Lifelong Learning Programme

FINAL REPORT

TRAIN-KOSOZIAL -

Training and Transfer of Competences of Social Informatics on the Base of EVAS in Professional Education of Pedagogical Employees Working in Youth and Child Care Services

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Project management:	Prof. Dr. Thomas Hermsen, Prof. Dr. Michael Macsenaere, Timo Herrmann
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Project Details

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1. Project Description

1.1 Background

Over the last years, Information Technology has become increasingly important for almost all fields of work due to its specialised software programs. This is just as valid for the field of Social Works, where tools of Social Informatics can now be seen in frequent use. While future pedagogical professionals are definitely interested in using these IT-aided processes, even basic knowledge about their use is rarely a part of their training curricula, resulting in adaptation rates that remain below their potential as future workers are given no early chance to overcome initial concerns. Additionally, training structures for pedagogical work within the European context are becoming increasingly academic and professionalised with regards to the use of IT-aided processes.

Therefore, the TRAIN-KOSOZIAL project – funded by the European Commission for the "Leonardo Da Vinci" programme – aims at training future pedagogical professionals in the areas of EDP-aided documentation, evaluation, and quality assurance, with the main focus of the project being the development of a curriculum which selects and prepares topics of Social Informatics that are relevant to the pedagogical work. The conceptualisation of such a curriculum takes the aforementioned development into account, because it teaches the basics of Social Informatics in a practically oriented fashion, showing *how* the quality of pedagogical professionals can be improved; additionally, it can serve as a foundation for a European dialogue about measures for youth and child care services and how effective these may prove.

1.2 Goals

The expectations towards an academisation of educational aids are coupled with an increasing demand for qualifications for pedagogical professionals of social work. Against this background, the current training for educators at universities or colleges will be adapted to the new demands of the profession with regards to both its contents and requirement profiles.

Therefore, the primary objective of professionalising youth and child care has been separated into the following sub-targets, which correspond to the three Qualification Initiatives:

- The focus of Qualification Initiative 1, which aims at the training of young professionals at vocational and specialised schools, is the development and testing of a curriculum and a manual for Social Informatics with a special emphasis on

EVAS, a software tool for documentation and evaluation in youth and child care services that is commonly in use in Germany.

- Qualification Initiative 2 focuses on the qualification of teachers at vocational schools and institutes for further education. Its primary goal is the development and testing of a training concept that prepares teachers for teaching Social Informatics.
- Qualification Initiative 3 targets pedagogical professionals who are already practising. This group will have practically oriented training concepts with a focus on EDP-aided documentation, evaluation, and quality assurance developed and tested for them.

Altogether, the three initiatives provide modules for education and (further) training, teaching manuals, and materials which are specifically crafted for the use in pedagogical professionals' training and which are designed to facilitate the qualification of the respective actors in the areas of Social Informatics in general and EDP-aided processes in particular.

1.3 Organisation

1.3.1 Financing

The project was co-financed within the context of "Leonardo Da Vinci – Innovation Transfer" as a part of the EU programme for lifelong learning.

1.3.2 Participating Partners

Apart from the *IKJ Institut für Kinder- und Jugendhilfe gGmbH* as the applicant organisation, there are nine partners from five different EU nations. These are:

- IKJ Institut für Kinder- und Jugendhilfe gGmbH, Saarstraße 1, 55122 Mainz, Germany
- Katholische Hochschule Mainz, Institut für angewandte Forschung und internationale Beziehungen, Saarstraße 3, 55122 Mainz, Germany
- KFS Katholische Fachschule für Sozialpädagogik Saarbrücken GmbH, St. Josef Straße 11, 66115 Saarbrücken, Germany
- ILF Institut für Lehrerfort- und –weiterbildung Saarbrücken, Ursulinenstraße 67, 66111 Saarbrücken, Germany

- FICE Bulgaria Association for pedagogical and social assistance for children, 33, september 6th street, floor 6, 1000 Sofia, Bulgaria
- Fundació Privada Resilis, Garrotxa 7-9, 17006 Girona, Spain
- Institut St Joseph Rumelange, Caritas Jeunes & Familles a.s.b.l., 6, rue du Couvent, 3701 Rumelange, Luxembourg
- Vorarlberger Kinderdorf gemeinnützige GmbH, Kronhaldenweg 2, 6900 Bregenz, Austria
- Sofia University St. Kliment Ohridski, Boulevard Tzar Osvoboditel 15, 1504 Sofia, Bulgaria

This association of partners unites institutions from practice research, youth and child care, and training of pedagogical professionals as well as umbrella federations.

1.3.3 Project Management

Responsible for the project's management were the IKJ, KH Mainz, and a steering group in which the national project leaders cooperate. Besides the continuous management conducted by the IKJ and the KH Mainz, the steering group came together five times over the course of the project term. These meetings were used to exchange status updates on the individual progress as well as the coordination of the project's next steps. Leadership and coordination of the project were managed by Timo Herrmann (IKJ) and Prof. Dr. Thomas Hermsen (KH Mainz).

1.3.4 Advisory Council

The advisory council was constitutes at the very beginning of the project. It consisted primarily of representatives of practice and teaching, who were responsible for supporting and monitoring the project. The following persons were involved as council members:

- Prof. Dr. Michael Macsenaere, IKJ Institut für Kinder- und Jugendhilfe gGmbH
- Prof. Dr. Thomas Hermsen, Katholische Hochschule Mainz
- Timo Herrmann, IKJ Institut für Kinder- und Jugendhilfe gGmbH
- Jana Wirz, IKJ Institut für Kinder- und Jugendhilfe gGmbH
- Brigitte Dewald-Koch, Ministerium für Arbeit, Soziales, Familie und Gesundheit, Rheinland-Pfalz (Ministry for Work, Social Issues, Families, and Health of Rhineland-Palatinate)
- Prof. Dr. Silke Gahleitner, Donau Universität Krems
- Petra Kindsvater, KJF Verein Speyer, Haus Gabriel
- Angelika Gabriel, Jugendpastoralinstitut Don Bosco
- Otto Schittler, Jugendwerk Birkeneck Hallbergmoos
- Antonius Faath, Jugendwerk St. Josef; Jugendwerk Landau
- Bartholomäus Brieller, Katholische Jugendfürsorge München

2. Project Activities

2.1 Work Packages

The project activities are broken down into different work packages. These focus on a continuous project management, the development and testing of the products for the respective Qualification Initiatives, and their distribution.

The project consisted of the following work packages:

- Work package 1: Project management and coordination
- Work package 2: Administration of the advisory council
- Work package 3: Qualification Initiative 1 – Curriculum for students/ evaluation and optimisation
- Work package 4: Qualification initiative 2 – Qualification of teachers at professional/vocational schools and institutions for (further) training

- Work package 5: Qualification Initiative 3 – training of pedagogical professionals at institutions of practise
- Work package 6: Use, transfer, and sustainability

2.1.1 Project Management

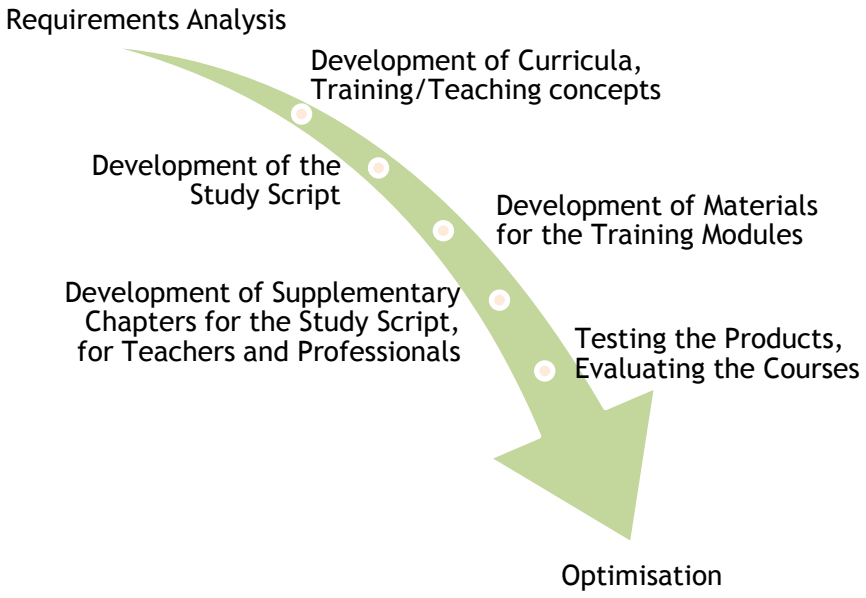
The project's management was subject of work packages 1 and 2. Apart from the IKJ and the KH Mainz, this was conducted by the project managers in the respective partner institutions.

The continuous project management, mainly taken care of by the IKJ and the KH Mainz, consisted of different activities such as the specification of the work packages into implementable sub-units, clarification of responsibilities, determination of the financial and time expenditures for individual activities, planning of mile stones, communication and coordination of the project partners and activities, administration, organisation, project planning, controlling, and comparison of target vs. actual figures.

Both institutions were supported by the steering group, which held semi-annual meetings. These five meetings were used to coordinate and discuss work processes and progress, product designs, and mile stones. They took place in Sofia, Bulgaria; Saarbrücken, Germany; Schlins, Austria; and Girona, Spain.

2.1.2 Qualification Initiatives 1 to 3

The concrete activities of which the work packages 3 through 5 consisted can be visualised as follows:



The Qualification Initiatives 1 to 3, which have been implemented in the work packages 3, 4, and 5, can roughly be divided into three steps:

- the development of the curricula and training/teaching concepts for the different target groups, the study script, and the materials,
- the testing of the products in courses and their evaluation,
- as well as the optimisation of the products.

2.1.2.1 Development of the Curricula and Training Concepts

The framework curriculum for students and the one for pedagogical professionals has been designed taking an analysis of literature and multiple assessments conducted with professionals reflecting on their own training with regards to specific topics and requirement profiles of Social Informatics into account. In Germany, 253 educators and professionals were interviewed; in Austria: 41; in Luxembourg: 33; and in Bulgaria: 25.

To guarantee the best possible outcome for the design of the further training module for teachers, multiple surveys were conducted. Afterwards, the study script on the topic of computer-aided documentation, quality assurance, and evaluation was designed, together with supplementary resources. After the design stage had concluded, the drafts were given to a variety of experts (e.g. over the course of workshops or interviews), to further adapts them to the respective requirement profiles.

Overall, approximately 400 potential users (students, teachers, practising professionals, and experts) could be involved.

2.1.2.2 Product Testing, Course Evaluations

The curricula for students, teachers, and professionals were tested in 14 different courses, among which were seminars at the KH Mainz (Catholic Professional School of Mainz), the Institute for Social Pedagogics of the vocational college in Vorarlberg, the University of Sofia, the Catholic Professional School for Social Pedagogics of Saarbrücken, and the Vocational School St Francis for Social and Curative Pedagogics. Additionally, courses for the further education of professionals were conducted in Bulgaria (SOS Children's Village, home for family groups, training institute for juveniles, social-pedagogical boarding school), Luxembourg (St. Joseph Institute), and Austria (Children's Village Vorarlberg).

Approximately 450 potential users could be trained for the field of EDP-aided documentation, evaluation, and quality assurance in this step.

The training courses for students have shown that the participants appreciate the practically oriented design of these classes very highly. The value of this professional orientation became apparent, and the courses' contents were regarded as very relevant to the practice of the students' future work environments. The teachers training with the

respective material acknowledged the high value of the training courses to their future teaching and the development of new teaching concepts which respect the new requirement profiles that will affect their students.

The evaluations of the Qualification Initiatives for those professionals who are already in work confirmed the tendencies that were already noticed during the requirements analyses. It became apparent that a curriculm, which can flexibly be adapted to the needs of the individual group of participants and is practically oriented, will be met with positive social acceptance and thus increase the learners' success.

The Bulgarian participants, for example, have shown a special interest in introducing EVAS into their professional practice, as similar EDP-aided processes for documentation, evaluation, and quality assurance are hardly in use there currently, although those instruments are regarded as being highly beneficial to the improvement of pedagogical education and work. The participants from Luxembourg and Austria, on the other hand, were already rather familiar with the use of tools of Social Informatics. To them, the most useful aspect was that the courses did not teach the concrete use of those tools at a PC as much as they taught the context and value of these tools in direct relation to their professional practice. Therefore, these courses utilised exercises in which the use of data gathered from tools like EVAS to aid care planning, reflection of one's own work, and quality assurance were trained.

2.1.2.3 Optimisation

The course evaluations have shown that the orientation with regards to the contents of the modules for (further) training for students, teachers, and professionals met the needs and requirements very well, and that the participants agreed on the high value of the skills and knowledge communicated through these events to their professional practice.

With regards to the study script, it had been noted that one of the chapters in its old form was too demanding, and that it had to be adapted to the students' needs. Additionally, all persons in charge of conducting training courses took note of any proposals for improvement that were made during the events, which led to further revisions of the materials provided.

2.1.3 Distribution, Use, and Sustainability

The distribution and practical use of the products, aiming at the products' sustainability even after the project's deadline, has primarily been taken care of via work package 6.

The project and possible future users of it were introduced via the project homepage and the participation in several national and international congresses, at which workshops relevant to the topic were attended. Altogether, two international (FICE Congress 2013, Switzerland; Contemporary Challenges for Pedagogical Science, Bulgaria) and three national conferences/congresses (German Youth and Child Care Day 2014, Germany; New

Perspectives for Social Work, Bulgaria; The Importance of Academic Teaching of Professionals to Work with Children at Risk, Bulgaria) were attended, at which the products were presented and discussions with representatives of the target groups were held.

Additionally, several meetings with multipliers and stake holders took place, e.g. with the Federal Council of the umbrella association FICE International, the umbrella organisation of Austrian youth welfare institutions, several managers of Bulgarian youth and child care institutions, and the conference of directors of the federal association of Catholic educational institutions for educators and care workers.

Even after the project has concluded, the partners plan to start activities to secure the distribution and sustainable use of the products, e.g. by networking, presenting the products at future congresses, and continuous involvement of stake holders such as the conference of Catholic educational directors or the vocational schools of Saarland. Furthermore, future training sessions are being planned to be conducted during some weeks in November of 2014 in Austria and around early and mid-2015 at two German vocational schools.

3. Project Results

The concrete results of the project are subdivided into the following products:

- Curriculum
- Certification of the Curriculums
- Further Training Module
- Qualification Module
- International Homepage with Downloadable Documents
- Final Report
- Transfer of the Products and Results into Bodies of Schools, Colleges, and Other Political Institutions (Conference of Directors etc.)

3.1 Curriculum

The framework curriculum for the training of students in “EDP-aided documentation, quality assurance, and evaluation in youth and child care services” qualifies future pedagogues to fulfil the demands of their practical work with regards to the field of Social Informatics. This is highly relevant to current education policy, as tools of Social Informatics have seen a rise in importance for social work over the last few years.

Meanwhile, they have been hardly represented at all in the relevant curricula, a problem that would be solved by the curriculum proposed herein.

3.1.1 Framework Curriculum for the Training of Students in "EDP-Aided Documentation, Quality Assurance, and Evaluation in Youth and Child Care Services"

The primary goal of the proposed framework curriculum is the transfer of competences for a basic knowledge about Social Informatics in general and the introduction of tried and tested software with practical relevance to the field of work. Content-wise, the focus is on the areas of documentation, quality assurance, and evaluation of educational care. These contents, which are already part of the profession and methodology aimed at by today's curricula, will be amended with the aspect of EDP-aided introduction and use by the framework curriculum proposed by the project. Therefore, the study plan's extent does not need to cover a complete semester. Rather than that, it is concerned with designing an autonomous teaching unit on the acquisition of competence profiles that are centred on computer-aided documentation, quality assurance, and evaluation, and which mainly extends technical and methodical competences that are already a fixed part of the profession. With regards to the German requirement profile, a unit consisting of 40 teaching units has been selected as a modular framework curriculum in close cooperation with the KFS Saarbrücken; this curriculum is sub-divided into six competence profiles, whose goals, contents, methods, and materials are specified in the curriculum. The following table gives an overview of all competence profiles:

EDP-Aided Documentation, Quality Assurance, and Evaluation in Youth and Child Care Services					
CP 1	CP 2	CP 3	CP 4	CP 5	CP 6
Basic IT Qualification	Documentation of Assistance Services and Processes	Value of Data for Youth Care Services and the Effect of Youth and Child Care Measures	Benefit of EDP-Aided Docu-mentation	Improving Pedagogical Practice with Empirical Processes	EDP Technologies for the Process of Assistance Planning
TU 3	TU 7	TU 4	TU 3	TU 7	TU 16
Teaching Units: 40 TU à 45 minutes (= 5 days)					

The curriculum was submitted in German, English, and – with some changes – in Spanish.

3.1.2 Studying script "EDP-Aided Documentation, Quality Assurance and Evaluation in Youth Care Services"

The script specifies the framework curriculum on the topic of computer-aided documentation, quality assurance, and evaluation and can act as an aid with regards to the subject for students, professionals, and teachers, by whom it can be used to prepare and reflect courses in the respective partner countries. Its main focus is, similar to the framework curriculum, the transfer of basic knowledge of Information Technology and its relevance to the field of social work. This is supplemented by practically oriented texts introducing specialised software for the use in the professional practice. The study script also acts as a structuring help for the design of the competence profiles; however, it does not claim to fix any details of the respective teaching units and their emphasis.

The selected articles give an overview of the current state of research and practice with regards to the following topics:

- Information Technology and Youth Care
- Effect in Youth Care
- Effectiveness of Youth Care Measures
- Documentation in Educational Assistance Processes
- The Use of EDP-Aided Documentation and its Application in Care Planning
- Introduction to Statistics

The study script is available in German, English, and Bulgarian.

Additional chapters on the empirical method, educational care as a field of work, and the care plan process within educational care – all of which can be considered comprehensive readings for teachers and professionals – will be made available as downloads on the project homepage in German and English.

3.1.3 Collection of Materials

Apart from the study script, practical exercises, hand-outs, and presentations were developed for individual competence profiles, which are listed in the framework curriculum and make use of the respective methods as proposed in the profiles' designs.

These consist of:

Material Collection "EDP-Aided Documentation, Quality Assurance, and Evaluation in Youth and Child Care Services"			
CP 2 Documentation of Assistance Services and Processes	CP 3 Value of Data for Youth Care Services and the Effect of Youth and Child Care Measures	CP 5 Improving Pedagogical Practice with Empirical Processes	CP 6 EDP Technologies for the Process of Assistance Planning
– Hand-out Analytical Framework – Hand-out Observation and Observation Errors – Hand-out Care Planning – Formulating Care Plan Goals – Presentation Introduction to Observation – Exercise Formulating Care Plan Goals	– Hand-out Effects and Effectiveness Research	– Hand-out Introduction to Statistics	– Exercise Admission Form – Exercise Data Quality – Exercise Elicitation Design – Exercise Example Case – Assessment Sheet for EDP-Aided Processes

This material will be made available via the project homepage as well, and will be available in German, English, and French.

3.2 Certification of the Curriculum

The curriculum's certification was handled by the Bundesverband katholischer Einrichtungen und Dienste der Erziehungshilfen e.V. (Federal Association of Catholic Institutions and Services of Educational Care - BVkE), a respected central authority associated with the German Caritas association and consisting of about 17,000 professionals from 500 different institutions and services of educational care operating under sponsorship of the Catholic Church.

After its thorough examination, the BVkE confirmed that the framework curriculum "EDP-Aided Documentation, Quality Assurance and Evaluation in Youth Care Services" for students' training meets the requirements for the training of pedagogical professionals for Catholic institutions and services related to educational care.

3.3 Further Training Module for Teachers

The project's goals require the qualification of teachers at professional schools, vocational academies, and universities just as much as they require the students' qualification. The transfer of knowledge of the individual topics of the curriculum by teachers can only succeed when they are given appropriate support. This support must have a direct relation to the context of the respective work environments, since all topics from early childhood education up to working with adults are covered in a kind of broadband training, and no federal curricula exist for these topics. One result of this lack of national standard is that in every institutions that trains teachers for the computer-aided use of youth and child care tools, its specific needs will have to be inquired about. For these surveys, a questionnaire can be used, which will have to be sent to the institution approximately four weeks before the training begins. Which specific kind of (further) training will be offered is to be decided according to these surveys' results.

3.3.1 Framework Curriculum for the Further Training of Teachers in "EDP-Aided Documentation, Quality Assurance, and Evaluation in Youth Services"

The curriculum for teachers presents three different 3-day scenarios, accounting for the aforementioned differences between individual training institutions. The curriculum's goal therefore is to meet the specific needs of professional schools, vocational academies, and universities without compromising the content with regards to its future students. The result of this are four basic competence profiles (A, B, C, D) and specific competence profiles (X, Y), all of which are summarised in the following table:

EDP-Aided Documentation, Quality Assurance, and Evaluation in Youth Services					
CP A	CP B	CP C	CP D	CP X	CP Y
Documentation of Assistance Services and Processes	Value of Data for Youth Care Services and the Effect of Youth and Child Care Measures	Benefit of EDP-Aided Documentation	EDP Technologies for the Process of Assistance Planning	The Work Field of Educational Assistance	The Care Planning Process in Educational Assistance
The number of teaching units per competence profiles depends on the specific institution's needs.					
Teaching units: 24 TU à 45 minutes(= approximately 3 days)					

Analogous to the framework curriculum for students, the framework curriculum for teachers specifies goals, contents, methods, and materials of the respective competence profiles.

It is available in German and English.

3.3.2 Studying script "EDP-Aided Documentation, Quality Assurance and Evaluation in Youth Care Services"

To ensure that teachers are provided everything they need to teach the curriculum's contents appropriately, the study script has been amended with two chapters. These make reference to the specific competence profiles

- "The Work Field of Educational Assistance" (Chapter X) and
- "Educational Care as a Field of Work " (Chapter Y)

and are available for download in German and English.

3.3.3 Collection of Materials

Besides the materials listed above, which can be used for training purposes by teachers, there is some additional material for the specific competence profiles X and Y. It consists of:

Collection of Materials "EDP-Aided Documentation, Quality Assurance, and Evaluation in Youth and Child Care Services"	
CP X The Work Field of Educational Care	CP Y The Care Planning Process in Educational Care
– Presentation: Educational Care – Presentation: Goals in Pedagogical Work	– Presentation: The Pedagogical Care Process

Parallel to the curriculum for teachers, this material will be available in German and English as well.

3.4 Qualification Module for Professionals

The primary focus of the framework curriculum for the (further) training of professionals is the design of teaching units for the practically oriented acquisition of competences in Social Informatics.

The project's orientation makes it necessary to adapt the training modules to the respective starting conditions of professional practice in the individual partner countries and institutions. Depending on these circumstances, some parties may be more interested in a general introduction to computer-aided work in educational care, while others may focus more on specific software tools for youth and child care with a more pronounced on topics such as care controlling or evaluation.

Against this background, the framework curriculum was designed so that it gives the general frame of the contents in question, while leaving the concrete structuring of the work units as well as the methods and materials used up to the participating teachers at

the local institutions, so that they can decide on these issues with their knowledge of locally specific needs.

3.4.1 Framework Curriculum for the Further Training of Professionals in "EDP-Aided Documentation, Quality Assurance, and Evaluation in Youth and Child Care Services"

The framework curriculum as it has been proposed is designed for a maximum of 40 work units and is divided into six competence profiles, which are specified with their module descriptions in the respective chapters. The following table gives an overview of all of these profiles:

EDP-Aided Documentation, Quality Assurance, and Evaluation in Youth and Child Care Services					
CP 1	CP 2	CP 3	CP 4	CP 5	CP 6
Basic IT Qualification	Documentation of Assistance Services and Processes	Value of Data for Youth Care Services and the Effect of Youth and Child Care Measures	Benefit of EDP-Aided Docu-mentation	Improving Pedagogical Practice with Empirical Processes	EDP Technologies for the Process of Assistance Planning
TU 3	TU 7	TU 4	TU 3	TU 7	TU 16
Teaching Units: 40 TU à 45 minutes (= 5 days)					

The curriculum has been submitted in German, English, French, Bulgarian, and – with some changes – in Spanish.

3.4.2 Studying script "EDP-Aided Documentation, Quality Assurance and Evaluation in Youth Care Services" and Collection of Materials

Since the contents of the qualification module for professionals is rather similar to the curriculum for the training of students, the study script is recommend as preparation and follow-up reading for the work units.

As a help for conducting these units, the material mentioned above is provided for students and teachers alike. It is supplemented by specific Bulgarian materials which take a practically oriented approach to the following topics:

- Basic Work Processes of Youth and Child Care and When Working with Young People
- What Work in Practice – Research and Evidence (*evidence-based information*)
- Case Work and Care Planning
- Case Analyses (using exemplary cases) etc.

3.5 International Homepage with Downloadable Documents

The project's homepage www.evas-europe.eu is primarily used to distribute the products and information related to the project, all of which are provided at no cost to all who are interested in German, English, Bulgarian, and French.

3.6 Final Report

The final report informs about the project's background, goals, and activities; the products that resulted from it, their use, and the project's implementation. It is available to all interested parties in German, English, and Bulgarian, and may be downloaded from the project homepage as well.

3.7 Transfer of the Products and Results into Bodies of Schools, Colleges, and Other Political Institutions (Conference of Directors etc.)

To guarantee the sustainability of the project's results, multipliers and stake holders have been involved in the project activities from early on. This was done by, among other things,

- approaching the target groups at congresses and trade fairs,
- approaching experts from different educational organisations (Professional Academy of Munich, Catholic Professional School of Cologne, Kassel University, Marianum – Educational Centre, Luxembourg University),
- approaching youth and child care institutions (among others: Children's Home Ludogerie, Bulgaria; Children's Centre Sofia of the Agapedia Foundation, Bulgaria) and umbrella associations (Caritas Luxembourg),
- discussing the training requirements for future pedagogues with management representatives of different youth and child care institutions at board meetings of the umbrella association of Austrian youth welfare institutions,
- presenting the products at the conference of directors of the federal association of Catholic educational institutions for educators and care workers, and
- presenting the products at the Federal Council of FICE International.

Feedback received on the products presented was considered for their further adaptation. Overall it has been noted that the demand for training modules for the field of computer-aided documentation, evaluation, and quality assurance is clearly visible, but curricula taking this development into account still do not exist. This problem could be solved by the curriculum proposed through this project and the teaching materials produced for it.

The products' transfer will be continued after the project has concluded.

4. Course of the Project, Goal Achievement

4.1 Course

Unforeseen difficulties occurred with regards to the adaptation and translation of the products. Although all project participants were aware of the international and multi-language nature of the council, translation and adaptation of the products proved to be difficult and rather time-consuming.

Still, there were no major delays to the project's implementation and with regards to the adherence to the work plans. The individual steps and packages were all completed within the set time frames.

4.2 Goal Achievement

As already stated, all products could be completed in a timely fashion. The core modules of the project (development, testing, and optimisation of the training concepts for computer-aided documentation, quality assurance, and evaluation for students, teachers, and professionals) were already available in draft form only five months after the project had commenced. The study script was created in the five months after that, and the curricula were fine-tuned parallel tot hat and together with the creation of the supplementary working materials. The first training sessions at the Catholic Professional School of Mainz were held within the first year of the project, and the first stake holders, multipliers, and experts were involved. The second year saw additional training courses in Germany, Austria, Luxembourg, and Bulgaria, for a total of 14 over the whole course of the project. The products' optimisation was conducted over the final six months of the project, with additional courses being offered in Germany, Austria, Bulgaria, and Luxembourg. The final products were submitted in time until September 30th, 2014.

5. Contribution to the EU's Goals

The Kopenhagen Process, i.e. the Brügge-Kommunique (2010), forms the political frame of the Leonardo da Vinci programme. Its primary focus is on

- the improvement of attractiveness, quality, and capacity of the systems for professional training,
- the improvement of transparency, information, and orientation systems,
- the recognition of competences and qualification, as well as
- the strengthening of the European dimension.

The specific and operative programme goals are defined in section 25, paragraphs 1 and 2 of the resolution concerning the programme (see http://www.na-bibb.de/fileadmin/user_upload/Dokumente/LDV/itp/av/2012_ldv_itp_av_EU_aufruf_strategische_prioritaeten.pdf).

With regards to the specific goals, TRAIN-KOSOZIAL aims at

- the improvement of quality and innovation in systems, institutions, and processes of professional training.

Operative goals aimed at are

- the improvement of quality and scale of cooperation between institutions and organisations providing educational services, businesses, social partners, and other relevant parties in Europe, and
- the development of innovative processes for the field of professional training (with the exception of the tertiary level) and the transfer of these processes, even from one participating country to others

With regards to the specific goal under which TRAIN-KOSOZIAL was implemented, the proposed curricula and training modules for the training of students, teachers, and professionals could contribute valuable improvements to the quality in the context of educators' and pedagogues' training at professional schools, academies, and universities. The products of this project allow for a coherent and practically oriented training independent from specific training structures, and support the academization and professionalization of pedagogical work for youth and child care. Still, they do not only target future professionals, but also those already employed in this field of work, as well as teachers.

Within the context of the first operative goal mentioned above, TRAIN-KOSOZIAL established a network of training structures, institutions of research and teaching, as well as of youth and child care, crossing the boarders of five different countries and thus creating the foundation for continuous cooperation. The project's innovation (second operative goal) is reflected in the goal, to entrench topics of Social Informatics in the training plans and curricula of the partner countries.

6. Outlook

After the project's conclusion, its results will see continued use. The Katholische Fachschule für Sozialpädagogik (Catholic Professional School for Social Pedagogics) in Saarbrücken, the Katholische Hochschule Mainz (Catholic College of Mainz), Sofia University, and the Institute for Social Pedagogics of the vocational college in Vorarlberg, Austria, will include the curriculum into their regular training programmes for

educators/social pedagogues. Furthermore, a demand for additional training modules for other professional schools/academies has already become apparent. The Institut für Lehrerfort- und -weiterbildung (institute for further training of teachers) of Saarbrücken will also include the training concept for teachers into their educational offerings and will conduct additional training sessions with it.

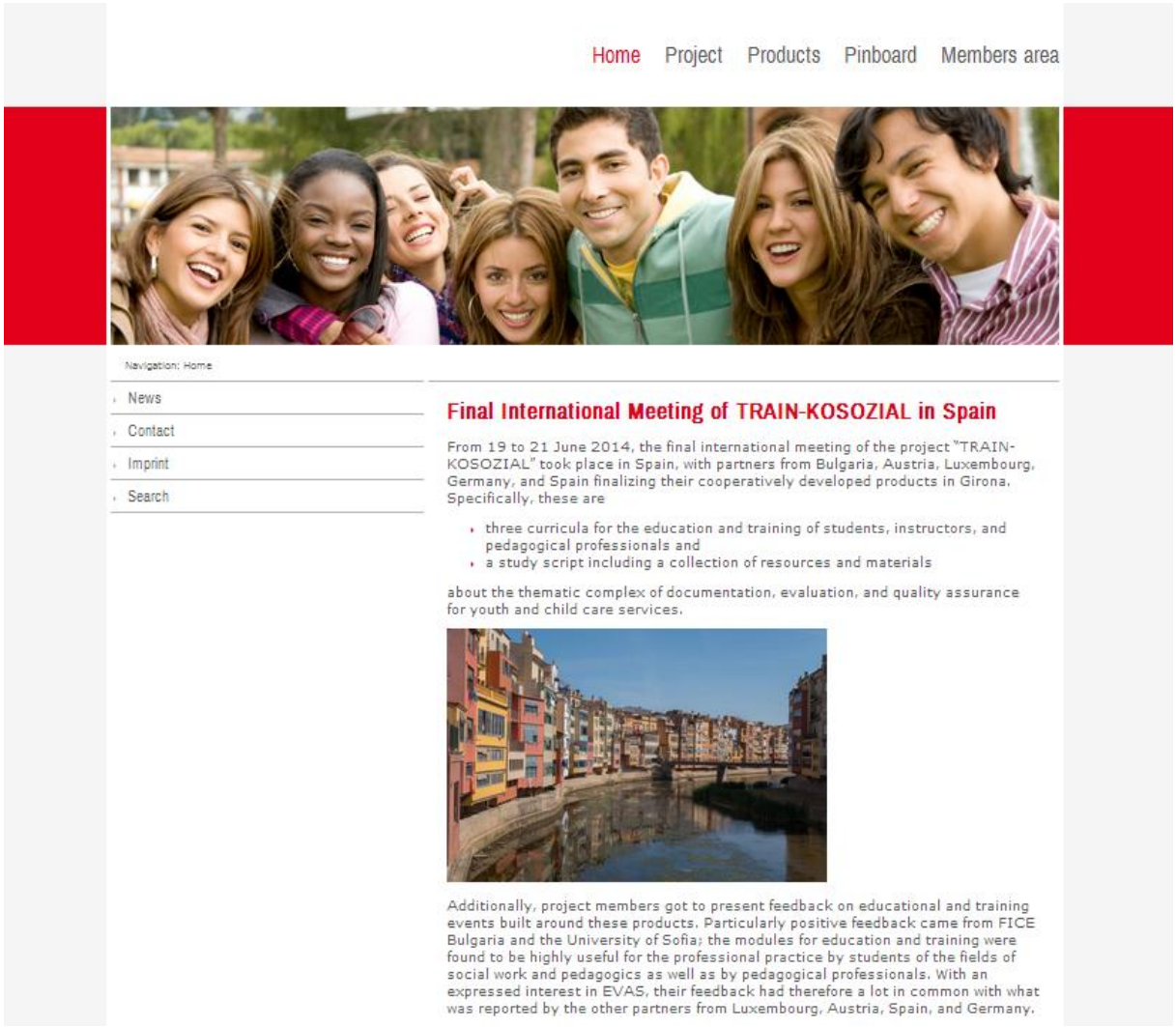
The training concept for professionals will soon become a basic component of EVAS training sessions offered to EVAS participants (more than 100 institutions of youth and child care) in Germany and other interested parties from other countries, starting in autumn/winter of 2014.

The participating institutions in the respective partner countries are responsible for all further distribution and use in these countries.

Follow-up projects on the topics of

- Comparative Approach to European Youth and Child Care Systems,
- A Bulgarian EVAS Version in Cooperation with the Youth Centre of Sofia, and
- Development of European EDP-Aided Documentation Processes

are already being planned. Primarily responsible for the implementation of follow-up projects are the IKJ and the KH Mainz.

The project's results are available for download
on the project homepage:

http://www.evas-europe.eu