



Kastamonu Üniversitesi  
Kastamonu Meslek Yüksek Okulu

# EXTERNAL EVALUATION REPORT



Eğitim ve Kültür



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## **Training of Low Educated Workers for Productivity Growth (TOLEW)**

*Project no: 2008-1-TR1-LEO05-03215*

# **External Evaluation Report**

TOLEW: Training of Low Educated Workers for Productivity Growth  
Project no: 2008-1-TR1-LEO05-03215

## External Evaluation Report

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## OPENING

Evaluation activities in Leonardo da Vinci projects focus on the systematic preparation, checking and assessment of project activities and results. This includes in particular the identification of project aims, conditions and requirements, continuous monitoring of progress on this basis and also in relation to the planned project stages, and the assessment of project results. The partnership's evaluation activities involve the collection and appraisal of information concerning the strong and weak points of the project and/or the products resulting from it, which may offer pointers on how to make improvements. Evaluation should be a recurring, cyclical process geared to and enhancing the quality of Leonardo da Vinci projects.

Partnership should use an evaluation plan in its project, with a view to enhancing the quality of projects and any final products developed as a result. It is a question of the partnership itself taking the initiative. Ideally, the coordinator and partners draw up the evaluation strategy right at the beginning of the project, meeting concluding that the real implementation of an evaluation strategy will begin at the first project meeting and these guidelines have been written with this in mind.

Measuring the impact of project is not easy; it is much more straightforward to measure the outputs, e.g., publications, courses, project website. The most productive form of evaluation is one which involves all the project partners, begins with the project itself and is a result of debate and agreement within the partnership. All evaluation is a process that must not be left until the final stages of the project. By that time objectives and results will have been achieved but without evaluation.

The evaluation process in this report basically aims to:

- Simplify the consultation process within the project partnership,
- Reveal the pressure points in the course of the project life span,
- Assist the project coordinator in quantifying results and relating these to the project objectives,
- Reduce the workload involved in constructing final report.

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## 1. INTRODUCTION

The present document represents the report of the external evaluation, referring to the 2-years activities carried out in the LDV Transfer of Innovation project titled "Training of Low Educated Workers for Productivity Growth" (herewith: TOLEW). This report will begin with a brief introduction to the project and its aims and objectives, an outline of the project format, an analysis of the project stakeholders and identified key evaluation issues. The evaluation methodology was described, followed by the discussion of the key findings. The report concludes with an analysis of the project against the stated aims and objectives along with some key recommendations for the future.

The project consortium was built up by seven partners from three different European countries and was lead by Kastamonu Vocational High School in Turkey. The objective of the project was to increase the education levels of low-educated workers, who work at three leading sectors operating in the region, Kastamonu. In order to achieve the defined objective, the workers from three sectors that are of cleaning-work, wood-work and construction indicated through the needs of the region have been trained in various levels. The project aimed at developing an e-learning course for practitioners across Europe.

From project management point of view, the project should have both internal and external evaluation reports for monitoring the entire project processes and its unique products/ outcomes. It must be noted here that the application of the internal evaluation system aims at the continuous supervision of the project effectuation and the taking over of the suitable corrective interventions for the improvement of the realization process; the assessment of the contribution of all components in the realization process; and the correspondence of the evaluation process to the information and control needs of the National Agency. On the other hand, the external evaluation is a collection of information about the project and its activities; an estimation of the project success in accordance with the aims set out; and assistance to the partners in order to realize and learn from the effectuation of the project. From this point of view, the aim in this external evaluation report was to make a summary about the designation, implementation, results and success of the project in relation with its aims set out in the beginning; to give support for the dissemination of the products and tools produced; to supply a communication with the National agency about the results and effects from the project; and to map new ideas for designation of future projects. The evaluator of this report has been provided with the information about the project, indicated qualitative and quantitative elements and written down the final conclusions, taking also into account the answers of the promoter, the proposal

and the interim report. The main conclusion from the external evaluation was that the project had met its stated aims and objectives and that the project team had delivered successful products.

## **2. OVERVIEW: TOLEW PROJECT**

The project aimed at increasing the education levels of the low-educated workers, who work at the locomotive sectors in the region. In order to achieve the purpose, a certain number of members from the target groups were trained in various levels. The locomotive sector was distinguished as wood, cleaning and construction sectors. The importance of these sectors in the regional economic growth is relatively high. However, the low performance of the workers actually disables the competitiveness of the enterprises in the region, and this reality gave an idea to realize this project. Here, it must be noted that such a professional attempt focusing on the sustainable regional development in terms of social and economical aspects has never been done before. The vocational education dimension of the project makes it more unique. Referring to the provisional research done during the proposal phase, studying the problem of the target group, it was confirmed that the education level of the workers was insufficient, so that the project tasks and activities developed met their particular needs. The labor force capacity was intended to be increased in the frame of specific curricula consisting human relations, job safety and basic computer educations to eliminate the deficiencies of the indicated sectors. Moreover, it was also realized that the conscious level of job safety in each sector was insufficient according to the results of inquiries which were done by Kastamonu University. The project objective was to increase the labor force capacity and competitiveness within these important sectors through training the workers on the subjects of health and safety at work along with the communication skills and basic computer education.

It must be mentioned here that the project strengthens job training and the low-educated workers' future job competitiveness through increasing their competence.

### **2.1. Partnership Structure**

Partner organizations in TOLEW project are of;

Promoter:

- Kastamonu University, Vocational High School, Turkey  
([www.kastamonu.edu.tr](http://www.kastamonu.edu.tr))



Partners:

- BEST Institut für berufsbezogene Weiterbildung & Personaltraining GmbH, Austria ([www.best.at](http://www.best.at))
- IRFA SUD, France ([www.irfasud.fr](http://www.irfasud.fr))
- Turkish Timber Association, Turkey ([www.ahsap.org](http://www.ahsap.org))
- Kastamonu SUNTA Factory Inc., Turkey ([www.kastamonuentegre.com.tr](http://www.kastamonuentegre.com.tr))
- Tonbullar Construction Company, Turkey ([www.tonbullar.com](http://www.tonbullar.com))
- Zirve Cleaning Company, Turkey

Associated Partner:

- Tosya Chamber of Commerce and Industry, Turkey ([www.tosyatso.org.tr](http://www.tosyatso.org.tr))

Austrian partner has enough experience in curricula development and dissemination of the curricula. The role of the partner was to;

- Disposing education materials about health and safety at work and basic computer training,
- Organizing seminar about job health and safety in Austria,
- Guiding and consulting the project partners in Austria, and
- Disseminating the project in Austria.

The French partner took a role in an already completed Basic Skills for Work project about the issue of curricula development in cleaning sector and has a comprehensive knowledge about the project. The role of the partner was to;

- Designing and updating project web page in partner native languages,
- Disseminating the project in France;
- Promoting know-how transfer provided by the announcement of the project through various dissemination materials, e.g., brochures, handbooks, advertisements for local media, etc.

Turkish Timber Association is an umbrella organization, and provided valuable contribution through;

- Publishing and distributing brochures to introduce the project and its outcomes
- Creating awareness in the relevant sector,
- Introducing and disseminating the project by publishing and distributing brochures, 15 local and 5 national advertisements in newspapers.

Kastamonu SUNTA Factory Inc. is an important export and import company in wood sector in Kastamonu. The role of the partner was to;

- Assisting for the organization in determining the target group for training.

Tonbullar Construction Company is a SME in construction sector in Kastamonu. The role of the partner was to;

- Assisting for the organization in determining the target group for training.

Zirve Cleaning Company is another SME in cleaning sector in Kastamonu. The role of the partner was to;

- Assisting for the organization in determining the target group for training.

The only associated partner Tosya Chamber of Commerce and Industry supported the project by;

- Indicating needs and problems analyses (in work package 3)
- Disseminating the project through project webpage (in work package 4)
- Introducing the project as far and wide as possible(in work package 13)
- Distributing project outputs and good samples of implementation to the target group (in work package 14)

## **2.2. Description of The Project Into Work Packages**

TOLEW work programme is consisted by fourteen work packages.

### Work package 1: Project management

Aim:

- Provide the efficient process of the project,
- Provide coordination and interaction among work packages,
- Provide control of work packages,
- Detect finance and management reports,
- Provide the usage of this project in similar projects in the future,
- Solve any other problems that could occur during the project.
- A final multiplier meeting at the end of the project (Contract Amendment)

Partners:

Leading partner(s): Kastamonu Vocational High School, project promoter and co-coordinator (Mr. Hasbi Yaprak -TR- Kastamonu) and all other partners.

### Work package 2: Target group

Aim:

- Indicate the target group that be trained,
- Support the organization of the workers to participate at the trainings.

Partners:

Leading partner(s): Kastamonu Vocational High School (Mr. Hasbi Yaprak -TR- Kastamonu), Tonbullar construction company (Mr. Mehmet Dokulglu -TR- Kastamonu), Zirve cleaning company (Mr. Mehmet Kutucu -TR- Kastamonu).

Contributing partner(s): All other partners.

### Work package 3: Analyze

Aim:

- Measure the present knowledge of the target group. In this context;
  - Determine the lack of education titles that the workers posses in the subject matters of “human relations and communication skills, computer and internet, job health and safety”,
  - Analyze the national programmes and campaigns,
  - Analyze present education conditions and materials,
  - Introduce the awareness of the public,
  - Analyze on-the-job training and the necessities of the workers.

Partners:

Leading partner(s): Kastamonu Vocational High School (Mr. Hasbi Yaprak -TR- Kastamonu).

Contributing partner(s): All other partners.

### Work package 4: Design and update of web page

Aim:

- Provide a storage of obtained data in the web,
- Constitute a repository,
- Provide a share of repository not only in national but also international,
- Disseminate the project.

Partners:

Leading partner(s): IRFA SUD (Mr. Ghislain Tafforeau -FR- Montpellier).

Contributing partner(s): All other partners.

### Work package 5: Curriculum: Job Safety and Health

Aim:

- Identify curriculum in three main sectors;
  - In cleaning sector:
    - usage of chemicals,
    - correct reading and applications of instructions,

- take care about the usage of electronic equipments,
- In construction sector:
  - correct reading and comprehension of warning signs,
  - working at hazardous areas,
  - the usage of security equipments,
- In wood sector;
  - usage of sectoral equipments.

The curricula consist of five main titles within the objective of improving the knowledge of the workers about job safety;

- Safety and health at work,
- Personal safety equipments,
- Chemicals,
- Risk Factors,
- Warning Signs and Labels.

Partners:

Leading partner(s): BEST (Mr. Helmut Kronika -AT- Vienna).

Contributing partner(s): All other partners.

#### Work package 6: Technical Trip to Austria with a group of 15 members

Aim:

- Provide know-how transfer
- Compare the current states between Turkey and Europe
- Analyze the current states and developments.

Partners:

Leading partner(s): Kastamonu Vocational High School (Mr. Hasbi Yaprak -TR- Kastamonu).

Contributing partner(s): All other partners.

#### Work package 7: Curriculum: Human Relations and Communication

Aim:

- Identify curriculum in three main sectors.

The main titles of the curricula are as below;

- Human relations:
  - Structure of human relations,
  - Types of human relations,
  - Personal interaction,

- Social group in human relations, and
- Rules and associations which compose human relations.
- Communication:
  - Communication with people,
  - Solving the problems about communication,
  - Communication conflict and their solutions,
  - Active talking and listening,
  - Methods and techniques used in active talking and listening,
  - Evaluation methods of active talking and listening,
  - Body language,
  - Impacts of culture on communication
  - Attitude in management (motivation, leadership, negotiation)

Partners:

Leading partner(s): Kastamonu Vocational High School (Mr. Hasbi Yaprak -TR-Kastamonu).

Contributing partner(s): All other partners.

#### Work -package 8: Curriculum: Basic Computer Education

Aim:

- Identify curriculum in three main sectors.

The main titles of the curricula are as below;

- General information about computer systems,
- Computer hardware structure,
- General information about operating systems and using Windows,
- Computer networks, data security and viruses,
- Office programmes;
  - Word Processor ( Microsoft Word),
  - Electric spreadsheet ( Microsoft Excel ),
  - Presentation ( Microsoft PowerPoint ),
  - Database ( Microsoft Access ),
- Internet ;
  - Primary Settings,
  - Web Browsers,
  - Email

Partners:

Leading partner(s): BEST (Mr. Helmut Kronika -AT- Vienna).

Contributing partner(s): All other partners.

#### Work package 9: Seminar: Human Relations and Communication

Aim:

- Knowledge transfer for participants on the issues of efficient and successful human relations and communications,
- Inform an extended mass about the subject,
- Raise awareness in the region,
- Dissemination of the project.
- An additional seminar about “Job Safety and Health” upon the demand of target group (Contract Amendment).

Partners:

Leading partner(s): Kastamonu Vocational High School (Mr. Hasbi Yaprak -TR- Kastamonu).

Contributing partner(s): All other partners.

#### Work package 10: Training

Aim:

- Increase the educational level of the target groups and improve their personal skills,
- Increase the productivity growth of the target groups,
- Raise awareness,
- Raise conscious level,
- Increase the competitiveness.

Partners:

Leading partner(s): Kastamonu Vocational High School (Mr. Hasbi Yaprak -TR- Kastamonu).

Contributing partner(s): All other partners.

#### Work package 11: Lecturing Conference at the Kastamonu University on the issue of “the personal acquisition of the usage of computer and internet and how to benefit from them”

Aim:

- Inform the participants on the issue of “development of personal skills of computer and Internet usage”,
- Inform an extended mass about the subject,

- Provide know-how transfer,
- Raise awareness in the region,
- Dissemination of the project.

Partners:

Leading partner(s): Kastamonu Vocational High School (Mr. Hasbi Yaprak -TR- Kastamonu).

Contributing partner(s): All other partners.

#### Work package 12: Analyze

Aim:

- Analyze the benefits from trainings,
- Analyze the knowledge of target group,
- Analyze the raise of the awareness of the target group,
- Analyze the added value of personal skills development.

Partners:

Leading partner(s): Kastamonu Vocational High School (Mr. Hasbi Yaprak -TR- Kastamonu).

Contributing partner(s): All other partners.

#### Work package 13: Introduction of the project

Aim:

- Introduce the project,
- Raise awareness about the project.

The activities were carried on in both national and international scales.

Partners:

Leading partner(s): Turkish Timber Association (Ms. Arzu Akyuz -TR- Istanbul).

Contributing partner(s): All other partners.

#### Work package 14: Dissemination of the Project

Aim:

- Introduce the project,
- Raise awareness about the project,
- Disseminate the project.

The activities were carried on in both national and international scales.

Partners:

Leading partner(s): Kastamonu Vocational High School (Mr. Hasbi Yaprak -TR-Kastamonu).

Contributing partner(s): All other partners.

### **2.3. Target Groups**

The specific target groups of the project comprises low-educated workers from three major sectors that are wood, cleaning and construction. They are the final users of the project. The most important point is that a unique attention among target groups was given to women and young workers because differences in employment rates between males and females are wider among groups with less education. This approach was found more logical; the OECD publication (Education at a Glance 2010) indicates that chances of being employed are close to 23 percentage points higher for males than for females among those without upper secondary qualification but only 10 points higher for the most highly qualified. Selecting target groups from different industrial areas actually highlights two major issues; one of them is the importance of education, and the other is the economic growth. Those with low educational attainment are both less likely to be labor force participants and more likely to be unemployed. On average among OECD countries, males without upper secondary education are more than twice as likely to be unemployed as males with upper secondary education and three times as likely to be unemployed as males with tertiary education. No doubt that higher education improves job prospects in general and the likelihood of remaining employed in times of economic hardship. On average across OECD countries, unemployment rates of those with tertiary-level attainment have stayed at or below 4%, upper secondary unemployment rates have stayed below 7%, while unemployment rates for those with less than upper secondary education have breached 10% several times since 1997 (Education at a Glance 2010, OECD Publication). The same study also reveals that males without upper secondary education are more than twice as likely to be unemployed as males with upper secondary education and three times as likely to be unemployed as males with tertiary education. Statistical data

Consequently, regional economy and labor market depend upon a sufficient supply of well-educated workers for its sustainable economic development.



## **2.4. Project Products**

The proposed products of the project are distinguished into five individual categories that are of;

- CD,
- Technical book
- Dissemination material, e.g., brochures,
- Project web page ([www.tolew.eu](http://www.tolew.eu))
- Inquiry data (evaluation outputs after training)

### 3. EXTERNAL EVALUATION: METHODOLOGY

In general sense, evaluations could be taken in various forms. What they have in common, however, is that they are planned in advance to a greater or lesser degree, that data are collected and analyzed and then set against a standard or a given expectation, and that an assessment is then made on this basis. Evaluation strategy for TOLEW project has had an aim that is to picturing the quality of the project. In order to provide the coordinator and the partners in the project with more insight into how they can arrive at an evaluation strategy, a conceptual framework was set out. This included the most important questions, which arise in connection with the evaluation of TOLEW project: why and when must the evaluation be carried out, and what has to be evaluated? Regarding the question as to “why” an evaluation was carried out, an important distinction had to be made between an ongoing and a general evaluation. The question of whether a process or a product was evaluated also partly tied in with this. As far as the question of “when” was concerned, an important factor was whether the evaluation is ex ante, ongoing or ex post. Concerning the question of “what” must be evaluated, a distinction was made between four types of evaluation, each of which raised its own issues and might affect the choice of assessment methods. These types of evaluation are of:

- Evaluation of components of the project process: this is very important for an “ongoing” evaluation. Aspects of the project that are central to such an evaluation are management and structure of the project; the start of the project; the declared project aims; the working methods, by which these aims are to be achieved; feedback at regular intervals at the development stage, and the testing of newly developed products.
- Interim and final evaluations: half way through the project, and the final evaluation followings its completion.
- Assessment of the impact of the project: TOLEW is intended to encourage innovation, which will influence education and training in a wider scale.
- Meta-evaluation: this involves a critical consideration of the contribution made by the evaluation activities to the quality of the project in terms of its implementation and results.

The external evaluation in TOLEW project focused on the success degree of the project in relation with the goals set in the beginning as well as with quality criteria. Furthermore, it described the process developed for the effectuation of

the project and the most important products. Hence, it summarized the most important results of the project, which have been taken place before, during and after the effectuation of the project.

Depending on the answer to the question of “why”, a distinction was made between two types of evaluation in TOLEW project that are of general evaluation and ongoing evaluation. *General evaluation* was geared to assessing activities and results at the end of the project. This was often carried out in order to check whether or not contractual obligations have been fulfilled. The decision whether or not to continue with the project often depended on the findings of a general evaluation. An assessment of the financial management and of the income and expenditure situation at the end of the project is an example of a general evaluation. Specific appraisal of the quality of the end products of TOLEW project by an independent expert was regarded as a general evaluation. Financial evaluation and independent product assessment form no part of this evaluation which the partners in TOLEW project carried out themselves, and are thus outside the scope of this report. By way of preparation for this general evaluation, which was carried out by the external evaluator only, the partnership should also has carried out self-evaluations, for example by testing the final products in a real-life situation, or by submitting its financial records to an accountant. An evaluation of this kind could be both ongoing and general in nature. Ongoing evaluation is geared to developing and improving activities and results during the course of the project, i.e. at the draft stage and the development stage. Because of this dividing-up into periods, this was also referred to as process evaluation during the implementation of the project. Constant improvements in quality were the aim of ongoing evaluation. According to the answer of the promoter, ongoing evaluation in TOLEW project was done through the partner meetings and effective communication. So that, the promoter organization took a serious responsibility to monitor, control and coordinate the project with respect to technical and financial terms. A successful ongoing evaluation surely requires some professionally designed evaluation tools, e.g., questionnaires, testing, reporting, etc. As far as the evaluator is concerned, though such internal evaluation tolls have not been practically applied for the purpose of ongoing evaluation, the project was completed with no any conflict (please see the details in section “Difficulties encountered”).

In consequence, it must be noted to the partnership involved in TOLEW project, the differentiation between general and ongoing evaluation was very relevant – not so much in order to make a choice between them, but in terms of a fruitful combination of the two. This combination is desirable in order to enhance the

quality of the project and its results and also in order to improve the chances of a project being continued.

Ideally, the evaluation of TOLEW project must have had both a general and an ongoing component. With this in mind, there should therefore be a constant assessment of component parts of the project, e.g., project work packages. This would appear at first sight to be a time-consuming business, but it must be borne in mind that if ongoing project evaluations are carried out, the final evaluation is only a small step. Much of the earlier work can be input into the final assessment. The implementation of both general and ongoing evaluations during the project tends to involve a shift in the timing of the workload, and a shift in the workload itself. The following aspects, which are also relevant to an ongoing evaluation, are included in the conceptual framework of the general evaluation:

- project management and structure,
- project planning,
- the starting point for the project,
- the declared project aims,
- the working methods for achieving these aims,
- feedback at the development stage,
- testing newly developed products.

These aspects will be considered in more detail in the following chapter.

## **4. PROJECT PERFORMANCE**

This section presents how the project performed against each of the targets identified during the initiation and planning phases of the project.

### **4.1. Management and Structure of The Project**

An initial aspect that has to be assessed from time to time was the management and structure of the project. Particular points were:

- proposed timetable
- stages in the process (including “task packages”)
- planning of the various phases
- task allocation
- allocation of responsibilities
- timetable for the project
- monitoring of progress
  - budgetary control
  - contractual terms
- dissemination of information
  - the European dimension of the project

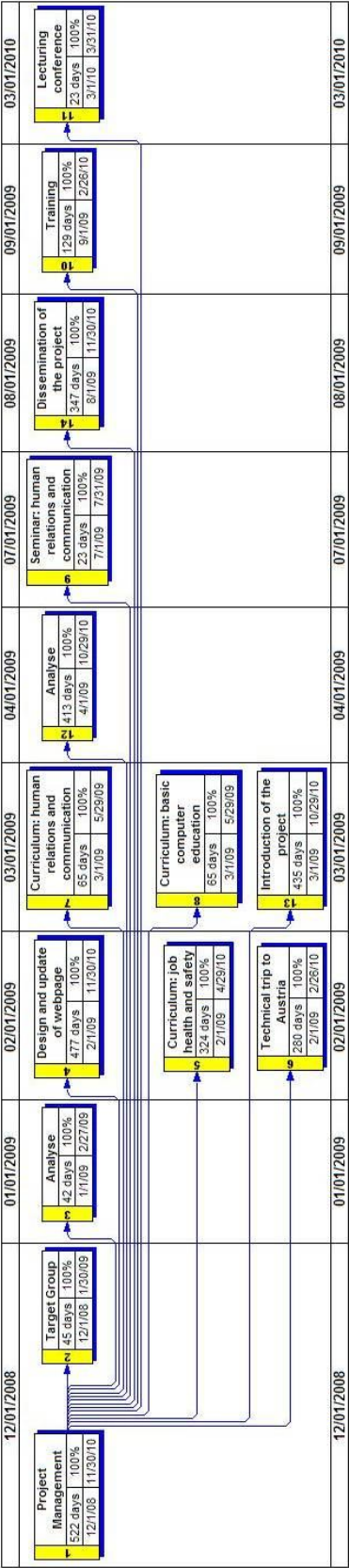
In TOLEW, generally speaking, the project coordinator was the main source of information on the management and the structure of a project. However, it was also worthwhile to involve the other project partners since they also have had valuable information to contribute.

#### External Evaluator’s Remarks:

According to the answers given by the project promoter, no differences to the aim and objectives have been detected during the implementation of the project management, while compared to their initial description in the project proposal. Also he said that to secure the overall success of the project, the partners established an effective planning and decision making mechanisms within the partnership for co-ordination and monitoring of the project activities. Finally, the project management that was applied had a success.

## 4.2. Project Planning

In order to make the project evaluation more effective, the project plan was sketched on the screen by the planning tool of Windows-based project management software application PERT Chart. This chart is a way of creating and displaying TOLEW project by showing work packages as boxes and the dependencies between work packages as lines between these boxes. Plans created by PERT method can also be maintained and managed separately or transferred to Microsoft Project or any program that can read the "MPX" Microsoft Project file format. The following TOLEW PERT chart presents the project's schedule, showing the sequence of work packages, which tasks were performed simultaneously, and the critical path of tasks that were completed on time in order for the project to meet its completion deadline. The chart was constructed here with a variety of attributes, such as earliest and latest start dates for each task, earliest and latest finish dates for each task, slack time between tasks, and budgetary of the tasks. Data on the chart was obtained from the proposal. The chart allows the readers to avoid unrealistic timetables and schedule expectations, and to focus attention on most critical tasks.



Fields			
Name		Noncritical Task	
Resource Names			
Duration		% Complete	
Start		Finish	

#### External Evaluator's Remarks:

The chart clearly reveals that the project was planned in a logical way, and executed by the partners smoothly as it gives all expected outcomes in time. The sequence of the tasks and the task time limitations were organized realistically. The aim and all objectives have been achieved during the implementation of all the work-packages. According to the answer given by the project promoter, no differences to the aim and objectives have been detected during the implementation of all work-packages.

#### **4.3. Starting Point for The Project**

TOLEW project was considered to be innovative. This innovative input was made quite clear so that the project aims were seen to be different from normal activities. From the evaluation viewpoint, it is important to mention here that the starting point for TOLEW project was set out clearly and explicitly. The initial situation was the yardstick against which the results of the project were measured. The starting point was set out in the project proposal. In the TOLEW proposal, a rough description of the initial situation was given, and then more details were provided when the project began. This was done in order to gain a better idea of the views of potential users of the project results. In this case, the project partners collected information on the subject of the project in order to determine what was useful for the new approach, what it avoided, which elements were combined, and where there was a need for further development work. It was important that TOLEW project incorporated existing knowledge not in order to avoid duplication of results, but to exceed previous achievements and find better solutions to specific problems, if any.

#### **4.4. Declared Project Aims**

In the proposal for TOLEW project, the partners made it clear that the aims of the project come under the objectives and priorities of the Leonardo Programme, and any additional priorities which have been laid down at national level. The proposal addresses the following general and operational objectives within the Programme;

*“General objective: To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development”*



The project addressed this because it increases the personal skills and qualifications of low educated workers and it encourages the person to use the gained education in the frame of training and facilitating the working life.

*Operational objectives:*

*“To facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others”*

*“To improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning”*

*“To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning”*

The project addressed above three operational objectives because the main ambition of TOLEW was to increase the lifestyle standard in the region. The workers, who work in three main sectors of cleaning, wood and construction that are the most important for the region, were trained in different levels to achieve the selected goal because the educational level of the workers was insufficient. The labor force capacity was aimed to be improved in the frame of specific curricula to eliminate the deficiencies of the focused sectors.

In TOLEW project, the rule was applied; the clearer the aims, the easier the evaluation. The aim was stipulated at the beginning of the project, but the process then reached a point where specific products emerged. The aim of the project was often specified in terms of resulting products. Setting out a specific aim in terms of well-defined products was an ongoing process on which attention was focused at the various stages of the project. Regular consideration of project aimed at increasing the chance that the project was effectively and efficiently steered in the desired direction. Changes in the project aim and also in the products might make it necessary to amend the contract with the National Agency in Turkey. This need was unapparent, however.

#### **4.5. Working Methods for Achieving The Aim**

Once TOLEW's aim has been determined, ideas have been developed as to how the aim would be achieved, and how the current situation would be transformed into the desired situation. To an extent, the way in which the project partnership was to achieve the project aim was also set out in the project proposal. According to the answer by the project promoter, he was declared that the degree of the

partners' early response and availability for the development of the output was very satisfying. All partners have been instructed and encouraged to prepare a logical working plan. There have been several constructive proposals for getting a good result. He added that coordination and cooperation of the partners led to the successful realization of the work packages. There has been good communication throughout the project through meetings, phone, fax, and emails. Communication has been persisting, friendly, convincing, and individual contact.

#### **4.6. Feedback at The Project Development Stage**

Feedback at the development stage of TOLEW project was carefully concerned because this maintained and even increased the partners' involvement in the project. It also ensured better quality of the products and the project results a well. However, not all feedback necessarily led to immediate adjustments. Feedback was also assessed critically before the partnership took a decision whether or not to adjust the project process or the products. Feedback on the project process was suitable subject for the agenda of project meetings.

#### **4.7. Testing of Newly Developed Products**

Newly developed products during the project running were tested by the members of the target groups specified in the proposal to a comprehensive introduction of the products. This made the products more reliable and effective.

## 5. DELIVERABLES

This part includes the achieved results/ outcomes of the project in relation to the set of aims of the project described in the proposal. Also, this part includes the evaluation of the project in respect to the results, as well as its structure and organization.

More specifically, this part includes the following:

- Foreseen results/outcomes of the project per work package.  
This part includes the foreseen results/ outcomes of the project in relation to the set of aims of the project described in the proposal.
- Final results/outcomes and evaluation of the project per work package.  
This part includes the description of the final results/outcomes and the evaluation of the project in respect to the results/outcomes achieved, as the promoter report them to the external evaluator.

In order to be able to draw the final conclusions, the external evaluator took into account the conclusions from the promoter.

### Work package 1: Project management

#### a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Minutes of meetings
- Quarterly monitoring reports including cost statements
- Interim Reports
- Final Report

#### b. *Final results/ outcomes:*

For the recording of the final results/outcomes and the evaluation of the work package a formal interview to the project promoter was used. From the answers of the project promoter the following conclusions were come:

- The partnership has already organized and completed the proposed transnational meetings in the beneficiary countries. The programme of the meeting events were scheduled earlier and the decisions were distributed to the partners through the report of 'Minutes of Meeting'.
  - Kick-off meeting was held in Kastamonu -TR- on 22 January 2009,
  - 2nd project meeting was held in Vienna -AT- on 23-24 April 2009,

- 3rd project meeting was held in Kastamonu -TR- on 17-18 July 2009,
- 4th project meeting was held in Vienna -AT- on 28 September 2009,
- 5<sup>th</sup> project meeting was held in Kastamonu-TR-on 28 January 2009
- 6<sup>th</sup> project meeting was held in Vienna- AT-on 23 September 2009
- 7<sup>th</sup> project meeting was held in Ilgaz-TR-on 02 October 2010
- 8<sup>th</sup> project meeting was held in Istanbul-TR-on 04 November 2010
- 9<sup>th</sup> project final meeting was held in Kastamonu-TR-on 26 November 2010
- There has been excellent project management with regular emails and other communication tools and occasional meetings.
- The used methods have been very successful. It is of course always difficult to work together with other cultures but this proved to be rather challenging than troublesome. Working with another language is also difficult. Yet the partners have overcome it in the best way.
- Time has always been an important factor since there were eight partners (including associate partner) to be contacted and monitored.
- Interim report was submitted to the National agency on 28th of January 2010.
- Final report will be submitted after the project duration will be officially closed.

The final results/outcomes of this work package have been achieved as they were primarily planned. The evaluation conclusions were the following:

- There has been a continuous monitoring of the project activities.
- A formal decision-making structure and communication processes were established.
- There has been excellent project management with regular emails and conventional communication tools and occasional meetings.
- There have been some communication obstacles between partners during the implementation of the project management, which were mostly related to the different culture and the different use of the language by each partner.
- The Internal (on-going) evaluation was successful and the inputs for the external evaluator are very important for the external evaluation.

#### Work package 2: Target group

##### a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Determination of 100 workers from 10 SMEs, operating in the selected sectors.

b. *Final results/ outcomes:*

The priorities during the identification of target group were given to women and the young workers at the ages between 25 and 40. The workers were from 4 SMEs in the wood sector, 4 SMEs in the construction sector, and 2 SMEs in the cleaning sector. The workers was literate but could not have completed their basic education. The final results/outcomes of this work package have been achieved as they were primarily planned.

Work package 3: Analyze

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Work package report,
- Data analyses that have been obtained to develop educational curricula.

b. *Final results/ outcomes:*

The present knowledge of the target group was evaluated through the implementation of inquiries through indicated objectives. The obtained results were converted to statistical data. The results were also a directive within the development of education curricula.

The final results/outcomes of this work package have been achieved as they were primarily planned.

Work package 4: Design and update of web page

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Web page in five European languages,
- Dissemination of the project,
- Increasing the number of beneficiaries to share the knowledge.

b. *Final results/ outcomes:*

Project website is already at the service to introduce the project as wider and farther as possible. Dissemination activities were taken place by whole partners because it supports TOLEW project working towards better coordination between education and industry and creating new content and methodology.

Dissemination activities promoted knowledge share for target group and helped vocational education and training to prepare low-educated workers in employment for the changes they can expect in the short or long term in their work. The aim of the dissemination activities was to lend greater impact and significance to the results of the innovative TOLEW project and to bring them to the attention of a broader audience, outside the immediate project group.

The final results/outcomes of this work package have been achieved as they were primarily planned.

#### Work package 5: Curriculum: Job safety and health

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Know-how transfer among the partners,
- Develop draft curricula.

b. *Final results/ outcomes:*

- The present knowledge of the workers was evaluated with inquiries for the development of draft curricula based on the sectoral needs and the necessity knowledge of the workers. Leading experts were in charge for development of the curricula,
- The visual signs for Job Safety and Health curriculum was supplied by Kastamonu Vocational High School,
- The contents of the curriculum were developed according to the sectoral needs and assessment & evaluation inquiries.

The final results/outcomes of this work package have been achieved as they were primarily planned.

#### Work package 6: Technical trip to Austria with a group of 15 members

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Know-how transfer among the partners,
- Sharing the obtained results from analyzes and researches with the workers and related institutions in Turkey,
- The advertisement of good samples in Turkey,
- Increasing the institutional capacity,
- Increasing the number of beneficiaries to share the knowledge.

b. *Final results/ outcomes:*

A technical trip to Austria was organized. The participants gained knowledge about the current state of the project and about Job Safety and Health subject. The subjects, e.g., educational level of the workers, their computer and communication skills, job safety knowledge, educational applications in safety at work in Austria were analyzed, and the participants made a relative comparison between the implementations both in Turkey and Austria. Best implementation practices were analyzed as well.

The final results/outcomes of this work package have been achieved as they were primarily planned.

Work package 7: Curriculum: Human relations and communication

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Know-how transfer among the partners,
- Develop draft curricula.

b. *Final results/ outcomes:*

The present knowledge of the workers was evaluated with inquiries for the development of draft curricula based on the sectoral needs and necessity knowledge of the workers. Leading expert people were in charge for the development of the curricula.

The final results/outcomes of this work package have been achieved as they were primarily planned.

Work package 8: Curriculum: Basic computer education

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Know-how transfer among the partners,
- Develop draft curricula.

b. *Final results/ outcomes:*

The present knowledge of the workers was evaluated with inquiries for the development of draft curricula based on the sectoral needs and necessity

knowledge of the workers. Leading expert people were in charge for the development of the curricula.

The final results/outcomes of this work package have been achieved as they were primarily planned.

#### Work package 9: Seminar: Human relations and communication

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Informing an extensive social group about human relations and communication skills,
- Dissemination of the project,
- Raising awareness in the region.

b. *Final results/ outcomes:*

- The seminar was organized at Kastamonu University by the experts on the subject matter of “human relations and communication skills”,
- Not only the target group but also the managers of SMEs operating in the target sectors, trainers and a more extended workers from the sectors had a chance to participate at the seminar,
- A challenging know-how transfer among the participants was provided.

The final results/outcomes of this work package have been achieved as they were primarily planned.

#### Work package 10: Training

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Training for low-educated workers from the target sectors.

b. *Final results/ outcomes:*

- In the frame of an education curricula, low educated 200 workers from seven SMEs operating in the target sectors have been trained with a duration of 144 hours,
  - 48 hours of training for Human Relations and Communication,
  - 48 hours of training for Job Safety and Health,
  - 48 hours of training for Computer and Internet ,
- The educations were both in theoretical and practical;



- 36 hours of theoretical and 12 hours of practical education for Human Relations and Communication Skills,
- 36 hours of theoretical and 12 hours of practical education for Basic Computer and Internet,
- 36 hours of theoretical and 12 hours of practical education for Job Safety and Health,
- The training activities were about 8 hours per week. Theoretical trainings were done at Kastamonu University and practical trainings were done both at Kastamonu University and at the workers' work places.

Some measurable notes from the training activities are as follows;

- Educational level of workers was increased by %10,
- Productivity of workers was increased,
- Rate of occupational accidents in indicated sectors were decreased by %25,
- Technical skills of workers were increased by %25,
- Ability of competitiveness of the enterprises in the region was increased.

The final results/outcomes of this work package have been achieved as they were primarily planned.

Work package 11: Lecturing Conference on the issue of “the personal acquisition of the usage of computer and internet and how to benefit from them”

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Dissemination of the project,
- Know-how transfer,
- Raising awareness and consciousness in the region.

b. *Final results/ outcomes:*

The final results/outcomes of this work package have been achieved as they were primarily planned.

Work package 12: Analyze

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Work package report,
- Raising awareness in the region,

- Personal development.

b. *Final results/ outcomes:*

The final results/outcomes of this work package have been achieved as they were primarily planned.

Work package 13: Introduction of the project

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Publish and distribute hand sheets,
- Publish and distribute brochures,
- 15 local advertisements to newspapers,
- 5 national advertisements to newspapers,

b. *Final results/ outcomes:*

Referring to the contract amendment, it was declared that;

- Publish one national advertisement instead of five advertisements,
- 15 local advertisements do not require a budget.

Though some minor changes have been done in this work package, the final results/outcomes have been achieved as they were primarily planned.

Work package 14: Dissemination of the project

a. *Foreseen results/ outcomes:*

The foreseen results/outcomes include the following:

- Dissemination of the project through various dissemination materials, e.g., brochures, photos, video,
- Raising awareness in the region,
- Publishing CD and book that consist of the project results and good samples of implementation,
- Distribution of the project products to 150 SMEs in the region
- A dissemination meeting in Ilgaz, Kastamonu, to disseminate the project to the related sectors operating in the region,
- A dissemination meeting in Istanbul to disseminate the project to the related sectors.

b. *Final results/ outcomes:*

The final results/outcomes of this work package have been achieved as they were primarily planned. The evaluation conclusions were the following:

- An effective dissemination plan according to the valorization plan and positive response from the target groups has been developed.
- An e-mailing list will be in use by the partners after the end of the project.
- The personnel involved to the development of the output has been adequately qualified, has followed the time schedule, and guided and consulted the partners in the course of the project doing valorization and dissemination work.
- The methodologies used and the tasks developed have been appropriate as the main target groups were/ will be reached on the European level and on national level in each partner country.

## **6. COST**

This report was intended to draw the attention of project coordinators and partners to the quality of project and its results in general. Alongside this contribution, such an evaluation report also makes it easier to draw up the interim and final project reports for the National Agency. In the interim and final project reports, a financial statement of project income and expenditure was/will be provided. Evaluation strategies for TOLEW project do not focus their attention on this financial assessment. Instead, the readers are kindly referred to the Administrative and Financial Handbook.

## 7. ASSESSING THE IMPACT OF THE PROJECT

TOLEW project was funded with a view to introducing innovations in vocational training practice in Europe. The first and possibly most direct influence which TOLEW project has is at the level of the participating educational institutions. Innovations will directly or indirectly impact on educational content and teaching methods in the participating education institutions taking part in the project. This is a minimum requirement.

Project partners endeavored to exercise an influence going beyond the basic minimum, and tried to disseminate project results to other target groups in the dissemination activities. However, the project partners are agreed on that the valorization of TOLEW project should be wider, such as;

- other education development bodies and firms,
- policy-makers, so that the project results filter through to national, regional or local education,
- the education inspectorate,
- other Leonardo projects which could benefit from the experiences gained, not only as regards products resulting from TOLEW project, but also the processes under way within and around the project,
- the National Agencies in the beneficiary countries, whose task partly is to promote to disseminate the results,
- networks of influential experts in the relevant field(s), in order to acquire their approval and involvement,
- ordinary citizens, who should be kept up to date with the project results, even if only to show them how some of the expenditure of public funds contributes to the needs of society.

## **8. DIFFICULTIES ENCOUNTERED**

No difficulty was encountered in undertaking the project.

The efficient approach towards facing difficulties in the partnership contributed to successful working process. The partners strongly approved the open way in which the difficulties were faced stating that it was also interrelated to excellent coordination and cooperation among the partners. The partnership worked in excellent cooperation because of; clear division of tasks, constant communication, good relations among partners, strong willingness among partners to solve discrepancies with consensus, and professionalism. The meetings were held in a democratic way giving the opportunity to all partners to participate in the discussions, to express opinion and to take part in the decision making process. Work packages specification and timetables were assessed by the partnership as satisfactory and realistic. The organizations of the social activities were very successful leading to contributing to the team building process. Communication was more than sufficient through different modern and conventional communication tools. The partner's communication was very good with regular and efficient. It was a fruitful cooperation and the know-how and resources of all partners were brought together in a very effective and constructive way. The partner meetings provided an adequate frame to achieve wide agreements concerning the tasks to be implemented. The partners were highly satisfied with the meeting organization, including working premises, materials distributed at the meeting, accommodation and social programme.

According to the answer given by the project promoter, the aim and all objectives have been achieved during the implementation of the project. No differences to the aim and objectives have been detected during the implementation of all the work packages. Only small changes have been made in details, which rather improved the project development. The partners believe that the aim and objectives of the work packages have been achieved.

## **9. CONCLUSION**

According to the project promoter, it was very interesting to work with other nations in order to develop the project products. A lot of planned actions have been achieved: CD, book, dissemination materials, training, national and international events. The project has developed very useful training materials as intended. The challenge will be to disseminate it widely through a new project. Measures have been taken to facilitate this.

The knowledge acquired could lead to other similar projects concerning regional development from human and economic point of views. The developed material and practices will be applicable to other Pre-Accession European countries in the foreseeable future as well as to other European countries.

An important proposal is that the products should be updated to remain useful.

## Reviewing the Project Closure Phase

#	Critical Questions	Yes	No	N/A
<b>Administrative Closure</b>				
1.	Have any conflict on actions been identified?		✓	
2.	Have all the project deliverables been accepted by the agency?			✓
3.	Is all the project information collected and archived?	✓		
4.	Have all parties that were involved in the project been notified about the project closure?	✓		
5.	Has the project been successful in attaining the implementation objectives?	✓		
6.	Has the project been successful in attaining the predicted participant outcome objectives?	✓		
7.	Have the resources that were utilized during the implementation of the project been released?		✓	
8.	Have the CVs of the project team members been updated with their role in the project and the skills they obtained?	✓		
<b>Project Evaluation Review</b>				
9.	Has a project evaluation review been performed?	✓		
10.	Has a Project Evaluation Report been prepared?	✓		
11.	Has the Project Evaluation Report been distributed to the project stakeholders?	✓		
12.	Have lessons learned been identified and documented?	✓(1)		
<b>Post Project Review</b>				
13.	Does the project be proposed to be transferred for a new Leonardo project?	✓		
14.	Are the benefits sustainable to reach various target groups?	✓		
15.	Any further activity to take the benefits/ outcomes further during the post-project period?	✓		

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(1) Details will be given in the Final Report.