) or at the time of registration of the person in the training centre.

CHAPTER 4: Literacy for the participation in society

The definition of literacy has been gradually broadened. In earlier times it designated only the capacity to use the alphabet and the ability to read and write, but today, literacy is linked all the more so with the effective participation of a person in society. We observe that aspects of literacy are sometimes linked to social skills (as in the case of CEDEFOP) or that part of social skills is included in the definition of literacy as in the case of OECD, UNESCO and the European Commission.

4.1. Social skills and literacy

4.1.1 Cedefop

Social skills as ‘new basic skills’, entered the European agenda after the Lisbon Council (2000)¹⁴. The upgrade of already existing basic skills and the acquisition of new ones - with the social skills amongst them - are seen as contributing to the attainment of 4 basic targets posed by European LLL policies. However, the communicative texts of the European Commission, do not categorically define the context of social skills.

The first attempts at defining social skills in the EU came out of the research on the absorption of LLL policies and their usage conducted by Cedefop¹⁵ in 2000 – 2002. The research did not simply distinguish between basic and new basic skills, but also used a more analytical distinction between traditional skills (writing and reading, and arithmetic) social skills, intercultural skills and instrumental skills. The skills that are categorized primarily as social are the following:

- self expression
- evaluation of circumstances - problem solving
- initiative
- organizational skills

¹⁴ According to the text “The Attainment of a European Area for Life Long Learning (2001:21) “basic skills include the fundamental skills of reading, writing and mathematics, along with the learning of learning, and the new skills that were presented in Lisbon –technological, informative skills, foreign languages, entrepreneurial skills and social skills.

¹⁵ Cedefop is EU’s designated center for the development of educational training.

- human resource management
- to learn how to learn
- developing good relations with people of different ethnic or cultural origin
- cooperation with others

The last two skills (developing good relations with people of different ethnic or cultural origin and cooperation with others), were later incorporated in the intercultural skills along with the use of foreign languages, followed by the skills of using scientific and technological tools (Chisholm, Larson & Mossoux, 2004). The social skills like self expression, developing good relations with people of different ethnic or cultural origin, cooperation with others however, also constitute the objective of communication in mother tongue or second language, orally or in written form. They thus constitute the social dimension of literacy that gained importance in European policy when the focus shifted from skills to key-competences, as we have already discussed in Chapter 2.

4.1.2. OECD – PIAAC and UNESCO

In the Programme for the International Assessment of Adult Competencies (PIAAC) of the OECD, literacy is defined as “the interest, attitude and ability of individuals to appropriately use socio-cultural tools, including digital technology and communication tools, to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others in order to participate effectively in society.” (OECD, PIAAC, 2005:25). Also UNESCO expands the traditional meaning of literacy and defines it as “the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.” (UNESCO 2003 in UNESCO 2004:13) in order to encompass several different dimensions of literacy.

Literacy for the full and effective participation in society thus designates a series of different skills, according to which people can:

- communicate orally and in written form in a variety of communicative circumstances
- attend and adjust their communication to the demands or the circumstances
- differentiate/ recognize and use different text types
- collect and develop an information
- formulate and express arguments, orally or in written form, in a convincing way and adequately adapted to the communicative context
- intend critical and constructive dialogue
- Use the language system in a positive and socially responsible way (see also Ch. 2 EC, 2007: 6).

Also, the capacity of literacy, of communication (in oral or written form) through language, is related to a series of broader socio-cognitive skills like the following, according to A. Schleicher (2008: 634):

- Accessing: Knowing about and knowing how to collect and/or retrieve information.
- Managing: Organising information into existing classification schemes.
- Integrating: Interpreting, summarising, comparing and contrasting information using similar or different forms of representation.
- Evaluating: Reflecting to make judgments about the quality, relevance, usefulness, or efficiency of information.
- Constructing: Generating new information and knowledge by adapting, applying, designing, inventing, representing or authoring information.
- Communicating: Conveying information and knowledge to various individuals and/or groups.

4.1.3 Remarks on Literacy

Literacy nowadays should not be conceived as a number of rules and conventions on spelling and reading, or of a list of correct ready-made answers. The new social settings are less about imparting defined knowledge and more about shaping a kind of person open to changes, diversity, and new ways of problem-solving. The new literacy approach is about supplementing old basics with capacities of effective communication in diverse settings.

In the areas of learning and interaction in modern society, new skills are required in order to help citizens handle the new needs and practices. Citizens should acquire not just skills, but what we call competence sets, which will enable them to be flexible, and adapt to diverse settings and deal efficiently with change, diversity and complexity.

Literacy, in particular, does not only aim at acquiring reading and writing techniques. Its content is broadened so as to cover the skills required in the contemporary socio-economic contexts of citizens' actions. In these contexts the texts are not only produced in the written mode but include multiple modes of communication in terms of text, image, sound etc.

4.2. THE MODEVAL 2 PROGRAM

4.2.1. MODEVAL 2 AND THE SUPRANATIONAL COMPETENCIES FRAMEWORKS

In MODEVAL 2, tools, which have been tested during the MODEVAL 1 phase, are interlinked with the above mentioned topics. Table (I) presents a general description of the tool (a more detailed account can be found in Chapter 3 of the Manual) as well as the main classifications of organizations related to linguistic and communicative competence as per the Council of Europe. Especially for the last column of Table (1), the trainer needs to study the corresponding pages of the Common European Framework of Reference for Languages for each competence category listed.

It is important to note that the Communicative language Competences are associated with the policies of the two other organizations and institutions, OECD and European Commission. This is because in the Common European Framework of Reference for Languages, this competence represents a focal point of the spectrum between General Competences and Communicative language Competences. Here the emphasis given on literacy in its broader sense, is contributing to the final classification proposed by the Council of Europe. The General Competences are divided into Competences related to Declarative Knowledge, the Skills and Know-how, the Ability to learn and are interrelated with both the Key Competences of the European Commission and the three broad categories of competences of OECD/DeSeCo...

The Communicative language Competences as noted in the official document of the Council of Europe refers to "the communicative intentions, users / learners bring to bear their general capacities as detailed above (means the | General Competences) together with a more specifically language - related communicative competence. Communicative Competence in the narrower sense has the following components: linguistic competences, sociolinguistic competences and pragmatic competences ". (Council of Europe, 2000:108).

From the same point of view Modeval 2 attempts to highlight the importance of evaluating basic literacy skills in the personal, social and economic life of trainees in order to achieve the objectives of the General Competences of the Council of Europe. Simultaneously the Modeval 2 program takes for granted the 8 Key-Competences Framework promoted by European Commission in the context of Lisbon Lifelong Learning strategy.

In the following table, the structure of the framework for the evaluation of basic competences of literacy in MODEVAL (I) is presented in relation to the key competencies of OECD and of the EUROPEAN COMMISSION, but also in relation to the Linguistic Competences of the Council of Europe.

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]}
<p>I. EVALUATING ILLITERACY</p> <ul style="list-style-type: none"> - Comprehension of the spoken word - Comprehension of the written word - Written output <ul style="list-style-type: none"> - Assembly - Address -Ability to produce a coherent text - Reading <ul style="list-style-type: none"> - Identification - Comprehension <p>II. ABILITIES</p> <p>Ability to identify words and pseudo-words in the text</p>	<p>I. Autonomous Action[OECD-KC1]</p> <p>Action within the greater picture, understanding of the structure of the system within which 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</p>	<p>Communication in mother language [CM]</p> <p>Communication in foreign language{CF}</p> <p>Mathematical competence and basic competences in science and technology {M-S-T}</p> <p>Digital competence{DC}</p> <p>Learning to learn {LI}</p> <p>Social and civic competences{SCC}</p>	<p>Communicative Language Competence</p> <p>Linguistic Competences: Language as a formal system [[see Council of Europe, 2000:108-118]</p> <p>Lexical Competence {ELF/LC-LC}</p> <p>Grammatical Competence {ELF/LC – GC}</p> <p>Semantic Competence {ELF/LC – SC}</p> <p>Phonological Competence {ELF/LC –PhC}</p> <p>Orthographic Competence {ELF/LC – Or/gr C}</p> <p>Orthoepic Competence {ELF/LC – Or/ep C}</p> <p>Sociolinguistic Competence: The Social Dimension of Language Use [[see Council of Europe, 2000:118 – 122]</p> <p>Linguistic markers of social relations {ELF/SLC – MSR}</p>

<p>Ability to understand the text</p> <p>Ability to produce words and pseudo-words</p> <p>Ability to produce a coherent text</p> <p>III. COMPETENCIES</p> <p>produce written and oral texts</p> <p>participate in different communicative situations of daily life (transactions with</p> <p>Public services, search for employment, claim of rights, etc.)</p> <p>recognize the factors that influence meaning in the production of oral and written text in concrete communication circumstances</p> <p>comprehend and effectively combine the verbal and visual texts in printed matter</p> <p>connect the information and the knowledge that is provided in the electronic publication of texts</p>	<p>themselves, to make sense of the world and to communicate and interact effectively with their environment</p> <p>–</p> <p>(ii) Using technology: individuals to communicate using a diversity of technological modalities.</p> <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>	<p>Sense of initiative and Entrepreneurship</p> <p>{E}</p> <p>Cultural awareness and expression {CAE}</p>	<p>Politeness Conventions {ELF/SLC– PC}</p> <p>Expression of folk wisdom {ELF/SLC – EFW}</p> <p>Register differences {ELF/SLC – RegD}</p> <p>Dialect and accent {ELF/SLC – DA}</p> <p>Pragmatic Competence: “the principles according to which messages are organised, structured and arranged, used to perform communicative functions and sequenced according to interactive and transactional schemata” [see Council of Europe, 2000:123-130]</p> <p>Discourse Competence {ELF/PC –DC}</p> <p>E.g. topic focus, given/new, cause/effect, structure and manage discourse in terms of: thematic organisation, coherence and cohesion, logical ordering, style and register, rhetorical effectiveness, text /design (=knowledge of the text-design conventions in the community) etc.</p> <p>Functional Competence {ELF/PC – FC}</p> <p><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>
--	--	--	---

Table (1)

4.2.2. MODEVAL 2 Linking Evaluating Tools for basic skills in the literacy domain with the European Commission Key-Competences and the Common THE European Framework of Reference for Languages of the Council of Europe

Through the Modeval 2 Manual trainers can be trained in order to evaluate the ability of trainees to:

- 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

In the following Table (2) the codes of Table (1) correspond to the tools of the MODEVAL 1 Project, which were presented in Chapter3.

<p>MODEVAL General Description of the MODEVAL 1 Tools {Details of the Description in Chapter 3}</p>	<p>[OECD- KC]</p>	<p>EC- KCLLL</p>	<p>[CoE-ELF]</p>	<p>SCALING REFERE NCE LEVEL [CoE/EL F]</p>
---	-----------------------	----------------------	------------------	--

<p>1.3.3. Professional Life</p> <ul style="list-style-type: none"> -Language(s) of oral communication in professional environment: - Language(s) of written communication in professional environment: - What reading texts do interviewees read with greater frequency in their professional life (such application forms, sms, email, lists, etc.)? We also discuss the difficulties learners have in their oral and written communication in the workplace. 	<p>OECD-KC1</p>	<p>CM And/or r CF DC SCC E ----</p>		
<p>1.3.4. Social Life</p> <ul style="list-style-type: none"> - Communicative use of language in a homogeneous linguistic environment in which interviewees participate - Communicative use of language in a heterogeneous language environment - The use of language in official social events - The use of language in social interactions 	<p>OECD-KC2 OECD-KC3</p>	<p>CM and/or CF DC SCC CAE</p>		
<p>2. SPOKEN LANGUAGE</p>				
<p>(see also MODEVAL 1 TOOLS AND CHAPTER 3)</p>				
<p>2.1. ORAL COMPREHENSION</p> <ul style="list-style-type: none"> - Socially marked spoken text followed by explicit and implicit questions focusing on the following dimensions: topic, new/given information and cause / effect, the 			<p>[2.1.] PC - DC LC – LC LC-SC</p>	<p>[2.1.] B1→B2</p>

<p>meaning of words or verbal – socially and culturally oriented – expressions, vocabulary/lexicon, syntax, pronunciation</p> <ul style="list-style-type: none"> - Comprehension of the spoken message - Metacognitive questions of practice concerning the obstacles for comprehension of /or the misunderstandings of the text, which has been read (twice) by the trainer 				
<p>2.2. PRODUCTION OF ORAL MEANINGFUL MESSAGES AND VERBAL TEXTS IN SOCIAL CONTEXTS FOR EXPLICIT COMMUNICATIVE PURPOSES</p> <ul style="list-style-type: none"> - Ability to produce spoken message <ul style="list-style-type: none"> - Vocabulary - Syntax - Phonemes of words - Pronunciation 			<p>[2.2.] LC-LC LC – PhC LC-GC LC-SC SLC-MSR SLC –DA</p>	<p>[2.2.] B2</p>
<p>3. WRITTEN LANGUAGE</p> <p>3.1. Production of Written Language</p> <p>Evaluation of</p>			<p>[3.1.]</p>	<p>[3.1]</p>

<p>the writing of isolated words and pseudo words</p> <p>the writing of a short text for the accomplishment of explicit communicative purposes</p> <p>knowledge of the relation between context and the production of a written text</p> <p>written message and written text consistency</p> <p>Syntax</p> <p>Spelling</p>			<p>LC – LC</p> <p>LC Or/grC</p> <p>LC – PhC</p> <p>LC-SC</p> <p>LC-GC</p> <p>SLC –MSR</p> <p>SLC –RegD</p> <p>PC – DC</p> <p>PC-FC</p>	<p>B2</p>
<p>3.2. Complementation of everyday life texts</p>			<p>[3.2.]</p>	<p>[3.2.]</p>
<p>Evaluation of</p> <p>the writing of the proper words or expressions in everyday life texts for the personal and social life of the citizen</p> <p>dictation in use of written language</p> <p>thematic dictation – evaluating spelling of written words related to a specific thematic area (e.g. vacations)</p>			<p>SLC-MSR</p> <p>SLC- PC</p> <p>SLC – RegD</p> <p>LC-LC</p> <p>LC Or/grC</p>	<p>B2</p>
<p>3.3. Metacognitive validation of the trainee’ s produced written text</p>				

<p>the understanding of the social use of the text</p> <p>the understanding of the communicative purpose of a written text</p> <p>the understanding of the main – basic – structure of the text (e.g. description of a machine or instruction of how to use a machine)</p> <p>the understanding the main theme in a written text</p> <p>3.4.3. Metacognitive validation of the text which has been read by the trainee</p> <p>4. FINAL INTERVIEW</p> <p>During the final interview the learners:</p> <ul style="list-style-type: none"> - Express their feelings about their participation in the process - Identify what facilitates their communication through the use of oral and written language in the family as well as in the social environments - Identify what hinders their communication through the use of oral and written language in the family as well as in the social environments - Recognize the ability to join a training program to enhance their language and communication skills, - Focus on their learning needs emerged by their participation in the process 	<p>OECD- KC1</p> <p>OECD- KC2</p>	<p>CM</p> <p>CF</p> <p>LI</p> <p>SCC</p> <p>CAE</p>	<p>SLC –PC</p> <p>PC-DC</p> <p>PC-FC</p>	<p>B2</p>
---	--	---	--	-----------

Table (2)

4.3. THE FRAMEWORK FOR THE PROFILE OF THE TRAINER IN MODEVAL II

The framework of Evaluation of Basic Competencies of Literacy (MODEVAL I & II) begins by registering the communicative profile of the trainees. That means that it recognizes that earlier experiences and knowledge of adult people in their social and professional life are important factors, both:

- in order for the detection of empirical skills in written and oral communication, as well as
- For the appreciation of the skills, where trainees need further exercise.

The recognition of the communicative profile of the trainee from the trainer, constitutes an innovative approach of the framework MODEVAL I. The connection of the literacy skills with the trainees own experiences of social interaction in both social and professional settings, integrates the trainee's experience in the framework of evaluation from the trainer.

During the period of application of the Framework of Evaluation for Basic Competencies of Literacy (MODEVAL I) the trainer is interested not only in the answers of the trainee, but also in the opinions of the trainee about the type of the questions in the evaluation. The trainer is also interested in how much the trainee is aware of the procedures; through which (s) he has come to the answers (s) he gave. In this way the trainer does not only evaluate the trainee. By inviting the trainee to evaluate the phases of the test themselves, the trainer emancipates the trainee, while simultaneously leading him/her to discover the strategies, through which (s) he can learn to understand and produce written and oral texts.

To conclude, the framework of Evaluation of Basic Competencies of Literacy (MODEVAL I) gives the opportunity to the trainer not only to evaluate, but also to emancipate the trainee, and to develop his/her previous capacities. It also helps trainees to realize the difficulties (s) he has in specific areas of linguistic communication. Hereby, the trainee is lead to the selection of a program of education adapted to his/her needs. Furthermore, the trainer, through this procedure, has the possibility to evaluate and implement the framework of Evaluation of Basic Competencies of Literacy (MODEVAL I) from case to case. This allows the trainer to formulate alternative tests and evaluate the trainee on the basis of concrete realizations of literacy practices.

The Modeval 2 program puts great emphasis on knowledge, skills and competencies related to teaching methods and tools concerning the Communication Language Competence in a range of training settings as well as effective communication with adult trainees in multicultural contexts. The adult trainer's profile is focused around three functions relating to the «why", "what" and "how" of training. As such, the instructor, who will train other trainers, has the following characteristics, which correspond to ISCED levels and to the levels of European Qualifications Framework. The following Tables (3, 3.1, 3.2, 3.3, and 4) are also following the Cedefop- TTnet network

Competence Frameworks for VET Profiles and Professions (see http://www.cedefop.europa.eu/etv/projects_networks/ttnet/ and Volmari, Helakorpi, Frimodt: 2009)

4.3.1. Generic Professional Framework

KNOWLEDGE	SKILLS	COMPETENCIES	ISCED & EQF
<ul style="list-style-type: none"> -of macro socio-educational design within a training program (the «why» of learning) -of principles, theories and methodologies of Adult Education -of methods of analyzing the learning needs of the target group -cultural awareness 	<p>(He/she)</p> <ul style="list-style-type: none"> -recognizes the aims and scope of the program - redefine the aims of the programs to match learners' expectations -recognizes the multiple dimensions of his/her design (cultural and gender) 	<ul style="list-style-type: none"> Knowledge management Negotiation Group dynamics Responsibility Cultural competence 	<p>5^A , 5B & 6</p> <p>EQF [6] and/or [7]</p>

Table (3)

4.3.2. Basic Professional Framework

4.3.2.1. Basic Professional Framework for Learning Design

KNOWLEDGE	SKILLS	COMPETENCIES	ISCED & EQF
<ul style="list-style-type: none"> - of learning design (the «WHAT» of learning process) - of the subject-matter of training (the «what» of learning outcome) -cultural awareness 	<p>(he/she)</p> <ul style="list-style-type: none"> - organizes activities regarding the detection of needs - identifies expected results - chooses teaching methodologies - Chooses technical / technological means - explores learners’ possibilities of accessing resources - Chooses the key-words to analyse the content of the program - recognizes the cultural and gender perspective 	<ul style="list-style-type: none"> Knowledge management Lateral thinking Organizational competence Responsibility Cultural competence 	<p>5^A , 5B ή/και [6]</p> <p>EQF [6] and/or [7]</p>

Table (3.1.)

4.3.2.2. Basic Professional Framework for Micro-design of the Learning Process

KNOWLEDGE	SKILLS	COMPETENCIES	ISCED & EQF
<p>-of Micro-design of the learning process within a training program (the «how» of learning)</p> <p>- risk taking regarding program changes aimed at improving the program</p> <p>-cultural awareness</p>	<p>(he/she)</p> <ul style="list-style-type: none"> - organizes lesson plans and learning scenarios - checks the clarity of the instructions of each activity - selects the appropriate educational techniques to match the aims of lesson plans - evaluates the objectives of the program content in each unit of training - uses reflective feedback on the learning progress of the group - assumes responsibility for any alternations in the structure of the learning process and the organization of the program - forms group consensus on changes made in the training program 	<p>Knowledge management</p> <p>Lateral thinking</p> <p>Evaluation</p> <p>Organizational competence</p> <p>Risk-taking</p> <p>Responsibility</p> <p>Transformative competence</p> <p>Cultural competence</p>	<p>5^A , 5B ή/και [6]</p> <p>EQF [6] and/or [7]</p>

Table (3.2.)

4.3.2.3. Basic Professional Framework for ICT in Learning

KNOWLEDGE	SKILLS	COMPETENCIES	ISCED & EQF
<p>of reframing the learning process in the context of ICT</p> <p>of</p> <p>E-learning methods</p>	<p>He/she</p> <ul style="list-style-type: none"> - recognizes and utilizes different ways of presenting educational material and activities within a training program using ICT: <ul style="list-style-type: none"> (i) as a form of construction: non-linear and (ii) as a form of presentation mode: multimodal design of the training program - highlights the value of technology in establishing learning communities -creates links and conditions of e-mode interaction among stakeholders in a program as well as the social and professional bodies of local and extended community [e-networking] 	<p>Knowledge management</p> <p>Networking</p> <p>Interaction within a variety of contexts</p> <p>Responsibility</p> <p>Organizational competence</p> <p>Risk-taking</p> <p>Transformative competence</p> <p>Cultural competence</p>	<p>5^A , 5B ή/και [6]</p> <p>EQF [6] and/or [7]</p>

Table (3.3.)

The European Qualifications Framework (EQF) acts as a translation mechanism for making national qualifications more understandable throughout Europe, facilitating the mobility of workers and learners between countries and promoting lifelong learning. Concerning the EQF Levels for the MODEVAL 2 Trainer Manual there is the following definitions of the learning outcomes relevant to level [6] and [7] in terms of knowledge, Skills and Competence (EC, 2008:12-13):

EUROPEAN QUALIFICATIONS FRAMEWORK

	Knowledge	Skills	Competence
LEVEL 6 [see pp.12-13]	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision – making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
LEVEL 7 [see pp.12-13]	highly specialized knowledge, some of which is the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields	specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

Table (4)

The learning outcomes relevant to the knowledge of the Trainer, in Modeval 2, concerns fields and theories about the communication and language in adult education and training, e.g. Linguistics - Literacy Studies and/or Sociology and/or Psychology and/or Adult Education and/or Cultural Studies, Social Anthropology.

It is evident that contemporary trainers must have the ability to explore and utilise the formal texts of the European Commission and those of the Council of Europe. These documents constitute interstate agreements by the state-members on the main principles that govern the national systems of education and training. For this reason, the teacher and the trainer either at school or at vocational training centres must expand its role in accordance to the qualification and competence levels both on ISCED scale and the scale of the European Qualifications Framework (presented in Tables [3, 3.1.,3.2.,3.3.]).

References

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.

Bailey I., Intzidis V. et al. 2002. Ensuring basic Skills for All. From Basic Skills to Key Competences. Κοπεγχάγη: E.U.-Danish Presidency-ASEM. <http://www.asemlll.dk>.

Bjørnåvold, J., 2000. Making learning visible. Thessaloniki: CEDEFOP.

Cedefop – Ttnet Project: http://www.cedefop.europa.eu/etv/projects_networks/ttnet/

Chisholm, L. , A.,Larson, A-F Mossoux. 2004. Lifelong Learning: citizen’s views. Luxemburg: Office for Official Publications of the Europeans Communications - Cedefop.

Council of Europe. 2001. The Common European Framework of Reference for Languages. Cambridge: Cambridge University Press

Dietrich, A. 1999. Compétences 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. Στρασβούργο: CDPS(95) 1 Rev.

European Communities. 2008. European Qualifications Framework. Luxemburg: Office for Official Publication of the European Communities.

European Communities. 2007. European Reference Framework of Key Competences for Lifelong Learning. Luxemburg: Office for Official Publications of the European Communities.

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

European Communities. 2002. Education and Training in Europe 2010. Luxemburg: Office for Official Publication of the European Communities.

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

Freire, P. & Macedo, M. 1987. Literacy: Reading the word and the world. New York: Bergin & Carvey

Jarvis P. 2004. [Continuing Education and Training]/ [Synechizomeni Ekpedeysi ke Katartisi]. Transl./ Μτφρ. Α. Μανιάτη [A.Maniati]. Athens: Metaixmio

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

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/deseeco

OECD. 2005. The Relevance of PIAAC to Education and Labour Market Policies. COM/DELSA/EDU(2005)1.

Passet, R. 2004. Η Νεοφιλελεύθερη Αυταπάτη. μτφρ.Α. Λάλα. Θεσσαλονίκη: Παρατηρητής.

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. Oxford: Oxford University Press.

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

Schleicher, A. 2008. 'PIAAC: A new strategy for assessing adult competencies', International Review of Education, vol. 54, 5-6, 627-650.

UNESCO. 2004. The Plurality of literacy and its Implications for Policies and Programmes. United Nations Educational, Scientific and Cultural Organization:Paris.

Volmari, K., S. Helakorpi, R.Frimodt (eds). 2009. Competence Framework for VET Professions. Handbook for Practitioners. Thessaloniki: Cedefop and Finish National Board for Education and Editors.