



Lifelong  
Learning  
Programme



**Pilot Training  
Course Report**  
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## Project Coordinator:



University of Milano-Bicocca –  
Department of Human Sciences  
for Education “Riccardo Massa”(Italy)

## Partners:



Rezekne Agustskola –  
Rezekne Higher Education  
Institution (Latvia)



Universitat Jaume I (Spain)

## Contacts:

Website: [www.edueval.eu](http://www.edueval.eu)

E-mail: [info@edueval.eu](mailto:info@edueval.eu)



Janusz Korczak  
Pedagogical University  
in Warsaw (Poland)



TEI of Crete – School of Health  
& Social Welfare (Greece)



University of Bari (Italy)

Ed.: Loredana Perla, Viviana Vinci

Reviewed: Maria Grazia Riva

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## Introduction

The results of the Investigation phase of the EduEval project (see *Public Research Report*) have highlighted how, despite the widespread recognition of the importance of *evaluation* in the quality of Adult Education systems in the countries investigated, no clear professional profile of the evaluator of AE staff has still not been completely defined and regulated at European level. There are many and multiple services and types of professional figures involved in adult education, and this causes a high degree of fragmentation and complexity in the evaluation practices of AE staff.

Educational work by AE staff is usually evaluated:

- By the “certifiers” of quality – professionals of evaluation -, according to the principle of conformity to pre-established standards, which do not always contemplate in detail the educational context which is the object of evaluation;
- By “non-officially recognized evaluators” – non-professionals of evaluation - (educators, trainers, supervisors, consultants, coordinators etc.) , i.e. professional figures who have been immersed for some time in the AE contexts, of which they have extensive knowledge, but who do not necessarily have any specific training in evaluation.

The intention of the EduEval project, starting from the complexity of the processes, the models and the practices of evaluation of educational work, has been to contribute to filling this gap, contributing to defining the professional profile of the evaluator of AE staff that can be recognizable in the future at European level: a new and flexible professional figure with outstanding characteristics of multifunctionality capable of operating in various contexts, who requires specific training.

*WP 5 Training*, the core of the EduEval project, focused on the curriculum of a pilot course for training evaluators of staff operating in different contexts of AE. The WP 5 is based on the theoretical framework of the project, related to the useful cooperation between theoretical and practical knowledge. For this reason, even though the Wp leader has defined and given to the partners the common frame for Pilot Training Course development, a phase of co-design was planned and realized within the partnership.

Moreover, based on the common frame given by the WP leader, each Partner developed in its own country a Pilot Training Course. In this way, the National Training Courses have been developed with a common base regarding objectives, methodology and didactic material.

At the same time, each partner designed the Course taking into account the specific national adult education system and the needs of the target group in its own country.

The Pilot Training Course, focused on the main activities that are commonly required in the educational-related evaluation procedures, has been designed with a combined structure and divided into didactic units. The 30-hour course was divided into two modules: a 20-hour “in presence” module and a 10-hour e-learning module.

The core of the Training Course theoretical framework is the EduEval Training model, which has been designed focusing on the educational tasks as a complex dimension to be assessed by means of a subjective (self-assessment), objective (external evaluation) and intersubjective (context evaluation) dimension. The methodological principle in training activities is *triangulation* (Denzin 1989, Greene 2007, Hussein 2009), therefore a complex process conceived with different criteria (such as educational tasks) cannot be evaluated by means of a single perspective, but requires multiple analyses and complementary perspectives.

As a result of the training activities and group discussions, educational work has emerged as a complex framework to be assessed, which includes many variables connected with one's personal and professional life, the community life, with micro and macro variables.

Thanks to the training activities and outcomes, the AE Staff Evaluator has been defined as a professional figure with different competences, having specific multi-functional characteristics in order to work in different contexts. The detailed description of the relative profile underlines his/her training period, knowledge and expected competences (methodologies, techniques and tools that he/she should master), areas of intervention and the ethical principles that guide his/her professional practice.

Moving from the main objectives of the Wp5, this Training Course Report will describe the Pilot Training Course design and development. It will then provide a comparative analysis of the different National Training experiences in the Consortium, in order to gain invaluable indications for a clearer definition of the Evaluator of Adult Education Staff' Profile, to which the final part of this Report will be dedicated.

## 1. WorkPackages 5 - Training

The *EduEval Pilot Training Course*, the core of WP5 - Training, was designed and led by the University of Bari (Italy) for the training of the professionals involved in the evaluation of AE staff. Started in February 2015, WP5 was focused on two main objectives to be achieved:

1. developing a curriculum for the training of all practitioners who are involved in Adult Education staff evaluation;
2. defining an Adult Education staff evaluator profile, having specific multi-functional characteristics in order to work in different contexts.

This WP-Training is the core of the whole project and is based on the results of previous actions, especially on the investigation and the on-line materials produced in the previous products (investigation report, Mobility, practitioners' publication, and the first part of the guidelines and handbook produced...). The WP-Training is based on the theoretical framework of the project, in relation to the beneficial cooperation between theoretical and practical knowledge.

Following the methodological and strategic indications of the WP leader (P6), the pilot course was organized by each partner in their own country. Even though the pilot training course has a common base (with regard to its objectives, methodology and didactic material used), each partner developed it taking into account the specific needs of the target group of their own country, and the context related to the adult education system: this was an important aspect to ensure the effectiveness of the course and its value for improving the quality of the adult education system. P6 UNIBA prepared and gave the main Guidelines for the planning of the course (*Vademecum*, March 2015). Each partner collaborated on the course plan. All the partners developed the pilot course training in their own country and they prepared a report at the end of the course. Each partner promoted the strategy they deemed most useful in order to reach the target group (the professionals involved in adult education staff evaluation).

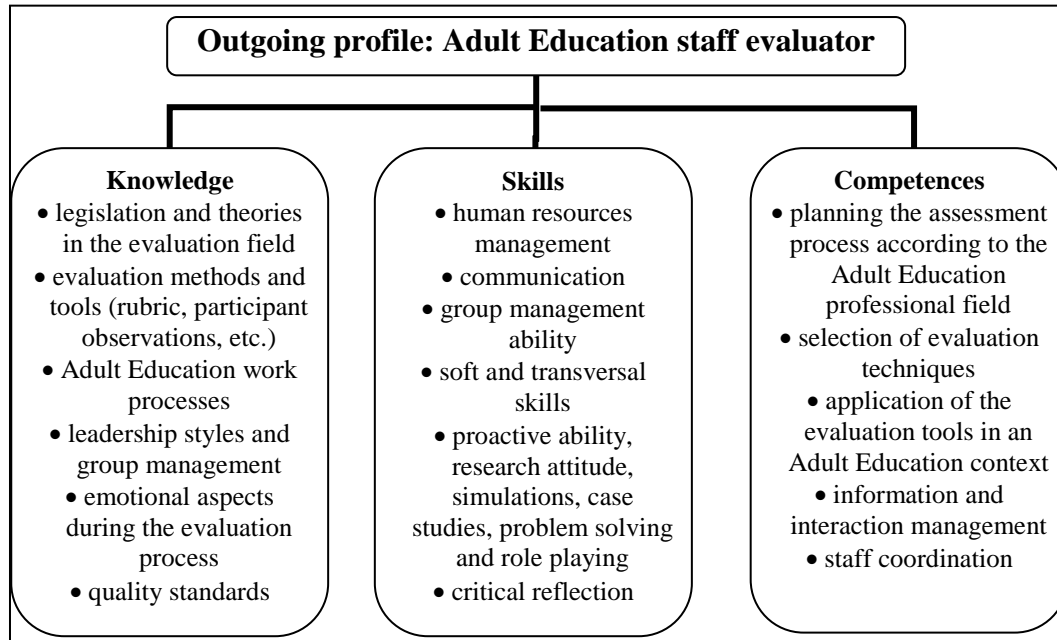
## 2. Pilot Training Course: objectives

The Pilot Training Course aimed to achieve the following objectives:

- Understanding the formative role in evaluation aimed at improving the organization;
- Understanding the dimensions of evaluation of the Educational Organizations involved
- Understanding how data collection instruments can be used, for the purpose of EduEval evaluation
- Developing a deep awareness of the Adult Education staff evaluator profile
- Understanding the role of the Adult Education staff evaluator
- Understanding the EduEval evaluation model: between self-assessment, external evaluation and context evaluation
- Developing knowledge about the required and expected professional competences of the Adult Education staff evaluator
- Developing a more complex view of work processes in Adult Education contexts.

The training process was focused on the main activities that are commonly required in educational-related evaluation procedures. The expected result was the development of knowledge (basic, specialized, and context-based), abilities (both general and referred to specific evaluation

work processes), and competences to be achieved to strengthen the professional role of Adult Education staff evaluators.



The next section focuses on the exploratory questionnaire that UNIBA designed to produce a curriculum for training professionals involved in the evaluation of AE staff.

### ***3. Before the Pilot training course: an exploratory questionnaire to “co-design” a training curriculum for evaluators***

The main objective of giving an exploratory questionnaire in preparation for the design of a curriculum for training evaluators in Europe was to understand the representations of the participants involved in the study, i.e. officially and unofficially recognized evaluators who operate in the field of AE (various kinds of professionals: supervisors, educational consultants, heads of educational communities, trainers etc.).

The methodological decision to focus on the representations and the points of view of the evaluators is linked to increasing attention by educational research to the “thought of practice” (Perla, 2010; Damiano, 2006, 2013; Mallet, Barbier, Parmentier 2000; Bourdieu 2005; Shulman 1986a, 1986b) where by practice we mean “a professional who produces a particular type of knowledge, which cannot be assimilated with a range of theoretical contents applied in situ” (Perla, 2010, p. 29), i.e. knowledge which eludes theorization and can be understood through the study of individual cases. The methodological frame is of a collaborative type (Phillips, Kristiansen, Vehviläinen, Gunnarsson 2013; Desgagné, 1997; Lenoir, 1996, Perla, 2010, 2011; Magnoler, 2012) based on partnership and co-production of knowledge by the social actors and researchers. The instrument used with a descriptive and exploratory aim on the thought of the evaluator-practice was a questionnaire with open-ended questions (with the exception of a few closed-ended questions). The questionnaire, in the collaborative perspective of the EduEval project, was given to all the participants in the project, both the practitioners (professionals involved in the investigation phase and in the Mobility WP) and the researchers and members of staff in the various countries. The<sub>7</sub>

questionnaire, made up of 19 questions, was structured in four main areas relative to the pilot training course for evaluators to experiment in the countries of each partner:

- Theoretical and Methodological Framework;
- Course Structure;
- Methods of Delivery;
- Course Prerequisites;
- Experiences and Other Suggestions.

### **Questionnaire - Training Design**

#### ***I) Theoretical and Methodological Framework***

1. What are the most relevant theoretical frameworks to be implemented in order to create a training course for AE's staff evaluators?
  - a. POSITIVIST-EXPERIMENTAL APPROACH
  - b. PRAGMATIST-QUALITY
  - c. CONSTRUCTIVIST/HERMENEUTIC APPROACH
2. Considering your personal experience, do you think there is a recurring framework for the assessment of AE staff?

#### ***II) Course Structure***

3. Would you suggest any content to be implemented in order to create a training course for AE staff evaluators?
4. Would you suggest any methodology and/or strategy to be implemented in order to create a training course for AE staff evaluators?
5. What are the most relevant criteria in order to create a training course for AE staff evaluators?
6. What are the most relevant aims of a training course for AE staff evaluators?
7. How could a training course for AE staff evaluators be organised? (e.g., a series of modules, topics, etc.)
8. What kind of assessment scheme should be used at the end of a training course for AE staff evaluators? (e.g., in person, off-site; using assessment grids, oral exams, etc.)

#### ***III) Methods of Delivery***

9. What kind of training approach may be useful in order to train AE staff evaluators?
    - a. reflective
    - b. dissemination-based
    - c. workshop-based
    - d. hybrid/mixed
    - e. other
- 
10. Would you suggest any organisational scheme for AE staff evaluators? (space & time settings, time organisation, setting of face-to-face and/or virtual training rooms, e-learning)
  11. What kind of tools can be used in a training course for AE's staff evaluators? (course handouts, etc.)

#### ***IV) Course Prerequisites***

12. In your opinion, is there any specific prerequisite to meet in order to attend a training course for AE's staff evaluators?
13. What kind of professional profile should be involved in delivering a training course for AE's staff evaluators? (trainers in Education fields, licensed evaluators, classroom supervisors, AE's operators, other professional profiles, etc.)

#### ***V) Experiences and Other Suggestions***

14. Do you know of any other training course for AE staff evaluators?
  - a. Yes
  - b. No
15. If so, please indicate them: Please provide a short description of the course(s):
16. If not, do you know any other training course for any kind of evaluator (including non-education-related fields)?
17. Would you describe any personal and relevant experience which can be used in a possible training course for evaluators?
18. Would you suggest any quality assessment methodology of training courses for AE staff evaluators?
19. Would you indicate any further suggestion for the implementation of a training course for AE evaluators?

*Thanks for your collaboration!*

Consistent with the collaborative approach of the research, the work groups were given the possibility to choose whether to fill in the questionnaire individually or in small groups, working at team meetings: for this reason, the number of questionnaires returned does not correspond to the number of the participants in the project but some questionnaires were filled in individually and others – very substantial in terms of written responses – written in teams: the purpose of giving the instrument was not statistical, but *descriptive-exploratory*, therefore the only criterion taken into consideration in quantitative terms was to keep the representativeness of each partner-country.

Some useful indications for structuring the Pilot Training Course emerged transversally from most of the questionnaires:

- The modular structure,
- The use of mixed training methods and approaches,
- An extended target, due to the co-existence of different professional figures involved in the AE sector,
- The poor (or absence of) knowledge of other training courses for evaluators,
- The need to integrate in-presence and remote (e-learning) didactics,
- The need to include occasions for re-elaborating what has been learned,
- The usefulness of a possible experimentation in the field, in real professional contexts,
- The indication of the questionnaire as an instrument of final evaluation of the training course.

One very interesting element for the purposes of the theoretical overview of the training curriculum also emerged from the analysis of the questionnaires: the co-existence of different frameworks in the partner countries, from which two main positions emerge, one placing greater emphasis on the constructivist-hermeneutic approach and one focused on the pragmatist approach or of quality.

The experiences encountered in the field of evaluation of AE staff include the CAPIVAL<sup>1</sup> project and the CAF External Feedback<sup>2</sup> model, used in the Public Administration as an instrument

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<sup>1</sup> CAPIVAL project - *Capitalizing on Validpack: going Europe wide* (511883-LLP-1-2010-RO-KA4-KA4MP) is a KA4 - Dissemination and Exploitation of Results project of the EU Lifelong Learning Programme. It aims to exploit the results of VINEPAC project - *Validation of informal and non-formal psycho-pedagogical competencies of adult educators* ([www.vinepac.eu](http://www.vinepac.eu)), especially the use of the *Validpack* instrument that facilitates the documentation and evaluation of a trainer's competences acquired in formal, non-formal or informal learning contexts. *Validpack* consists of a set of validation instruments: mind maps, reflection on biography, reflection on competences, attachments, observation checklists, interview grids, validation sheets. *Validpack* is organised around three main validation steps: self-evaluation, external evaluation and consolidation.

<sup>2</sup> Il Common Assessment Framework (CAF) is an instrument of Total Quality Management inspired by the EFQM excellence model of the *European Foundation for Quality Management* (EFQM) and the *Speyer* model of the German University of Administrative Sciences. The CAF is based on the principle that excellent results relative to organisational performance, citizens/clients, personnel and company are obtained through a leadership able to guide the policies and strategies, management of the personnel, partnerships, resources and processes. The CAF considers the organisation

of self-evaluation and improvement. The need to analyse the processes aimed at integrating formal, non-formal and informal educational systems, the world of school, work, guidance and on-going education also emerged, highlighting the value of the complementarity and integration between systems.

The EduEval Pilot Training Course ought to consider, according to the questionnaires analysed, in-depth studies and diversified contents, including the following which were the most mentioned:

- The main characteristics of adult education, the specificities of the sector, the various contexts involved, past experiences, the characteristics of the AE systems and the good practices identified;
- The systems of self-evaluation and evaluation: the underlying philosophy, the meanings and models of evaluation, the techniques and the instruments (the portfolio, the interviews, the observations etc.);
- The documentation and the norms that regulate evaluation and the AE contexts,
- The ethics, the code of conduct and behaviour;
- Organisational, managerial and leadership learning;
- Self-knowledge, awareness, introspection and reflection on one's own practices;
- Relational skills, group dynamics management;
- Supervising, forming and coordinating educational teams for adults in which evaluation of cases, projects, group dynamics and tasks is central.

Great attention has been paid to the methodological and didactic dimension of the training course. The need to adopt active and experiential methodologies, conceived in reference to concrete problems, consistent and in conformity with the objectives assigned was mentioned.

Experience, reflection and theory are considered elements of a single process, of a spiral movement on which a training course for evaluation should be based.

The instruments that emerged from the analysis of the questionnaire are highly varied and include: group work, simulations, role-playing, case studies, personal accounts, e-learning and actions based on multimedia interconnection, cooperative learning, research groups on specific topics and structured checks.

Attention to the training setting, the conditions on which the involvement of the participants depends and the methodologies adopted to ensure ease of learning by the participants, is also central.

#### ***4. Planning the pilot course: identification of a common training model***

The analysis of the results of the exploratory questionnaire and of the material produced in the earlier WP of the EduEval project was preparatory for the construction of the training curriculum for AE staff evaluators.

A first draft of the proposal was presented by UNIBA at the meeting in Spain (26/28 January 2015); this proposal was the subject of discussion with the partners and was modified with an adaptation to the different types of expertise of each staff.

Specifically, attention was given:

- To the target of the participants: initially focused only on evaluators (officially recognized and otherwise), it was subsequently also extended to students and researchers;

- To the *times of implementation* of the pilot course, with the decision to extend the e-learning activities after the end of the in-presence training activities. Considering the differentiated target of the course, the presence of participants without previous e-learning experience, unfamiliar with the use of the technological instrument or with poor linguistic skills and understanding of English, were also included: due to these considerations, the consortium decided to extend the duration of the distance training and to test the e-learning platform, assigning to a partner country the task of carrying out the pilot course by e-learning only (see “A comparative analysis of National Pilot Training Courses” for further information);
- To the *contents* of the course, selected in order to provide an extensive view of the topic of evaluation, i.e., with a theoretical framework with a common frame for all and, at the same time, with the possibility for each partner country to autonomously carry out some thematic specialized studies, on the basis of the effective skills of the staff and the specificities of the contexts of reference;
- To the *methodologies of training*, attentive to fostering the widest participation of the participants, to promoting critical reflection on personal experiences, to supporting exchange and cooperation between the members of the group, to developing learning processes that are not passive and mnemonic but participatory, collaborative, active, reflective and metacognitive. As already stated, the decision was taken to experiment the curriculum in a mixed form in all the partner countries, with the exception of Spain, which was asked to test the e-learning model only, on the basis of the specific skill of the Spanish partners in media and technological education;
- To the possibility of *attributing university formative credits to the participants*: every country, according to its rules and internal procedures, was free to set course credits for this activity. The course is of 30 hours, so we suggested setting a maximum of 3 course credits (=75 hours), because 1 CFU = 25 hours and in the overall number of hours some of them can be considered for individual study.

On the basis of the feedback received from the partner countries, the outcomes of the analysis of the exploratory questionnaires and the material produced in all the previous phases of the EduEval project, P6 UNIBA worked on designing the pilot course and constructing a possible common training model, taking into account some principal directives:

- Trying to combine the contextualization of the proposal of the target groups of the partner countries, on the one hand, with the formalization of a training pathway for evaluation valid for several subjects, on the other hand. The expected arrival point of the design phase was therefore to reach the definition of a common model, that could be transferred to different contexts and that could also be shared at the end of the EduEval project, that would be useful for improving the working processes and the definition of a clear professional profile of the AE staff evaluator in Europe;
- The importance of the subjectivity of the actors involved in the evaluation process, which has to focus on interpreting and understanding (Perla, 2004), as well as “measuring” the phenomena and the actions which are the object of evaluation;
- Attention to the qualitative dimension of the evaluation (often neglected in terms of policy as it cannot always guarantee the generalization and the use of knowledge and results obtained) and the possibility of understanding the most elusive elements of the process with respect to the methodologies of traditional evaluation;
- The critical and participatory construction, with the contribution of the professionals involved in the AE contexts, of evaluation instruments, the characteristics of which appeared most consistent with the requirements of evaluation of AE staff in the contexts of educational work;

- A greater and clearer definition of “educational work” (Perla, 2013), which is an elusive subject and of which it is difficult to delimit the boundaries, concerning a variegated target of users and action that takes place in different contexts (communities, prisons, community centres, hospitals, schools, therapeutic centres and so on) and for different purposes (accompaniment, training, supervision, research, etc.).

The training course, in the light of the previous reflections, has therefore been designed in such a way as to flexibly include different professionalisms and foster dialogue on specific skills on evaluation with transversal educational skills, capable of understanding in depth the complex subject of the educational work of AE staff.

## 5. Implementing the training

UNIBA sent all the material, the instructions and the procedures for implementing the Pilot training course in the different countries by email to all the partners (March 2015; see “Vademecum”).

The course was implemented in the different partner countries, while respecting the specificity of the contexts of the partner countries (therefore with some differences, as will be seen better in the section on the comparative analysis of the different training experiences) in a unitary and shared methodological structure.

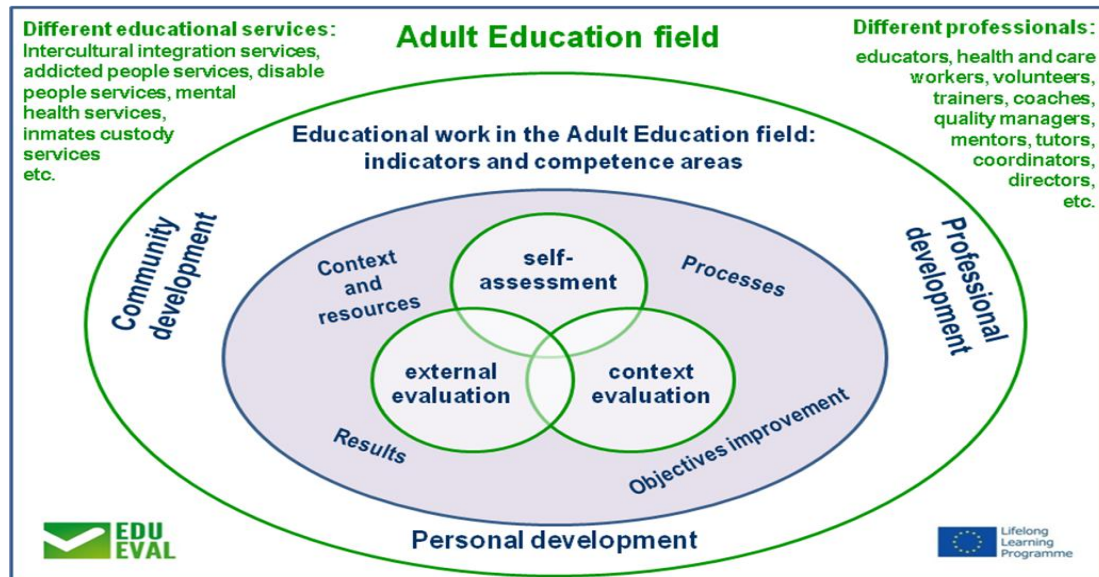
### 5.1 Participants

The course addressed participants aged 25 to 65 years (the minimum number of participants in the course was 10, the maximum was 25 for each country). Each partner freely chose the participants (with open call, selection etc.), with the following project criteria: the age of participants (25-65 years); a role consistent with the project group target (evaluator of Adult Education staff; students attending Courses to become new Adult Educators and/or evaluators; consultants who carry out staff evaluation; researchers involved in the evaluation of Adult Education). The course participants were selected by each project partner in order to guarantee the heterogeneity of the professional profiles and the exchange of expertise and acquired competences within an Adult Education Organization; they operated as evaluators within different educational services (intercultural integration services, prison services, homeless people services, extra-scholastic educational organizations - cooperatives, recreation and social-educational centres - community centres, cultural services - libraries, cultural centres, etc.)

## 6. Contents

Starting from the complex framework of working processes in AE contexts and the variables involved in the evaluation of AE professionals, which include several aspects that deal with one's personal life, professional experience and community life seen from individual, system, macro and micro perspectives, the **EDUEVAL Evaluation model** has been outlined (see the picture below): here, the complex framework can be deduced (different educational and professional services carried out within AE contexts) and AE educational tasks are defined (the first green oval figure, in which both markers and competence areas deal with one's personal, professional and community-related development), as well as a further evaluation process definition (needed in order to assess

contexts, resources, processes, results, enhancement and development of the desired aims) that interrelate self-assessment, external evaluation and context evaluation.



This model shows that these three forms of evaluation cannot be conceived in a hierarchical order or separately, but they are intertwined. Actually, as we experienced by asking professional evaluators in public services, these three forms are intertwined or even overlapping.

In short, the three forms of evaluation are understood according to the following meanings:

- **External evaluation** is an evaluation methodology that defines the quality, value, effectiveness, impact and compliance (compared with predetermined standards stated by an organisation and procedures established by external and internal rules for a given service) of a programme/action/procedure with unbiased criteria by means of external evaluators. This evaluation methodology completes the self-assessment stage carried out by institutions, thus making it more efficient and impartial;
- **Self-assessment** is an evaluation methodology that aims at defining the strengths and the elements to be improved in an organisation by self-assessing the work of all operators who work in a given context (also called "internal" evaluation, and carried out before an external evaluation);
- **Context evaluation** means an interpretation of an educational context in its complex nature starting from the analysis of the processes, the environment, the activities and intangible factors such as feelings, cultures and structural, symbolic and quality-based elements in a given context (this analysis considers perceptions by all those who are part of a given context).

In order to understand the differences within these three evaluation methodologies, it is possible to consider a service in which 1) an external evaluator verifies the compliance of procedures through an audit, 2) all educators self-assess their work through portfolios and 3) a coordinator, or an operator who is part of a given context/community, carries out an evaluation of their context, i.e. an intersubjective assessment that considers many variables and notions performed by all those involved in a given context.

None of these three evaluation methodologies can, on their own, guarantee a useful, fully-fledged evaluation process that improves a service and the organisational culture of AE contexts: they are part of the same process and they are developed as continual and flexible entities. External evaluation, for instance, can be based on data from a self-assessment procedure; at the same time, the tools used should not be associated with a single evaluation methodology, but they can be used depending on the evaluation aims (for instance, portfolios<sup>3</sup> are tools that can be used both in self-assessment - as we have suggested since we have associated a key tool with each evaluation methodology - but also as a tool in context evaluations or audit portfolios that include a selection of documentation selected by an institution for audits; at the same time, rubrics can be used as a self-assessment or an external context evaluation tool).

**The methodological principle in EduEval is *triangulation*** (Denzin 1989, Greene 2007, Hussein 2009), therefore a complex process conceived with different criteria (such as educational tasks) cannot be evaluated by means of a single perspective, but it needs multiple analyses and complementary perspectives. Triangulation is taken from mathematics (a technique that allows computing the distance between points by using triangles' properties) and it has become a typical principle in qualitative methodologies (i.e. a technique that allows the assessment of the proprieties of a phenomenon by comparing a series of representations of that phenomenon itself from different viewpoints - subjects, tools, perspectives of analysis): this is required in order to understand complex ideas of a varied nature and that need different perspectives (Castoldi, 2012, p. 175). The need to use three different perspectives of evaluation (external evaluation, self-assessment and context evaluation) is inspired by the threefold perspective that Pellerey (2004) identified in order to explain the idea of *competence*: it needs three stages of observation that refer to subjective, intersubjective and objective dimensions. Here is a reference of Pellerey's threefold perspective quoted by Castoldi (2012, p. 176):

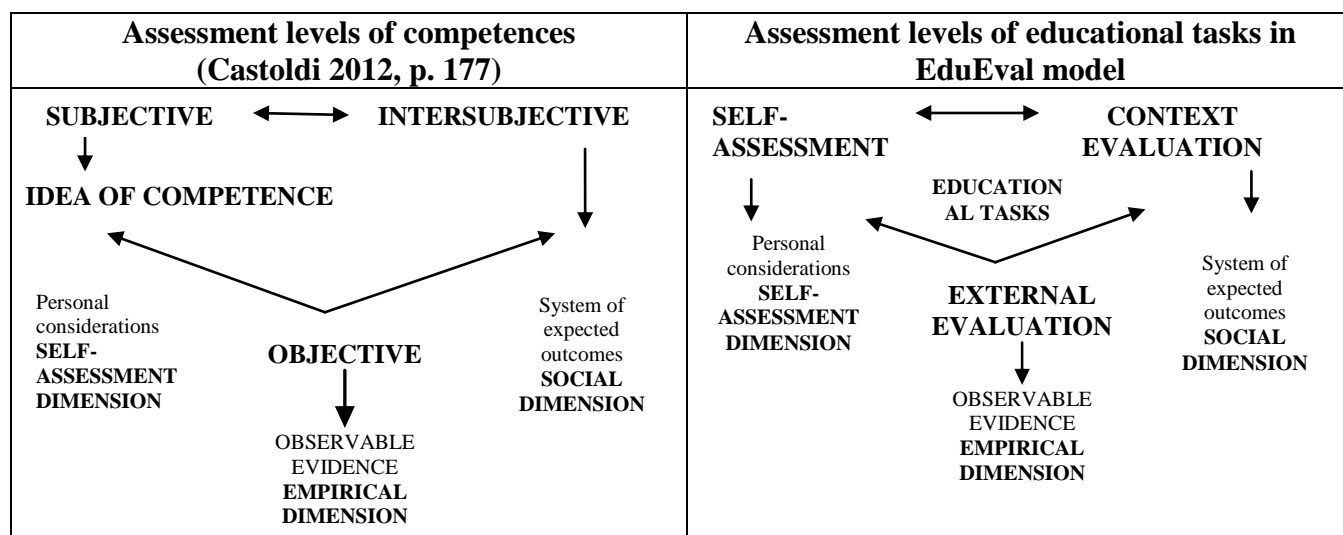
- *The subjective dimension recalls personal features given by a subject towards his/her learning experience, that is the meaning given to an operative task through which he/she can reveal his/her competence and the perception of his/her suitability in facing it, the resources to involve and the frames of mind to activate. It implies a self-assessment procedure which is connected with the experience of a subject in observing and assessing one's own learning experience, as well as his/her ability to fulfil the requested task(s) in the context in which he/she works.*
- *Intersubjectivity refers to a system of implicit and explicit expectations stated by a social context in relation with the ability of a subject to fulfil a given task; it involves people with different roles in a given situation in which their competence and the set of expectations and expressed evaluations is revealed (...) Intersubjectivity implies a social consequence which is linked to the way different people belonging to a social community (in which a certain competence is showed) perceive and assess a given behaviour.*
- *Objectivity refers to observable entities that attest someone's performance and results in relation with the entrusted task and, in particular, the knowledge and abilities required for a given competence. It implies*

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<sup>3</sup> Portfolios (Lesson 6) are collections of works relating to a specific educational or professional task and managed by a single subject or a working team. It is designed by selecting some relevant materials (pictures, documents, video footage, etc.) and by analysing them in order to find both the strong and weak points, including them in the global educational experience and by interpreting any possible meaning of the whole experience. This tool, together with rubrics, is taken from school and training-related contexts, and some adaptations for AE contexts are needed. In schools they are used to provide documentary evidence of educational tasks (see Italian Law no. 59, February 19, 2004), while in training-related contexts it is a tool of participatory evaluation, in which those involved are not only sources of information but also actively involved in research tasks.

*an empirical dimension associated with the observation and assessment of a behaviour in relation with a given task and the operational context in which a subject operates.*

The theoretical framework has been designed with some adaptation, focusing on the educational tasks (in place of *competence*) as a complex dimension to be assessed by means of a subjective (self-assessment), objective (external evaluation) and intersubjective (context evaluation) dimension.



This assessment outline for educational tasks requires all three dimensions to be activated, as well as a threefold perspective in order to recreate the overall framework by using different tools.

The contents were meant as proposals to be customised, included and improved in specific theoretical frameworks depending on the competences of the different environments. As an example, we defined rubrics in Lesson 8 as possible evaluation tools in an AE context.

We proposed a practical example with the definition of specific features of an AE context (slides 9, 10). This proposal can be suitable for other contexts by using other criteria and markers (the underlying question should be: *what criteria should be considered in assessing a given element?*). During the in-presence stage, a possible and useful step could be designing and adapting the tools suggested during the e-learning stage (a rubric designed in cooperation with the participants in the course; an example of portfolio for self-assessment of educational tasks; a hypothetical institutional audit, in which suitable tools and modalities for data collecting are chosen).

Rubrics (Lesson 8)<sup>4</sup> are tools mainly used to assess *competence* by means of the definition of its features and the expected competence level(s) (Castoldi defines it as a "sequence of competence-related profiles which can provide useful reference points for learning assessment tasks", 2012, p. 181). In addition, rubrics are not only used to assess learning-related contexts, but they are also useful for "reverse planning". Here, criteria and modalities are firstly assessed, then a training or educational plan is established in terms of contents, methods, strategies, working stages).

An example of the evaluation Rubric for AE contexts is found in **Lessons 9 and 10**. This rubric allows the evaluation of different criteria (others can also be added): strategic identity, local administration, professional development, resource management, self-assessment, planning, inclusion, orientation, assessment, educational and training activities, involvement of families, groups and communities. Within a value scale (1 to 4) some practical examples have been given.

<sup>4</sup> In order to design this PowerPoint presentation, some specific documentation on the evaluation of learning processes and school contexts was retrieved, but adaptation was required for this specific AE context.

These examples, in relation to the chosen marker, allow the identification of the evaluated criterion: these values are not a scale to be assessed in relation to a specific marker (ex., 1 = inadequate, 2 = adequate, 3 = good, 4 = excellent) but they are representative examples of pragmatic situations connected with a given value scale. When this rubric was planned, we tried to describe the different levels of competence independently by highlighting the connotative behaviours/situations/experiences, avoiding comparisons based on an adverb-based (ex., a lot, often, sometimes) or adjective-based (excellent, good, adequate) scale. This decision proved to be really important because it allows identifying critical area not only in terms of quantity (by means of a 1-4 scale) but also in terms of quality by means of an illustrative description for the different levels and the specific, expected situation/behaviour/experience: in this way, rubrics allow both the **assessment** of critical areas **and possible improvement plans** (described in excellent scenarios), thus completing the planning process sequence: training intervention --> evaluation --> redevelopment of the training intervention.

*Instructions for an evaluation visit* (Lesson 9 "Site visit 1" and Lesson 10 "Site visit 2"): the instructions for a possible evaluation visit were contextualised by using the tool "Evaluation rubric" for the specific AE context. In part 1 (Lesson 9) some evaluators' pre-requisites are described such as evaluation-related competence attained in their professional experience and good communication and relational skills; there are then some elements that an AE context evaluator should know before visiting an institution such as the purpose of their, the distinctive features of the context in which the evaluation will be carried out (in this case, the self-assessment documents such as evaluators' portfolios are taken into consideration) and the professionals' profile (in this case Adult Educators: what they do, their professional contexts, their results and expected competences). Then some hypothetical stages for an on-site visit are defined such as the analysis of the documentation, the self-assessment activities, the meetings with professionals in order to collect further information (interviews, conversations, focus groups), the observation and use of possible context evaluation tools (rubrics, checklists, etc.), the draft of a final report in which strengths and weak points are highlighted (identified both in self-assessment and result-related stages of the assessed educational service), and the possibility of providing ideas to improve any criticality. These suggestions have been drafted by the working team and with professional evaluators: we also designed a hypothetical assessment Rubric for an AE context with them.

## 7. Course structure

The training course has been designed with a combined structure and divided into didactic unit (with the exception, as mentioned, of the p3 Spain, which carried out the course in the e-learning mode only, following a decision approved by the consortium). The 30-hour course is divided in two modules: a 20-hour "in presence" module and a 10-hour "e-learning" module. Each partner was free to choose to start with the "in presence" module, or with the "e-learning module", or to move freely through them.

### 7.1 E-learning module

The e-learning module is made up of five didactic units:

1. *Welcome to the EduEval course! Brief course presentation and EduEval project reference + EduEval evaluation model*
2. *Evaluation methods and tools: external evaluation*
3. *Evaluation methods and tools: self-assessment*

#### 4. *Evaluation methods and tools: context evaluation*

#### 5. *The assignment for an evaluation visit*

E-learning training activities are provided as Learning Objects in SCORM format (videolessons). Each SCORM file has some defined criteria for its dimensions (it cannot exceed 40MB, 15 slides max.); due to these technical limitations, together with the need to keep the participants' attention span (this is why videolessons have a pre-established duration), each didactic unit has been split into different videolessons (two videos for each unit). Here is the outline that compares the didactic units (Lesson 2) and the actual PowerPoint files used to edit videolessons:

#### **1. Welcome to the EduEval course! The brief course presentation and EduEval project reference + EduEval evaluation model, has been divided into:**

- **Lesson 1:** EduEval overview (a brief overview of the EduEval project, its aims, structure of the training course, outgoing profile of AE staff evaluator, in presence training modalities)
- **Lesson 2:** Online didactic units<sup>5</sup>.

#### **2. Evaluation methods and tools: external evaluation**

- **Lesson 3:** External evaluation + **Lesson 4:** Audit

#### **3. Evaluation methods and tools: self-assessment**

- **Lesson 5:** Self-assessment + **Lesson 6:** Portfolio

#### **4. Evaluation methods and tools: context evaluation**

- **Lesson 7:** Context evaluation + **Lesson 8:** Rubric

#### **5. The assignment for an evaluation visit + Reflective writing assignment**

- **Lesson 9:** Site visit 1 + **Lesson 10:** Site visit 2.

After the detailed description of the didactic units, the evaluation model is proposed as well as the markers and the competence areas of the educational tasks in AE contexts, and some variables involved in the evaluation of educational structures. The outgoing profile of AE staff evaluators (Lesson 1, slide 7), the proposed evaluation model (Lesson 2, slide 9), the markers and the competence areas of the educational tasks in AE contexts (Lesson 2, slide 10) and some variables involved in the evaluation of educational structures (Lesson 3, slide 11) were created by selecting and summarising the documentation you will find in the "Resources" reference folder ("Adult Education field" sub-folder). Some projects and materials allow a sort of mapping of competences in the AE field (these competences belong to both AE staff evaluators and educators who work in AE fields: here, what evaluators should evaluate can also be mapped out here indirectly).

This documentation has been selected as a continuation of the WP2 Investigation stage and the Desk Research outcome file. In particular, some useful reference materials can also be found;

- the ECETIS project on AE staff evaluators is located in the "Evaluator profile" sub-folder (main folder: "Resources");

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<sup>5</sup> We noticed that in this PowerPoint there is an error in the numbering of the didactic units (in Lesson 2 the order is 1. EduEval overview; 2. External evaluation; 3. Context evaluation; 4. Self-assessment; 5. Site visit; when we uploaded the contents, Self-assessment was uploaded before Context evaluation, therefore the final numbering is: 1. EduEval overview; 2. External evaluation; 3. Self-assessment; 4. Context evaluation; 5. Site visit. The explanatory outline in this document is considered an erratum.

- the CORE COMPETENCIES OF ADULT LEARNING FACILITATORS IN EUROPE QF2TEACH file is useful for a concise overview of all the projects and initiatives that have dealt with the field of competences in AE contexts;
- the AGADE file, pp. 14-16 and References, p. 22;
- the "Becoming Adult Educators in the Baltic Sea Region" file (in particular final remarks, p. 4 and references);
- the "Becoming Adult Educators in the European Area National Report Synthesis research report" file (in particular p. 36 and pp. 59-64).;
- the PIAAC files (*programme for the international assessment of adult competences*) focus on the evaluation of adult competences with an emphasis on strategies and policies;
- the *Key Competences for adult learning professionals, Research Voor Beleid 2010* focuses on the competences required to work in AE contexts;
- the "Evaluators' guide to using Validpack for the validation of psycho-pedagogical adult-educators' competences" file : here, the model used was a source of inspiration of the **Validpack** that mixes *self-assessment*, *external evaluation* and a stage of *result consolidation*. The Validpack model was also useful for designing PowerPoint presentations on self-assessment, external evaluation and a portfolio.

## 7.2 In presence module

"In presence" training activities (20 hours) are organised in different ways:

- 5 workshops each lasting 4 hours (P1, P4, P6).
- workshops scheduled for two or three whole-day sessions (P2, P3).

During each workshop, trainers used different group administration methods and strategies to encourage careful reflection about one's own professional experience; case studies; the improvement of professional practices and empowerment; simulations of working contexts. Workshops investigated and analysed the main topics on evaluation, after each online training unit. They were autonomously managed by the members of each partner country staff, to improve staff competences. The main in presence training activities, carried out by all partners (except Spain), can be summarised as follows:

- presentation of the EduEval project;
- introduction of the participants and the staff;
- introduction of the objectives of the training course;
- presentation of the e-learning platform and Moodle procedures;
- presentation of the contents of the e-learning units;
- selection of a specific content of an e-learning;
- analysis with participants of the video-lesson chosen on Moodle;
- support for participants in any language issues and translation of possible doubts: each tutor had to help their participants with contents provided in English (all the formation materials were in English);
- discussion and trying to connect the contents with personal experiences and working contexts of participants;
- ensuring the traceability of all the formation activities.

## Tutorship forms and team members' roles

Two tutorship forms were also considered:

- 1) “in presence” *accompanying tutorship* to be carried out by one or more reference-point members, previously selected in all partner teams in the different countries. The accompanying tutors interfaced with the training course practitioners/participants.
- 2) *e-learning online tutorship* managed by UNIBA. The online tutor interfaced with the accompanying tutors of the project partners.

### **Language of formation materials and traceability**

All the formation materials were in English, so the people of all countries were free to use them as they were, or translate them into their own languages (without any budget). Traceability of all the formation activities, both online and in presence, was ensured. For the former, we have the Moodle platform that has traced all the participants’ activities. For the in-presence formation, an Attendance log and an Activity Record with all the research material (photos, videos, PowerPoint) were used.

## 8. A comparative analysis of National Pilot Training Courses

The activity of the in presence training activities, as can be seen from the table below, were held in the various partner countries in April, May and June. The target of participants comprised a number between 10 and 21, recruited through various channels: publication of the course brochure, emails to the main providers operating in the field of Adult Education, open call with a Registration Form. The majority of the participants, in all the countries, had professional experience in Adult Education environments while only a few (two in Greece, two in UNIBA) were officially recognized in evaluator positions. Most of them had a role of educator in their institution focused on Adult Education (educational services such as: services for addicts/convicts, intercultural integration services, education and learning services in old people's services, Local Health authorities, home services etc.). The participants also included some researchers and students taking Adult Education degree courses. The heterogeneity of the professional profiles allowed the exchange of expertise and acquired competences in an Adult Education Organization.

Partner	Country	Expected starting date of the course	Expected ending date of the course	Number of participants	Kind of participants (formal evaluator, non-formal evaluator, student in AE degree course, researcher)
P1	ITALY	17 <sup>th</sup> April	10 <sup>th</sup> June	15	Non formal evaluator, students
P2	LATVIA	10 <sup>th</sup> April	11 <sup>th</sup> April	21	Non formal evaluator, researchers, consultants, directors
P3	POLAND	15 <sup>th</sup> June	25 <sup>th</sup> June	11	Non formal evaluator, researchers, education management
P4	GREECE	4 <sup>th</sup> May	22 <sup>th</sup> May	19	Non formal evaluator, formal eval., students in master degree, researchers
P5	SPAIN	4 <sup>th</sup> May	29 <sup>th</sup> May	10	Non formal evaluator, managers, student, researcher
P6	ITALY	7 <sup>th</sup> May	29 <sup>th</sup> May	17	Non formal evaluator, formal eval., students in AE degree, researchers

The training activities were carried out, although according to an agreed planning and precise procedural instructions (previously described in the "Vademecum" file), with some specificities and differences, in the respect of the different competences of the partner countries and, above all, in line with the different social and professional contexts of the participants.

A first difference concerns the organization of the activities:

- the P1 UNIMIB, P4 GREECE and P6 UNIBA partners distributed the 20 hours of in presence training using the same mode, i.e. organising 5 workshops of 4 hours each;
- the Latvian (P2) Partner organized "in presence" training tutorships in a form of workshops scheduled for three whole-day sessions;
- the Polish (P3) Partner organized "in presence" training tutorships in the form of workshops scheduled for two whole-day sessions;
- the Spanish (P5) Partner organized all training activities in e-learning. The people interested in the pilot training course were all daytime workers, so that it would not have been possible for them to attend a traditional in presence course, even only for some workshops. This is why a solution had to be found so that the course could better fit the real needs of the participants, and e-learning appeared to be a possible solution. Considering the specific expertise and experience of the Spanish partner with regard to e-learning training, and the specific needs of the 20

participants, the Consortium decided that the Spanish partner would carry out the pilot training course mainly in the e-learning mode. In this way, the Spanish pilot training course would give the partnership an in-depth understanding of the e-learning methods for the purposes identified. Each of the students was learning autonomously (based on the e-learning platform), but in order to support them (solving any doubts related to the contents) and to collect their feedback on the platform and the e-learning course, some meetings with the participants in groups were planned.

Generally speaking, the training activities were conducted with an active approach that can foster direct participation, involvement of the participants and learning by doing, as a strategy for the training of specific competences and working methods to create recursiveness between theory and practice. Various methodologies were used during the in presence meetings, such as frontal lessons, brainstorming, exercises and individual writing, group and sub-group work and plenary discussion. Flip charts, as visual aids, were used to facilitate, enhance or bring more clarity to the learning experience. They are interactive and flexible aids that promote interaction and engagement between the facilitator (trainer) and the participants. Flip charts promote participation in the process, where the trainer writes down participants' ideas or answers.

In particular, some tools were preferred:

- *mind maps* as a useful tool to highlight participants' representations concerning the assessment of educational tasks: mind maps allow a graphic representation of the implicit features of beliefs dealing with such a complex topic (P1 UNIMIB<sup>6</sup>, P6 UNIBA<sup>7</sup>);
- the simulation activity dealing with the *development of an assessment rubric*, a tool tailored on the profile of AE staff evaluators (P6 UNIBA; P4 Greek trainers proposed **iRubric** <http://www.rcampus.com/indexrubric.cfm>, a comprehensive rubric development, assessment, and sharing tool);
- the simulation activity dealing with the *development of an assessment portfolio*, another tool tailored on the profile of EDA staff evaluators (P1 UNIMIB);

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<sup>6</sup> P1 UNIMIB proposed a first individual exercise: the staff deemed that to think about evaluation in its complexity, it was important at the beginning to plan an individual activity of brainstorming and mapping meanings. This would allow collecting the representations associated with and attributed to evaluation. To carry out this activity, a paper instrument was prepared, as intuitive as possible, that could be configured as space, at the same time broad and limited, within which to place the various aspects of evaluating and evaluation: each participant received "a sky" with different "clouds" shown on it and was asked to associate a meaning or synonym of evaluation to each cloud, with the possibility of adding more spaces, if necessary, to "open up a sky of possibilities." At the end of the exercise, the participants were divided into subgroups: in each subgroup the personal meanings were shared, with the relative motivations and reflections; this way it was possible to formulate a group thought on the culture of evaluation. UNIMIB proposed also a second exercise in sub-groups to map out the different types of external evaluation which involve the services in which the participants operate: the two subgroups, created from the similarities between the services the trainees belong to, showed their mappings on a board. After this, each group reported, through the presentation by a representative, their map: the complexity and the stratification of different levels of the evaluation process, distinguished by great attention to quality, emerged from their work (see UNIMIB National Pilot Training Report).

<sup>7</sup> Here are some assessment-related representations resulting from mind maps of UNIBA participants: "evaluation means being able to observe and understand"; "evaluation is like a toolbox"; "evaluation must be useful, necessary, intentional, not imposed, frequent, providing support, recurring"; "evaluation means overcoming self-referential attitudes; it is needed to understand if others are better than me and what I can learn from others"; "evaluation appraises both those who carry out and those who receive it"; "evaluation means evolving from chaos to order"; "evaluation is a possible route to take in order to improve"; "evaluation comes from the acknowledgement of a context to be evaluated: one has to know who is involved and how one works"; "evaluation can be both aware and unaware"; "evaluation can also turn into a conflict (one needs responsibility, commitment, acknowledgement of the other)"; "evaluation needs maturity and experience in the professional environment to be assessed".

- *brainstorming, case study* analysis and discussions<sup>8</sup> on professional practices, including narration/explanation (all partners);
- *reflective writing activities*, which are useful in training-related experiences but also in order to define EDA staff evaluators (all partners).

Various materials and productions were collected from the training course activities:

- mind maps on educational work evaluation;
- word tag clouds obtained through the elaboration of the words shown on the specially prepared "cloud" form (from the brainstorming for the mapping of the meanings of evaluation);
- identification through brainstorming sessions of the key-concepts that describe the educational tasks carried out by staff in AE contexts (such as: consistency, motivation, intention, respect, fairness, ethics, planning-making, reaction to needs, adaptation to a given context, self-dedication, autonomy etc.);
- posters containing the mapping of the different types of external evaluation;
- rubric development of education-related areas in EDA contexts (for example: identification of the elements in the "resource management" area; identification of markers that describe the dimension "enrolment and selection" and the "training" dimension; identification of the elements in the "achievement of the educational task" area; identification of the markers in the "intervention in the context" area);
- writing activities and professional and personal biographies to systematize and document the portfolio data as an instrument of self-assessment<sup>9</sup>.

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<sup>8</sup> We highlighted a twofold assessment-related vision in people with different professional experiences, in particular between social workers in the public sector with previous experiences as evaluators of educational staff (not officially recognised) and a group of educators and teachers with evaluation experiences (officially recognised). The first vision, embodied by educators and social workers, considers evaluation as a potentially dangerous tool, as it depends on both the assessment and the bias of an external evaluator who may not have the experience to assess a given working context. If the evaluator is not aware of the internal working processes in the assessed organisation, his/her evaluation may be misrepresented as he/she may fail to understand properly a given context, thus resulting in a risky evaluation. This is typical when an evaluator had no experiences as a professional, therefore he/she observes and assesses a context by means of *a priori* assessment grids and criteria, on the basis of assessment research. In this perspective, which is reluctant towards external evaluation and structured evaluation tools, the only solution is represented by shared and *participatory evaluation*. Furthermore, this vision claims that external evaluations are ineffective in assessing some important features of educational tasks, as they are "intangible" and therefore they cannot be assessed by means of assessment grids, codified tools, measurable markers. One cannot assess everything, especially quality-based, relational and subjective dimensions in educational experiences. This vision is contrasted with another perspective embodied by a group of teachers, trainers and managers with previous experiences as evaluators officially recognised in the public sector. This second vision always considers evaluation as a useful and necessary tool. All professionals involved in the working processes and dynamics cannot have a complete and thorough framework of all activities, therefore they need the support of an external and unbiased figure: in this sense, evaluation is meant as a way to "be detached from self-referential attitudes". In this second perspective, the consequences of evaluation always entail a change aimed at improving working processes. This second vision states that an assessment carried out considering the users' satisfaction is not a fair criterion, especially in educational contexts in which users can have severe discomforts, pathologies, crimes and special needs in their background: in this case evaluations could be biased. In order for assessment not to depend on evaluators' subjectivity, it has to be based on actual and tangible evidence that can be observed and compared. All dimensions can be observable, even those less tangible (relational elements, behaviours, dynamics) because assessment tools are developed according to a specific context that evaluators ought to know. An effective evaluation implies a prior study of a given context, the environment in which professionals are involved, the aims of the organisation itself. This is not an *a priori* and decontextualised process but rather an open strategy that requires competence and sharing with the context to be evaluated in all its elements, starting from the top levels down to the users. In this perspective, then, it is possible to consider the participation-based approach as a common strategy to enhance a given system.

<sup>9</sup> The UNIMIB staff introduced the instrument of the portfolio as a method to conduct the self-assessment and proposed an exercise, based on three different times:

**P1 UNIMIB** focused its attention on some topics:

- the topic concerning the *feelings and dynamics associated with the evaluation*, acquired during personal and professional life histories (such as the “fears” of evaluation);
- the topic concerning the complex group of representations, meanings, facets, ambivalences, oppositions and polarities associated with the evaluation, including the gap between the subjective and objective dimensions;
- a *systematisation of the fundamental meanings of evaluation*: starting from the recognition of the pervasiveness and naturalness of the evaluating act in life, four main attitudes/meanings of evaluation (appreciating, measuring, checking, interpreting) were shared and the proposal was made to re-include all the polarities and ambivalences referred to evaluation along a continuum between “objectivitas” and “discretio”, i.e. between an evaluation which is represented as clear and incontrovertible, because it is the objective acceptance of an evident reality (objectivitas) and an evaluation which implies a refined capacity/need to distinguish, separate the data collected, i.e. knowing how to decide and discern, as it is the discretionary attribution of value made by the person who evaluates (discretio).
- the *meaning of term “context”*: UNIMIB trainers decided not to provide a theoretical explanation a priori, but through the prompt “What is “context”?”, group work was activated, i.e. a plenary discussion that could draw a definition from the professional experience of the participants<sup>10</sup>. All the elements brought into focus allowed the group to recognize the need to interrogate and interpret multiple levels to be able to know the context as a whole. In this way we were able to define the context as physical and symbolic materiality, which can be represented and thought of as the interconnection of three levels: device, setting and scene;
- the topic concerning the *methods and instruments of evaluation*, identifying in particular the indexed notebook as an instrument for the observation and systematic narration of the elements of the context of an educational service;
- the topic concerning the *representations and meanings connected with self-assessment*; the prompt “What comes into our minds when we say “self-assessment”?” led the participants to describe self-assessment as: opinion of themselves; reflection; a time to stop and analyse a series of elements of the educational experience, in order to succeed in elaborating more objective visions; a practice necessary to guarantee exchange with others, questioning and reflection; self-esteem; activity aimed at taking stock of expectations, one’s own and of others; process of thought and change, addressed towards personal growth; awareness; path of comprehension,

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a) each participant, individually, collected and placed in order all the documents that could certify their professionalism (diplomas, certificates, photographs, reports ...).

b) Each participant wrote an individual piece from the instructions: “Build up a story that puts the documents you have selected into an order according to the coordinator/educator you feel you are today.”

c) Plenary discussion and debate for exchange and comparison, with the objective of collecting doubts, questions, suggestions and opinions on the portfolio and on its use.

<sup>10</sup> The exercise identified the following elements: The context... “includes the environment (spaces and places) and the people inhabiting them”; “it is made up of places, people and the relations that take place in it”; “is made up of constraints and resources, also relative to qualities of experience that cannot be measured, the experiences and sensations of the subjects inhabiting them are also related to the contextual dimension”; “is defined by institutional dimensions, as it is regulated by laws and regulations that assign tasks and roles”; “It is not correct to consider only the organisational level as context, as this is also decisive by symbolic bonds, by the representations of the educators and by the spaces of action”; “The dimension of the context is time, understood both as a specific chronological moment, and as the time lived by the subjects”; “it is possible to include under the item “context” places, considered in their material definition and the relational climate, with the affective tones associated with it”; “The operation of defining the context is not easy and rather complex, as it is a dimension that exceeds the ‘here and now’ of education”.

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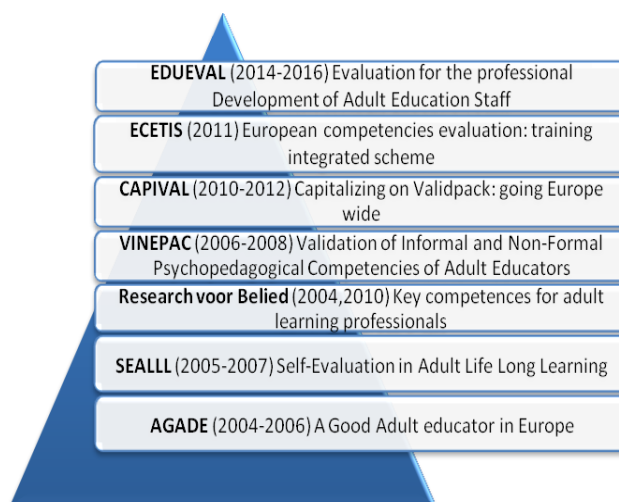
transformation and change, in continuous evolution and progress; activity of elaboration of the inheritances, defences, efforts and personal equilibrium; willingness to learn; activity connected with the analysis of one's relationship with the cultural context. The interconnection of the self-assessing activities with the emotional and unconscious components, or with the biographical, educational and professional stories of the subjects, understood as included in significant group, relational and institutional matrixes, emerged clearly;

- the topic concerning the *criticalities of external evaluation* (ex. ev.), in which the following emerged: ex. ev. is often identified with the assessment of quality; quality assessment processes can be useful to improve professional practices; ex. ev. is linked to procedures involving filling in specific documentation; it is often experienced as a bureaucratic process of reporting; ex. ev. by the families of the users also exists. They play an informal role which is fundamental for reflecting on the quality of the services offered; in addition to the assessment of quality by certified agencies, ex. ev. concerns the relationship with the local bodies that check that the individual services abide by pre-established standards of professional performance. This type of evaluation takes place through further documentation but also through the relationship of professional acquaintance that the coordinators establish with the different institutional stakeholders; the internal evaluation carried out in the cooperative by figures who are not directly involved in the service or by figures belonging to the service but external to the coordinator's specific sphere (e.g. head of the service) can also be considered as ex. ev.; when approaching ex. ev., a hiatus is created between the practical dimension and the bureaucratic dimension of educational work – in addition, it is often difficult to report the complexity of educational work through the different types of documentation required; the more formal types of ex. ev. are often experienced with feelings of tension ("it is put up with"). The group eventually maintained that a good process of external evaluation, capable of translating the practices of educational work into clear communications that could be shared, guarantees the very possibility of working in the services and also allows showing the value of the educational professionals outside the organizations.

**P2 LATVIA** studied in depth the theoretical framework of the EduEval project in the context of the Projects implemented in Europe in the field of adult education (AGADE 2004-2006; SEALLL 2005-2007; RESEARCH VOOR BELIED 2004, 2010; VINEPAC 2006-2008; CAPIVAL 2010-2012; ECETIS 2011; EDUEVAL 2014-2016).

The contents of the EduEval pilot course were linked, more than to the representations and experiences of the participants, to literature and European projects focused on adult education, on evaluation and on key competences in the field of AE.

Fig. 1. Projects implemented in Europe in the field of adult education



Taking some of the contents from the Latvian Training Report, a topical issue raises the issue on how and what should be evaluated in order to have an objective evaluation of adult educators and to contribute to the improvement of quality in the long term.

P2 LATVIA stressed the following issues:

- an emphasis on the **principal evaluation aspects**: professional aspect (*the ability to perform the tasks necessary for professional work; or those who teach others, have increasingly high results*); aspect of human resources (*the ability to work with the audience, activities and participants' responsiveness and participation in workshops, finding balance, when all students feel equally involved in the process*); environmental aspects (*availability of education to society*);
- the **indicators in assessment methodologies**, such as: integrative approach (*lesson structure, content, teaching methods, unified content, themes complement each other*), emphasising the principle of the unity of form and content; compliance (*ability to use appropriate methods for adult education, a balanced proportion of theory and practice*); innovations (*essential topicality of the course program theme, technical equipment appropriate to the requirements of contemporary requirements and the ability to use it; applied creative solutions*);
- three main **phases in the adult educators' evaluation process**: *self-evaluation* (consists of "reflective" biography, learning process/ learning outcome competences); *external evaluation* (monitoring and evaluation with the help of the checklist of the observation of basic competences); *consolidation* (portfolio of consolidated outcomes) (Jaspers & Heijmen-Versteegen, 2004; Lupou, 2010; Vinepac, 2008a, 2008b);
- **evaluation methods**: coaching, mentoring, diary/reflexive report, colleague's critical assessment, individual development plan, individual action plan, 360° feedback, effort based agreement, discussions, criteria-based interview, progress tests, test on learning styles, personality test, practice test, comprehensive test, essay, knowledge quiz, case study, practical "station" exam, a selection of works, simulation, qualification test, oral (e.g., presentation), oral exam/final project/thesis, exposition, exhibition, concert, road map (Zutven, Polderdijk & Volder, 2004; Jaspers & Heijmen-Versteegen, 2004, 2005; Jaspers & Zijl, 2011);
- **evaluation tools**: in particular, have been preferred **Portfolio**<sup>11</sup> and **Digital Portfolio**<sup>12</sup>.

P3 POLAND stressed the following issues:

- the EduEval evaluation model embracing three categories of self-assessment, external evaluation and context evaluation;
- the development of a profound awareness of the adult education staff evaluator profile for which the evaluator's required and expected professional knowledge, skills and competencies have a crucial meaning;

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<sup>11</sup> Portfolio is a targeted collection of materials, which prove the competence of adult educators' evaluators and demonstrate their activity, experiences, achievements and progress in one or more areas, evaluators' participation, selecting content, criteria and evidence of adult educators' evaluators' self-reflection. Portfolio provides a complex and comprehensive picture of adult educators' assessors' performance in the definite context (Paulson, Paulson & Meyer, 1991). The overall objective of the portfolio is to offer the opportunity for adult educators' evaluators to demonstrate their progress. The greatest value of portfolio is that when working on its elaboration, adult educators' evaluators become active participants of the evaluation process. However, the portfolio is not just a collection of materials compiled in the folder. Each component of the portfolio structure should be designed and organized in such a way as to demonstrate certain competences. It is a tool for the development of adult educators' evaluators' autonomy (Khoosf & Khosravani, 2014)..

<sup>12</sup> Digital portfolio: technological development opens up portfolio digitization facilities, thus electronic media supplement the multimedia environment and provide the opportunities for adult educators' evaluators to easily and effectively collect, compile and manage their own artifacts, not only images, but also audio and video files without any space and time constraints, as well as feedback and their availability to the wide circle of society (Wall & Peltier, 1996; Heath, 2002; MacDonald, Liu, Lowell, Tsai & Lohr, 2004; Knight, Hakel & Gromko, 2008). An electronic portfolio is not a haphazard collection of artifacts, but rather a reflective tool that demonstrates growth over time (Barrett, 2000). The portfolio will have a significant educational value, if it is used and developed in a way that promotes evaluation experience and provides valid assessment.

- the role of the adult education staff evaluator in the development of a given entity and its future, as well as understanding how data collection instruments can be successfully used;
- the complexity of the evaluator's work and activities, bearing in mind a broad spectrum of adult education contexts in the present circumstances.

The most significant attention was paid to the issues described in Lessons: 3, 5 and 7, i.e. the topics of external evaluation, self-assessment and context evaluation. Another issue which drew particular attention of the audience was related to the profile of the adult education staff evaluator that is shaped by the acquisition of knowledge (basic, specialized and context-based), abilities (general and referred to specific evaluation work processes), and competencies (achieved in order to strengthen the professional role of adult education staff evaluators).

Most of the employers do not know what competences should be met by Adult Staff Evaluators. Therefore, selection is usually chaotic as there are no regulations and principles in this field. Generally speaking, the evaluation of adult education field in Poland is a non-formal activity and for the sake of formalisation there is a need to create a job profile of Adult Education Evaluator. POLAND also mentioned how surprising and new context evaluation, which is not embedded in the Polish cultural/historical context, was for them. In Poland, the most popular tools relate to the external and internal evaluation in the EDUEVAL model and they are mostly based on SMART indicators. Therefore, they do not take into account the position and views of the minority groups, especially those which are socially excluded. Some trainers wrote about their experience in teaching immigrants and they disliked the current evaluation system which does not take into account hardships and cultural backgrounds. Therefore, most of our participants reported their interest in using the tool of Contextual Education in their activities as social educators and adult educators.

Evaluators also mentioned the specific situation in Poland with various institutions that have recently sprung up in the adult education system, including many so-called third-age universities. Although, they have many students, currently there is no educational supervision of their services and outputs. Our participants suggested that this course fits this niche and provides an opportunity to safeguard for the society the quality of educational services and education staff. Participants highly valued the certificate of the training course which will enrich their professional portfolio and give them an advantage on the competitive labour market. They mentioned that this is the only course in the country that meets the demands of various non-formal evaluators seeking employment in the adult education sector. No professional profile of adult education evaluator was registered in Poland; therefore, this project answered a real need of the growing market of long-life learning, which is to develop significantly in Poland. Some participants suggested that the EDUEVAL model could be used as a part of social work supervision in Poland. A part of the group which consisted of social educators employed in the social work sector (working with excluded and minority groups) suggested that the triangular evaluation can be adapted as a formative evaluation component introduced into Polish social services together with "Standards of Supervision in Social Work and Education". The project would be a milestone towards the registration of the "evaluator of adult education" job profile in Poland, which would enable professionalization of adult educational services.

**P4 GREEK** participants stressed that the training course was very useful for four main reasons.

1. They understood how useful and necessary evaluation is for the optimal performance of an education programme and an organisation that provides adult education and more.
2. They underlined the change in the perception of evaluation: evaluation is a process that must not cause panic and fear, but a process through which they can identify weaknesses. It is a tool for improvement.

3. All of the participants underline that either they gained significant knowledge on the evaluation process or the evaluation tools regarding the evaluation of Adults Education, or they systematised their knowledge on this subject.
4. Finally, through case studies and exchange of experience between the tutors and the participants, new knowledge was developed and acquired from actual assessment situations.

As a general observation they said that the whole programme was very interesting. Regarding the thematic content of the course, the assessment tools such as the rubric and portfolio were of particular interest. As their favourite activity, participants stated “team work”, the discussion and the different views and the final presentation of the conclusions to the plenary session. Lastly, the participants found the examination of a case study and the transfer of the educators’ living experience regarding the process of internal, external and context evaluation interesting.

The majority of the participants recognised that that the 'context' in which an evaluation takes place is significant. They underline that the context of the evaluation refers to the combination of factors that accompany a particular evaluation and may influence its result.

The workshops focused mainly on external evaluation as a method that includes all the types of evaluation; the session for the unit of Rubric was also of great interest for the participants because of the tools that were presented. The participants used their professional experience and had a very fruitful discussion on the aims of the evaluation and the need to use it for improving their work. Almost all the participants said that the seminar gave them the opportunity to reconsider their knowledge on evaluation, to gain new knowledge and ultimately to systematise their knowledge about the usefulness, process and various evaluation tools.

Some of the participants whose experience was in teaching rather than in evaluating, indicated in their review the new attitudes on evaluation: it no longer causes fear, anxiety and restlessness. They now consider it a necessary process for self-improvement and improvement of adult education. Greek participants included in their difficulties: their initial embarrassment regarding the on-line attendance, a process most of the participants were not familiar with; their anxiety about whether the attendance hours were actually recorded by the system. Several of the participants said that they realised that evaluation in Greece or in the bodies where they work has not been adequately developed, nor is not done systematically or using the right tools.

They realised that there is a lack of knowledge on the evaluation methodology and when it is performed, the outcomes are not used as feedback.

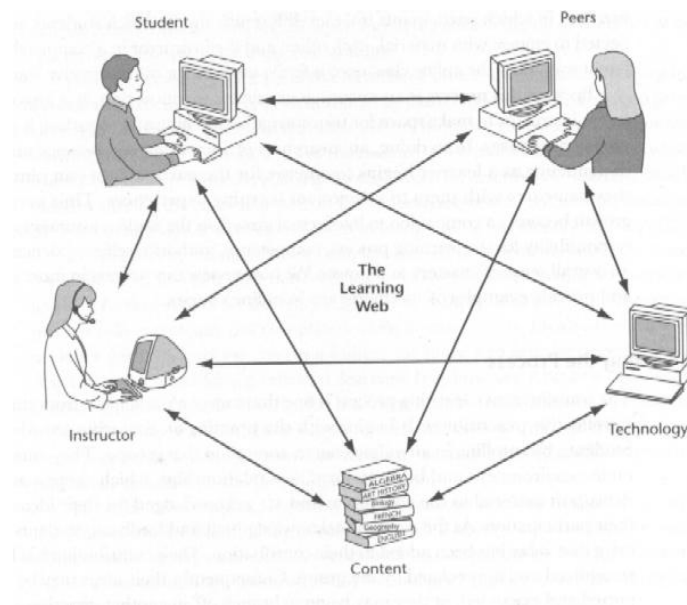
Many also realized that this seminar has helped them to transform and reinforce their opinion about the usefulness of evaluation in every educational programme. The seminar also confirmed the view of many of the participants that evaluation is multidimensional, multilevel and continuous and of course that it is a process that must be approached very seriously.

In conclusion, they said that this training course has helped them to transform and reinforce their opinion about the usefulness of evaluation in every educational programme.

**P5 SPAIN** promoted the interaction in a “Learning Community” mediated by computer (Palloff, Pratt 1999). This methodology was facilitated by small groups together, with the support of the e-learning platform as a main resource and guidance for the teaching process.

The tutoring was given to small (depending on the availability of the learners) or larger groups (May 5th, July 16th and 23rd) for starting, follow up and closure, which also included the reflective sessions. During the e-learning process, some issues were raised, influenced by the experience and expertise of the participants, usually because of recent and past problems or challenges, while trying to find solutions or suggestions. The tutoring concept in a “Learning Community” should be understood as somebody that facilitates the delivery and acquisition of the learning contents to the participants. Because of this specific learning community and their experience, instead of having27

a tutor and a group of learners, all the participants participated actively, learning from each others' experiences. The tutor, in this case, had the mission to try to guide the learning process through the EduEval path, going from each of the learning units to the next. For some participants, this was considered very useful, as it was a way of being "forced" to follow the structure of the course, while others participants found some content not useful as it was not applicable to their work fields; this was a subjective opinion, as the tutor tried to link all the learning units to their interests, with the result that in some cases, participants were able to explore some aspects of the evaluation of which they were unaware. This had a very positive result.



In the e-learning methodology (pedagogy based on constructivism in a learning community), after concluding the course, it was verified that when the learners have a lot more experience in their respective work field than the trainer, the tutor can only act as a facilitator of the training process, guiding the learners, providing materials and ensuring that the learners adopt the ideas, new proposed tools, and resources in their respective work. The interaction between the learners was fruitful, also creating links between the participants, that could later be useful as support networks.

**P6 UNIBA** focused its attention on some topics:

- the topic concerning the *evaluation of educational tasks*, a topic with different representations at different dimensions:
  - an *emotional* dimension, in which evaluation is always associated with deep emotions and feelings (fear, effort, delight, prejudice, distance, involvement);
  - a *process-based* dimension, associated with the use of tools, the identification of criteria and dimensions and quality/quantity-based methodologies;
  - an *identity self/hetero-assessment* dimension, that is a personal and interpersonal dimension, as evaluations involve both a single entity that may evaluate or may be evaluated but also several people;
  - a *reflective* dimension that involves self-criticism and the ability to consider a given context, as typically involved in evaluation procedures;
  - a *system* dimension, in which assessments are associated with the achievement of competences and the enhancement of a given organisation;

- the topic concerning the *assessment tools and modes of staff* who work in AE contexts; the training group could not think of a universal tool that could assess varied educational services, (there was a problem to find general, "universal" elements due to the variety of the structures and the organisation contexts and it was difficult to formalise the *way in which education takes place*) but it could be possible to integrate or mix the assessment methods and tools, for example rubrics with other quality-based, descriptive and explanatory assessment tools (logbooks or other narration-based products);
- the topic dealing with the *educational context variables* that can be observed, described and assessed; these variables have been debated within the group, together with the identification of the most "universal" dimensions of the educational work that can be assessed. Some of these dimensions deal with their *management* (areas such as human resource management, financial resources/provision/balance sheet management, relationship with local territory, relationship with networks and institutions, vision & mission, history of institutions and service typology - low, average and high service level -, partnerships, relationship with institutions, leadership), others are associated with *teamwork or single operators* (areas such as designing, training, communication, role-keeping and team flexibility: interchange and cohesiveness; turnover of educators with other structures; assessment systems; staff's ability to reorganise tasks; staff's ability to interpret different processes); only some of these areas have been analysed in depth as specific assessment elements, due to time restrictions
- the relationship between *sustainability of assessment and involvement in the assessment itself*; even though it is a necessary element, a teamwork assessment is considered a difficult process to implement as there are no economic resources to support it. A possible solution could be represented by considering all people involved in a context to be assessed - professionals, users, structure, organisation - an active part in the so-called *assessment culture*. *Participatory assessment procedures* should be an achievable goal, in which the contribution of anyone involved should be valued, even though some issues cannot easily be solved (such as the above-mentioned case of contexts in which some users have complicated backgrounds: e.g., jails or hospitals). In order for evaluations to be shared and sustainable, it is fundamental that a leader is recognised, that authority is openly managed and that roles and responsibilities are clearly defined.
- the topic of *staff self-assessment*, analysed in the light of the participants' experiences, with different modalities and strategies: on-going teamwork meetings, in order to verify the situation of the planned activities; the teamwork supervision, carried out by a supervisor that can underline what is not being developed properly, the unawareness of the different roles and the internal conflicts; the self-assessment forms at the end of the training; a shared methodology which is considered a successful achievement (doing things together); a clear definition of the organisational chart (defining roles and effective tasks); the representation of one's professional identity within a group; written and physical self-narration activities; a role-play game in which conflict among educators is mediated by two co-workers (the educators with the conflicting relationship give two co-workers the guidelines to simulate this situation; this role-play activity needs a mediator). A key tool in EDA staff self-assessment is represented by logbooks or daily records; they are written by all professionals (operators have to fill it in the end of their shift) and they can be read by anyone; they can also be used a posteriori as a tool to start discussion on the contrasting representations among different professionals and dealing with the same event (each professional writes about the same event, then disagreements are discussed). The problem which arose in the group is the development of staff-based and shared writing activities.

The favourite activities were the creation of rubrics and maps, brainstorming sessions and the sharing of professional experiences. There were a few issues: 1) a language barrier in the e-learning modules and some problems as for the interaction in forums (in English); 2) problems in 29

identifying the professional profile of AE staff evaluators, a professional figure that needs well-defined and clear professional criteria, including in regulatory terms. The course was considered a very useful activity, especially in relation to the specific AE contexts made up of high degrees of complexity, urgent situations and unclear and undefined professional roles. The experience ended with the intention to continue the training activities in order to create a team of evaluators for groups involved in AE contexts. The final aim is to create an officially recognised register.

## 9. Evaluation of the Course

Evaluation of the course was conducted by all partners using:

- reflective writing tools,
- “Final Questionnaire on the Training contents” and “Training Course Evaluation Questionnaire” (the first was given to check that the contents had been learned, the second for the participants to evaluate the course);
- e-learning traceability.

### 9.1 Reflective writings

The participants performed a *reflective writing* activity, i.e. professional writing used as a self-training tool for adults (Perla, 2012). Professional writings are a tool that can develop professional competences by means of the analysis of working processes and by means of "an overview on the complex nature of organisational contexts" (Perla, 2012, p. 10; Pastré, 2002; Habboub, Lenoir, Tardif, 2008; Pastré, Lenoir, 2008; Pastré, Mayen, Vergnaud, 2006).

By means of reflective writings, the participants could analyse their experience by reflecting on it and intertwining it with their personal, relational, ethical and ideological beliefs that distinguish their professional actions. In addition to the analysis of their training experiences (by explaining the contents they learned, the issues they encountered, their favourite activities, the topics to be further analysed), reflective writings highlighted some useful elements to develop a semantic-theoretical profile of the AE staff evaluator

Each partner was free to choose when to propose the reflective writing:

- at the end of the course, with a specific final meeting;
- at the in presence meetings, with some time for this activity spent at the end of each meeting;
- independently by the participants and not during the meetings.

Seven questions were to be answered:

1) In the light of the experience of the course and its contents, try to describe the profile of AE staff evaluators using the following markers:

- Education
- Knowledge
- Competence (specialised and multidisciplinary)
- Methodologies, techniques and tools
- Intervention domains
- Professional ethics

2) Think about the training experience you had: what have you learnt?

3) Have you had any problems?

4) Was there any favourite course activity?

- 5) Thinking of your experience as a professional and an evaluator, has this course affected your *modus operandi* and the way you consider evaluation processes? If so, how?
- 6) Was this course useful? Why?
- 7) Considering your personal experience, would you like to examine any other content in depth?

## 9.2 Final Questionnaire on the Training contents and Training Course Evaluation Questionnaire

Two questionnaires were given at the end of the Pilot Training Courses, to check whether the contents had been learned (the first one) and how the participants evaluated the training course (the second one):

- the *Final questionnaire on the training contents*
- the *Training course evaluation questionnaire*.

The questionnaires used are shown below.

### Final Questionnaire on the Training contents (with answers, for staff)

- 1) The course you have attended is aimed at:
  - a. training adult educators
  - b. training adults in educational contexts
  - c. training adult education staff evaluators**
- 2) The evaluation model proposed in the EduEval course:
  - a. is based on self-assessment, external evaluation and context evaluation**
  - b. is based on external evaluation and self-assessment
  - c. is based on self-assessment
- 3) The field of Adult Education
  - a. includes different educational services
  - b. includes different professionals
  - c. both answers (a, b) are correct**
- 4) One of the aims of external evaluation is
  - a. to help in the definition of the quality, value, effectiveness and the impact of a given program by means of the intervention of external evaluators (not belonging to the program itself)**
  - b. to identify the strengths and the elements to be enhanced within an organisation by self-assessing the work of all operators who work in a given context
  - c. to understand an educational context in its comprehensive structure, analysing all processes, environments, activities and intangible factors such as feelings, cultures and all those elements that cannot be easily assessed.
- 5) According to the Quality Assurance model, one of the advantages of external evaluation is the following:
  - a. it guarantees efficiency and neutrality as it is carried out by people not belonging to a given program, therefore they have no direct interest in it**
  - b. its cost is low
  - c. it only highlights critical features to be enhanced
- 6) According to the Quality Assurance model, audits can be defined as
  - a. reports deriving from quality-based action plans

- b. **a systematic, well-documented and independent verification of the compliance of products, processes, systems and procedures within an organisation**
- c. a systematic process of self-consideration of data carried out by an organisation

7) One of the aims of self-assessment procedures is

- a. to help in the definition of the quality, value, effectiveness and the impact of a given program
- b. **to identify the strengths and the elements to be enhanced within an organisation by self-assessing the work of all operators who work in a given context**
- c. to understand an educational context in its comprehensive structure, analysing all processes, environments, activities and intangible factors such as feelings, cultures and quality-based elements in a given context.

8) In order to implement self-assessment:

- a. **different methods and techniques are needed by choosing the most suitable one for the organisational culture**
- b. only portfolios are needed
- c. only the "internal" perspective within the organisation is needed

9) A Portfolio, as an evaluation tool,

- a. is a tool based on formal, recognised and codified assessment certifications and documents
- b. is a CV (*curriculum vitae*) model to be assessed externally
- c. **supports reflective and analysis processes on products and competences**

10) One of the aims of an educational context is

- a. to help in the neutral definition of the quality, value, effectiveness and the impact of a given program
- b. to identify the strengths and the elements to be enhanced within an organisation by self-assessing the work of all operators who work in a given context
- c. **to understand an educational context in its comprehensive structure, analysing all processes, environments, activities and intangible factors such as feelings, cultures and quality-based elements in a given context.**

11) Context evaluations

- a. do not allow the evaluation of intangible factors of educational activities but only assessable and objective elements
- b. are carried out by structured evaluation tools such as multiple choice questionnaires; it excludes narrative and observation-based methods
- c. **both answers (a, b) are incorrect**

12) An evaluation rubric is structured:

- a. as a circle chart
- b. **as a value scale chart**
- a. as a bar chart

13) In an evaluation rubric an area is considered "critical" and to be enhanced:

- a. **if the score is lower**
- b. if the score is higher
- c. if the score obtained is lower than the average score of the answers

14) During an evaluation visit:

- a. it is advisable that the evaluator does not know the context to be evaluated, so that his/her evaluation is unbiased
- b. **it is necessary to know the context in which evaluations are carried out as well as the professional profile of all those involved in the program**
- c. evaluators should not interact with those involved in the process/service to be assessed.

- 15) One of the competences of evaluators in educational contexts is:
- a. to be able to work autonomously, without weighing on his/her team
  - b. to be able to convert the results of the analysis of weak and strong points within an organisation in actual policies
  - c. to comply with a code of ethics that requires impartiality, kindness, consideration and discretion**

### Training Course Evaluation Questionnaire

*Please answer the following questions: your feedback is important to improve the final EduEval training course curriculum. Thank you!*

1. Please select one of the following items that best matches your current professional primary position:

1. educator
2. trainer
3. human resource manager
4. coordinator
5. cultural mediator
6. doctor
7. consultant
8. health care worker
9. volunteer
10. psychotherapist
11. other (please specify): \_\_\_\_\_

2. Please select one of the following items that matches better the main adult education professional area you belong to:

1. Education and Learning services
2. Second chance services
3. Training development services
4. Services for addicts
5. Services for the disabled
6. Mental health services
7. Services for the elderly
8. Intercultural integration services
9. Services for prisoners
10. Services for homeless people
11. Extra-scholastic educational organisations (cooperatives, recreation and social-educational centres)
12. Foster home, community centres
13. Cultural services (libraries, cultural centres)
14. Local health authority

3. Please rate the training course in terms of its impact and usefulness in the following areas, using the scale below (1 to 5)

1 = Not useful at all

5 = Completely useful

Areas	1	2	3	4	5
1. Usefulness in your daily work					
2. Knowledge increase of your Evaluation culture					
3. Personal motivation increase to evaluate Adult Education staff					

4. Personal ability and skill increase to evaluate Adult Education staff					
5. Organizational performance increase of the Services involved in EduEval project					

4. Are you satisfied with the way (partner x) organized the training course?

1. Strongly satisfied
2. Somewhat satisfied
3. Neither satisfied nor unsatisfied
4. Somewhat unsatisfied
5. Strongly unsatisfied

4.1 Please, express your opinion, using the scale below from 1 (strongly disagree) to 5 (strongly agree), about the following items:

Area	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
1. Training topicality and utility					
2. Quality of contents					
3. Quality of teachers					
4. Quality of organization					

4.2 Has the course been useful in order to train the professional profile of the evaluator of adult education staff?

1. Not useful at all
2. Somewhat useful
3. Fairly useful
4. Very useful
5. Completely useful

5. Please, show below the three most important things you have learned during this training.

A. ...

B. ...

C. ...

*Thank for your cooperation!*

The results which emerged from the analysis of the questionnaires, summarized in paragraph 9.4 and described analytically in the National Pilot Training Course Reports (cf. *Annexes*), showed a very positive evaluation of the training experience.

The details of the participants showed, transversally in all the Reports, the simultaneous presence of various professions, with a predominance of participants in the area of “Education and Learning Services”. As far as the questions on the impact of the course on professional practice is concerned, there emerges – in the various sub-sections – a general picture of great appreciation and satisfaction, with average scores – and transversally in all the partner countries – of more than 3, with an oscillation between 4 and 5, i.e. tending towards the values of “completely useful”, “strongly satisfied” or “strongly Agree”. Some scores slightly below the average are recorded, but without significant negative data, in the e-learning experience by the Spanish Partner (which is probably<sup>34</sup>

linked to the criticalities shown in the following paragraph 9.3, focused on e-learning traceability, very useful for understanding how to improve and redesign the training curriculum).

In the last question, with an open answer, the participants were able to state their appreciation for some of the subjects they enjoyed the most, with the rubric, the portfolio, self-assessment and group work emerging on several occasions. The triangulated EduEval model, which offers a good representation of the complexity of the evaluation processes of AE staff, was also greatly appreciated.

As far as the questionnaires checking the contents of the training course are concerned, the results show very positive values, as the percentage of error is on average equal to or less than 2%. The overall picture of the evaluation of the course was fully positive.

### 9.3 E-learning traceability: outcomes

The e-learning module of the EduEval Pilot Training Course was implemented on the Moodle *DidaSco* platform in April 2015. The e-learning activities continued after the end of the in presence training, until July 2015, and the platform will remain active and at the disposal of the participants in the following months as well, with respect to the end of the project (calculated for the whole of 2016): this was due to the fact that participants are not used to e-learning and needed more time to examine in depth the contents introduced but also to keep in touch with the EduEval network's participants. Thanks to the DidaSco Moodle platform, we were able to trace all the participants' activities (including with the specific indication of log online and of the downloaded material) in three different ways: 1) "Activity report" folder; 2) "Course Participation" folder; 3) "Participants log" (individual reports).

"Activity report" is a function which allows calculating the number of views for each activity on the platform. As can be seen from the data shown in the tables on the following pages, the number of views is high and shows great participation by the participants in the proposed activities. Through the "Activity Report" the number of downloads by the participants in the "Resources" folder, containing in-depth study material, could be calculated, with 220 downloads. There were 105 participants in the platform and the number of views of the main resources on the platform was:

- 226 views for SCORM Lesson 1 and 214 views for SCORM Lesson 2 (Didactic Unit "Welcome to EduEval Training Course");
- 185 views for SCORM Lesson 3 (Didactic Unit "External Evaluation");
- 161 views for SCORM Lesson 4 (Didactic Unit "Audit");
- 159 views for SCORM Lesson 5 (Didactic Unit "Self-Assessment");
- 161 views for SCORM Lesson 6 (Didactic Unit "Portfolio");
- 151 views for SCORM Lesson 7 (Didactic Unit "Context Evaluation");
- 151 views for SCORM Lesson 8 (Didactic Unit "Rubric");
- 158 views for SCORM Lesson 9 and 121 views for SCORM Lesson 10 (Didactic Unit "Instructions for and evaluation visit to an Adult Education Context").

## EduEval Training Course

You are logged in as **Viviana Vinci** (Logout)

[Home](#) > [My courses](#) > [EduEval](#) > [Reports](#) > [Activity report](#)







### Navigation

#### Home

- ▢ My home
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    - External Evaluation
    - Audit
    - Self-Assessment
    - Portfolio

### EduEval Training Course

Computed from logs since Wednesday, 25 July 2012, 11:18 AM.

Activity	Views	Related blog entries	Last access
 Forum News	43	-	Friday, 24 July 2015, 2:57 PM (3 days 1 hour)
<b>Welcome to EduEval Training course!!!</b>			
 Lesson 1	238	-	Friday, 24 July 2015, 2:57 PM (3 days 1 hour)
 Lesson 1	226	-	Friday, 24 July 2015, 2:57 PM (3 days 1 hour)
 Lesson 2	214	-	Friday, 24 July 2015, 3:12 PM (3 days 1 hour)
<b>External Evaluation</b>			
 Lesson 3	185	-	Friday, 24 July 2015, 3:19 PM (3 days 1 hour)
 Discussions on External Evalutaion	99	-	Saturday, 18 July 2015, 12:01 PM (9 days 4 hours)

- Portfolio
- Context Evaluation
- Rubric
- ...r an Evaluation Visit into Adult Education Context
- Resources
- Brochure and Registration form
- National Folders



### Settings

#### Course administration



- ▢ Turn editing on
- ▢ Edit settings
- Users
- ▢ Filters
- ▢ Grades
- ▢ Backup
- ▢ Restore
- ▢ Import
- ▢ Reset
- Question bank

▸ Switch role to...



### Audit

 Lesson 4	161	-	Friday, 24 July 2015, 3:35 PM (3 days 1 hour)
 Discussions on Audit	27	-	Saturday, 18 July 2015, 12:32 PM (9 days 4 hours)



### Self-Assessment









 Lesson 5	159	-	Friday, 24 July 2015, 3:35 PM (3 days 1 hour)
 Discussions on Self-Assessment	29	-	Saturday, 18 July 2015, 12:35 PM (9 days 4 hours)

### Portfolio

 Lesson 6	161	-	Friday, 24 July 2015, 3:37 PM (3 days 1 hour)
 Discussions on Portfolio	25	-	Saturday, 18 July 2015, 12:51 PM (9 days 3 hours)

### Context Evaluation

 Lesson 7	151	-	Friday, 24 July 2015, 3:38 PM (3 days)
 Discussions on Context Evaluation	19	-	Thursday, 16 July 2015, 10:54 PM (10 days 17 hours)

Rubric			
 Lesson 8	151	-	Friday, 24 July 2015, 3:39 PM (3 days)
 Discussions on Rubric	23	-	Saturday, 18 July 2015, 1:41 PM (9 days 2 hours)
<b>Instructions for an Evaluation Visit into Adult Education Context</b>			
 Lesson 9	158	-	Friday, 24 July 2015, 3:51 PM (3 days)
 Lesson 10	121	-	Saturday, 18 July 2015, 2:42 PM (9 days 1 hour)
 Discussions on Instructions for an Evaluation Visit into Adult Education Context	26	-	Saturday, 18 July 2015, 2:55 PM (9 days 1 hour)
<b>Resources</b>			
 Follow Up Materials, References, Links	220	-	Friday, 17 July 2015, 1:07 PM (10 days 3 hours)
<b>Brochure and Registration form</b>			
 EduEval training brochure	53	-	Saturday, 4 July 2015, 10:56 PM (22 days 17 hours)
 Registration form	24	-	Saturday, 4 July 2015, 10:56 PM (22 days 17 hours)

“Course Participation” is the second way that allowed us to monitor the participation in the course, as it allows viewing, for each activity, all the participants who viewed or downloaded the material available and how many times.

This second function shows us, as is clear in the example shown in Annex 3, that there is a certain diversity in the participation in the e-learning activities: 22 participants out of 105 did not download, for example, material from the “Resources” folder, whereas more than half downloaded material several times (15 participants downloaded material from the folder more than 10 times). These very heterogeneous figures certainly show a highly varied command of the technological tool by the participants, who are of very different ages and professional experiences; at the same time, this data was useful for the staffs of the various national partners to monitor and encourage the attendance of the participants.

“Participants log” is the third function which was used to monitor the e-learning activities: what has been stated for “Course Participation” also applies to the “Participants’ log” function, which consists of displaying all the log-ins and the resource (SCORM Lesson, pdf file etc.) viewed by each participant. The data showed how about 20% of the participants have a lower number of log-ins than the training activities provided, but also that more than half the participants showed a high number of accesses to the platform.

Only 13 people out of 105 never accessed the platform (of these 13, several of them did not complete the course, were cancelled from the groups and are not to be taken into consideration, therefore the number is further reduced; see the National Reports in the Annexes).

One critical piece of data, however, concerns the almost total absence of participation in the Forums; this shows how the platform effectively performed a function of material repository and 37

face-to-face delivery of the learning content, whereas interaction and co-construction of knowledge were promoted more in the in-presence activities (of which the participants had a fully positive opinion).

This is due certainly to the difficulty in interacting spontaneously using a language other than the national one (English) and through Moodle platforms which are little used by most of the participants: this was the subject of reflection at the Warsaw meeting and allowed the EduEval staff to understand the importance of implementing material in the national language and figures for linguistic support, with at least one tutor accompanying the e-learning training for each partner country (the pilot course only considered one tutor for each partner country only for the in-presence training activities, while only one e-learning tutor for the whole group of participants was deemed insufficient). The number of hours, equal to 10, also turned out not to be very functional to implementing interactive and cooperative activities – such as tasks, individual writing and group activities – which clearly require greater time and resources.

Although aware of some criticalities, useful for redesigning the final EduEval curriculum, participation in the e-learning module of the Pilot Training course was nevertheless more than satisfactory.

## 9.4 Results, critical factors and suggestions for improvement

The usefulness of the entire training course was generally highly appreciated.

The greatest value of the project was how it was completely innovative.

Participants viewed the course as useful, but the content was at times considered “too theoretical” (too many graphics, definitions, too few case studies and other “hands-on” experiences). They enjoyed the blended learning mode of the course, as it suited their learning strategies (most of them are employed full-time) and therefore a sedentary course only could be inconvenient for them.

Participants suggested that each type of evaluation in the triangulated EDUEVAL model (internal/external/contextual) should be accompanied by one case study of best practice, thus visualizing the idea of the concept which could introduce them to real challenges of conducting different types of evaluation in the institutional perspective.

They also made the following *suggestions*:

- To encourage learning by doing and case studies as a learning strategy;
- To build up individualized training paths to connect the huge amount of theoretical contents and information to the professional, organizational and local contexts of the participants and their previous training;
- specific training of the conductors of the course and training on the use of the instruments of evaluation proposed;
- the training course can provide guidelines for the creation of the job profile of evaluator in adult education staff (no such profile exists in Europe);
- course and materials could be made available to the public;
- to have the EduEval handbook before the course;
- the content of the slides was of a high academic quality, but it could be more visual and case studies should be included;
- the course can also include some games or quizzes that would increase interaction and engagement of the participants following the gamification of the education model;
- trainers suggested that the content of the slides was of a high academic quality, but it should be more visual and oriented to working professionals.

## ***10. The Adult Education staff Evaluator profile: a summary description from the National Pilot Training Courses***

The *Investigation* phase of the EduEval project showed the absence of a clear professional profile of the evaluator of AE staff at European level, even though evaluation of educational work has a dimension of great social importance, capable of supporting the professionalization of staff, the quality of educational work and the encouragement of learning processes, including non-formal ones, in highly complex professional contexts, where operators cope daily with difficulties and emergencies. Despite its centrality, the evaluation of AE staff is mainly carried out in an “unrecognized” way by professionals with very heterogeneous training and professional experience, or by certifiers or external bodies, on the grounds of conformity with pre-established standards (cf. *Public Research Report*, EduEval Project).

The role of the AE staff evaluator therefore requires a more specific legislative framework, future recognition at EUROPEAN level and specific training pathways – comparable in the *European qualifications framework* – that can guarantee clear and well-disciplined requisites necessary for inclusion in the world of work.

The analysis of the National Pilot Training Course Reports outlined, although provisionally and not exhaustively, the professional profile of the *AE staff evaluator*: it is an evolving outline, emerging from the materials produced by the participants in the different Pilot Training Courses, which will be studied in further depth and further defined in the *EduEval Curriculum* and in the *Handbook for the initial training of the AE staff evaluators*.

On the basis of the materials produced in the Pilot training courses, the AE Staff Evaluator can be defined as a professional at a top level operating in the field of formal and non-formal education, using specific methods and instruments of evaluation to improve the educational work of adult education staff.

AE Staff Evaluators, according to the picture emerging from the analysis of the Reports, operates in different social areas, which include judicial, social, cultural, work, community development and prevention, carrying out their activity in many services aimed at promoting adult educational care and education.

Knowledge, ability and competences of the AE Staff Evaluator have to be specific and transversal at the same time – didactic, pedagogical, methodological, docimological, psychological and sociological – so that the evaluator can act with professional rigour, autonomy and awareness in numerous situations and contexts.

The professional activities of the AE Staff Evaluator include the design, the implementation and the management of the evaluation of the educational and training actions of the staff operating in adult education services; in particular, the AE Staff Evaluator must be able to coordinate the design of plans and instruments of evaluation and self-assessment, of collection, analysis and interpretation of data, documentation and communication of the results of evaluation of accompaniment and planning follow-up actions and redesign of the educational work of AE staff, collaboration with the local area and all the stakeholders involved in various capacities in the educational processes of the AE services.

The training of the AE staff evaluator must therefore meet two areas of competence: a *basic* one of education, and a *specialized one*, on evaluation, obtained through postgraduate courses (Master's degrees and recognized university courses, lasting at least one year). In addition to specific training, a compulsory requisite for the profession of AE staff evaluator, which emerged from the experience of the pilot training course, is having extensive professional experience in the field of

adult education, both in the roles of educator/operator and in second level roles, i.e. of staff coordination.

The legal framework of the AE Staff Evaluator should also lead to a recognition of this professional figure in a professional register of AE staff evaluators and establishing a team of professionals able to operate in a network, synergistically, to co-design plans of improvement for organizations.

It is a high level professional profile, which requires composite competences, as shown by some extracts from the National Reports:

*In the light of the trainees' practical work routine combined with the information gained during the course, the profile of adult education staff evaluators' should embrace: education and knowledge in the field of evaluation methods, the current legislation framework, evaluation tools (rubric, participant observations, among others), leadership forms, group management and the awareness of quality standards. A package of skills should consist of: expert communication, proactive ability and attitude, critical reflection, problem solving, implementing good practices, case studies whose main goal is to reflect and describe particular arguments, acting in accordance with principles of conduct that are considered ethically correct (Poland).*

*In terms of experience, the participants consider it important for the evaluator to have been himself evaluated so as to have this experience. Regarding the capabilities an evaluator should have, the participants mention the following: Leadership skills so that he /she can coordinate and manage the evaluation process; Ability in communication; Critical thinking, reflection, insight, research and exploratory attitude; Empathy; Human resources management. (...) the evaluation should be based on the appropriate methodology: the self-evaluation process, the external evaluation process and the context evaluation by using the appropriate tools for gathering data and analysing the evidence (questionnaires, templates, interviews, participant observation, group discussion, portfolio, reports, etc.). To conclude, participants consider that an evaluator should have this complex and demanding profile. In this way they think that the people / system under evaluation will feel safe and will fully co-operate with the evaluation team. The evaluator will gain confidence, he/she will be considered as objective and not biased, so he/she will draw on information in an environment of trust and acceptance. The people/system under evaluation would feel that the evaluator is a contributor and not an opponent and the results are more likely to be objective and reflect the reality. As far as the profile of the evaluator is concerned, the majority of them highlight objectivity, the multidisciplinary background and the ethics. Many of them note that an evaluator should have the skill to plan and organise the procedure of the evaluation. The majority agree that evaluation is an on-going process and must be implemented from the beginning to the very end of an educational programme (Greece).*

Thanks to in-presence training activities and reflective writing, the Adult Education staff Evaluator has been defined as a professional figure with different competences acquired after a long-lasting and structured training and professional period.

A combination of education, training and experience is required (Degree in Education, PhD or Master/ Specialization in Evaluation, professional experiences in AE field).

Areas of intervention are various and include different AE services: health services, services for disabled people, substance addiction; private homeless shelters, communities (NGOs), social services, training institutions, institutions aiming at preventing deviant behaviour, centres for families in need; organisations that carry out different services (migrants, the disabled, people with social disadvantages, etc.); public institutions, courthouses, jails. The evaluator works in different types of Services in the sector of AE with roles of Corporate management, Coordination of professional teams, Selection and training of Human Resources, Local Health Authority Inspector, Accredited evaluator, Social worker, External supervisor.

Here are some examples of knowledge, competences, methodological skills and ethics required for the professional profile of an Evaluator:

**Table 1. Evaluator knowledge**

<ul style="list-style-type: none"> <li>- Knowledge of the context in which the evaluator works (organisational culture, history of the service, specificities of the area, needs of users/clients)</li> <li>- Knowledge on communication and relational processes (institutional dynamics, mind-sets , dynamics and process of development of the professional groups etc...)</li> <li>- Knowledge concerning quality-/quantity-based methods and assessment tools: narration-based tools (logbooks, daily records); use of maps; self-evaluation tools, professional profiles, etc.;</li> <li>- Educational assessment, epistemic knowledge, practice analysis, AE-related knowledge, assessment models and theories;</li> <li>- Legislative/normative knowledge;</li> <li>- Knowledge of on-going and lifelong learning and education;</li> <li>- Knowledge of learning processes and group dynamics;</li> <li>- Knowledge of conflict and group management.</li> </ul>
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**Table 2. Evaluator competences**

<p><i>Specific</i> competences of AE staff evaluators:</p> <ul style="list-style-type: none"> <li>- Assessment-related competences: in using assessment and research/action methods and tools, in developing and tailoring assessment tools, in information and data retrieval, in data management and analysis, in result dissemination, in analysing specific contexts</li> <li>- Resource management competences: balance sheet management, resource optimisation, competence achievement, creation of functional organisational charts, leadership management</li> <li>- Competences in management of relational and educational actions: development of differentiated learning actions, group management, conflict and relation management, competence in providing expert advice and mediation</li> </ul>
<p><i>Multidisciplinary</i> competences:</p> <ul style="list-style-type: none"> <li>- in creating emphatic relations, motivation-related competence</li> <li>- in managing other people's needs, other people's relations, actions</li> <li>- self-assessment procedures</li> <li>- competence in conceptualising, formalising and documenting practices</li> <li>- competence in interpreting contexts by integrating mission &amp; vision, processes, programs and aims</li> <li>- managing decision-making and problem-solving processes</li> <li>- creating reflective practices starting from one's own personal and professional profile</li> <li>- communication using inclusive, ecological, intercultural, non-violent modes</li> <li>- competence in fostering autonomy and responsibility</li> </ul>

**Table 3. Methodologies, techniques, tools**

<ul style="list-style-type: none"> <li>- Phenomenology-based, holistic, descriptive, experience-based and Rogerian methodologies;</li> <li>- Methodologies deriving from popular education approaches (Freire's method), interaction techniques carried out by means of detection-based tools (e.g., simulations and role-play activities), conflict management techniques, narration tools (logbooks, daily records, etc.);</li> <li>- Data retrieval tools: tests/questionnaires, rubrics, interviews, portfolios, self-assessment procedures, observation, focus groups, audio-visual contents, professional stories, system assessment, Customer satisfaction surveys etc.</li> <li>- Ecological and non-violent communication tools and techniques; result-based feedbacks, empathy, unconditional backing;</li> <li>- Documentation analysis and prior knowledge of the staff and the context to be evaluated;</li> </ul>
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**Table 4. Evaluator ethics**

Ethical principles	Guidelines as for the code of practice
<ul style="list-style-type: none"> <li>- fairness, intellectual rigour, respect, accuracy, lack of bias, consistency, moral integrity</li> <li>- desire to enhance one's performance</li> <li>- transparency in processes, impartial judgments</li> <li>- responsibility and taking on the effects produced by the evaluation, good emotional balance</li> </ul>	<ul style="list-style-type: none"> <li>- lack of pre-existing relations between the evaluator and those evaluated (a written statement is needed)</li> <li>- different social and geographical identity</li> <li>- confidentiality</li> <li>- discipline in relationships and lack of conflict of interest</li> <li>- assessments carried out by following efficiency</li> </ul>

## 11. Conclusions

The formative model underlying the Pilot Training Course – based on the triangulated evaluation of the context, self-assessment and external evaluation – represents an important passage in defining the curriculum of training for AE staff evaluators. This curriculum, the result of a collaborative pathway which has involved researchers and professionals operating in different AE contexts, can be implemented in Europe, contributing to building up a European culture of evaluation of the system of adult education.

Summarising, some categories emerged transversally from the comparative analysis of the National Pilot Training Courses, which we show below as central points of attention for the development of future training courses for AE staff evaluation:

- attention to *reflectivity and metacognition* : a critical and deconstructive reflection on the experience of training must be promoted, through specific devices, starting from individual and group moments, in which to bring out and show (through writing of iconic and/or symbolic devices such as maps, for example) the representations of the participants, the beliefs and implicit thoughts that underlie such a complex theme as that of evaluation of educational work; through reflective and metacognitive devices, such as reflective writing proposed in the pilot course, it is possible to put the training experience “at a distance” with a critical and reflective gaze, capable of retrospectively interconnecting what has been learned with one’s own personal, affective, ethical and ideological beliefs which underlie one’s professional way of acting;
- the dialogue between *contextualization and transversal nature of the training pathway*: the contents proposed must be connected with the needs of participants and aim at developing professional competences for the evaluation of AE staff. This entails lengthy periods of time, individualized pathways which start from the analysis of the training needs of the participants and which can recover the competences acquired earlier not only in professional but also in personal pathways. This contextualisation must also be able to dialogue with the transversal nature of the contents proposed, i.e. with the need to propose methods and instruments that are useful transversally in different contexts, capable of activating multi-faceted competences, autonomy and flexibility;
- a *complex view of the evaluation of educational work*, a concept full of representations which are played out at different levels, such as affective, procedural and processual, identity, systemic, organizational; this complexity reflects the need to use *different methods and instruments in a “triangulated” way* and to consider evaluation from *different perspectives* (subjective, objective and intersubjective in the EduEval model which proposed the interaction and circularity between self-assessment, external evaluation and evaluation of the context);
- the possibility of *co-constructing*, in a participatory way with the course participants, *new instruments useful for the evaluation of AE staff*, mixing and/or integrating – originally and functionally to the greater professional utility – codified instruments of observation (such as the rubric or the checklists) with other more qualitative, hermeneutic or descriptive instruments of evaluation (such as a diary or other narrative forms);

- the use of *active and participatory didactic strategies*, based on the analysis of cases and simulations, capable of reinforcing the connection with professional experiences and learning “in situ”, comparing one’s experience, having theory and practice dialogue; the enormous amount of theoretical contents, whilst necessary to train a top level professional such as an AE staff evaluator, necessarily has to be accompanied by in situ tasks, reflections on concrete experiences, case studies, moments of shared reflection and exchange with others, interactive activities (which also include the use of e-learning resources, games, wiki, forum, compilation of a glossary, workshops , etc.);
- the need to *supervise the didactic processes and accompany the training group dynamics*, working on the relation and on the management of any conflicts, with particular attention to the management of the setting, of the usability of the contents (which have to be proposed not only in English but also in the national language as they are technical and based on specific languages), *tutoring* the training and the organization of spaces and activities, which foster the *participation of all* (for example the choice of using movable desks so that they can be used in a circle or in pairs, for group work, or proposing tasks which necessarily require interaction with others, such as structuring a rubric or other forms of shared writing);
- the awareness of *times and moments of accompaniment of the participants* (who will operate, as evaluators and/or in teams of evaluation in the organisational contexts) *after* the training as well, necessary to support processes of monitoring the evaluation and training re-design and to promote *follow up actions*, local area networks and *interaction with stakeholders and providers* of the educational work;
- the *centrality of the new professional profile* and the strong link with entering the *world of work*, which entails the activation not only of training pathways useful for promoting professionalising competences, but also *actions of mediation and dialogue with the decision-makers*, in order to promote gradual processes of legal and social recognition of the AE staff evaluator profile (definition of a clear professional profile, activation of training pathways, legal framework and recognition, definition of guidelines and a code of ethics and deontology, creation of a professional register).

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- <http://www.edu.plymouth.ac.uk/RESINED/evaluation/index.htm>
- <http://www.eqavet.eu/qa/gns/glossary/p/process-evaluation.aspx>
- <http://www.evaluationtoolkit.org/glossary>
- <http://www.fondazionecariplo.it/it/lab/il-percorso-verso-l-eccellenza/il-modello-efqm.html>
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- [http://www.qualitapa.gov.it/fileadmin/mirror/t-autoval/L\\_autovalutazione.pdf](http://www.qualitapa.gov.it/fileadmin/mirror/t-autoval/L_autovalutazione.pdf)
- <http://www.qualityi.it/Self-Assessment.htm>
- <http://www.qualityresearchinternational.com/glossary/audit.htm>
- [http://www.ucdenver.edu/faculty\\_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/5\\_resources/index.htm](http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/5_resources/index.htm)
- <http://www.uwstout.edu/soe/profdev/rubrics.cfm#website>
- <https://oios.un.org/resources/2015/01/audit-manual-03e2009.pdf>
- [https://usaidlearninglab.org/sites/default/files/resource/files/mod4\\_checklist\\_for\\_assessing\\_evaluation\\_context.pdf](https://usaidlearninglab.org/sites/default/files/resource/files/mod4_checklist_for_assessing_evaluation_context.pdf)
- [http://en.wikipedia.org/wiki/European\\_Credit\\_Transfer\\_and\\_Accumulation\\_System](http://en.wikipedia.org/wiki/European_Credit_Transfer_and_Accumulation_System)
- [http://ec.europa.eu/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf)
- <http://www.sealll.eu>
- <http://www.capival.eu>

## ***Annexes***

1. EduEval training brochure
2. Registration Form
3. Signature
4. Partners' pilot training course report
  - P1 BICOCCA
  - P2 REZEKNES AUGSTSKOLA
  - P3 JKPU
  - P4 TEI OF CRETE
  - P5 UNIVERITAT JAUME- I
  - P6 UNIBA

## EduEval training brochure



### EduEval Training Course

The training course has been designed with a combined structure and divided into didactic unities. The 30-hour course is divided in two modules:

- a 20-hour "in presence" module and
- a 10-hour "e-learning" module (platform: <http://didasco.nbit.it/moodle/>)

**E-learning module - lesson planning**

The units include: external evaluation, audit, self-assessment, portfolio, rubric, context evaluation, instruction for a evaluation visit.

2 hours will be dedicated to a reflective writing module.

**In presence module**

"In presence" training activities could be organised in 5 workshops (4 hour each). During each workshop, trainers will use different group-based methods and strategies to promote careful reflection about one's own professional experience; case studying; professional practices' enhancement and empowerment; working context simulations. Workshops will be provided to investigate and analyse the main topics about evaluation, after each online training unit. The amount of 20 hours will be divided in no. 5 laboratories, 4 hours each.




**For further information please contact:**

Dr Loredana Perla, [loredana.perla@uniba.it](mailto:loredana.perla@uniba.it)  
 Dr Viviana Vinci, [vivianavinci@yahoo.it](mailto:vivianavinci@yahoo.it)

Pr.n. 538743-LLP-1-2013-IT-GRUNDTVIG-GMP  
 Gr. Agr.n. 2013-3800/001-003




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### EduEval Project

### EduEval Training Course

April - May 2015



A Training Course for Adult Education Staff Evaluators under the European funded Lifelong Learning Program Grundtvig Multilateral project

**EduEval Coordinator:**  
 University of Milan-Bicocca, Italy

**Training Coordinator:**  
 University of Bari, Italy

**Participating Institutes:**  
 University of Milan-Bicocca, Italy  
 Rezekne Agustskola, Latvia  
 Janusz Korczak Pedagogical University in Warsaw, Poland  
 Technological Educational Institute of Crete, Greece  
 University Jaume I, Spain  
 University of Bari, Italy

[www.edueval.eu](http://www.edueval.eu)  
[info@edueval.eu](mailto:info@edueval.eu)

**The Evaluator profile:** The main scope of the project is to **define the professional role of the adult education staff evaluator** and the most adequate training for this profession.

### EduEval project - Rationale

Adult learning has become essential in the innovative projects promoted by the European Union. Indeed, European Commission underlines the key role of adult learning in competitiveness and employability, in social inclusion, in active citizenship and in the personal development throughout Europe. These objectives are highlighted in the first article of the Lifelong Learning Programme Decision, which requires the contribution to the development of quality lifelong learning, and the promotion of high performance and innovation in the systems and the practices of adult education in a European dimension.

The decision aims at supporting the creation of a European area for lifelong learning, and at improving the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States. The economic crisis and the demographic change Europe is facing have highlighted the key role of adult education in lifelong learning strategies in order to meet formal, non-formal and informal adults learning needs.



**The main objective of the EduEval project** is to improve knowledge and awareness in the adult education system, considering evaluation as a critical part of the learning process.



### Aims of the Training Course

- Developing a deep awareness of the Adult Education staff evaluator profile
- Understanding the EduEval evaluation model: between self-assessment, external evaluation and context evaluation
- Understanding the evaluation formative role aimed to the organizational improvement
- Understanding evaluation dimensions of the involved Educational Organizations
- Understanding how data collection instruments can be used, according to EduEval evaluation purpose
- Understanding the Adult Education staff evaluator role
- Developing knowledge about the required and expected professional competences of Adult Education staff evaluator
- Developing a more complex view of work processes in Adult Education contexts

### Participants

The course is addressed to participants aged 25 to 65 years. They should have a role consistent with the target project group (evaluator of Adult Education staff); students attending this Course to become new Adult Educators and/or evaluators; consultants who carry out staff evaluation; researchers involved in the evaluation of Adult Education issues. The minimum number of participants in the course is 10, the maximum is 25 for each Country.

### Official language of Training Course

The official language will be in English, but each Partner can be free to use the training material as provided, or they can translate them in their own language, to facilitate participants coming from the different consortium partners' countries.

### The EduEval Training Course

## Registration Form

### EduEval Training Course - Registration form

#### *Evaluation for the Professional Development of Adult Education Staff 2014—2016*

- EDUEVAL is a project of LLP program developed to improve knowledge and awareness in the Adult Education System and to promote a deep awareness of the Adult Education staff evaluator profile.

**Name** \_\_\_\_\_

**Surname** \_\_\_\_\_

**Institution** \_\_\_\_\_

**Country** \_\_\_\_\_

**E-mail** \_\_\_\_\_

☐ **I agree to participate in EduEval Training Course for Adult Education Staff Evaluator**

☐ **I confirm that:**

- I am well informed for the purposes of this training course
- I understand that my participation in this training course is on a voluntary basis and it is not paid.

☐ **I agree:**

- that the collected data will be used exclusively for scientific research purposes, anonymously and guaranteeing my privacy rights.
- that texts produced within this course and analyses and reflections originated from the EduEval course will be published anonymously.

**Date** \_\_\_\_\_

**Signature** \_\_\_\_\_

EduEval project "Evaluation for the Professional Development of Adult Education Staff", Lifelong Learning Programme, Grundid Multilaterla Project. Project Number: 538743-LLP-1-2013-IT-GRUNDTVIG-GMP. This project has been funded with support from the European Commission. This publication reflects only the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Signature

PARTICIPANTS' REGISTER ("IN PRESENCE" TRAINING MODULE)					
First name and surname	Date	Open (hours)	Close (hours)	Signature of the participant (opening session)	Signature of the participant (closing session)
1.					
2.					
3.					
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22.					
23.					
24.					
25.					
Signature of the accompanying tutor				Signature of the trainer	
.....				.....	

**Partners' pilot training course report: P1 BICOCCA**



# EduEval Project

## *Unimib Pilot Training Course Report*

<b>WP Reference</b>	WP 5	
<b>Category</b>		D Deliverable
		F Financial
		R Report
		ER External review
		MN Minutes
		TS Time Sheet
	X	WD Working Document, not otherwise classified
<b>Author</b>	Stefania Ulivieri and Cristina Palmieri	
<b>Reviewer (if required)</b>	n.r.	
<b>Date</b>	28.06.2015	
<b>Version</b>	1.0	
<b>Availability</b>	Confidential/Public	

### EduEval project

*Evaluation for the Professional Development of Adult Education Staff*

**Project Number: 538743-LLP-1-2013-IT-GRUNDTVIG-GMP**

**Grant Agreement Number: 2013-3800/001/003**

This project has been funded with support from the European Commission.

This documents reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Description of the initial context

### 1. Details of the participants

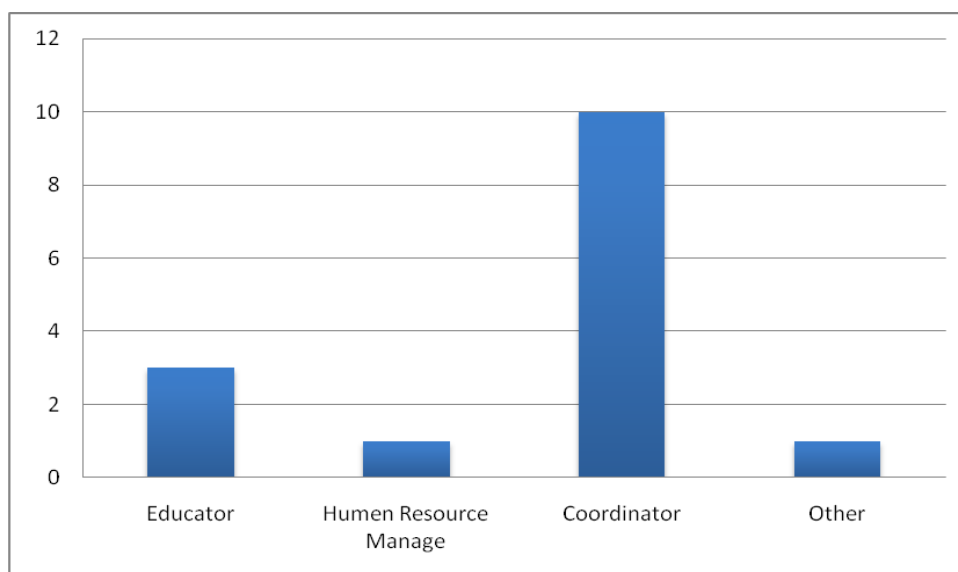
The course was prepared by the UNIMIB staff, in agreement with the indications of the UNIBA unit, the leader of the WP for the training course.

The course was then publicized through the channels deemed most useful to guarantee its diffusion to the planned target: specifically, a brochure was produced and was then circulated on the site of the Department and sent by email to many stakeholder contacts, providers of adult education and other names that would be useful for reaching the target group.

The Social Cooperative *Onlus Duepunti capo* answered this promotion campaign, requesting that all the coordinators in the organization and of some figures involved in evaluation practices of the Adult Education Staff attend the course. In addition, other requests for enrolment by other interested parties were accepted.

A total of 17 enrolment forms were collected. In addition, 2 other people had initially said they wanted to attend the training course, therefore the credentials of access to the e-learning platform were promptly generated; of these, one person, for personal reasons, subsequently decided not to take part in the course; another, belonging to the Cooperative was present at only one class meeting but did not finalize enrolment on the course by filling in the relevant document ("registration form")<sup>13</sup>. Of the 17 people whose registration for the course was received, 2 did not receive the certificate of participation as they were not present continuously at the classroom meetings, as shown by the lack of their signature on the attendance sheet<sup>14</sup>. There were therefore 15 effective participants in the pilot training course.

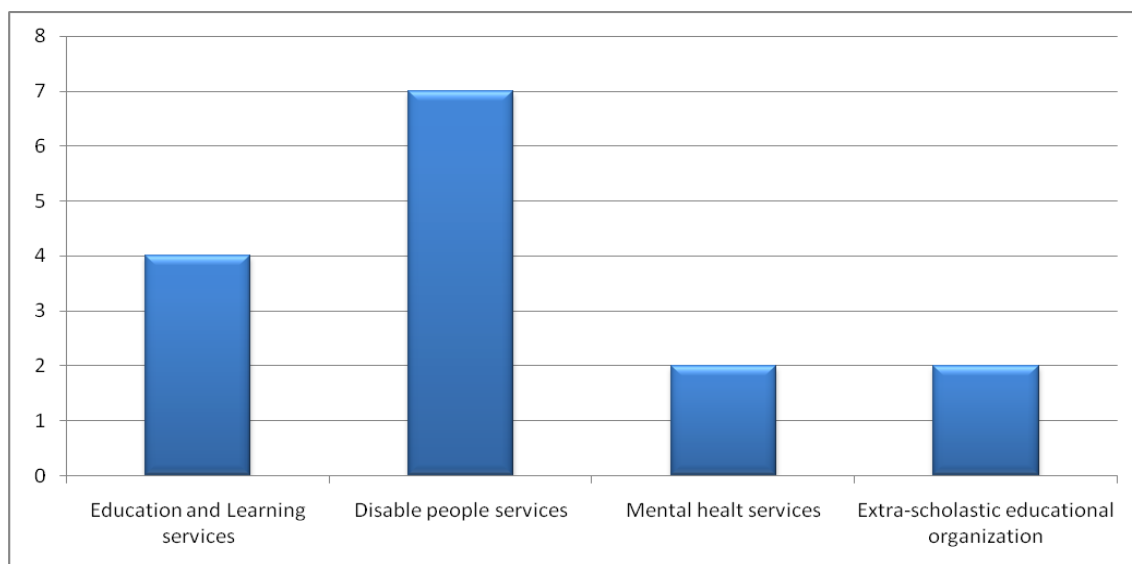
In conclusion, the group of participants was made up of coordinators, educators, directors of services and human resources managers:



<sup>13</sup> Sandra Ramundo, Di Martino Caterina

<sup>14</sup> Toscano Gaetano, Polentarutti Fiamma

The majority of participants are women. Although it is a group in which almost all the members belong to an institution and have the type of task in common, not all the participants are engaged in the same service: some work in home services and others in structured services. The areas of Adult Education in which the participants work are also slightly different:



Detailed list of participants:

<i><b>Full name</b></i>	<i><b>Professional profile</b></i>	<i><b>Professional experience</b></i>
Bennici Barbara	Student of education	Unofficially recognized evaluator: educator in the field of Adult Education
Candelieri Marta	Coordinator of Home Services for the Disabled	Unofficially recognized evaluator: evaluates the educators who work in the service she coordinates
Cantoni Marco	Educator	Unofficially recognized evaluator: educational evaluations (e.g. Pei and instruments of evaluation of the users)
Capuzzi Maria Vilma	Manager of Area for Direct Services	Unofficially recognized evaluator: evaluation of educators and coordinators.
Cesati Romina	Coordinator of a Day Centre for the Disabled	Unofficially recognized evaluator: evaluation of educators and supervision of the users of the service
Corona Danilo	Manager of services	Unofficially recognized evaluator
Descheytener Deborah	Coordinator of Socio-Educational Centre	Unofficially recognized evaluator
Frascoli Cecilia	Educator	Unofficially recognized evaluator
Palermo Rosanna	Coordinator Social Welfare Services	Unofficially recognized evaluator: evaluation of the service team
Policastri Alberto	Coordinator of Home Services	Unofficially recognized evaluator

Porta Silvia	Coordinator of Day Service for the Disabled and School Support	Unofficially recognized evaluator
Sacco Fedele Daniele	Director of Cooperative	Unofficially recognized evaluator: evaluation of educational and organizational teams
Siciliano Eliana	Coordinator of Scholastic Educational Services	Unofficially recognized evaluator
Vettorato Daniela	Personnel- Human Resources Manager	Unofficially recognized evaluator: evaluation of incoming personnel

## 2. Details of the conductors

- Maria Grazia Riva, Professor of General and Social Pedagogy and Clinical Consulting in training with the “R. Massa” Department of Human Sciences for Education, University of Milan-Bicocca, where she chairs the Degree course in Education. She is coordinator of the European Grundtvig project *EduEval - Evaluation for the Professional Development of Adult Education Staff*. She is also an Executive member and Secretary of SIPED – Italian Society of pedagogy as well as Council Member of EERA-European Educational Research Association – where she represents the Italian Society of Pedagogy and is official delegate of the Rector for the RUIAP (Italian University network for Lifelong Learning).
- Elisabetta Biffi, research fellow with the “R. Massa” Department of Human Sciences for Education, University of Milan-Bicocca, where she teaches Theory and practice of narration on the Degree course in Education. She is a member of the research staff of the European Grundtvig project *EduEval - Evaluation for the Professional Development of Adult Education Staff*. She is a member of AERA, the American Educational Research Association and of the SIPED.
- Stefania Ulivieri Stiozzi Ridolfi is a research fellow with the “R. Massa” Department of Human Sciences for Education, University of Milan-Bicocca, where she teaches Theories and models of educational consulting on the Degree Course in Training and Development of Human Resources. She is a member of the research staff of the European Grundtvig project *EduEval - Evaluation for the Professional Development of Adult Education Staff*.
- Cristina Palmieri is a research fellow with the “R. Massa” Department of Human Sciences for Education, University of Milan-Bicocca, where she teaches Education of inclusion and Consulting in educational difficulties: theory and practice. She is a member of the research staff of the European Grundtvig project *EduEval - Evaluation for the Professional Development of Adult Education Staff*.
- Jole Orsenigo is a research fellow with the “R. Massa” Department of Human Sciences for Education, University of Milan-Bicocca, where she teaches Intercultural Education and Education of Cooperation on the Degree course in Training and Development of Human Resources.
- Greta Marconi, a graduate in Education. Tutor of the EduEval Training Course.

### 3. Details of the course and planning of the activities

Considering the high presence of professionals from the Cooperativa Duepuntiaco, for logistic reasons, its head office, in Paderno Dugnano (Via Ugo La Malfa) was chosen as the venue for the course, with the following calendar:

<i>Date</i>	<i>Time</i>	<i>Leaders and tutors</i>
Friday 17 <sup>th</sup> April	9.00 a.m.–1.00 p.m.	Riva, Biffi, Orsenigo, Marconi
Wednesday 29 <sup>th</sup> April	9.00 a.m.–1.00 p.m.	Palmieri, Orsenigo, Marconi
Friday 8 <sup>th</sup> May	9.00 a.m.–1.00 p.m.	Ulivieri Stiozzi Ridolfi, Orsenigo, Marconi
Wednesday 27 <sup>th</sup> May	9.00 a.m.–1.00 p.m.	Biffi, Palmieri, Marconi
Wednesday 10 <sup>th</sup> June	9.00 a.m.–1.00 p.m.	Riva, Palmieri, Orsenigo, Marconi

At the start and end of each meeting, the participants signed the attendance register (*signature form* – see Annex). At the first meeting, the participants filled in the registration forms. The questionnaire on the contents of the course and the questionnaire on satisfaction were given to the participants to fill in at the end of the last meeting. The reflective writing was presented at the end of the fifth meeting *when they were present*, after which the subject was sent by email so that each participant could do it.

### Process description

#### Objectives and goals of the Course

The objectives of the EduEval for Adult Education Staff Evaluators training course are as follows:

- To develop a more complex vision of the work processes in contexts of Adult Education (AE).
- To test the EduEval evaluation model, based on the “triangulation between evaluation of the context, self-assessment and external evaluation.
- To understand the training role of evaluation, aimed at improving the organization of the services.
- To increase the knowledge of the instruments of data collection and evaluation.
- To get to know the professional profile, the role and the professional skills of the Evaluator of Adult Education Staff.

The object of the training course is evaluation as a complex practice, therefore attention is focused on the practices, procedures and instruments of evaluation necessary in contexts of Adult Education. The aim of the course is the development of knowledge, capacities and competences that are useful to improve the professional profile of the Evaluator of Adult Education Staff.

#### Design of training activities

On the basis of the enrolment forms collected, and after having talked to the President of the Cooperative the majority of the participants came from, the leaders deemed it necessary to dwell on the training needs, in order to implement the course with the contents planned in relation to the educational and training needs found:

- ✓ The need to implement knowledge to monitor, report and document the educational work.
- ✓ To increase evaluation cultures.
- ✓ To build up new expertise for evaluating Adult Education staff.

Therefore, the methodologies, the instruments and the contents of the course were redesigned in relation to the needs collected. The frequency of the meetings was then redefined by the trainers who prepared the following calendar:

<i><b>Meeting</b></i>	<i><b>Contents</b></i>	<i><b>Methodologies</b></i>	<i><b>Instruments</b></i>
1 <sup>st</sup>	- Presentation of the EduEval Research project	- Frontal lesson	- Slides
	- Introduction and presentation of the Training Course for Evaluators of Adult Education Staff	- Frontal lesson	- “Welcome” Slides (Lessons 1 and 2)
	- Introduction to the subject of evaluation from the discussion of the participants’ representations	- Individual exercise: Brainstorming - Frontal lesson	- “Cloud” forms for the exploration of the representations of evaluation - Slides
2 <sup>nd</sup>	- Resumption of work and in-depth discussion on the topic of evaluation	- Frontal lesson	- Slides
	- Evaluation of the context	- Group work	- Plenary discussion : “What is the context?”
		- Lesson	- Slides (Lesson 7)
	- Indexed notebook	- Frontal lesson - Work in sub-groups - Individual exercise	- Slide (Lesson 8) - Debate to identify criteria and indicators - Descriptive writing
3 <sup>rd</sup>	- Resumption of work	- Frontal lesson	- Slides
	- Self-assessment	- Group exercise: Brainstorming	- Initial prompt: “What do you think of when we say self-assessment?”
		- Lesson	- Slides (Lesson 5)
	- Portfolio	- Frontal lesson	- Slides (Lesson 6)
		- Individual exercise	- Narrative writing to put personal documents of portfolio into an order
		- Work in pairs	- Exchange and discussion
		- Group work	- Plenary discussion
4 <sup>th</sup>	- External evaluation	- Exercise (a): work in subgroups	- Mapping the types of external evaluation that affect the services where the participants work: “Who is the evaluator?”; “What are the objectives of the external evaluation?”

		- Group work and frontal lesson	- Plenary discussion and Slides (cf. Lesson 3)
		- Exercise (b): work in subgroups	- Simulation: preparation for external evaluation; selection of the necessary documentation
		- Lesson	- Plenary discussion and Slides (cf. Lesson 3)
	- Audit	- Frontal lesson	- Slides (Lesson 4)
5°	- Conclusions	- Group work	- Plenary discussion
		- Individual work	- Questionnaires on contents - Questionnaires on satisfaction

### Description of the activities, the contents and results

The activities carried out in each session where the participants were in attendance are shown below, together with the contents discussed, the attendances recorded, the group dynamics and the results.

#### *First meeting – “Introduction: EduEval, the training course and evaluation”*

The first meeting was held on 17/04/15; there were 13 participants. At the beginning, as a ritual for forming the group, the trainers and the participants were introduced, in order to facilitate relations and foster the creation of a good working climate. This initial moment of coming face to face was useful for conducting an analysis of the participants; it also brought out their interest and desire to take part in the training process so that they can implement their individual and organizational professional competences of evaluation.

First of all, the framework of reference was illustrated: the EduEval Project was presented through a brief introductory frontal lesson,. This allowed clearly stating the motivations, the objectives and the characteristics of the Training Course: using the slides of Lessons 1 and 2, provided for the “e-learning” activities, the following were illustrated:

- The frequency of the teaching units and the contents;
- The EduEval model of evaluation;
- The information, the rules and the details on the training activities in e-learning.

After this, to guarantee the possibility of approaching the topic of evaluation and understand in greater detail its characteristics, importance, ambivalences and dynamics, the participants were asked to do a first individual exercise. The staff deemed that to think about evaluation in its complexity, it was important at the beginning to plan an individual activity of brainstorming and mapping meanings. This would allow collecting the representations associated with and attributed to evaluation. To carry out this activity, a paper instrument was prepared, as intuitive as possible, that could be configured as space, at the same time broad and limited, within which to place the various aspects of evaluating and evaluation: each participant received “a sky” with different “clouds” shown on it and was asked to associate a meaning or synonym of evaluation to each cloud, with the possibility of adding more spaces, if necessary, to “open up a sky of possibilities.”

At the end of the exercise, the participants were divided into subgroups: in each subgroup the personal meanings were shared, with the relative motivations and reflections; this way it was possible to formulate a group thought on the culture of evaluation.

After these two activities, there was a plenary reflection. First of all, comments were asked for on the experiences and feelings during the activities (“How did you feel?”). For the individual work, there emerged a diffused sensation of anxiety, linked to the effort required to put on paper the representations of evaluations and also connected with the pressure due to the doubt of having adequately understood the instructions; in particular, some of the participants were bewildered by the “sky”, whereas others felt “bound” by the “clouds”. These dynamics were associated with the “fears” of evaluation, acquired during their personal and professional life histories. The moment of sharing in subgroups was appreciated by the participants who enjoyed exchanging views and reflecting with the others, feeling that this exercise was an opportunity for exchange and enrichment of thoughts, through recursiveness and differences. On the level of contents, i.e. of the representations and meanings, many facets of evaluation, its ambivalences, oppositions and polarities emerged, including, markedly, the gap between the subjective and objective dimensions. From what was highlighted through the exercises and the reflections of the participants, before concluding the meeting, a systematization of the fundamental meanings of evaluation was proposed: starting from the recognition of the pervasiveness and naturalness of the evaluating act in life, four main attitudes/meanings of evaluation (appreciating, measuring, checking, interpreting) were shared and the proposal was made to re-include all the polarities and ambivalences referred to evaluation along a *continuum* between “objectivitas” and “discretio”, i.e. between an evaluation which is represented as clear and incontrovertible, because it is the objective acceptance of an evident reality (objectivitas) and an evaluation which implies a refined capacity/need to distinguish, separate the data collected, i.e. knowing how to decide and discern, as it is the discretionary attribution of value made by the person who evaluates (dicretio).

### *Second meeting – “The evaluation of the context and the index”*

The second meeting, held on 29/04/15, was on the theme of evaluation of the context and presentation of the instrument of the indexed notebook. Thirteen people were present.

At the beginning, what had been done at the first meeting was summarized, starting from a word tag cloud created from the data from the individual brainstorming<sup>15</sup>, and from the image of the elastic as a metaphor to (re)understand the tension between the antithetic poles of evaluation. From the very start, evaluation turned out to be a constitutive dimension of the educational process. On the basis of the EduEval “triangular” model of evaluation, it was possible to note the importance of the connection between evaluation of the context, self-assessment and external evaluation.

To then approach the subject of the evaluation of the context, it was necessary to dwell first of all on the meaning of the practice of evaluation in education and, afterwards, on identifying and defining what “context” is. We decided not to provide a theoretical explanation a priori, but through the prompt “What is “context”?”, group work was activated, i.e. a plenary discussion that could draw a definition from the professional experience of the participants. The exercise identified the following elements:

- The context includes the environment (spaces and places) and the people inhabiting them;
- The context is made up of places, people and the relations that take place in it;
- The dimension of the context is time, understood both as a specific chronological moment, and as the time lived by the subjects;

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<sup>15</sup> The word tag cloud will be presented below as one of the products of the training course.

- It is possible to include under the item “context” places, considered in their material definition and the relational climate, with the affective tones associated with it;
- The operation of defining the context is not easy and rather complex, as it is a dimension that exceeds the ‘here and now’ of education;
- The context is made up of constraints and resources, also relative to qualities of experience that cannot be measured, the experiences and sensations of the subjects inhabiting them are also related to the contextual dimension;
- The context is defined by institutional dimensions, as it is regulated by laws and regulations that assign tasks and roles;
- It is not correct to consider only the organizational level as context, as this is also decisive by symbolic bonds, by the representations of the educators and by the spaces of action.

All the elements brought into focus allowed the group to recognize the need to interrogate and interpret multiple levels to be able to know the context in its complex. In this way we were able to define the context as physical and symbolic materiality, which can be represented and thought as the interconnection of three levels: device, setting and scene.

After this, a brief in-depth look at the evaluation of the context was proposed, using the slides prepared in Lesson 7.

With these premises, it was then possible to introduce the reflection on the methods and instruments of evaluation, identifying in particular the indexed notebook as an instrument for the observation and systematic narration of the elements of the context of an educational service.

The participants were introduced to the instrument through a short frontal lesson (Lesson 8), which allowed explanation of the structure of the index, divided into dimensions, criteria, indicators and anchors.

The presentation of the index prompted many questions, specifications and examples taken from professional experience. The staff received these questions considering them important for the purposes of the continuation of the path; therefore it was not possible to do the planned exercise, which was postponed, reviewing the calendar of the following meetings, with a view to a necessary replanning that could be adapted to the needs that emerged during the training.

### *Third meeting – “Self-assessment and the portfolio”*

The third meeting was held on 08/05/15; 2 participants were absent, therefore there were 13 attendees. The object of the meeting was self-assessment and the portfolio, as a means of reference documentation useful for proceeding with personal evaluation by professionals engaged in Adult Education.

After a short check of the participation in the e-learning activities and the summary of what had been done in the previous sessions where the participants were “in attendance”, a group activity was proposed to approach the topic of self-assessment; through brainstorming it was possible to explore the representations and meanings connected with self-assessment.

The prompt “What comes into our minds when we say “self-assessment?”” led the participants to describe self-assessment as:

- opinion of themselves;
- reflection;
- a time to stop and analyse a series of elements of the educational experience, in order to succeed in elaborating more objective visions;
- a practice necessary to guarantee exchange with others, questioning and reflection;
- self-esteem;

- activity aimed at taking stock of expectations, one's own and of others ("Where do I have to go?");
- process of thought and change, addressed towards personal growth;
- awareness;
- path of comprehension, transformation and change, in continuous evolution and progress;
- activity of elaboration of the inheritances, defences, efforts and personal equilibrium;
- willingness to learn;
- activity connected with the analysis of one's relationship with the cultural context.

From this initial mapping of the meanings of self-assessment, it is possible to undertake a theoretical in-depth study of the same, taking as reference the materials prepared by Lesson 5. Three fundamental elements of internal evaluation were identified.

(1) Self-assessment was defined as a systematic process of self-evaluation and internal evaluation, aimed at building up a dialogue between an I that observes and an I that is observed, therefore we could speak of an "internal" dialogue aimed at developing critical and decentred perspective on one's working practice.

(2) The interconnection of the self-assessing activities with the emotional and unconscious components, or with the biographical, educational and professional stories of the subjects, understood as included in significant group, relational and institutional matrixes, emerged clearly. Therefore (3) self-assessment is a practice of awareness and reflectivity which involves the I, the group and the institution and allows defining the spaces of resources and criticalities, and is oriented towards the re-signification of the organizational culture.

Supervision was discussed as a device for overseeing the self-assessment of the individual and, therefore of the group. Self-assessment proved to be an integrated process between sensitive-emotional dimension and rational thought, structured on three interconnected levels: the individual, the group and the institutional dimensions.

Lastly, recalling the metaphorical image of boiling ice, self-assessment was described as a path to "get out of the known and regain a new gaze", through the analysis of the affective, emotive, unconscious, relational and rational dimensions relating to the subject's professional world and connected with his story of education and life.

With these theoretical premises that can form a solid framework of reference, the staff introduced the instrument of the portfolio as a method to conduct the self-assessment, presenting it as an archive, "a collection of all the documents that certify/prove the competences gained in one's professional and personal experience."

After having illustrated the characteristics and the objectives of the portfolio (Lesson 6), an exercise was proposed, based on three different times:

- a) each participant, individually, collected and placed in order all the documents that could attest his professionalism (diplomas, certificates, photographs, reports ...).
- b) Each participant wrote an individual piece from the instructions: "Build up a story that puts the documents you have selected into an order according to the coordinator/educator you feel you are today."
- c) Plenary discussion and debate for exchange and comparison, with the objective of collecting doubts, questions, suggestions and opinions on the portfolio and on its use.

After all the activities the group reached the definition of self-assessment as an integrated process of retreat, as an opportunity to emerge from the conformism of the organizational routines, so that each professional, thanks to the interaction between the personal and the professional can contribute to regenerating the culture of his organization.

At the end of the meeting, the connection between self-assessment and project-building development emerged: internal evaluation opens up to the future.

#### *Fourth meeting – “External evaluation and the audit”*

The fourth meeting with the presence of the participants was held on 27/05/15, with 10 in attendance. In order for the training course participants to understand the EduEval “triangulation”, after having introduced, in the previous sessions where the participants were “in attendance”, the subjects of evaluation of the context and self-assessment, the activities to present the subject of external evaluation were prepared, associated with the instrument of the audit.

The meeting opened with an exercise in sub-groups to map out the different types of external evaluation which involve the services in which the participants operate. The two subgroups, created from the affinities between the services the trainees belong to, showed their mappings on a board. After this, each group reported, through the presentation by a representative, their map: the complexity and the stratification of different levels of the evaluation process, distinguished by a strong attention to quality, emerged from their work. A comparison between the external evaluation of the participants and the indications and contents reported by the specific literature from reading the slides of Lesson 3 was thus proposed. This prompted a plenary debate focused on identifying the criticalities of external evaluation, in which the following emerged:

- external evaluation is often identified with the assessment of quality; quality assessment processes can be useful to improve professional practices;
- external evaluation is linked to procedures involving filling in specific documentation; it is often experienced as a bureaucratic process of reporting;
- external evaluation by the families of the users also exist. They play an informal role (they are not officially recognized evaluators) which is fundamental for reflecting on the quality of the services offered;
- in addition to the assessment of quality by certified agencies, external evaluation concerns the relationship with the local bodies that check that the individual services abide by pre-established standards of professional performance. This type of evaluation takes place through further documentation but also through the relationship of professional acquaintance that the coordinators establish with the different institutional stakeholders (social workers, school heads, regional council officials etc.);
- the internal evaluation carried out in the cooperative by figures who are not directly involved in the service (e.g. the director or Board of Directors) or by figures belonging to the service but external to the coordinator’s specific sphere (e.g. head of the service) can also be considered as external evaluation;
- when approaching external evaluation, a hiatus is created between the practical dimension and the bureaucratic dimension of educational work – in addition, it is often difficult to report the complexity of educational work through the different types of documentation required;
- the more formal types of external evaluation are often experienced with feelings of tension (“it is endured”).


Subsequently the attendees exchanged views on who the external evaluator is, his qualities and what he is entitled to evaluate. A list of the different types of evaluators along a continuum was drawn up (going from the most relevant one to the service to the one with the least relevance):

EDUEVAL PROJECT

## Chi è il valutatore?

*Quali caratteristiche? Cosa lo legittima?*

*Esterno esterno*




*esterno*

- Ispettore ASL:** ruolo e appartenenza ad Ente, protocollo, potere, controllo, competenti delle procedure di valutazione – valutazione formale
- Valutatore RINA:** ruolo e appartenenza ad Ente, protocollo, “potere” (apparente), controllo, competenti delle procedure di valutazione/accreditamento – valutazione formale
- Comune**
- Assistente sociale:** ruolo professionale, no competenze tecniche sulla valutazione ma competenze dell’oggetto del lavoro educativo, >potere
- Genitori/tutori:** competenza dell’oggetto del lavoro educativo, no competenze tecniche sulla valutazione, >>>potere
- Supervisore**
- CdA**
- Direttore del Servizio**
- Responsabile del Servizio**



Training course curriculum for Adult Education staff evaluators



The reflection on the evaluating role of all the local stakeholders of the services (families, social workers etc.) was very interesting: this close examination allowed emphasizing that external evaluation is not only the formal/bureaucratic evaluation by the bodies appointed to audit the quality of the services, but that there are a number of external evaluators that are not officially recognized that informally assess the educational work and its quality.

From this point onwards, we tried to reassess external evaluation. The group eventually maintained that a good process of external evaluation, capable of translating the practices of educational work into clear communications that could be shared, guarantees the very possibility of working in the services and also allows showing the value of the educational professionals outside the organizations.

During the group work on theoretical systematization, which was greatly appreciated by the participants who once again played an active part and were enthusiastic about implementing their knowledge through the re-elaboration of their professional experience, the characteristics, advantages and disadvantages, and the risks of the audit emerged, as well as how to prepare for an external visit. The teaching staff therefore decided to use the e-learning activity to go into this subject in greater depth (Lesson 4).

### *Fifth meeting – “Conclusion: educational appraisal of the course”*

The last training session with the “attendance” of the participants was held on 10/06/15. Matching the availability of all the participants – with whom the calendar of the activities had been negotiated – with the ending date laid down by the instructions of Pilot Training Course (30<sup>th</sup> May) was not possible). Thirteen people were present.

On the participants’ request, the first part of the meeting was spent on an exercise on the indexed notebook, which was useful to let them understand how to use this instrument to evaluate the context. After a first part with a frontal lesson, which was useful for presenting the instrument

and its characteristics once again, the attendees were asked to identify a dimension of the educational process as the subject of an evaluation. The group chose to consider the process of inserting a new operator in the educational contexts and in the teams. An extensive discussion with great participation started which through exchanges, comparisons and shared reflections, led them to outline the minimum elements in order to be able to speak about effective and/or functional insertion:

- the accuracy of the pre-selection procedures, which are essential for establishing whether the operator is suitable for the work context;
- the clarity of the procedural information on the service and on the context provided by the coordinator or the cooperative to the new operator;
- attention to the practices and “rituals” of symbolic welcome: the employment contract not only as an administrative document but as an “agreement” between the operator and the cooperative;
- care in giving support to the new operator and monitoring his work, through gradual accompaniment and checking the insertion process along the way;
- the quantity and quality of the questions that the new operator asks his colleagues or the coordinator;
- the increasing perception by the new operator that he “belongs” to the professional culture of the new context of work.

This was followed by a reflection on the indicators on the efficacy of an insertion process of a new operator. It emerged from the discussion that the indicators are structured in multiple levels which reflect the complexity of the contextual dimensions and concern the various figures and groups involved in the process. The indicators of a good insertion process can be connected to:

- how the new operator participates (friendliness, putting himself on the line ...);
- how the team welcomes him (facilitates, hinders the presence of the new operators; they involve him in the work processes; they allow him to express any difficulties he may have);
- how the Cooperative manages his arrival (guaranteed support and continuous monitoring).

The exercise proposed allowed the participants to clarify the criteria of evaluating the insertion of a new operator, outlining in a fairly detailed way the professional culture of the cooperative and services. This did not allow dwelling in equal depth on identifying the indicators and the anchorings, as envisaged by the instrument of the indexed notebook.

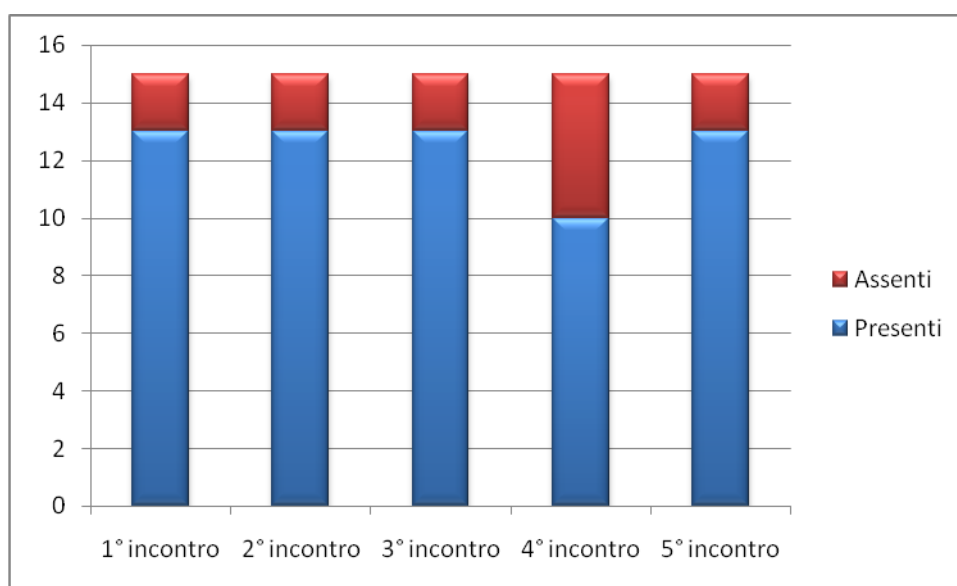
The trainers then suggested an educational appraisal of the course, starting, on the basis of a brief period of individual reflection, a plenary discussion on the learning outcomes, the criticalities found and the influence of the course on the methods of evaluation of the Adult Education staff each participant implements. To summarize, the following points emerged:

- Satisfaction for having learnt more about the strategic importance of evaluation;
- usefulness of the training course in relation to the evaluation processes of the Cooperative;
- the course was a good starting point to reconsider the complexity of evaluation and to start considering the obligations as possibilities and not as imitations;
- the need to study in further depth the use of evaluating instruments, with more opportunities for exercises distributed in time so that the competences acquired can be of greater practical use.
- A request for follow-up meetings six months or one year after the end of the pilot course.

Lastly, as already stated, the questionnaires on the contents and questionnaires evaluating the course were distributed.

Reconsidering the whole training course and the activities, the meetings with attendance as per the plan, were conducted with an active approach that can foster direct participation and involvement of the participants and, above all, can guarantee, as far as possible, learning by doing, as a strategy for the training of specific competences and working methods to create recursiveness between theory

and practice. Various methodologies were used during the five meetings, such as : frontal lessons, brainstorming, exercises and individual writing, group and sub-group work and plenary discussion. The participants, during the sessions “with attendance”, were punctual, open and critical. From the very first meeting, they showed a high level of interest, curiosity and involvement. The participants often spoke to give examples drawn from their own working experience, to share their thoughts or to ask for more details. The high level of involvement was shown by the results of the questionnaires and the requests that the participants made at the end of the course. The good quality of participation of those who registered for the course is also shown by the quantitative data from the attendance register:



The continuative and attentive presence of the participants guaranteed forming a good work group. Meeting after meeting, they developed a shared mind, remaining very open to exchanges, to the extent of involving all the participants and leaders in the shared training process: from the very first meeting, the participants were open to discussion, respecting the points of view of the others; often, as people spoke, they referred to one another, in a common and progressive thought process.

The training course was supported and accompanied by tutoring. The figure of the tutor performed functions of supervising the setting, monitoring and linking the lessons, facilitating the recapping and resumption of work. The tutor also checked up on any difficulties and collected the participants' suggestions and oversaw the technical side. In particular, the tutor kept the attendance register, handed out and collected material: during the first meeting, the tutor monitored the participants as they filled in the registration forms and she also handed out and collected the “cloud” forms for the individual brainstorming; she collected the participants' suggestions during all the activities where they were in attendance; following the mapping activity, in the fourth meeting, she scanned the posters produced by the subgroups; at the last meeting she handed out and collected the questionnaires on the contents and on satisfaction, lastly, she collected the pieces of reflective writing, the deadline of which was brought forward to the end of the fifth meeting and then sent by email. Tutoring was also necessary for the accompaniment and monitoring of the training activities of the participants by e-learning: the explanation on how to access the platform, useful instructions and the access data were given to the participants at the first meeting. At each meeting, the tutor monitored and encouraged the participants to do the e-learning training activities, as well as after each session where they were in attendance.

[illegible]

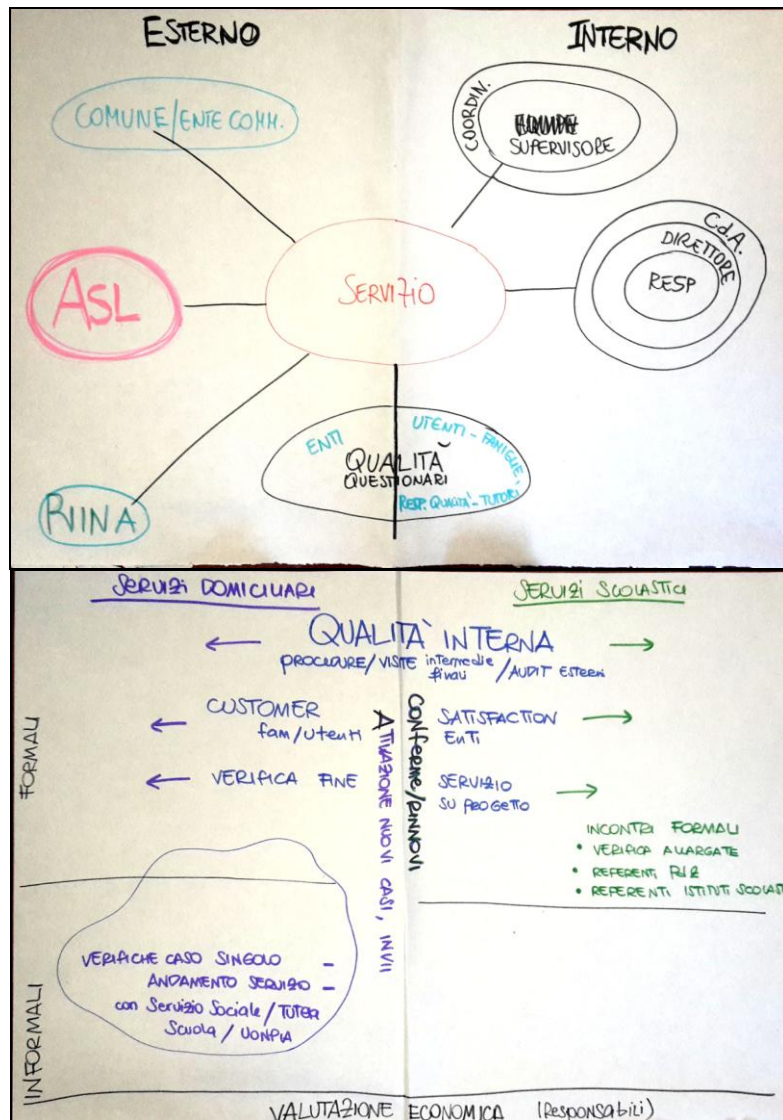
## Autovalutazione

- Giudizio su se stessi
- Riflessione
- Fermarsi e analizzare una serie di elementi per riuscire a toccare l'oggettività
- Confronto con gli altri – “mettersi nei panni”
- Mettersi in discussione – rispecchiamento
- Autostima
- Aspettative (proprie e altrui) : “dove sono arrivata/o?”
- Crescita personale – cambiamento del pensiero
- Consapevolezza: capire – fatica
- Percorso evolutivo e continuo progresso – trasformazione e cambiamento – disagio
- Eredità
- Difesa – equilibrio – presunzione
- Corazza che non permette il confronto
- Disposizione ad imparare
- Relazione con il contesto culturale

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documents and narrative writing so that they could continue individually to systematize and document the portfolio data as an instrument of self-assessment.

At the fourth meeting, the participants produced, divided into two sub-groups, posters containing the mapping of the different types of external evaluation:

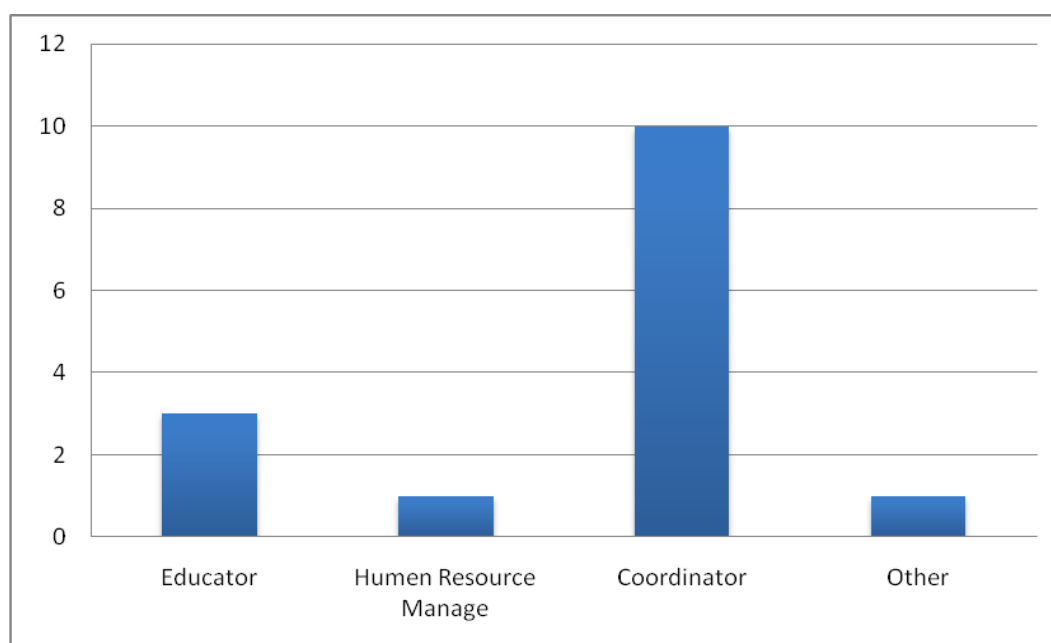
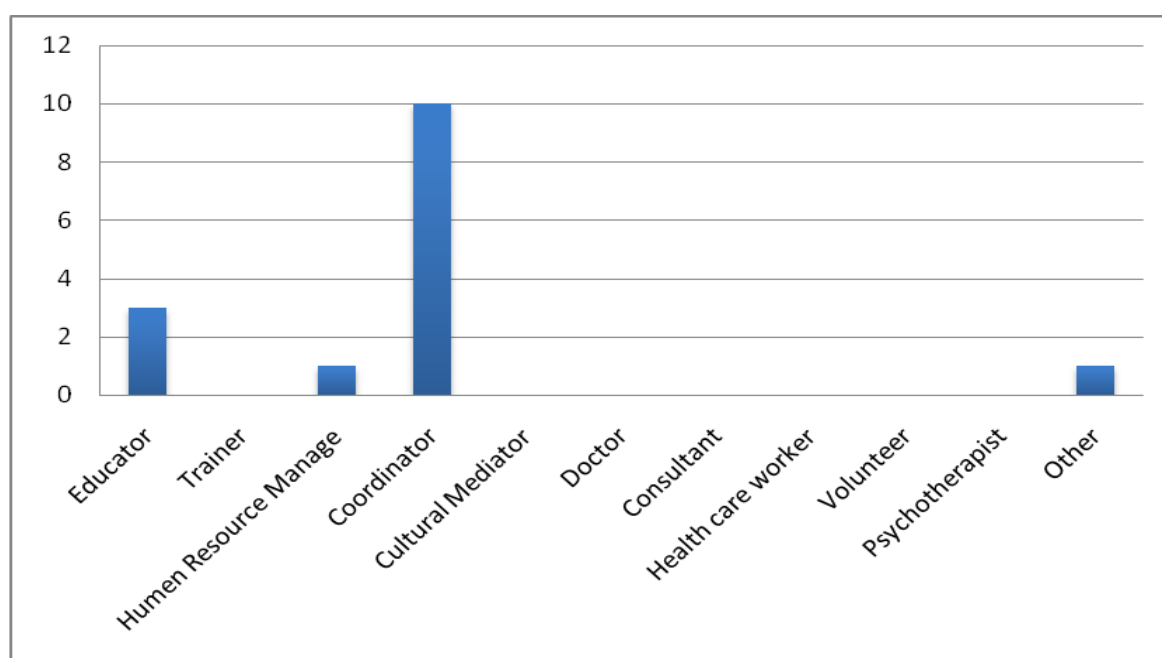


The questionnaires were handed out at the last meeting and the data from them will be shown on the following pages. The reflective writing activity was presented in the classroom, before the appraisal in a plenary session; the pieces of individual reflective writing were then sent by email by the tutor. We will come back to this writing later.

## Course assessment

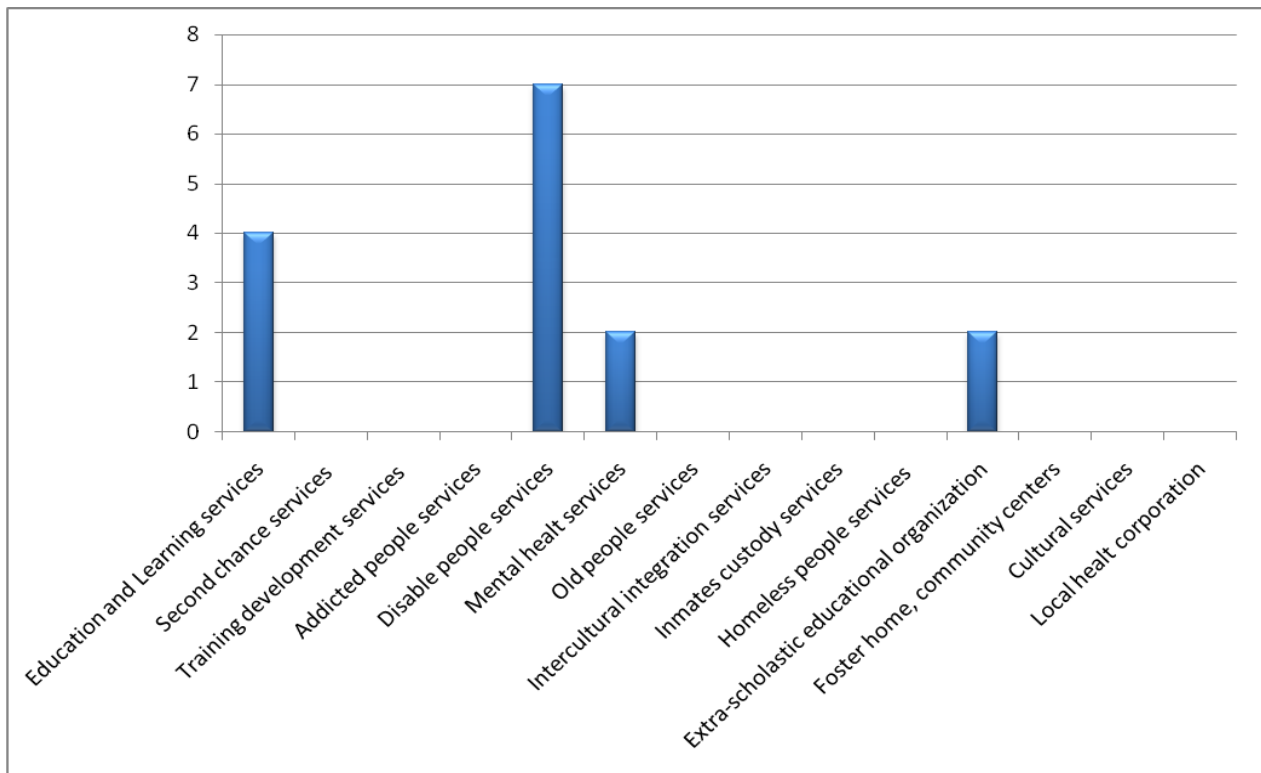
The data from the questionnaires evaluating the course by the participants and the questionnaires on the contents

As we have already highlighted, the participants of the EduEval training course are mostly professionals working as coordinators of a number of educational services in Adult Education of the Cooperativa Sociale Onlus *Duepuntiaco*. The answers to the first question in the course assessment questionnaire, on the professional position of the participants, reveal their homogeneity, producing four main categories<sup>16</sup>:

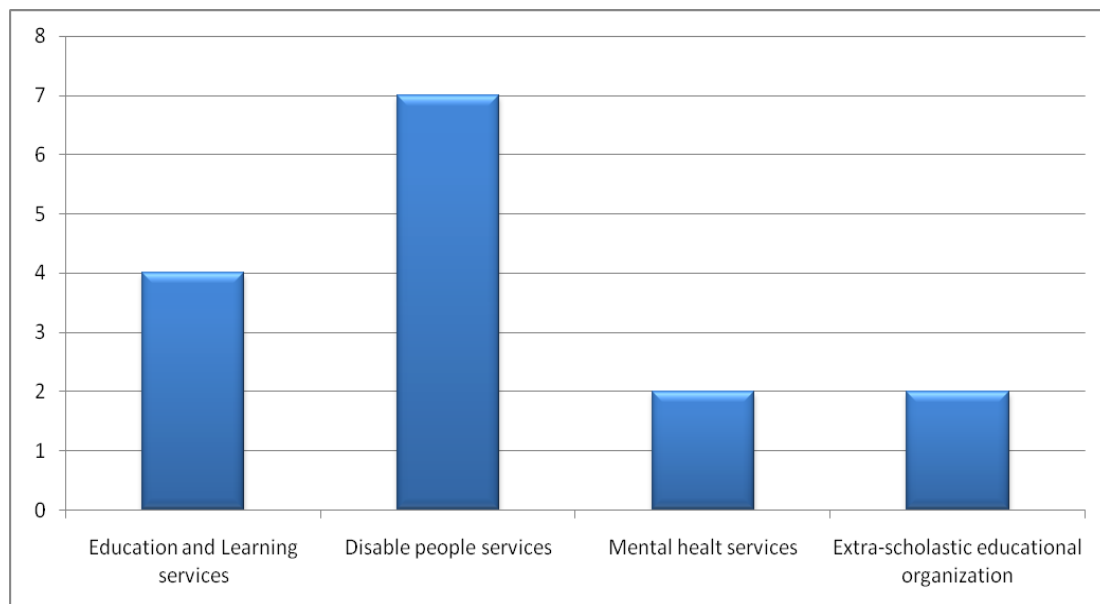


The same homogeneity of the group of participants is obtained from the answers given to the second question, which asks the professional field of Adult Education of each professional:

<sup>16</sup> The “other” column refers to the position of “director” specified in the participant’s questionnaire.

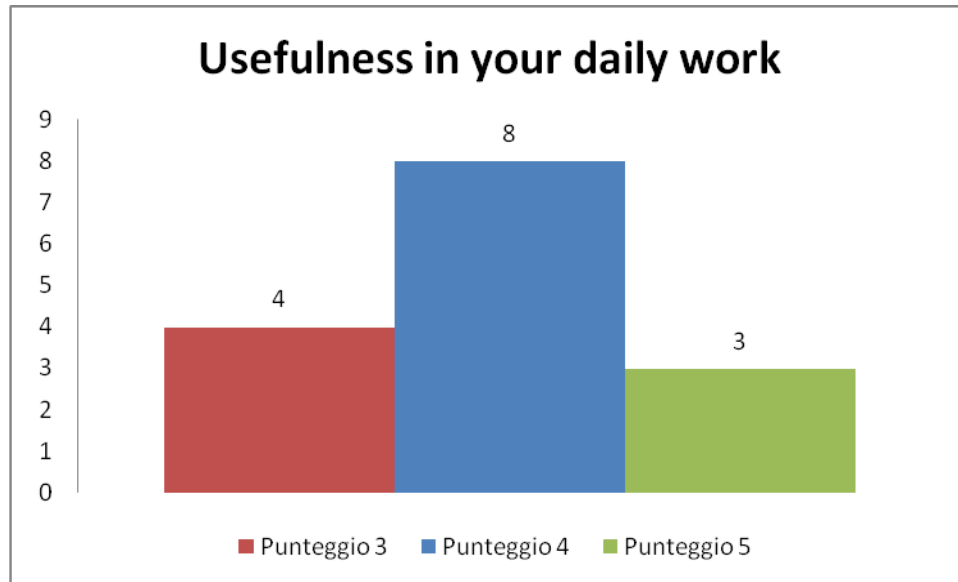


As can be seen, of all the possible answers considered 4 categories are selected. Consequently, focusing only on the selected areas, the following explicative picture is obtained:

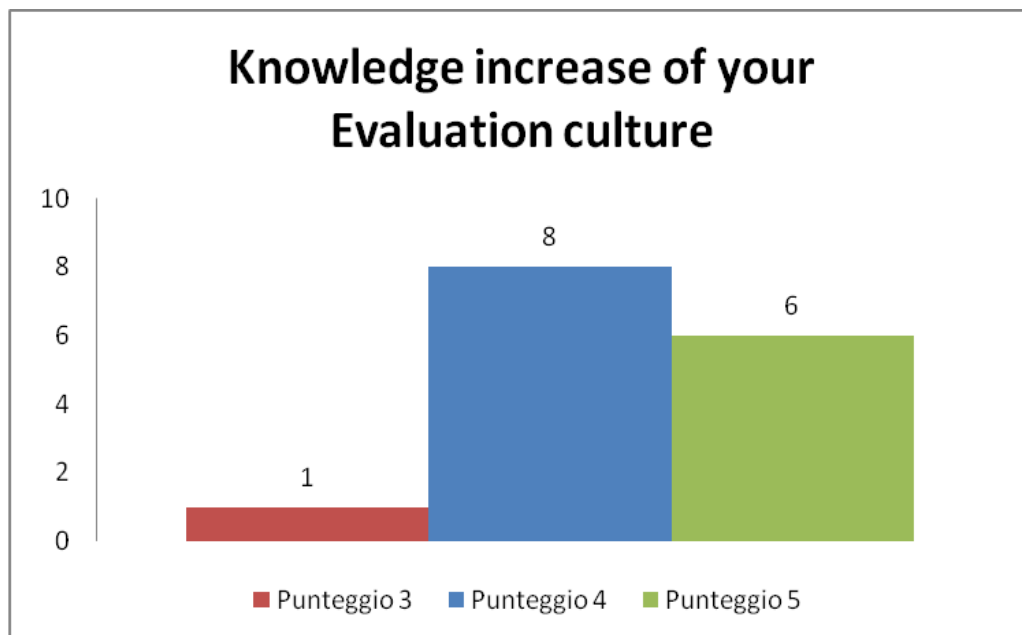


As far as the third question is concerned, on the implications and impacts of the training course with respect to some dimensions of professional practice, a significant picture of general approval and satisfaction emerges. The scores given to each subpoint are all above 3 and mainly between 4 and 4, i.e. they are all oriented towards the value of “completely useful”.

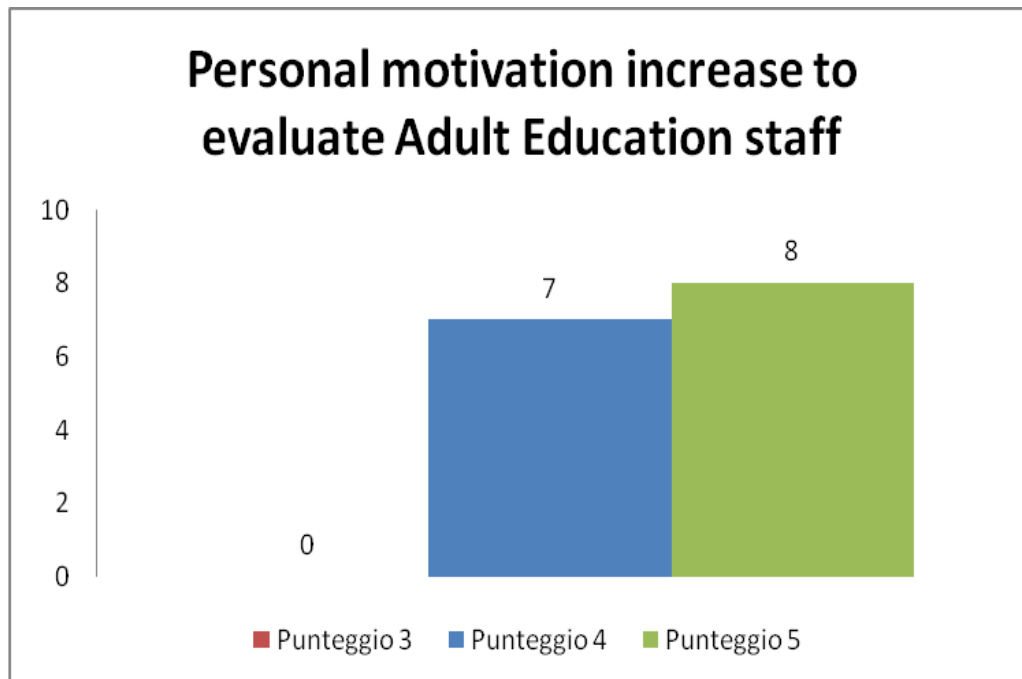
In particular, a high degree of usefulness of the course for the participants' daily work emerges (3.1):



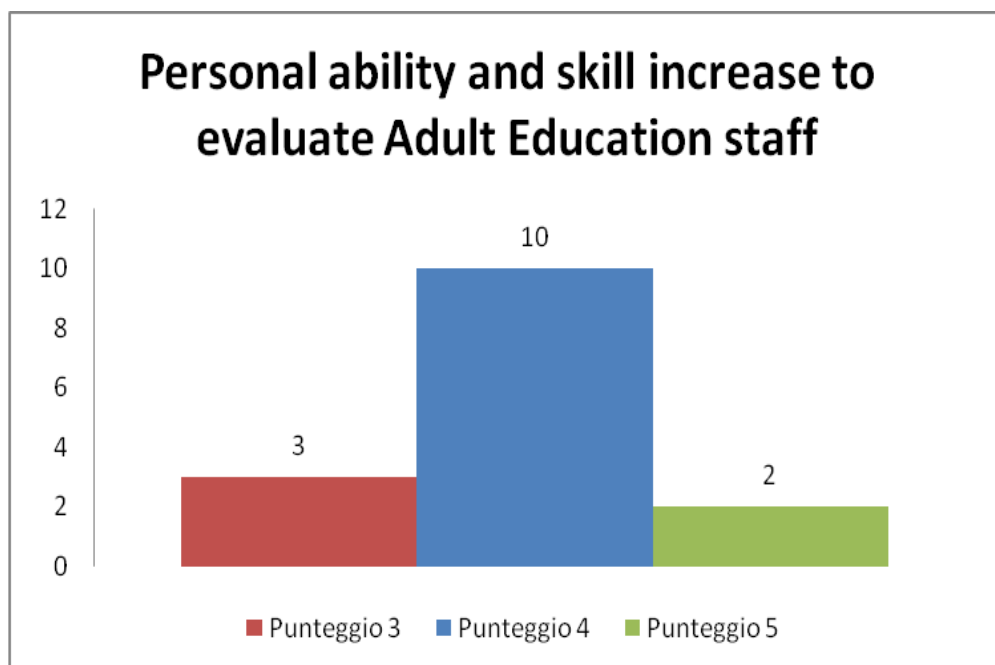
A significant increase in knowledge of evaluation culture is observed (3.2):



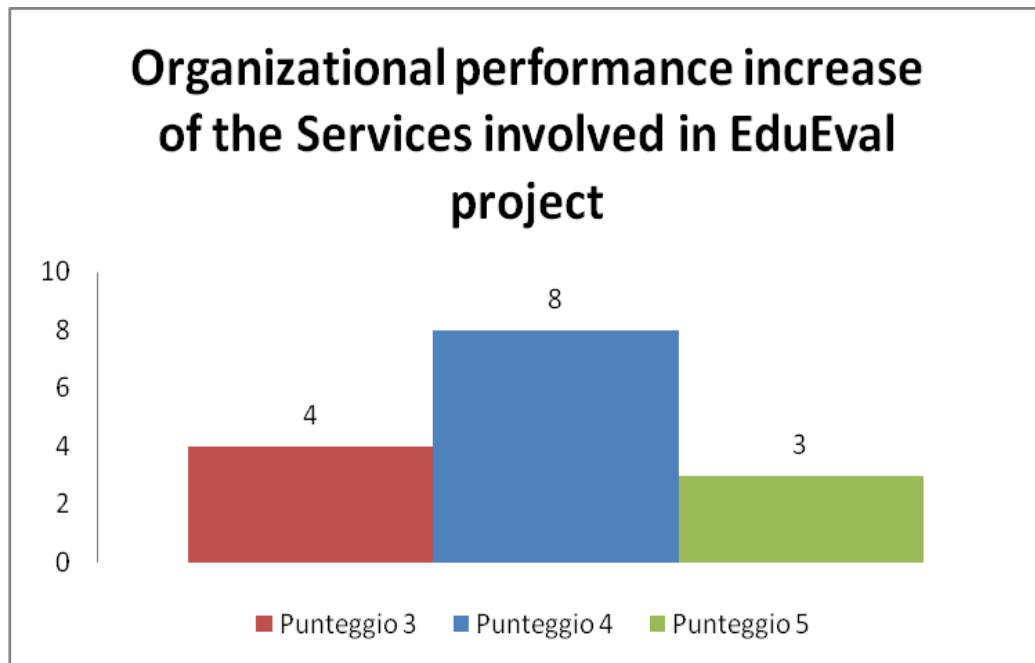
Even more significant are the data on the increase of personal motivation for evaluation of Adult Education staff (3.3), considering that the answers are all between 4 and 5:



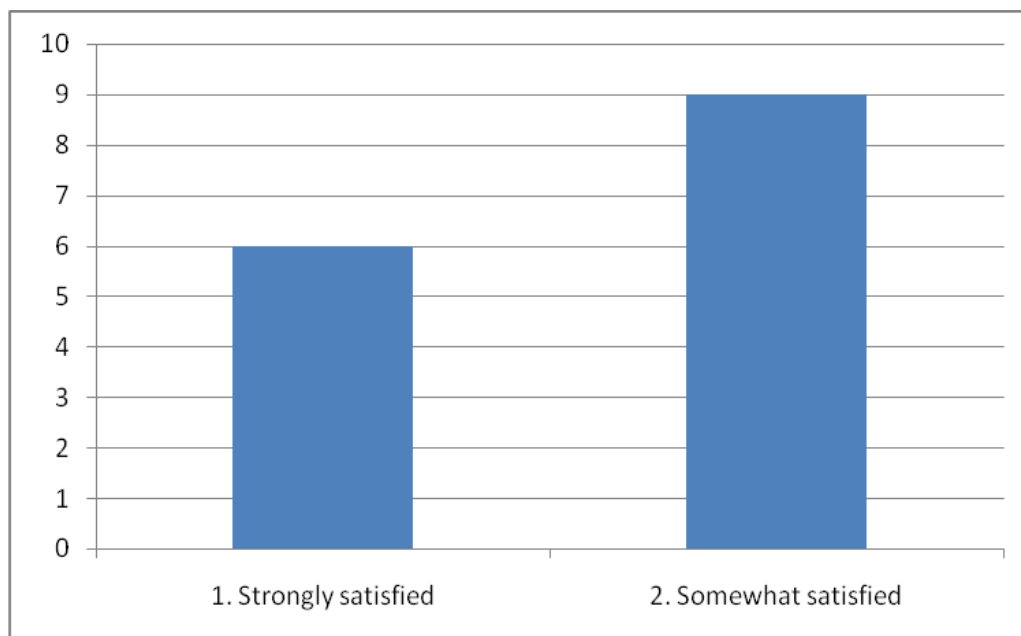
The positive trend of the scores given to the item “Personal ability and skill increase to evaluate Adult Education staff” is interesting” (3.4):



Lastly, the level of usefulness of the course for the organizational empowerment of the services involves is good. (3.5):

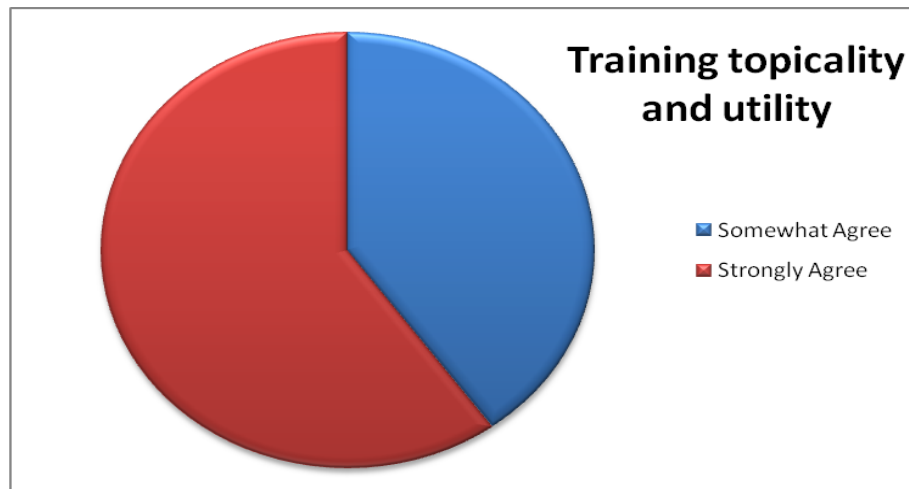


The overall degree of satisfaction of how the training course was organized by the staff of researchers from the University of Milano-Bicocca was also high, as can be seen from the answers given by participants to the fourth question in the questionnaire:

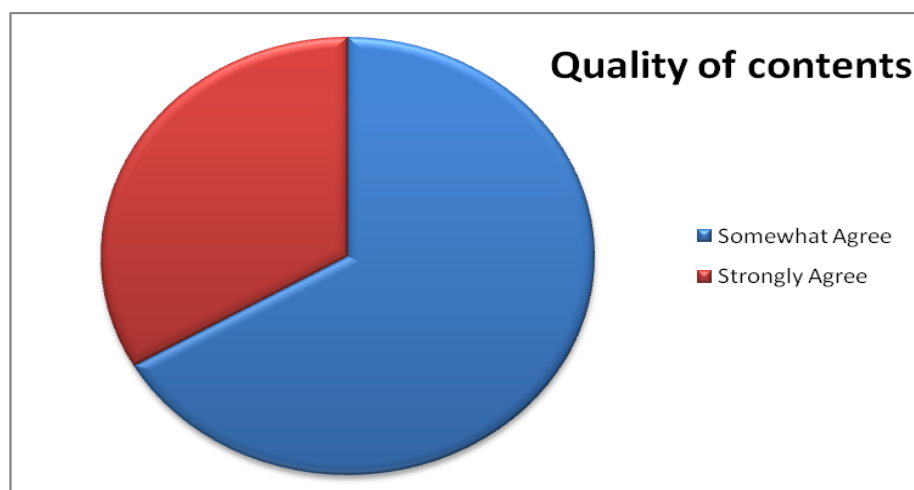


In question 4.1, the participants were asked to express their opinion with respect to four different indicators. The answers collected were all in the “agree” area and only in one case was a “neither agree nor disagree” answer recorded).

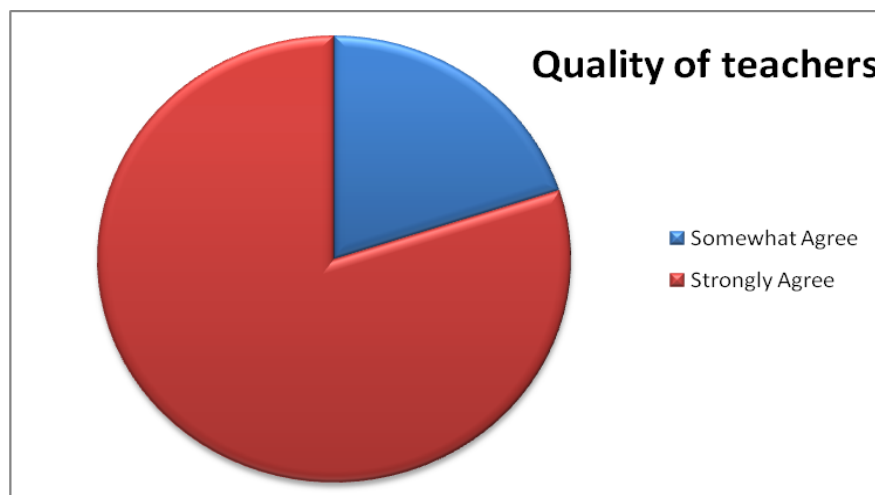
Specifically, there was broad consensus by the participants on the topicality and utility of the training course (4.1.1):



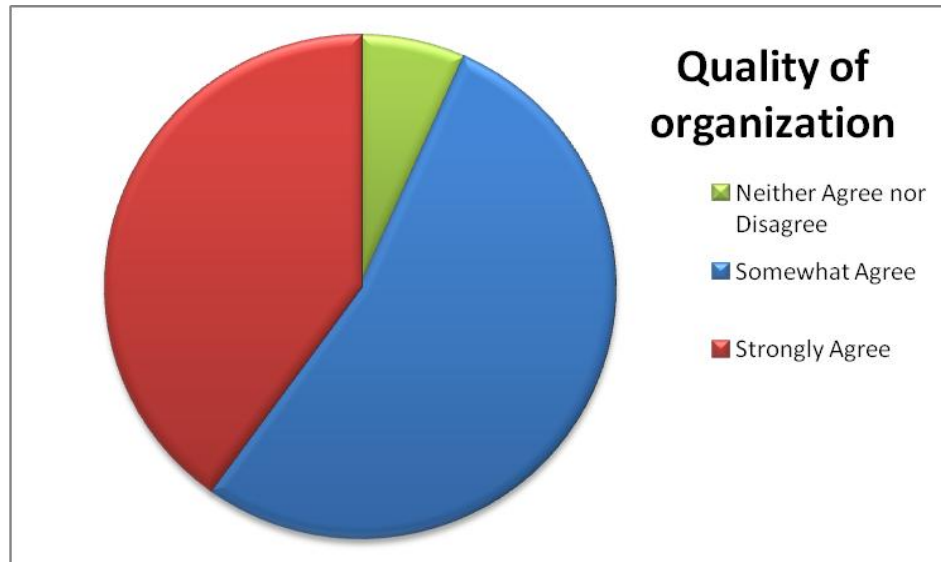
The quality of the contents of the training course (4.1.2) was also evaluated positively:



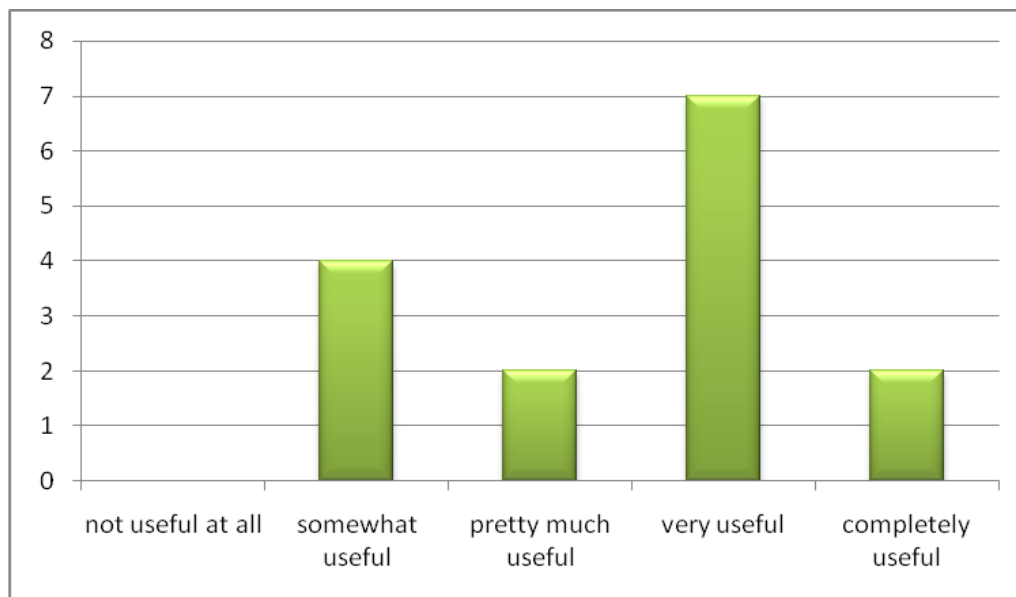
The appreciation of the training staff was also definitely positive, according to the agreement on the quality of the teaching staff (4.1.3):



The degree of agreement on the quality of the organization was also good:



Finally, in the last section of the fourth question of the questionnaire, the participants were asked to say how useful the course was for training the professional figure of the evaluator of adult education staff. The bar chart below shows the outcome of the data collected:



As you can see, on average, the course was useful; with respect to the high scores and all tending towards values which are almost all positive attributed to the indicators of the previous questions, these answers mark a possibility interpreting and improving the course for the training of the professional figure of the evaluator of Adult Education staff.

The last question in the questionnaire on the evaluation of the course allowed investigating the preferred subjects, starting from collecting data on those felt as most important by the participants. Many indicated the importance of having got to know about instruments and methods for evaluation, and the portfolio and the indexed notebook were specified on several occasions. How the

participants repeated mentioning as the central element of learning the importance of group work, of exchanging and sharing ideas and opinions, is also significant. Underlining the complexity of evaluation, conceived according to the EduEval triangulation model, is also remarkable. The subject of self-assessment was also particularly important to the participants. Reflectivity, awareness and the centrality of evaluation are some of the other items that the participants mentioned having learned about. Lastly, there are also references to the wealth and topicality of the subject of “evaluation”; to the evaluation of the context and the team; to external evaluation and also to the role of personal representations and implications in the evaluation processes.

On the other hand, as far as the questionnaires on the contents of the training course are concerned, out of 15 questionnaires, there were 4 mistakes; two participants marked answer “c” in question no. 4; one participant opted for answer “b” in question no. 9 and one participant gave answer “c” to question no. 13. Therefore, considering that the questionnaire had 15 questions, the percentage of errors is really very small, corresponding to less than 2% of the total of the answers (1.77). This means that the questionnaires on the contents are 98% correct.

### Criticalities and suggestions

With respect to the data of the questionnaires, from the appraisal of the training in a plenary session during the last meeting, from the content of the reflective writing the participants showed great satisfaction for the training course, observing some critical elements and making some suggestions:

- There is a need to study in further depth the use of evaluating instruments, with more opportunities for exercise distributed in time to make the competences acquired more useful.
- Follow-up meetings during the course and at its conclusion are requested.
- There is a desire for a more in-depth examination of how the model of “triangular” evaluation can be applied to the daily practice of evaluation by an unofficial evaluator in Adult Education.
- Interest in the development of professional capabilities useful for managing the reporting back after an evaluation has been elaborated, so that it can be a stimulating and training opportunity.

According to the trainees, the following criticalities and suggestions can be identified:

- The workshop character of the training course should be increased, taking care with the balancing between theory and exercise, so that learning by doing can be encouraged (Dewey, 1938; Moon, 2004).
- The aim of the training course is to develop professional skills for the evaluation of Adult Education staff. A long and recursive period of time is required to train professional competences, as well as an individualized path. Adapting a path to the individual training needs of professionals remains a complex and key task: the huge amount of theoretical contents, stimuli and information should be wound out in time, and according to the training timetable, paying attention to the connection of the information with the specific professional, organizational and local context of the participants as well as their previous training.
- In order for the “triangulation” of the EduEval model to be specifically understood, the connections between the individual work units and between the contents discussed should be identified and processed in a better way, in order to attentively oversee the connection between the three types of evaluation. A specific time could be reserved at the end of the course to discuss triangulation again.
- Considering both the backgrounds of the participants and the total amount of hours available, not all the objectives of the course were reached. The course needs follow-up, feedback and return strategies.
- The experience of the pilot course has shown that it is fundamental for trainers to master the contents, the techniques and the instruments of qualitative and quantitative evaluation. With a 76

view to building up a curriculum and its distribution, specific training of trainers is therefore necessary.

- We suggest ensuring a good balance of the teaching and learning time between attention to evaluation procedures and work on the meanings and sense of evaluation practices.
- The case-study as a learning strategy is recommended, in order to guarantee a greater connection with the professional experiences and to make a local translation of the theoretical-practical models already implemented and acknowledged by the specific literature easier, as experienced at the Mobility Workshop in Crete.

### Profile of Adult Education staff Evaluators

- *Education*
  - o Degree in Education,
  - o Postgraduate course/Master's degree in Evaluation
  - o Extensive previous experience in the role of educator in the Adult Education area

- *Knowledge*

An evaluator must ensure having a good background in:

- o Normative knowledge
- o Knowledge of the context in which the evaluator operates (cultural, organizational, institutional and local culture of the service; previous history of the service; specific situations that connote the service, or the needs of users/customers)
- o Knowledge on communicational and relational processes (institutional dynamics, mindsets, dynamics and processes of development of professional groups etc...)

- *Competences (specific and multidisciplinary)*

An evaluator must have developed competences:

- o Of observation, analysis of the context and critical/reflective skills
- o Communicational/relational (empathy and comprehension of the emotional dimension)
- o of leadership
- o of self-assessment of his work

- *Methodologies, techniques and instruments*

An evaluator must be able to manage and apply:

- o Procedure systems for the evaluation of the context
- o Customer satisfaction surveys
- o Interviews (structured and unstructured)
- o Observation techniques
- o Interview management techniques
- o Group work techniques (focus group, brainstorming etc..)
- o Self-assessment instruments
- o Quality certification

- *Areas of interest/work*

The evaluator operates in different kinds of Services in the sector of Adult Education:

1. Disability
2. Vocational training
3. Mental health

With roles of:

- o Corporate management
- o Coordinating professional teams

- Selection and training of Human Resources
- Local Health Authority Inspector
- Accredited evaluator
- Social worker
- External supervisor

- *Professional ethics*

A well-trained evaluator ought to be able to guarantee :

- Transparent processes;
- Impartial judgement (capacity to take on a decentred position);
- Responsibility and assumption of the effects produced by the evaluation
- Being emotionally well-balanced
- Capacity of self-listening and questioning one's own work

## Partners' pilot training course report: P2 REZEKNES AUGSTSKOLA



### EduEval Project Latvia Pilot Training Course Report

<b>WP Reference</b>	
<b>Category</b>	D Deliverable
	F Financial
	X R Report
	ER External review
	MN Minutes
	TS Time Sheet
	WD Working Document, not otherwise classified
<b>Author</b>	Tamara Pigozne Svetlana Usca Lubkina Velta Gilberto Marzano
<b>Reviewer (if required)</b>	Gilberto Marzano
<b>Date</b>	June 23 2015
<b>Version</b>	Number 01
<b>Availability</b>	Confidential

#### EduEval project

*Evaluation for the Professional Development of Adult Education Staff*

**Project Number: 538743-LLP-1-2013-IT-GRUNDTVIG-GMP**

**Grant Agreement Number: 2013-3800/001/003**

This project has been funded with support from the European Commission.

This documents reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained there in.

## 1. Description of the initial context

In European education space of adult education, the issue of the quality evaluation of educational services has become increasingly topical, as well as evaluators of adult educators are regarded as an important resource. Although, in Latvia, some projects (VAL-NET, 2013) have been implemented to investigate on adult education evaluation and tools for evaluating the adult educators' competence have been developed (CAPIVAL, 2012), at the moment, there isn't still any complete and shared evaluation system.

The project *"Evaluation for the Professional Development of Adult Education Staff"* (EDUEVAL), involving researchers and volunteers from Italy, Spain, Greece, Poland, and Latvia, focuses on adult educators' evaluation, which is viewed as an important educational system, as well as the part of the training process, which ensures a sustainable quality of education.

## 2. Preliminary activities

The training course was announced mailing the project target group (February).

The trainees were selected and three meeting have been organized for discussing the course organization, focusing the contents and distributing the tasks.

Participants to the training course were selected and the course was scheduled.

## 3. Process description

The training course had place on April 10, 11 and 17 in Rezekne.

Learners have had the opportunity to learn the e-learning lessons since July 17.

The training course agenda is showed in Table 1,

### 10 April 2015

8:30 – 09:00	Registration	
09:00 – 10:30	Introduction. Information about the project and the course objectives, functions and content	PhD V.Ļubkina
10:30 – 12:00	External Evaluation / Discussion, reflection and workshops activities	PhD T.Pīgozne PhD I.Prudnikova
12:00 – 13:30	Audit / Discussion, reflection and workshops activities	PhD T.Pīgozne PhD S.Ušča
13:30 – 14:30	Lunch	
13:30 – 15:00	Self-Assessment / Discussion, reflection and workshops activities	PhD T.Pīgozne PhD S.Ušča
15:00 – 16:30	Portfolio / Discussion, reflection and workshops activities	PhD T.Pīgozne PhD A.Strode
16:30 – 17:00	Coffee break	

17:00 – 18:30	Context Evaluation / Discussion, reflection and workshops activities Rubric / Discussion, reflection and workshops activities	PhD T.Pīgozne PhD A.Strode
18:30 – 19:15	Discussion, feedback	PhD V.Ļubkina PhD S.Ušča PhD T.Pīgozne

### 11 April 2015

8:30 – 09:00	<b>Registration, coffee break</b>	
09:00 – 10:30	Instructions for an Evaluation Visit into Adult Education Context / Discussion, reflection and workshops activities	PhD A.Strode PhD I.Prudnikova
10:30 – 12:00	Context external evaluation: the mandatory for an evaluation visit	PhD T.Pīgozne PhD A.Strode PhD I.Prudnikova
12:00 – 12:45	Instructions about online activities, discussion, feedback	PhD V.Ļubkina PhD S.Ušča PhD T.Pīgozne

### 17 April - 17 July 2015

8:30 – 09:00	<b>Registration, coffee break</b>	
09:00 – 10:30	Online activities. Discussion	PhD V.Ļubkina PhD S.Ušča PhD T.Pīgozne
10:30 – 11:00	Final questionnaire and instructions for online activities untill 17.07.	

Table 1. Training course (theoretical part- face to face) for adult education staff evaluators 10, 11, 17 april 2015, Rezekne, Latvia

The course participants were 21 (table 2):

- 6 Educators (pedagogues) from Rezekne University of Applied Sciences
- 5 Educators (professors and researchers) from Riga Technological University
- 1 Educators (pedagogues) Latvia University
- 6 Teacher educators
- 2 adult educator practitioners
- 1 representative of the Public Instruction Ministry

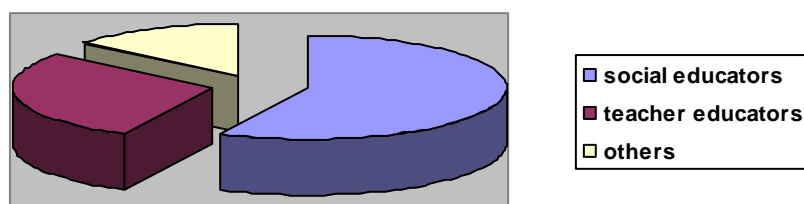


Table 2. Distribution of the training course participants

The course trainers were:

<i>Full name</i>	<i>Professional profile</i>	<i>Professional experience</i>
Velta Lubkina	Prof. PhD at Rezekne University of Applied sciences	Social pedagogue, director of scientific research institute
Tamara Pigzone	Res. PhD Paed. at Latvia University	Social pedagogues, expert in adult learning evaluation
Aina Strode	Prof. PhD at Rezekne University of Applied sciences	Social pedagogue expert in lifelong learning
Svetlana Usca	Res. PhD Paed. At Rezekne University of Applied sciences	Social pedagogue expert in lifelong learning
Ilga Prudnikova	Res. PhD Paed. At Rezekne University of Applied sciences	Social pedagogue expert in lifelong learning

#### 4. Training course chairperson

The course chairperson was PhD, professor Velta Lubkina, Professor in Pedagogy Since 2002; Leading researcher ; Director of the Doctoral Study Program „Pedagogy” since 2007; Management of study courses; Level 8, Doctoral Study Program „Pedagogy”; Level 6-7- Master; level 5- bachelor. Elected expert in Pedagogy in the Latvian Council of Science from 22.12.2009 to 20.12.2015.; Leading Expert, expert of the content; expert/professor; expert/consultant since 2004; since 2014 director of Personality Socialization Research Institute; 2015 elected director of REGI (Research Institute for Regional Studies).

#### 5. Course feedback

The feedback of the course was very positive. 14 valid questionnaires had been received: educator – 6, trainers – 2, coordinator – 1, doctor – 1, consultant – 1, health care worker – 1, volunteer – 1, other – 1.

Respondents work in the following adult education areas: people addicted Service - 1, disable People Service - 2, Mental Health Service - 1, old people services - 1

Intercultural Integration Service - 4, extra-Scholastic educational organizer – 3, cultural Service – 2.

The test results are as follows (scale 1 to 5):

- Useful in daily work – 4,21;
- Increasing Evaluation culture – 4,34;
- Personal motivation growth toward Adult Education Evaluation – 4,36;
- Personal ability and skills growth – 4,36;
- Organizational performance increasing – 4,43;
- Intercultural Exchange increasing – 4,21.
- Training course in general – 4,50 (good-very good);
- Content quality – 4,36 (good-very good);
- Didactic materials relevance – 4,57 (good-very good);
- Course structure/articulation – 4,71 (good-very good).

## 6. Objectives and goals of the Course

The topical issue in the context of the project is the understanding of the quality of education as the transformation. Basing on this approach, the quality of adult education is defined as a set of characteristics and properties, which characterizes education as a process and education as an outcome of continuous improvement that comply with the changing requirements and needs of individuals and all other interested parties (Fernāte, 2014: 12). The need is an essential tool for achieving success; it is the basis for motivation (Deci & Ryan, 2008; Zepeda, 2011).

There can be observed differences in the understanding and evaluation of the quality of adult education among the persons involved in the educational process and employers (educators and learners): educators and learners relate educational awareness, as well as the evaluation, to individual interests, needs and abilities, while employers emphasize compliance with the needs of labour market and socio-economic development of the country (Fernāte, 2014).

In today's context in the adult education and educators' evaluation system there should be viewed both visions. In pedagogical aspect the evaluation is a person's targeted activity, which reveals personal, intellectual and social development (Ксендзова, 2001). Basing on the acknowledgment that one of the key indicators of education quality, alongside the quality of learners (learning motivation, certain abilities and skills) and education as a process of quality, is the quality of the educator (Paņina, 2007), there raises the issue on how and what should be evaluated in order to have an objective adult educators' evaluation and to contribute to the improvement of quality in the long run. Searching for answers, there have been implemented several significant projects in Europe over the last decade (see Figure 1).



Figure 1. **Projects implemented in Europe in the field of adult education**

Within the framework of the project "*AGADE - A Good Adult Educator in Europe*" (2006) there was developed a minimum of criteria and competencies for adult educators (see Figure 2).

## 7. Design of training activities

There was put an emphasis on personal development/ethical dimension and professional development dimension, which were divided into three stages: organization (knowledge), performance (skills), evaluation (*organization*) (Carlsen & Irons, 2003; Jääger & Irons, 2006) (see Figure 3).

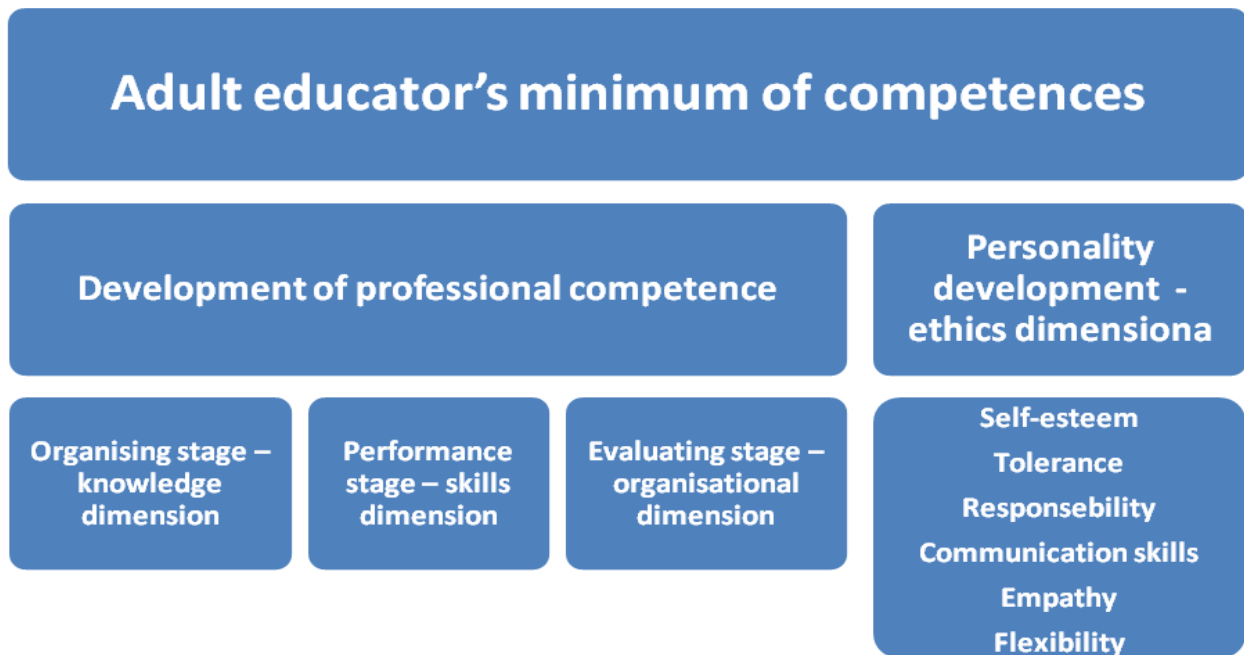


Figure 2. Adult educators' minimum of competences

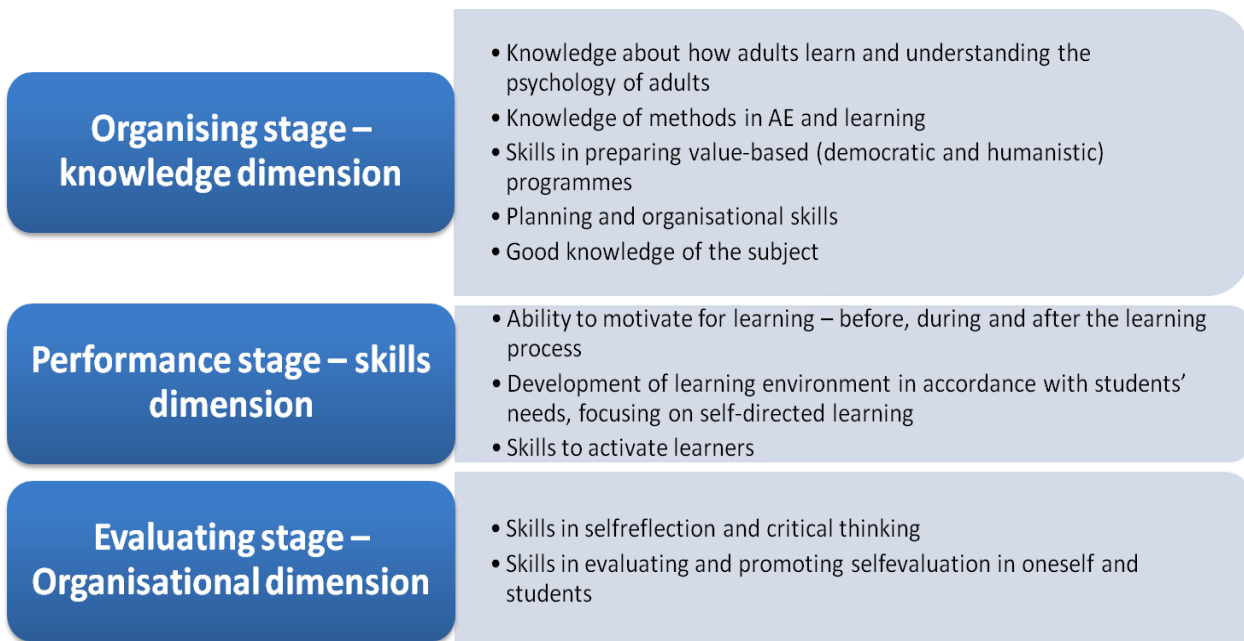


Figure 3. Stages of the adult educators' assessment

Within the framework of the project "*Qualified to Teach*" (2009) there was developed international qualification system for promoters of adult education in adult initial training and continuing education in Europe, structuring qualification descriptions in 3 domain areas (see Figure 4), where pedagogical triangle as an analytical category reflects 3 key pedagogical elements that must be combined in pedagogical activities:

- content and didactics (basic competencies connected with the goal);
- personal development and professional identity (basic competencies related to the promotion of learning);
- learners' support (basic competencies related to the learner) (see Figure 5).

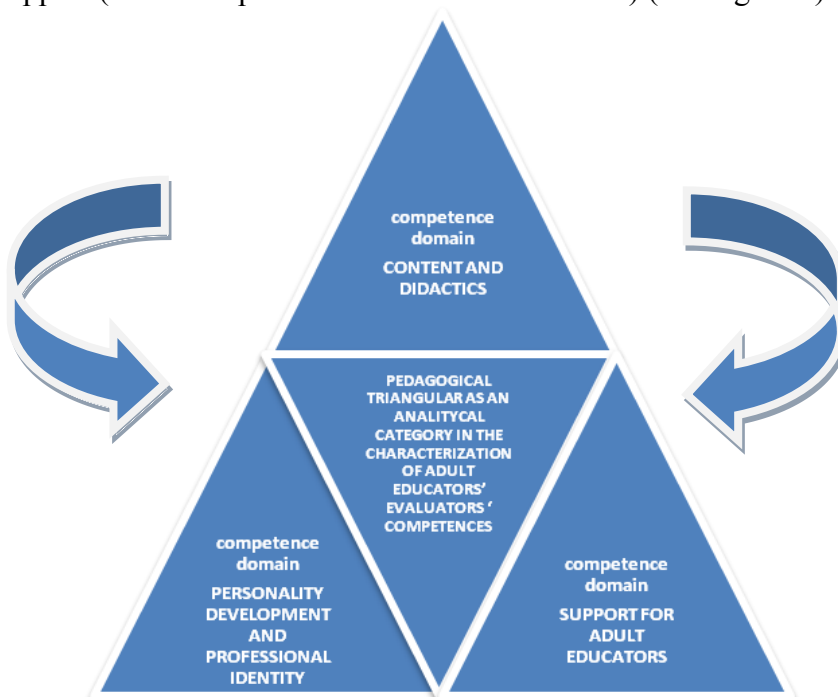


Figure 4. Assessment structure of adult educators' competences (according to "*Qualified to Teach*", 2009)

	Competence domain : content and didactics – basic competencies connected with the goal	<ul style="list-style-type: none"> <li>• Expertise on the theme that is taught, didactics</li> <li>• Evaluation system</li> </ul>
	Competence domain: personality development and professional identity – basic competencies related to the promotion of learning	<ul style="list-style-type: none"> <li>• Personal development</li> <li>• Professional development</li> </ul>
	Competence domain: support for adult educators – basic competencies related to the learner	<ul style="list-style-type: none"> <li>• Encouraging and motivation</li> <li>• Support</li> <li>• Process management</li> </ul>

Figure 5. Criteria for adult educators' competences (according to Research voor Belied, 2010)

There have been developed (Research voor Belied, 2010) indicators for self evaluation of adult educator's basic competencies (see Figure 6).

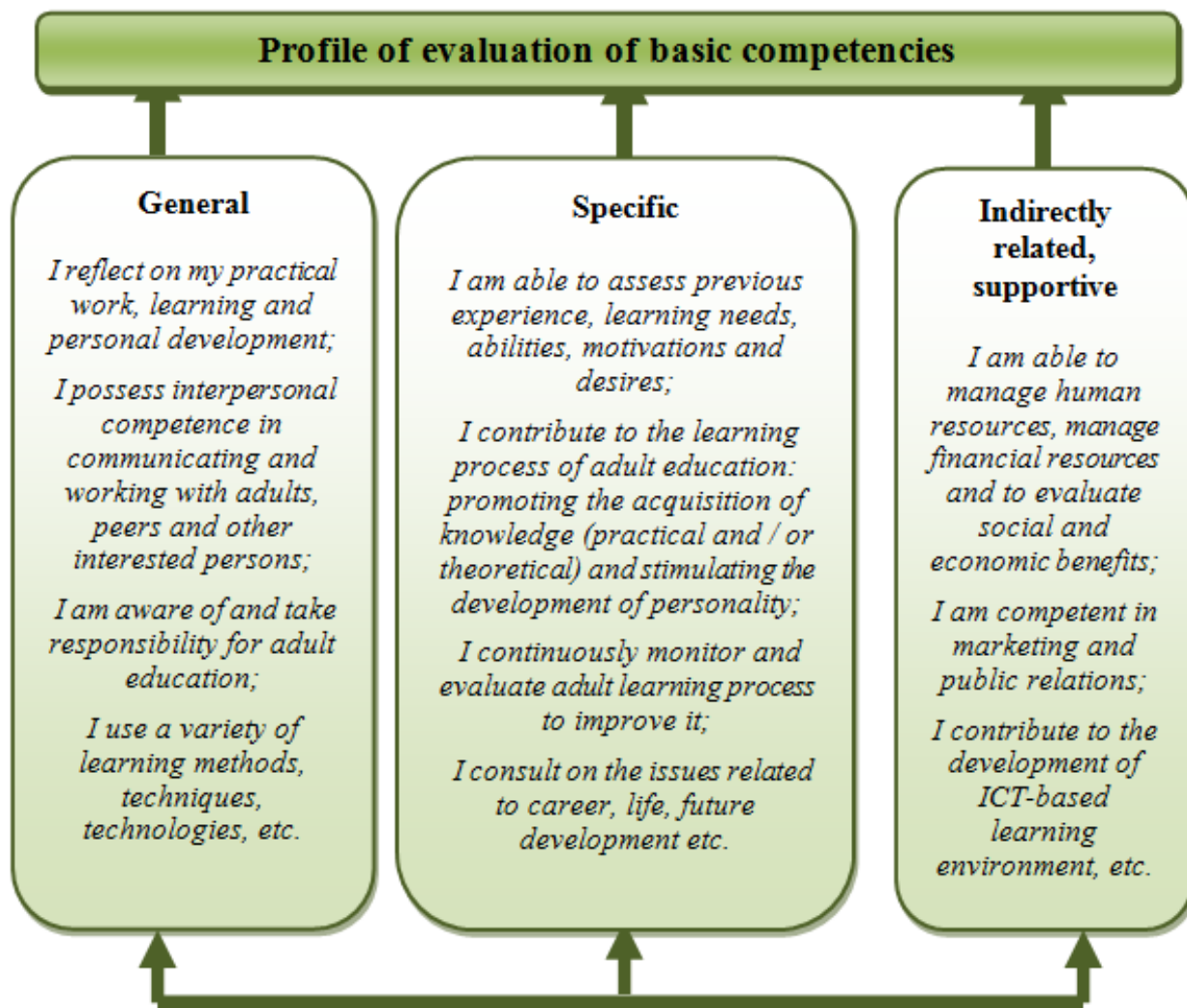


Figure 6. **Profile of evaluation of basic competencies** (according to Research voor Belied, 2010)

The VALIDPACK is a package of validation instruments, unique of its kind at European level and it was considered an example of good practice by European Centre for the Development of Vocational Training (CEDEFOP). Handbook & Evaluator's Guide contains useful guidelines and instructions for adult educators on how they should approach this validation process. The instrument creates a framework for the documentation and evaluation of real competences of adult educators, no matter whether they have been acquired in formal, non-formal or informal learning contexts. VALIDPACK is an instrument resulted from VINEPAC project (see Figure 7).

The components of adult educators' competence model elaborated by L. Garrido, G. Levi, A. Medina and E. Mendeza (Garrido, Levi, Medina & Méndez, 2014) are institutional affiliation, innovation, research, evaluation, motivation, planning, professional identity, media integration, methodology, communication, tutoring and intercultural communication. It is emphasized that adult educators' competence is an important factor in evaluating the quality of adult education (EAEA, 2006).

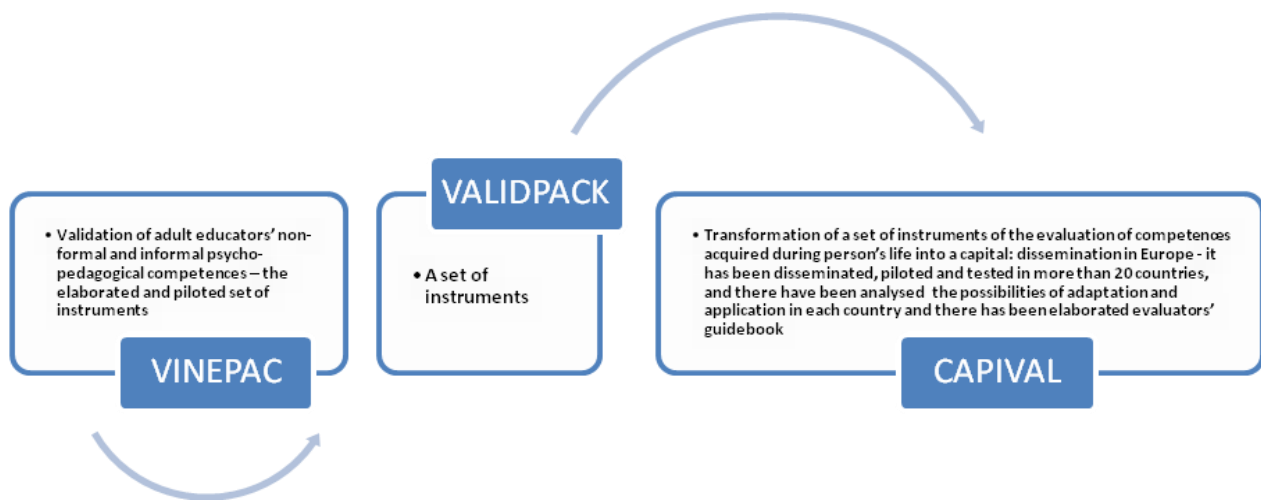


Figure 7. **Testing and piloting for the validation of a set of instruments of adult educators' non-formal and informal competences in projects Vinepac and Capival**  
**Research methodology**

In order to find out how the persons involved in the process understand adult educators' evaluation, the project volunteers in Latvia, using structured interviews, carried out interviews with 5 adult education policy-makers and 11 adult education policy implementers. Basing on the theoretical statement there was developed a code system, which consists of respondents' codes and content (conceptual) codes (see Table 1). Structured interviews were coded according to the code system and the obtained data was processed in the program AQUAD 6, forming frequency tables for determining the frequency of codes and regularities of conditions. To determine the relationship between the groups of respondents there was used *Chi-Square test*, but to determine correlation there was applied Kendall's tau-b correlation analysis.

*Chi-Square* test results show that there is a statistically significant relationship between the evaluation of respondents' status and aspects of adult educators' competence ( $\chi^2 = 9.270$ ;  $p < 0.05$ ): the respondents' status influence the understanding of competence.

Education policy-makers consider that when evaluating adult educators' competence the focus is put on management (3) and communications (2). However, the majority of adult education policy makers (5) believe that in the assessment of adult educators' competence the emphasis is put on methodology. 3 adult educators responded that the criterion for adult educators' competence is management, 2 – motivation, but 1 person mentioned communication as a criterion for adult educators' competence.

## 8. Evaluation highlights

The principal evaluation aspects are:

- professional aspect (*it is important to have the ability to perform the tasks necessary for professional work; or those who teach others, have increasingly high results*);
- aspect of human resources (*the ability to work with the audience, activities and participants' responsiveness and participation in workshops, finding balance, when all students feel equally involved in the process*);
- environmental aspects (*availability of education to society*).

In assessment methodologies there have been identified indicators such as:

- integrative approach (*lesson structure, content, teaching methods, unified content, themes complement each other*), emphasizing the principle of the unity of form and content;
- compliance (*ability to use appropriate methods for adult education, a balanced proportion of theory and practice*);
- innovations (*essential topicality of the course program theme, technical equipment appropriate to the requirements of contemporary requirements and the ability to use it; applied creative solutions*).

Table 1. Code structure

Profile codes	Content (conceptual) codes	
	Meta-codes	Multiple codes
<ul style="list-style-type: none"> <li>▪ adult education policy makers</li> <li>▪ adult education policy implementers</li> </ul>	▪ understanding	▪ process
		▪ result
	▪ goal	▪ process result
		▪ quality
		▪ sustainability
	▪ evaluation	▪ needs
		▪ self-evaluation
		▪ external
	▪ competence	▪ consolidation
		▪ methodology
		▪ communication
		▪ management
		▪ motivation

In the communication there is emphasized the ability to interact and "unleash" the audience, teamwork, organizing exciting teaching and learning process, flexibility, adapting to different situations, as well as attitude towards colleagues.

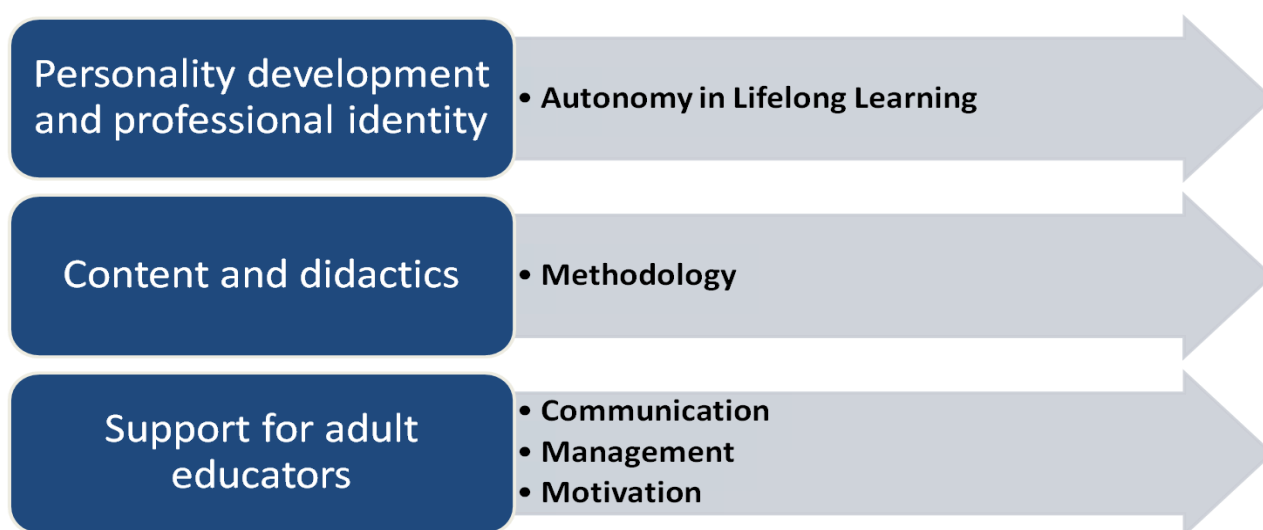


Figure 8. Structure of the assessment of adult educators' evaluators

Respondents' most often mentioned answer was an external motivation, where the most important is recipient's point of view and the ability to use acquired skills and competences.

Basing on theoretical approaches and results of qualitative research, there was developed the structure of the assessment of educators' evaluators within the framework of the project EDUEVAL, which is based on three major components (areas of competences) - personal development and professional identity, content and didactics and support for adult educators (see. Figure 8).

For each field of competence there were identified the competences required for adult educators' evaluators. In the context of assessment of adult educators' evaluators in the competence area "Personality development and professional identity" the dominant competency is targeted and planned development of personality and professional development; in the competence area "Content and didactics" it is methodology; in the competence field "Support for adult educators" - communication, management and motivation (see Table 2)

Table 2. **Competences required for adult educators' evaluators in accordance with the respective field of competence**

Competence domain	Competence
<b>Personality development and professional identity</b>	Purposeful and planned development of personality and professional improvement: <b>autonomy in lifelong learning</b>
<b>Content and didactics</b>	Methodology – the use of different evaluation methods, techniques and technologies in assessment of adult educators' previous experience, learning needs, skills and motivation in adult education process: <b>Methodologist</b>
<b>Support for adult educators</b>	Communication - cooperation with adult educators, colleagues and other interested parties in the assessment process: <b>communicator and "team player"</b>
	Management – the use of the field-related knowledge and available resources; promotion of ICT-based supportive learning environment for adult educators: <b>expert</b>
	Motivation – support for adult educators in the assessment process, inspiring them to improve, develop and have autonomy in lifelong learning: <b>motivator and inspirer</b>

The process of assessment of adult educators' evaluators is structured in 4 stages (adult educators' evaluators' personality development - ethical dimension, organizational stage - knowledge dimension, activity stage - skills dimension, assessment stage - organizational dimension), where, using appropriate methods, in accordance with the established criteria in the field of personal development and professional identity, there is evaluated targeted and planned development of personality and professional development, methodology in the field of content and didactics (the use of different evaluation methods, approaches and technologies for the assessment of adult

educators' previous experience, learning and needs, skills and motivation in the adult education process), communication in the field of support to adult educators (cooperation with adult educators, colleagues and persons interested in the evaluation process), management (the use of area-related knowledge and available resources, promotion of the development of ICT-based supportive learning environment for adult educators) and motivation (support for adult educators in the evaluation process, inspiring them to improve and aspire after self-development and autonomy in life-long learning) (see. Table 2).

In order to assess the competence-based learning environment, testing methods are based on the model created by M. Jaspers and I. Heijmen-Versteegen (Jaspers & Heijmen-Versteegen, 2004) that is based on the testing functions (monitoring and evaluation, the role of feedback) and focuses on testing (process and results). In order to provide supervisory functions when developing digital *portfolio* it is recommended to use coaching, personal development and action plan, reflexive report, the test on progress, learning style, personality and practice, while for the provision of evaluation functions there is used the feedback, evaluating discussion, using criteria based interview method, an essay, a knowledge test, case studies, simulations, qualification test, presentations, the final project / thesis. Self-evaluation, peer evaluation and joint evaluation are the basis for monitoring testing methods that are oriented to both the process and the result.

There are three main phases in the adult educators' evaluation process (see Figure 1):

- *self-evaluation* (consists of "reflectivity" biography, learning process/ learning outcome competences);
- *external evaluation* (monitoring and evaluation with the help of the checklist of the observation of basic competences);
- *consolidation* (portfolio of consolidated outcomes) (Jaspers & Heijmen-Versteegen, 2004; Lupou, 2010; Vinepac, 2008a, 2008b).

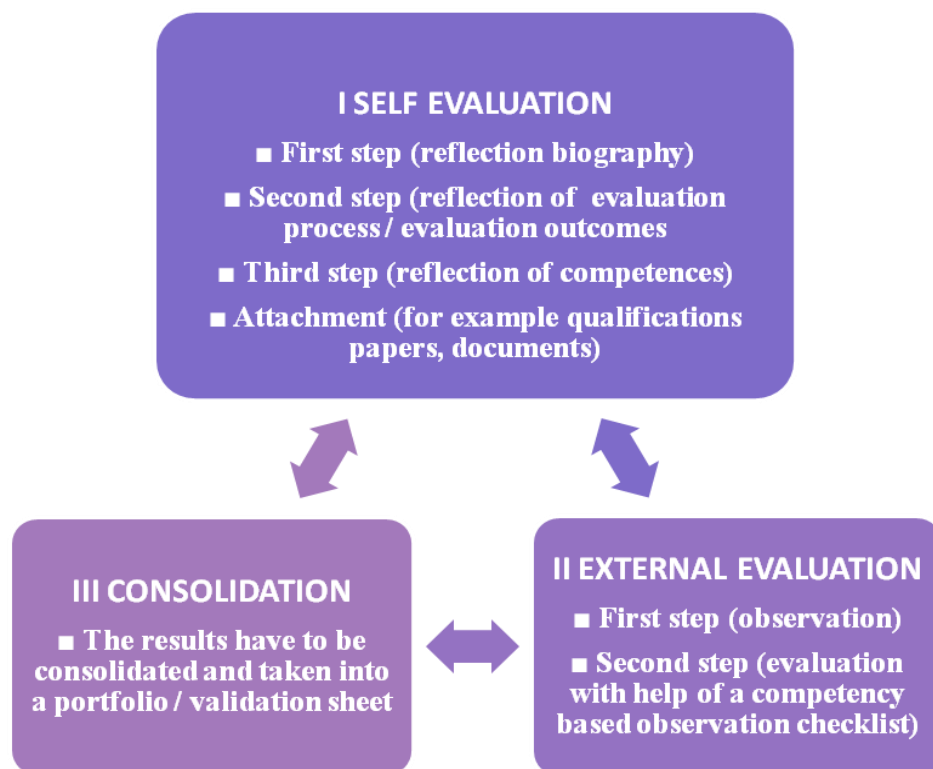


Figure 1. Adult educators' evaluation process

Evaluation criteria is an essential condition for qualitative self-evaluation (Santos & Pinto, 2014), which, in authors' opinion, is one of the main forms of adult education evaluation. Quantitative or criterial evaluation is determination of quality using criteria; its alternative is the determination of quality through subjective experience, using a description, analysing success/merits and shortcomings/failures (Stake, 2004).

A process and a result are important components of adult educators' evaluation (Jaspers & Schade, 2002). Under the influence of modern pedagogical paradigms the focus is put on the process-oriented evaluation. It helps to see the relationship between causes and consequences, evidence that supports the results or impact of the supportive intervention (Nagao, 2003; Jaspers, 2003; Jääger & Irons, 2006), provides a more active participation of the interested parties in the evaluation, decision-making and implementation process (Smith, 2005), as well as ensures sustainability (Hashimoto, Pillay & Hudson, 2011).

Process oriented evaluation is related to the assessment of the performance, which is defined as the assessment of integrated action and behaviour in the definite situation, which is relevant to the profession (Van Brakel & Heijmen-Versteegen, 2003). In order to assess the competencies that are specific to the profession or have a key role there is used a testing method. Standardized observation is also used in evaluation process. It is done by qualified assessors who are specially trained to observe, record and evaluate. This will guarantee possibly the highest reliability.

## 9. Adult educators assessment

The assessment of adult educators' evaluators are characterized by:

- focus on process;
- focus on self evaluation;
- development;
- responsibility;
- grade value determined by multiple drafts (Porter & Clelland, 1995).

The method advocated by the project *Self-Evaluation in Adult Life Long Learning* (SEALLL) starts with a modular framework where „self-evaluation as a dialogue in a multiplayer situation” is the key-concept. A dialogue between staff, teachers and learners within the institution and a dialogue between the institution and relevant external actors is the starting point for self-evaluation.

Basing on the theoretical statements and results of empirical research, the authors offer the model for evaluation of competence of adult educators' assessors, which could be the basis for the evaluation of competence of adult educators' assessors (see Figure 2), and which analyzes the assessment as a process and a result, emphasizing the assessment of performance; goals are related to the provision of quality and sustainability according to learners' needs; competence indicators is methodology, motivation, communication and management; evaluation includes consolidation of self-evaluation and external evaluation. Basing on the analysed literature and the proposed model, the authors define the competence of assessors of adult educators as a meta-competence, where general and professional competences closely synergize with the evaluator's personal qualities and objectivity and focus on the evaluation of educator's actions and behaviour in the definite educational context, as well as facilitate sustainable improvement of the existing process (activities).

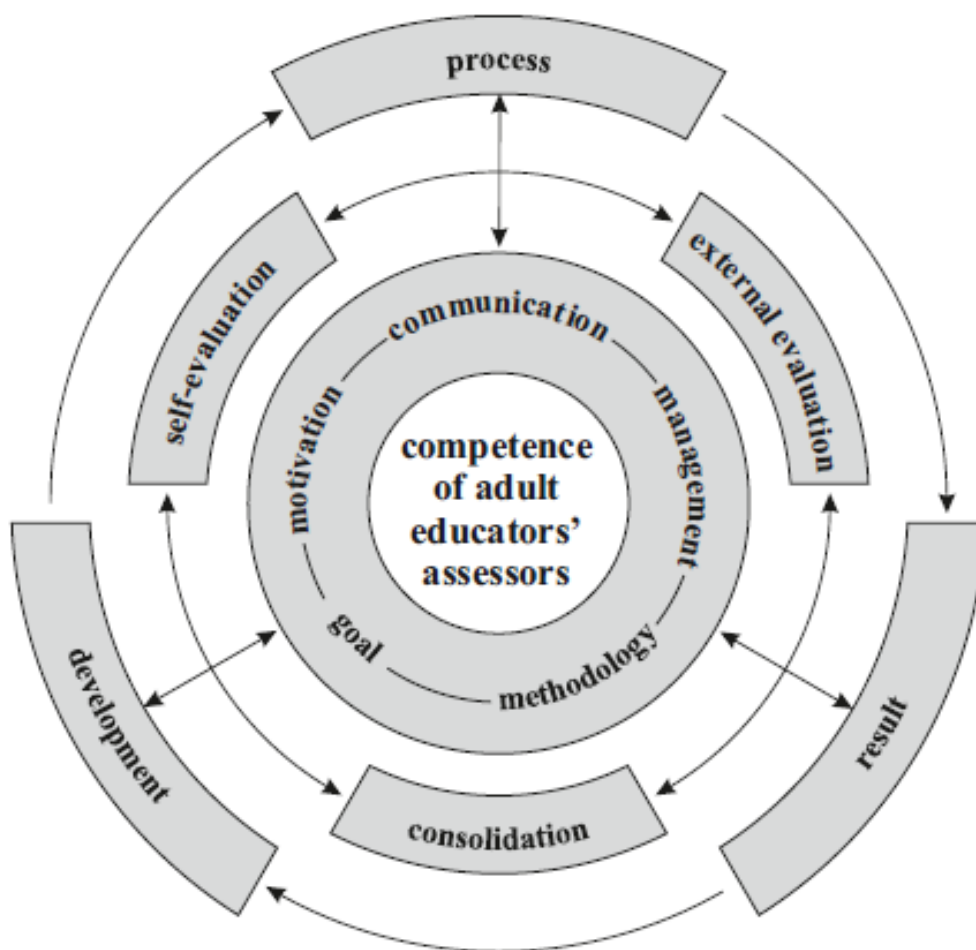


Figure 2. **Model for evaluation of competence of adult educators' evaluators**

In Latvia most of the adult education policy-makers (4) and education policy implementers (10) believe that external evaluation is a dominant component in adult educators' evaluation process, which is carried out by the administration, colleagues and learners within the institution, but at the national level it is done by educational program licensing and accreditation commission in accordance with the criteria developed and approved by education policy implementers. Only one adult education policy maker and one adult education policy implementer mentioned consolidation of self-evaluation and external evaluation. Adult education policy-makers pointed out the compliance of adult educators' evaluation quality control and situation monitoring with both national and international standards, as well as its continuity, emphasizing that it is an integral part of everyday life in Latvia. In structured interviews adult educators suggested that learners, who understand and are aware of their needs, are the best evaluators, indicating that the assessment is the measurement of the added value obtained by students.

By analyzing the positive experience of evaluation, respondents emphasized the need for objectivity provided by the diversity of methods, the use of criteria, balance of the types of assessment, orientation to the process, performance assessment and positive experience, dynamics of growth, cooperation between all parties involved in the evaluation process providing professional growth and emotional well-being:

*Multivariate assessment, where is the balance between self-evaluation and the evaluation of administration and colleagues; where have been developed specific criteria, such as* 92

*portfolio, where the applicant has the opportunity to practically demonstrate his achievements, examples of good practice and positive experience.*

*Dynamics is taken into account - personal growth and each person's contribution in the growth in collaboration with the teacher, as well as his attitude; not only the result but also the process is evaluated - how productive it was.*

*Most often, it is the learner's satisfaction with the benefits gained from the educational process and practical application in the situations of life and work.*

*Evaluating people by performed activities and viewing their professional and personal qualities of cooperation.*

*It is also important to evaluate the teacher's growth. Not only to document the current situation, but to compare it with the previous one.*

*When the participants and the teacher feel pleased with the accomplished work and know what else could be done better and apply the acquired knowledge in their work.*

Respondents expressed the idea that in adult educators' evaluation the focus should be put on self-evaluation, *where the person, who is assessed, is the most professional and best evaluator, because only he and not anyone else can evaluate appropriately all aspects, contexts and situations.*

By contrast, respondents consider that a negative evaluation of adult educators is:

- *formal, subjective, biased, uniform (only documentation is evaluated, knowledge rather than its practical application is tested; it does not give a positive solution to the identified problem);*
- *there are no specific criteria, it is done by the administration and functionaries (by the people, who are not familiar with the context and situation)*
- *when adult educators are evaluated through the process and the result, they feel emotional discomfort (there are errors in communication or there are violated ethical principles; blaming or admonishment appears in evaluation);*
- *growth and dynamics are not taken into account (when the obtained evaluation is not compared with the situation that the recipient had before – whether he has developed his skills, or has remained unchangeable).*

Most of the adult education policy-makers (3) and education policy implementers (8) consider adult educators' evaluation as the result concerning the evaluation of knowledge, skills and competences and in determining adult educators' quality and they believe that (2 adult education policy-makers and 6 adult education policy implementers) the goal of adult educators' assessment is sustainability. Adult education policy-makers mentioned quality as one of the main goals of adult educators' evaluation (2).

The analysis of interviews points to the need to prepare evaluators of adult educators for evaluation process so that it would not be formal, but the evaluator would be able to go into the real situation, to assess not only the quality of the definite moment, but to view its dynamics, carrying out a comparative analysis of previous results and prospects for development. Respondents' answers demonstrate the same conclusion with the emphasis on sustainability as the goal of adult educators' evaluation: *further cooperation, students wish to return, image of the institution, long term application of acquired knowledge and skills, improvement of the process, gathering information, like it is currently being implemented and on its base carrying out improvement, development or creation of something new.*

Respondents, who associate the goal of adult educators' evaluation with learners' needs, are of the opinion that the most important is the service recipients' point of view, satisfying participants' demand (*whether and to what extent they are satisfied with the benefits of a learning process and to what extent it is necessary for their professional development*), which, in their opinion, makes the

service providers change so that they would be required; offer should be topical, qualitative and available to the recipient.

In the result of the analysis of research data when processing qualitative data in the program AQUAD environment there were identified the evaluation implicants – evaluation is affected by its purpose and understanding (2 cases).

There were found the implicants of consolidation of self-evaluation and external evaluation that is influenced by the evaluation goals, such as quality and needs, understanding of the evaluation as the process and as the result, as well as indicators of adult educators' competences such as management and communication (3 cases).

The evaluation process has also been considered as the understanding of the implicants of the process and the result – they are influenced by the consolidation of self-evaluation and external evaluation, the goals of evaluation like quality and needs, as well as indicators of adult educators' competence like management and communication (3 cases).

The results of Kendall's tau-b correlation analysis show that there is a medium positive correlation between the needs as the evaluation goal and motivation as the indicator of adult educators' competence ( $p = 0.022$ ;  $r = 0.59$ ) - adult educators' needs affect motivation.

Still a topical issue is connected with appropriate evaluation methods. Respondents' point of view is that the most commonly used methods for assessing the competence of adult educators are observations and interviews (see Figure 3). Observations were mentioned by all education policy-makers (100%) and 82% of education policy implementers, but discussions were mentioned by 80% of adult education policy-makers and 73% of adult education policy implementers. Adult education policy implementers are of the opinion that tests (64%) and other methods (55%) are frequently used in adult educators' assessment.

The results of Kendall's tau-b correlation analysis show that there is a high positive correlation between the evaluation methods of adult educators' competence such as exams and tests ( $p = 0.003$ ;  $r = 0.78$ ), as well as exams and essays ( $p = 0.004$ ;  $r = 0.74$ ) – adult educators more frequently use tests and essays in exams.

The results of Kendall's tau-b correlation analysis show that there is a medium positive correlation between external evaluation and discussion ( $p = 0.011$ ;  $r = 0.65$ ) as well as external evaluation and methodology as the indicator of competence - external evaluation in negotiations more often is evaluated as the methodology.

The results of adult educators' assessment are used, firstly, in the context of personality – improvement and increase of working quality, as well as for adult educators' motivation and growth; secondly, in micro (educational institutions) context - the identification of the actual situation, growth of the institution, based on the learners' needs, development of the strategy.

Problems identified in the adult educators' evaluation:

- lack of information (*although there is a very broad offer for assessment procedures, it is hard to find what is necessary, effective and gives benefits*);
- lack of evaluation system and criteria (*a lack of a clear assessment concept; it would be good if there were some kind of holistic approach or a single model to eliminate or reduce subjectivity and to have adequate assessment and to have clear criteria or parameters*) and the lack of methodology (*it must be learned how to assess*);
- contradictions between educational standards and recipients' wishes, needs and requirements (*provision of feedback, searches for correlation between learners' preferences and professional aptitude, where standards of education are high, but the recipients of the service have sometimes a desire to lower standards*);

- communication problems (it is necessary to improve personal attitude to seek solutions to new situations, which will never come to an end. These are the signs of the processes of life and tolerance during the evaluation);
- formal approach (questionnaires are given to a small group, and they are not anonymous and out of respect of some teachers they are filled out formally).

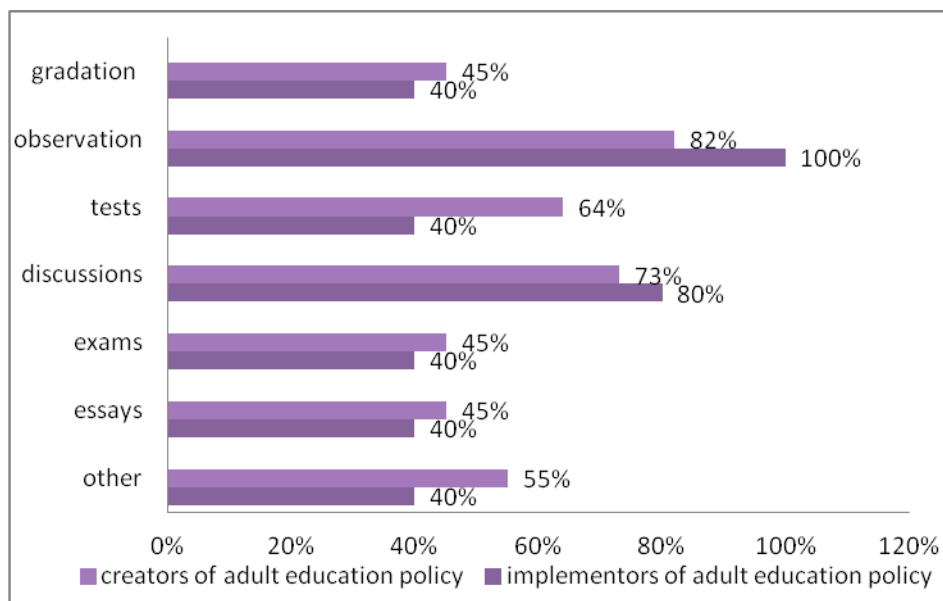


Figure 3. Application of evaluation methods in the assessment of adult educators' competence

## 10. Competence evaluation

1. Evaluation of competence of adult educators' assessors is the process and the result, where it is important to assess performance, goals related to the assurance of quality and sustainability according to learners' needs, as well as competence indicators: methodology, management, communication and motivation. Evaluation involves consolidation of self-evaluation and external evaluation.
2. Competence of adult educators' assessors is meta-competence, where general and professional competences closely synergize with the evaluator's personal qualities and objectivity and focus on the evaluation of educator's actions and behaviour in the definite educational context, as well as facilitate sustainable improvement of the existing process (activities).
3. The compliance of evaluation criteria with the field of education and training of assessors of adult educators could provide objective and qualitative evaluation, contributing to the increase in quality of adult education.

## 11. Portfolio: types, structure, criteria

Portfolio is a targeted collection of materials, which prove the competence of adult educators' evaluators and demonstrate their activity, accumulated experience, achievements and progress in one or more areas, evaluators' participation, selecting content, criteria and evidence of adult educators' evaluators' self-reflection. Portfolio provides a complex and comprehensive picture of adult educators' assessors' performance in the definite context (Paulson & Meyer, 1991).

The overall objective of the portfolio is to offer the opportunity for adult educators' evaluators to demonstrate their progress. The greatest value of portfolio is that when working on its elaboration, adult educators' evaluators become active participants of the evaluation process. However, the portfolio is not just a collection of materials compiled in the folder. Each component of the portfolio structure should be designed and organized in such a way as to demonstrate certain competences. It is a tool for the development of adult educators' evaluators' autonomy (Khoosf & Khosravani, 2014).

**Portfolio description** (Handbook for the assessment and validation of pedagogical competences of adult educators, 2012)

Goals	Characteristics
<ul style="list-style-type: none"> <li>- assessment of adult educators' evaluators</li> <li>- monitoring of the evaluation process</li> <li>- presentation of adult educators' evaluators' competences (demo folder)</li> </ul>	<ul style="list-style-type: none"> <li>- insight, reflection and presentation in the evaluation process</li> <li>- an authentic picture of the adult educators' evaluators</li> <li>- space for individual profiling of adult educators' evaluators</li> <li>- a tool for demand-driven program: based on the needs of adult educators' evaluators</li> <li>- evaluation, using a variety of sources that are included in Portfolio</li> <li>- a tool for monitoring and evaluation</li> <li>- feasible, well-grounded</li> <li>- modern</li> <li>- dynamic</li> <li>- oriented to content</li> <li>- focused on results, which contribute to increasing the quality of assessments and personal career development</li> <li>- contains diverse evidence of competence</li> <li>- interactive</li> <li>- longitudinal (time to time repeated)</li> </ul>

Portfolio classification criteria are a content and a form (see Figure 4).

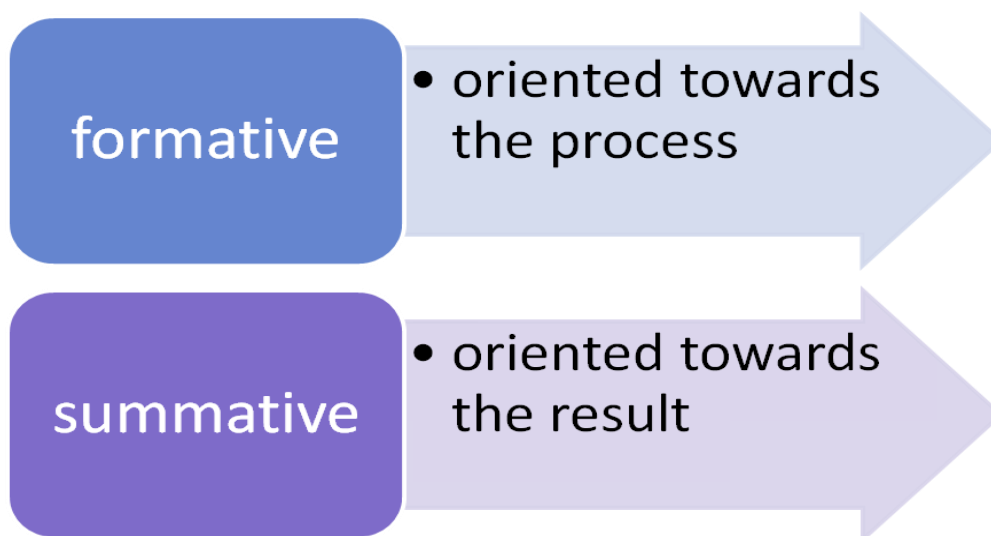


Figure 4. **Types of Portfolio according to its content** (Cooper & Love, 2001)

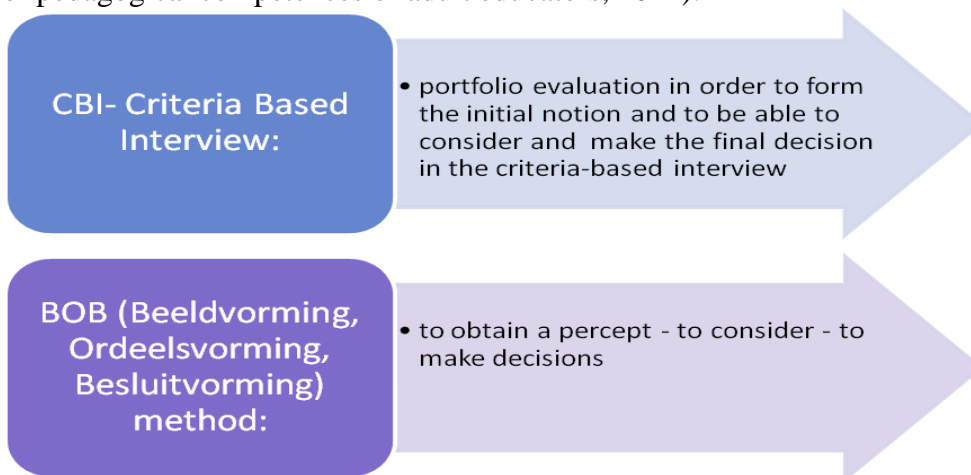
## 12. Digital portfolio

Technological development opens up portfolio digitization facilities, thus becoming the electronic media, supplementing multimedia environment and providing the opportunities for adult educators' evaluators to easily and effectively collect, compile and manage their own artifacts, not only images, but also audio and video files without any space and time constraints, as well as feedback and their availability to the wide circle of society (Wall & Peltier, 1996; Heath, 2002; MacDonald, Liu, Lowell, Tsai & Lohr, 2004; Knight, Hakel & Gromko, 2008).

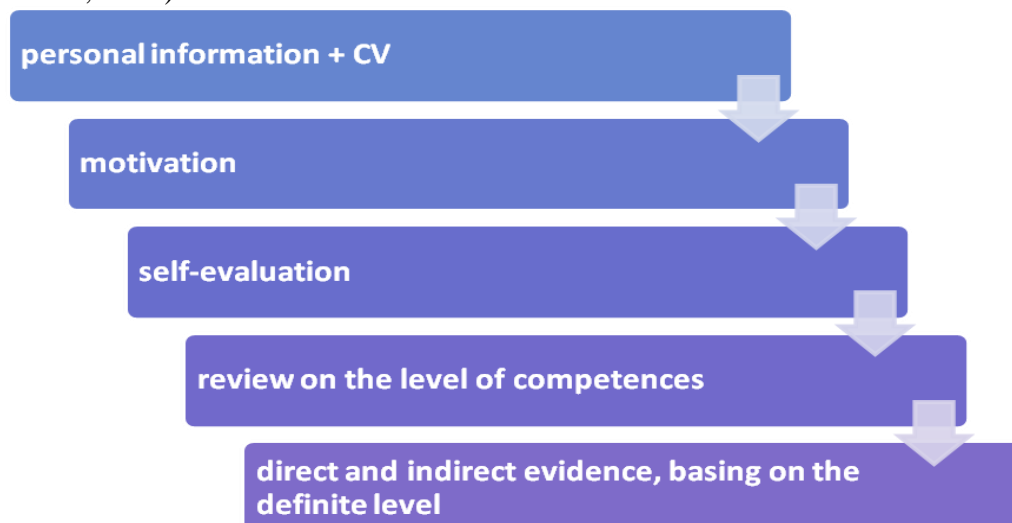
An electronic portfolio is not a haphazard collection of artefacts, but rather a reflective tool that demonstrates growth over time (Barrett, 2000).

The portfolio will have a significant educational value, if it is used and developed in a way that promotes evaluation experience and provides valid assessment. With the portfolio concept, reflection is dramatically increased due to the continuous exposure to past work. "In this capacity, portfolios become vehicles for reflection in which learners examine where they have been, where they are now, how they got there, and where they need to go next" (Porter & Cleland, 1995:34).

**The main methods for the development of portfolio** (Handbook for the assessment and validation of pedagogical competences of adult educators, 2012):




**Portfolio structure** (Handbook for the assessment and validation of pedagogical competences of adult educators, 2012):



### 13.Portfolio criteria:

	stage	criteria	very well	well	well enough	not well	evidences
<b>Domain: Personality development and professional identity</b>							
<b>Purposeful and planned development of personality and professional improvement: autonomy in lifelong learning</b>	1. The development of adult educators' assessors' personality - ethical dimension	■ consistency					
		■ interest in personal and professional development					
		■ voluntary nature					
	2. Organizational phase – knowledge dimension: <u>knowledge</u>	■ andragogy and adult education specificity					
		■ psychosocial profile of adult educators and educators' assessors					
		■ methodology of adult educators' assessment					
		■ personal role in the institutional environment					
		■ opportunities for personal and professional development in professional practice					
		■ content of the field					
	3. Activity phase – skills dimension: <u>skills</u>	■ use theoretical knowledge and latest findings on development trends in adult education, adult educators and educators'					



		assessors' psychosocial profile, adult educators' assessment methodology and content of the competence areas					
		■ to carry out self-reflection					
		■ critical thinking skills					
		■ to see and use opportunities for professional growth					
 <b>Domain: Content and didactics</b>							
<b>Methodology – the use of different evaluation methods, techniques and technologies in assessment of adult educators' previous experience, learning needs, skills and motivation in adult education process:</b>	1. The development of adult educators' assessors' personality - ethical dimension	■ confidence in applying different types of assessment, methods, techniques and technologies					
		■ openness to changes, applying new assessment methods, techniques and technologies					
		■ positive, but critical view on the use of new evaluation methods, techniques and technologies					
	2. Organizational phase – knowledge dimension: <u>knowledge</u>	■ learning and assessment forms, methods, techniques and technologies, including the					



		media and e-environment in the context of adult education in accordance with the respective field of competence					
	3. Activity phase – skills dimension: <u>skills</u>	■integrating theory into practice in the evaluation process					
		■ to use a variety of approaches and different teaching and assessment methods, techniques and technologies, including the media, e-environment in evaluation of adult educators and their achievements according to quality criteria					
		■ ability to see new opportunities and a critical awareness of their usefulness in self-evaluation and adult educators’ assessment					
<div>↓</div> <b>Domain: Support for adult educators</b>							
Communication	1. The development of adult educators’	■ integrity					
		■ trust					
		■ shared					



	assessors' personality - ethical dimension	responsibility					
		■ empathy					
		■ tolerance					
		■ dignity and respect					
		■ a positive attitude towards the assessment process and the involved parties					
	2. Organizational phase – knowledge dimension: <u>knowledge</u>	■ ways and strategies to create a trustful relationship with adult educators, colleagues and other interested parties					
		■ knowledge of the types and techniques of applied and constructive forms of communication (verbal, non-verbal)					
	3. Activity phase – skills dimension: <u>skills</u>	■ to cooperate with adult educators, colleagues and interested parties					
		■ to work in a team					
		■ to exchange information, knowledge and experience, both orally and in writing					
		■ timely identification of problems, offering a possible solution					



		<ul style="list-style-type: none"> <li>■ to give, receive and use feedback in the improvement of professional practice</li> </ul>					
		<ul style="list-style-type: none"> <li>■ to use and evaluate non-verbal communication</li> </ul>					
		<ul style="list-style-type: none"> <li>■ to create a positive psycho-social environment</li> </ul>					
<b>Management – the use of the field-related knowledge and available resources; promotion of ICT-based supportive learning environment for adult educators: expert</b>	1. The development of adult educators' assessors' personality - ethical dimension	<ul style="list-style-type: none"> <li>■ openness</li> </ul>					
		<ul style="list-style-type: none"> <li>■ flexibility in accepting the non-traditional and innovations</li> </ul>					
		<ul style="list-style-type: none"> <li>■ creativity</li> </ul>					
	2. Organizational phase – knowledge dimension: <u>knowledge</u>	<ul style="list-style-type: none"> <li>■ various resources (time, human resources, environment, education) to be used in assessment process</li> </ul>					
		<ul style="list-style-type: none"> <li>■ IT-based learning environment opportunities and limitations</li> </ul>					
		<ul style="list-style-type: none"> <li>■ support measures for adult educators, their access and application options</li> </ul>					
		<ul style="list-style-type: none"> <li>■ planning</li> </ul>					
		<ul style="list-style-type: none"> <li>■ stress management</li> </ul>					
		<ul style="list-style-type: none"> <li>■ internal and</li> </ul>					




		external regulatory requirements					
	3. Activity phase – skills dimension: <u>skills</u>	■ to evaluate the choice of different resources and compliance with the content and context					
		■ to use in practice the gained experience in the field of competence					
		■ to plan personal and adult educators' activities in the assessment process and to implement these plans					
		■ to use IT-based environment and to evaluate the effectiveness of e-environment					
		■ to upgrade and expand resources					
		■ to cope with stress					
		■ to make decision in accordance with internal and external regulatory requirements					
Motivation – support	1. The development of adult educators'	■ willingness to invest in the further development					



	assessors' personality - ethical dimension	<ul style="list-style-type: none"> <li>■ interest to improve the adult education process and to use outcomes in practice</li> </ul>					
	2. Organizational phase – knowledge dimension: <u>knowledge</u>	<ul style="list-style-type: none"> <li>■ adult psychology</li> </ul>					
		<ul style="list-style-type: none"> <li>■ ways how to use assessment results in order to improve adult assessment process in own practice</li> </ul>					
	3. Activity phase – skills dimension: <u>skills</u>	<ul style="list-style-type: none"> <li>■ to promote adult educators' interest and involvement in assessment process</li> </ul>					
		<ul style="list-style-type: none"> <li>■ in collaboration with adult educators to review a career / professional development plan and to develop guidelines for professional growth</li> </ul>					
		<ul style="list-style-type: none"> <li>■ to motivate and inspire adult educators' personality and development of professional competences</li> </ul>					
4. The assessment phase - organizational dimension		<ul style="list-style-type: none"> <li>■ systematic self-reflection on personality development, practical activities and</li> </ul>					



	professional development;					
	<ul style="list-style-type: none"> <li>■ systematization analysis, interpretation, presentation of assessment results, and their use in personal development and career development, emphasizing the dynamics of growth</li> </ul>					
						
<b>Evaluation methods</b> <b>(Jaspers, 2003; Zutven, Polderdijk &amp; Volder, 2004; Jaspers &amp; Heijmen-Versteegen, 2004, 2005; Jaspers &amp; Zijl, 2011)</b>	<ul style="list-style-type: none"> <li>■ coaching ■ mentoring ■ diary / reflexive report ■ colleague's critical assessment ■ Individual Development Plan ■ Individual Action Plan ■ 360° feedback ■ effort based agreement ■ discussions ■ criteria based interview ■ Progress tests ■ test on learning styles ■ personality test ■ practice test ■ essay ■ comprehensive test ■ knowledge quiz ■ case study ■ practical "station" exam ■ a selection of works ■ simulation (imitation) ■ qualification test ■ oral (e.g., presentation) ■ oral exam / final project / thesis ■ exposition ■ exhibition ■ concert ■ road map</li> </ul>					



## 14. Portfolio evaluation:

Strengths	Weaknesses
Structured database of adult educators' evaluators Self-evaluation Finances Time savings Self-organization	Emotions Digital skills Scope
Opportunities	Threats
Opportunity to summarize own experience and to get to know the experience of others Supervision, basing on self-reflection and critical evaluation of activities	The desire to create a portfolio Lack of time Scrupulosity Safety

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***Partners' pilot training course report: P3 JKPU***

# **NATIONAL TRAINING COURSE REPORT**

## **P O L A N D**

**Wojciech Duranowski, Stefania Szczurkowska**

**Warsaw 2015**

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**EDUEVAL - Evaluation for the Professional Development of Adult Education Staff**

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## **1. Description of the initial context**

### **1.1. Personal details of the participants in the course**

1. Tomasz BARSZCZEWSKI
2. Ilona GOŁĘBIEWSKA
3. Monika JAKUBOWSKA
4. Ewa JEŻEWSKA-KRASNODEBSKA
5. Aleksandra KONOPKA
6. Olga PANKIV
7. Agnieszka RYMSZA
8. Ewa GWIAZDECKA
9. Magdalena OMEN
10. Adam NYCKOWSKI
11. Jerzy NOWAK

### **1.2. Personal details of the trainers**

The training course was run by the authors of this national report: Wojciech Duranowski and Stefania Szczurkowska, both being staff members of the Janusz Korczak Pedagogical University in Warsaw.

Stefania Szczurkowska, Ph. D., works as an academic teacher and senior researcher at the Faculty of Social Sciences of the Janusz Korczak Pedagogical University in Warsaw. She also delivers lectures to students of the branch Faculty in Szczecin. Her main teaching subjects are, as follows: comparative education, adult education (andragogy), the system of education in Poland, ethics in the profession of teachers, among others. She also has experience in academic tutoring. Her present research work focuses on higher education in selected European Union countries. She is involved in the evaluation activities at the university level in terms of self-assessment and internal evaluation addressed to the students.

Wojciech Duranowski, PhD candidate, works as a project office expert and trainer in the Janusz Korczak Pedagogical University in Warsaw. His main fields of interest are: social work and social work education, social innovation and application of ICT technologies in education.

### 1.3. Course details

The Polish partner in the EDUEVAL project organised "in presence" training tutorships in a form of workshops run at the Janusz Korczak Pedagogical University in Warsaw. The activities were scheduled for two whole-day sessions on Monday, June 15th and on Monday, June 22nd, 2015.

The first workshop took place at the rectorate building at Pandy Street 13, where the participants followed the contents of Power Point materials presented by trainers. As a starting point they listened to introductory remarks about the EduEval project, they introduced themselves and heard about the staff. Right after the trainers clarified the objectives of the training course and presented the e-learning platform and Moodle procedures. Then, they briefly explained the contents of e-learning units and went through Lesson 3 - External Evaluation, Lesson 4 - Audit and Lesson 5 - Self-assessment. The participants, while watching and analyzing the contents of the presentations, received support in the Polish language and the translation of all possible doubts.

The second workshop took place at the Faculty of Social Sciences, where the participants watched and analyzed the video-lessons on the e-learning platform, to which they all had access through individual log in. They worked seated in front of personal computer screens, which allowed concentration and complete attention. The trainers went through the contents of Lesson 6 - Portfolio, Lesson 7 - Context Evaluation, Lesson 8 - Rubric, Lesson 9 and 10 dedicated to Site Visit 1 and Site Visit 2. The language support was, analogically, offered to the audience. At the end of the course the delivery of the final questionnaire of the training contents and the evaluation questionnaire took place. Meanwhile, a reflective writing sheet was delivered at the beginning of the "in presence" session, with the idea of giving participants the opportunity to get familiar with the questions, and spending some time for this activity at the end of the meeting.

## 2. Process description

### 2.1.Course aims and purposes

We complied with the training course general instructions by expressing the most important course objectives from the extensive list. A particular emphasis was put on the EduEval evaluation model embracing three categories of **self-assessment, external evaluation and context evaluation**. The second strongly emphasized area was the development of a profound awareness of **the adult education staff evaluator profile** for which the evaluator's required and expected professional knowledge, skills and competencies have a crucial meaning. We also stressed the following issues: the role of the adult education staff evaluator in the development of a given entity and its future, as well as understanding how data collection instruments can be successfully used. Finally, we put emphasis on the complexity of the evaluator's work and activities, having in mind a broad spectrum of adult education contexts in present circumstances.

### 2.2. Description of the activities

The activities carried out during workshop sessions were organized in a logical order so that they match with the session contents, but, at the same time, a considerable space of freedom was given to the participants. We were open to **discussions** on topics connected with their personal experiences and working contexts. We used **brainstorming**, because it combines a relaxed and a considerably informal approach to problem solving. It encourages people to come up with ideas enabling

creative solutions. The individuals involved in brainstorming feel comfortable, spontaneous and unconstrained, when they avoid criticizing or rewarding opinions.

**Writing activities** were not adopted to much extent, except for reflective writings completed at the end of the final meeting. Those products were produced mainly in the Polish language, which meant an obvious need of translation by the trainers.

**Flip charts**, as visual aids, were used to facilitate, enhance or bring more clarity to the learning experience. They are a kind of interactive and flexible aids that promote interaction and engagement between the facilitator (trainer) and the participants. Flip charts promote participation in the process, where the trainer writes participants' ideas or answers. The trainees can see and hear what is being talked about. It is worth stressing that we used the words the participants used and did not paraphrase.

### 2.3. Monitoring of course attendance

In terms of quantity, we monitored the course attendance regarding the number of present or absent participants. It needs to be said that the entire group of trainees fully attended the workshops. The involvement in the discussions, brainstorming or flip charts contributions demonstrated disproportional results. However, it is understandable that in a group of a dozen or so, there usually appear individuals who are more active than the others. It also concerns the number and frequency of questions and initiatives.

### 2.4. Description of the dynamics among participants

The group was recruited through the procedure of open call and selection. The age of participants ranging from 25 to 65 years was obeyed, as well as their role being consistent with the project target (evaluators of adult education staff, project evaluators, researchers involved in the evaluation of adult education). In spite of the fact that the trainees are employed by the Janusz Korczak Pedagogical University on the permanent basis or on the basis of collaborative agreements, they represent different professional backgrounds and experiences. Their age is relatively homogenous with the predominance of young individuals. As regards gender, female participants prevailed.

### 2.5. Description of the main contents

#### Introductory remarks

As a starting point, the participants had a lively discussion about some contextual factors that affect the choice of evaluation design, implementation and use. They exchanged ideas about **the purpose of evaluation** in terms of different dimensions. Firstly, the purpose of learning and improvement of planned intervention during process, in order to improve the process itself - **the formative dimension** - was raised. Secondly, the purpose of accountability and judgement of the overall merit, worth, value and significance of completed programme - **the summative dimension** - was stressed. Summative evaluation can provide information and feedback for most important decisions about future actions. In addition to that, there were listed the following significant purpose dimensions: **compliance with adopted program plan; impact of existing or potential achievement of the outcomes which may have strong effects on improved quality of educational services; adapting the evaluation intervention to a new context; adapting the existing activities to a major change; to help taking decisions about the allocation of resources for best alternatives; to help identify emerging problems and achieve consensus on its reasons and how to**

**respond to them; to promote innovation.** It was stated that different purposes of evaluation require the selection of different methodologies of restrictive rigours.

As it has already been stressed, the most significant attention was paid to the issues described in Lessons: 3, 5 and 7, which means the topics of **external evaluation, self-assessment and context evaluation**. It does not mean that the rest of the video material was studied superficially - on the contrary, the trainers followed the entire set of contents thoroughly enough, but, comparatively, more time was dedicated to those three topics due to particular interest expressed by the participants.

Another issue which drew particular attention of the audience was related with **the adult education staff evaluator's profile** that is shaped by the acquisition of knowledge (basic, specialized and context-based), abilities (general and referred to specific evaluation work processes), and competencies (achieved in order to strengthen the professional role of adult education staff evaluators. The above-mentioned areas will be addressed in details in Section 4. of this report.

## External evaluation

As regards Lessons 3, 5 and 7, we enriched the contents from the e-learning platform by quoting **definitions** after Analytic Quality Glossary and other accompanied sources. For the term "external evaluation" we made comments on the core definition of: "1. a generic term for most form of quality review, enquiry or exploration; 2. a process that uses people external to the programme or institution to evaluate quality or standards" (Analytic Quality Glossary, Internet). We found in the explanatory context that "meaning 1 of external evaluation is virtually the same as the generic term external quality monitoring. The only difference is that external evaluation may imply some form of explicit summative judgement where evaluation quality monitoring is more all-encompassing and includes any form of external review" (Analytic Quality Glossary, Internet).

In addition to that the UNESCO definition implies a judgemental process. It explains that external evaluation is "the process whereby a specialized agency collects data, information and evidence about an institution, a particular unit of a given institution, or a core activity of an institution, in order to make a statement about its quality. External evaluation is carried out by a team of external experts, peers, or inspectors, and usually requires three distinct operations: i. analysis of the self-study report; ii. a site visit; iii. the drafting of an evaluation report" (Vlăsceanu, 2004, pp. 37-38).

External evaluation is routinely performed by someone who is or was not directly involved in the operation of the system being evaluated. On the one hand, an external evaluator has a number of advantages, providing - as it is expected - objectivity, lack of vested interest and the ability to observe matters from a fresh perspective. On the other hand, an external evaluator has a number of disadvantages - most of which concern relative value systems and the absence of involvement in project-related decisions. The staff may also feel threatened by the evaluator whose alien values may affect negative approaches being adopted.

## Self-assessment

For the term "self-assessment" we made comments on **the core definition** of a process of critically reviewing the quality of one's own performance and provision. We found in **the explanatory context** that "self-assessment may be undertaken on an individual basis or in the context of external quality review, on a collective basis. Self-assessment is used interchangeably with self-evaluation and self-study in the context of higher education quality. They all involve a process of self-

reflection by the institution or sub-institutional unit being reviewed and the preparation of a document reflecting that self-reflection. Some commentators confusingly equate self-evaluation with internal evaluation" (Analytic Quality Glossary, Internet).

**Internal evaluation** is described as an activity performed by someone from the actual project team. On the one hand, this kind of evaluation has the advantage of understanding fully the thinking behind the development, together with the appreciation of any problems that may occur. Trust and cooperation of the other staff members are highly desirable. On the other hand, internal evaluation may find it difficult or hardly possible to make any criticisms of the work that is carried out. It is due to the fact of being closely involved in the performance of the organization, which is not encouraging to suggest any innovative solutions.

However, for the purpose of the training course we adopted the explanation of self-assessment as an evaluation methodology aiming at the definition of strong points and elements to be enhanced within an organization by self-assessing the work of all actors who work in a given context. This kind of evaluation is also named "internal evaluation" due to the fact that it is carried out before an external evaluation.

## Context evaluation

The concept of the context evaluation, understood from the perspective of its ever so complex nature, embracing **the processes, the environment, the activities and intangible factors of feelings and cultures**, was extremely well received by the audience. We strongly stressed the idea that those complicated and not at all homogeneous educational contexts and different features of institutional entities remain in a state of mutual interactions. We also put particular attention to the approach which considers three evaluation forms of external evaluation, self-assessment and context evaluation as coming into a mutual or reciprocal relationship. At the same time they cannot be conceived in a hierarchical order or separately, but they intertwine.

The emphasis was put on the issues concerning **local and national contexts** within which the evaluation will be implemented, such as: economic and political context, policy, legal and administrative context, the character of the organizations and agencies being involved; the aspects of natural environment; characteristic features and culture of the target groups; political and historical background; socio-economic context; values; needs and interests of stakeholders. It was stated that the outcomes and impacts of those broadly conceived contexts will be frequently affected by the above-listed factors - the factors that may bias or constrain the evaluation itself. That is why contextual analysis should be treated as a part of the evaluation design.

## 2.6. Actual products arising from the training course

As far as it concerns actual products arising from the course, we can name few products which raised from our training activity.

The thirst product that was sketched upon our activity was the EDUEVAL triangular evaluation model, which our participants found as very attractive for the sake of project proposal writing activity. In Polish circumstances the presence of such programmes as European Social Fund and Erasmus Plus is crucial for the development and change in the educational context. Therefore, participants found our model exactly fitting the needs of a proposal writing, where sometimes up to 30% of the evaluation is done on the basis of well-prepared and documented evaluation. Therefore, they consider the EDUEVAL model as a complete product for their project management activity.

Another important product that emerged from our training activity was the necessity of **creation and registration of a job profile of Adult Education Evaluator**. In Poland, such profession does not exist so far, and our participants shared with us their problems concerning employment and recognition of their skills. Our training ignited the need for describing skills, competences and knowledge of Adult Staff Evaluator with regard to the professional job framework existing in our country. Implementing the job profile would support our participants with tackling their problems concerning recognition and professional development within this sphere.

Our training received positive response from the participants and many of them requested to incorporate it into our bachelor's and master's teacher degree programmes. As the evaluation is not well enough presented in the existing programme, such a programme on the EDUEVAL model could be a mile step towards the development of skills and competences of educators of the 21<sup>st</sup> century. **Therefore, the next product is potential integration of the course within the existing programmes at our university.**

The last but not the least product that was reflected upon by our participants concerns social services. As a part of our group consisted of social educators dealing mainly with social problems and groups of social exclusions (drug addicts, disabled, immigrants, etc.), **they found it very important to implement the EDUEVAL model as a part of supervision activities within social work and social service systems.** Such implementation would foster the development of formative role in supervision (educational role) providing possibility of the evaluation of educational content.

## 2.7. Description from shared reflective writings

The nature of reflective writings was often strongly influenced by specific, individual professional experiences of the participants. The usefulness of the entire training course was generally highly appreciated. In the light of the trainees' practical work routine combined with the information gained during the course, the profile of adult education staff evaluators' should embrace: education and knowledge in the field of evaluation methods, current legislation framework, evaluation tools (rubric, participant observations, among others), leadership forms, group management and the awareness of quality standards. A package of skills should consist of: expert communication, proactive ability and attitude, critical reflection, problem solving, implementing of good practices, case studies whose main goal is to reflect and describe particular arguments, acting in accordance with principles of conduct that are considered ethically correct.

The trainees admitted that from the perspective of their individual work duties and commitments (i.e. being head of projects department), the course broadened their knowledge related with the types of evaluation, methods and tools. The mostly recognized value was the acknowledgement of the notion and contents of contextual evaluation that, being present in Western European countries, has not been used in Poland, so far. The course participants were not familiar with this innovative approach.

The course participants didn't show any problems to be faced during training sessions. Every issue was clearly explained and commented. The audience felt comfortable during the training process and followed the trend of thoughts expressed by the trainers.

The pragmatic advantage of the acquired knowledge and information was also stressed in the sense of using them in everyday work activities, i.e. when preparing project documentation. A useful area for the implementation of the EduEval evaluation model is Erasmus +, launched in 2014 and replacing namely the Long Life Learning Programme (LLP). As it is aimed to increase knowledge, professional aptitudes, and to support the modernization of teaching and training systems, it should give strong importance to successful evaluation.

Participants also shared their experience in the domain of Adult Education Training as they found it very complex to work in such a field in Poland. They wrote us about their feelings and problems which they face in seeking for the employment. Most of the employers do not know what competences should be met by Adult Staff Evaluators. Therefore, selection is usually chaotic as there are no regulations and principles in this field. Generally speaking, the evaluation of adult education field in Poland is a non formal activity and for the sake of formalization there is a need to create a job profile of Adult Education Evaluator.

Our group also mentioned how surprising and new for them was the context evaluation which is not embedded in Polish cultural/historical context. In Poland, the most popular tools relate to the external and internal evaluation in the EDUEVAL model and they are mostly based on SMART indicators. Therefore, they do not take into account the position and views of the minority groups, especially those which are socially excluded. Some trainers wrote about their experience in teaching immigrants and they disliked the current evaluation system which does not take into account hardships and cultural backgrounds. Therefore, most of our participants raised their interest in using the tool of Contextual Education in their social educators and adult educators activities.

Evaluators mentioned also the specific situation in Poland with recently mushroomed various institutions in the adult education system including many so-called third-age universities. Although, they have many students, currently there is no educational supervision of their services and outputs. Our participants suggested that this course fits this niche and provides an opportunity to safeguard for the society the quality of educational services and education staff.

## **2.8. Description of the acquired experience, quality and usefulness of the training course**

Participants highly valued the certificate of the training course which will enrich their professional portfolio and give them an advantage on the competitive labor market. They mentioned that this is the only course in the country that meets the demands of various non formal evaluators seeking for the employment in the adult education sector.

Evaluators viewed the course as useful, but its content was sometimes considered “too theoretical” – too many graphs, charts, definitions, etc. and much less “hands-on” information about the evaluation. Especially they lacked the case-studies of adult education evaluation practices which could introduce them to real challenges of conducting different types of evaluation in the institutional perspective. Participants suggested that each type of evaluation in the triangle EDUEVAL model (internal/external/contextual) should be accompanied by one case study of best practice, thus visualizing the idea of the concept.

Especially when it comes to Contextual Evaluation, it was chosen as the most important lesson for our participants, as they had barely no idea of such a tool, and they agreed that it should be implemented in adult education evaluation in Poland. However, some of them raised the objections that current “project culture” in Poland within European Social Fund gives priority to SMART indicators in the evaluation (such as internal and external evaluation), meanwhile more complex approaches such as Contextual Evaluation can be underestimated.

The largest value of the project was its complete innovativeness. Many of our trainees said that they personally looked for the employment as adult educators, but no professional profile of adult education evaluator was registered in Poland. Therefore, this project answers a real need of the growing market of long-life learning, which is to develop significantly in Poland, as the demand of supplementing skills in the lifespan rises and the country is required for the changes following the Flexicurity Model (one of its main 4 components is Long-Life Learning).

## **2.9. Management of evaluation processes within the course**

Evaluation processes within the course were provided by the EDUEVAL project staff. Participants were informed about the procedures and aims of the evaluation.

## **3. Course assessment**

### **3.1. Data from course assessment questionnaires**

The prevailing assessment of the course was “good” and “very good” and participants found it very useful for their prospective career opportunities. The evaluation of the course was done with the use of final questionnaires, evaluation questionnaires and reflective writings.

Participants were not fond of the method of “reflective writing”, as it is not embedded in the Polish culture of evaluation. Most of them found this tool as too much “time-consuming” and many were reluctant to do it.

Data from the questionnaires are stored by the Janusz Korczak Pedagogical University for the perspective of future evaluation.

### **3.2. Critical factors and possible enhancement suggestions by the course participants**

The evaluation data provided following possible enhancement suggestions expressed by the course participants:

- The course should be more practice- and case study-oriented, best practice presentations should be implemented in the future exploitation period;
- The reflective writing tool should be dropped, as it discouraged many participants from the evaluation. The requirement for the text of up to 20 000 characters (similar to a scientific article) is unnecessary in the case of a short course;
- Participants pointed out that the course should be less static and different workshop, group and brainstorming activities should be included. Such methods can build the integration of the group and enable more hands-on approach for the activities;
- The project should be a milestone towards registration of the job profile of “evaluator of adult education” in Poland, which would enable professionalization of adult educational services in our country;
- Some participants suggested that the EDUEVAL model can be used as a part of social work supervision in Poland. A part of the group which consisted of social educators employed in the social work sector (working with excluded and minority groups) suggested that the triangular evaluation can fit as a formative evaluation component being introduced in Poland social services together with “Standards of Supervision in Social Work and Education”;
- Participants enjoyed the blended learning mode of the course, as it could suit their learning strategies (most of them are full-time employed) and therefore just only stationary course could be inconvenient for them. However, some of the participants suggested that the course should be conducted exclusively in e-learning/m-learning mode, as its content/structure does not require in-person presence;
- Evaluators liked the contents of slides that were used for the purpose of the course (and an auxiliary support of usher who was reading the slides). They were well-prepared, informative and the information included was state-of-the-art.

### 3.3. Critical factors and possible enhancement suggestions by the course trainers

- Trainers suggested that the content of the slides was of a high academic quality, but it should be more visual and oriented for the working professionals. Therefore, including case-studies is a must for Polish trainings in the exploitation period. For example: participants kept on asking trainers about the peculiarities of conducting Context Evaluation, which was hard for them to embrace (such techniques are not in mainstreaming in Poland and most of the organizations do not know about their existence);
- Some ideas in the English language were unclear for the audience (for example – artifacts). However, after testing period and providing comments the text will be upgraded.
- The course can be shorter and it should also take different cultural contexts (optional) into consideration. For example, for the Polish case the reflective writing as an evaluation method should be replaced by a different kind of method (maybe IDI or PEPI);
- Gamification can be used as a method of gaining more feedback and interest in the course from the side of participants. Such work-to-play tools could increase engagement during the course and convince evaluators to share their practice in a friendly competition. (different ICT tools can be supportive in this context ).

### 4. Profile of adult education staff evaluators by selected markers

In general, the participants agreed with the components of three packages under the categories named: knowledge, skills and competences coming from the training course general instructions and outlined as outgoing profile: adult education staff evaluator.

#### 4.1. Education and knowledge

Adult education staff evaluators should show **a combination of education, training and experience** equivalent to a Bachelor's and/or Master's degree from an accredited college or university, and successful experience in designing and implementing educational evaluation, research, and/or assessment projects. Graduate degree from an accredited college or university with coursework in evaluation, research, measurement, assessment, and/or statistical analysis would also be desirable.

Knowledge can be described as theoretical and/or factual. Within a field of work knowledge should be comprehensive and specialized, and accompanied with the awareness of its boundaries. Advanced knowledge of a field of work needs to involve a critical understanding of theories and principles.

**Evaluation knowledge**, in particular, should give emphasis to the role played by the evaluation in diverse and not homogeneous contexts. This knowledge requires getting familiar with the evaluation theory and its complex approaches. It also calls for the awareness of the evaluation historical background and development trends. Evaluation knowledge asks for understanding the relationships with social sciences. It needs, as well, to show the relations with governance, policy and management environments in public and/or private sectors.

As regards **evaluation methods**, it is necessary to fulfil the following conditions: to adopt appropriate concepts and terms; to know how to design, structure and plan an evaluation; to understand the importance of different evaluation approaches; to adapt evaluation methods to specific contexts.

As regards **evaluation tools**, knowledge should embrace: data collection and analysis, indicators and scores, case studies, surveys, interviews, monitoring systems.

It is worth stressing **the impact of observation** as a frequently used method for judging job effectiveness and performance. Observation gives the evaluator the opportunity to observe the staff members in action and in their normal, and routine working environment. The employee should perform tasks and duties while disregarding the potential impact of the observation. Meanwhile the observer acts in a professional and non-threatening manner.

#### 4.2. Skills

This category is usually described as a **cognitive** one, because it involves the use of logical, intuitive and creative thinking, as well as a **practical** one, because it involves the use of methods and tools. A comprehensive set of cognitive and practical skills is required in order to be able to develop creative solutions to abstract problems. When we talk about solving complex problems and reacting to unpredictable situations in a specialized field of work, we have in mind advanced skills showing mastery and innovation.

Highly professional evaluators should be equipped with a range of **higher order thinking skills**, known as, simply, **higher cognitive skills** that are necessary for some types of mental procedures in which more cognitive processing is required. These are, first of all, skills involving analysis, evaluation and synthesis. They lead to the creation of new knowledge and they are considered as of a higher order in contrast with those used for learning facts and concepts. Higher order thinking requires complex judgemental skills, such as critical thinking and problem solving. The beneficial use of higher cognitive skills is mostly demonstrated in unprecedented situations or novel circumstances with which the evaluators are expected to be able to cope and find an appropriate and successful solution.

An efficient evaluator should collaborate effectively with various partners both in and outside of a given institution in planning, implementing, reporting, and using results of evaluation; identify and develop appropriate quantitative and qualitative data collection procedures and instruments for evaluation and research studies; analyze, summarize and report evaluation. In addition to that evaluators need to be able to communicate effectively in both oral and written form, as well as to develop and maintain positive working relationships with all persons contacted in the course of work.

#### 4.3. Competences (specialized and multidisciplinary)

The skills and knowledge in any discipline evolve over time and they are influenced by changing environmental circumstances. Neither competences are static.

The context of competences can be described in terms of **responsibility and autonomy**. This approach takes into consideration the following components: the ability to exercise management in contexts of work or study activities where unpredictable changes occur; to review and enhance performance of the staff members; to select and manage complex evaluation techniques; to take responsibility for decision-making in novel situations; to understand their non-typical and non-uniform contexts, and, finally, to take responsibility for managing professional development of individuals and groups of people.

Attention will be drawn in this section to some **reflective practice competencies** and **interpersonal practice competencies**. The first ones focus on the essential norms and values underlying evaluation practice and recognition of one's evaluation expertise and demands for growth. The second ones emphasize people skills, such as communication, negotiation, conflict resolution, collaboration and diversity.

A set of reflective competencies applies professional standards, acts ethically and honestly, respects all stakeholders, considers general public welfare, provides independent and impartial approaches, reflects on self as an evaluator in terms of knowledge, skills and dispositions, but also in terms of personal evaluation practice and the areas for competence increase.

A set of interpersonal competencies gives particular importance to written communication skills and technologies, and to a broad spectrum of: listening skills, negotiation skills, conflict resolution skills, facilitation skills addressed to individuals and group/teams, collaboration/partnership skills. In addition to that interpersonal competencies attend to controversial issues of diversity and culture, and present professional credibility.

#### 4.4. Interventions domains

The EDUEVAL model will be an especially important intervention in the context of the absence of a job profile of Adult Education Evaluator in Poland. Intervention is necessary, as the spectrum of the services increases and different actors including non-formal education context and social education context are entering into the sphere.

In Poland, education of the excluded groups (social educators) of adults is not supervised and evaluated by any professional body, and there is no system for such evaluation. The EDUEVAL crucial intervention puts the question of the importance of creation of a job profile of Evaluator of Adult Education and its successful registration with appropriate bodies.

The existence and implementation of effective evaluation tools (such as EDUEVAL) and the evaluator's profile is crucial for the quality of services and professionalization of adult education in our country. The EDUEVAL model has done a lot of work towards reaching the aim of professionalization of this new job in education and social education, in particular.

#### 4.5. Professional ethics

In the context of professional ethics, the main discussion between participants concerned the question who should be the evaluator of the adult education staff? Some of the evaluators raised the question, if the evaluator should come from the same institution as trainer or maybe he/she should be a person from a different educational organization or maybe independent body (such as NGOs).

In the context of the evaluation, objectivity and anti-discrimination approaches should be included, allowing excluded groups to bring its perspective into evaluation. Therefore, the course attendants and trainers agreed that Context Evaluation is a very good method to be implemented in Poland for the sake of more ethical treatment of the disadvantaged groups that are usually evaluated from the view of majority groups.

#### Conclusions

The evaluator of adult education staff has very demanding responsibilities aimed to tackle with performing tasks and accomplishing work duties. The broad outline of his/her expected education, knowledge, skills and competences focuses on **a profound evaluation knowledge, expert professional practice and desirable dispositions or attitudes**. The last ones uphold ethical and democratic values, ask for respecting public interest, encourage the independence of mind and appearance, and, finally, request continuous professional development. Evaluation competences remain, to some extent, conceptually related with social research competencies. Evaluation, being an autonomous discipline, provides analytical tools to other disciplines, but it also benefits from the methods and concepts of a variety of social science fields.

On the one hand, the evaluator's work requires knowledge and skills that are sharpened through **experience**. A basic comprehension of evaluation methods and a well-grounded understanding of the potential and limits of evaluation tools are related to the essential nature of evaluation excellence.

On the other hand, the evaluator who gained all the required knowledge may often fail to perform as an efficient and successful professional. High quality and/or master evaluation demands **interpersonal skills** strengthened through experience. Evaluation is a difficult mission reserved to a distinctive mind-set that identifies independence of mind as a state that permits the provision of ideas without being affected by influences. It is not an easy challenge to act with integrity and exercise objectivity by enhancing in evaluators a set of special dispositions that make for evaluation excellence.

Evaluative activities invite to development. The developmental perspective means dynamic, future-oriented and interactive thinking. However, this specific invitation can be accepted or refused.

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## Attachments (scanned materials)

## ***Partners' pilot training course report: P4 TEI OF CRETE***



### **P4 TEI OF CRETE**

*(Lina Pelekidou Nikoleta Ratsika Kleio Koutra Kritsotakis George)*

## **1. Description of the Context**

### **1.1. Introduction**

The main objective of the EduEval project is to improve knowledge and awareness in the adult education system, considering evaluation as a critical part of the learning process. To reach this objective, among others, the project developed a curriculum for the initial training of the professionals involved in the evaluation of adult education staff. The WP-Training is founded on the theoretical framework of the project, related to the useful cooperation between theoretical and practical knowledge. The WP aims at planning and realizing a pilot training course dedicated to the evaluators of adult education staff. Each partner country developed a pilot training course in a common base with regard to its objectives, methodology and didactical material used, as well as each one took account the specific needs of the target group of their own country, and the context related to the adult education system.

Lifelong learning in case of Greece was under-developed until 2009, because of the lack of a detailed governmental strategy and of substantial funding. Mainly the adult education staff within the evaluators and the providers are mostly in the areas of Initial Vocational Education & Training (IVET), Continuing Vocational Education & Training (CVET), as well as in General Adult Education.

### ***1.2. Personal details of the participants in the course***

The participants in national course of Greece were in total nineteen (19). The majority of them had professional experience in Adult Education environments while only two of the nineteen were officially recognized in evaluator positions. One of them was a researcher involved in the evaluation of Adult Education and one of them was a student attending the last semester of her studies in training vulnerable groups. Most of them had the role of the educator in their institution focused on General Adult Education, and training of vulnerable groups such as: elderly and imprisoned. The participants were selected following the two project criteria: 1. Age, 25-65 and 2. Had a role consistent with the project group target. The heterogeneity of the professional profiles allowed the exchange of expertise and acquired competences within an Adult Education Organization. The course participants operated as evaluators and educators within different

educational services such as: Addicted/convicted people services, intercultural integration services, education and learning services Old people services, and Local Health Corporation (*see table 1*).

**Table 1. Characteristics of the participants**

NAME & SURNAME	ROLE/Formal/Non.Formal EVALUATOR	INSTITUTION
1. Stamatis Kardasis	Statistician, Formal Evaluator	Greek Statistical Authority
2. Antonios Stamatakis	Computer Science/Field Assistant / Non formal Evaluator	Technological Educational Institution of Crete
3. Katerina Micheli	Social Worker/Non formal Evaluator	Retirement Home/elderly
4. Maria Papanikolaou	Social Worker - Researcher / Non formal Evaluator	Technological Educational Institution of Crete
5. Stavroula Papanikolaou	Social Worker/Non formal Evaluator	Retirement Home/elderly
6. Eleni Stefanaki	Social Worker/Non formal Evaluator	Retirement Home/elderly
7. Iro-Marianthi Varsami	Department of Social Work / Non formal Evaluator	Technological Educational Institution of Crete
8. Marianna Alogdianaki	Director TEI of Crete, Liaison Office, Structure of Employment and Career/Non Formal Evaluator	Technological Educational Institution of Crete
9. Nikolaos Xurdakis	Computer Science/Field Assistant / Formal Evaluator	Technological Educational Institution of Crete
10. Vasilis Tsfantakis	Freelance/ Computer Science/ Educator/Non formal Evaluator	Department of Social Medicine
11. Vasilaki Evi	Teaching english as a 2nd language/Non formal Evaluator	Primary Education Agency
12. Maraki Stella	Educator / Non-formal evaluator	Secondary Education Agency
13. Koukouraki Spyridoula	Educator / Non-formal evaluator	Primary Education Agency
14. Roukounaki Pagona	Educator / Non-formal evaluator	Primary Education Agency
15. Mixalis Gavrilakis	Economic Science/Non Formal Evaluator	Greek Social Security Fund
16. Dimosthenis Kartsakis	Mathematician/Educator/Non formal Evaluator	Secondary Education Agency
17. Melidoni Despoina	ICT specialist / Educator / Non-formal evaluator	Freelance
18. Despoina Paxoumi	Nurse / Educator / Non-formal evaluator	Department of Justice / State Prisons of Neapoli
19. Koletsou Katerina	Social Worker / Educator / Non-formal evaluator	Department of Justice / State Prisons of Neapoli

## 1.2 Profile of tutors

<b>Dr George Kritsotakis</b>	Assistant Professor in Public Health Nursing, former Section Chair and Member of the Quality assurance board/ Experience in General Adult Education, Vocational Education and Training /Non Formal Evaluator	Department of Nursing TEI of Crete
<b>Dr Kleio Koutra</b>	Lecturer in Community Social Work/ Experience in General Adult Education, Vocational Education and Training /Non Formal Evaluator	Department of Social Work TEI of Crete
<b>Dr Nikoleta Ratsika</b>	Lecturer in the Department of Social Work, TEI of Crete/ /Experience in General Adult Education and Evaluation in Adult education Staff/ Non Formal Evaluator	Department of Social Work TEI of Crete
<b>Pelekidou Lina</b>	Field Assistant at the Social Work Department/ Experience in General Adult Education, Vocational Education and Training/Non Formal Evaluator	Department of Social Work TEI of Crete

## 2. Process description

The training course had a combined structure. The 30-hour course divided in two modules: a 20-hour “in presence” module and a 10-hour “e-learning” module. In presence module Greek team followed the typology of Workshop (*see table 2*).

During each workshop, trainers used methods, strategies and tools to promote careful reflection about one’s own professional experience; mostly case studying; professional practices’ enhancement and empowerment. Furthermore tutors used the case study that presented in Mobility workshop in order to empower the participants for the aims and purpose of a more qualitative evaluation.

During the five workshops six of the participants had an absence and one of them had two. In total each workshop had eighteen participants. The workshops focused mainly in external evaluation as a method that includes all the types of evaluation, as well as the session for the unit of Rubric had a great interest for the participants because of the tools that were presented (see Annex A (c)). The participants used their professional experience and had a very fruitful discussion for the aims of the evaluation and the need to use it for improving their work.

**Table 2. Training courses for adult education staff evaluators 8, 9, 13, 20, 22 May 2015, Heraklion TEI Crete, Greece**

	Date / Hours	Units	Instuctors
1.	Friday, May 8 <sup>th</sup> , 2015 17.00 – 21.00	1. Introduction to the EduEval project 2. Online didactic units	Dr Nikoletta Ratsika Lina Pelekidou
2.	Saturday, May 9 <sup>th</sup> , 2015. 09.00 – 13.00	3. External Evaluation 4. Audit	Dr Nikoletta Ratsika Lina Pelekidou
3.	Wednesday, May 13 <sup>th</sup> , 2015 17.00 – 21.00	5. Portfolio 6. Context Evaluation	Dr George Kritsotakis Dr Kleio Koutra
4.	Wednesday, May 20 <sup>th</sup> , 2015 17.00 – 21.00	7. Rubric 8–9. Site visit	Dr George Kritsotakis Dr Kleio Koutra
5.	Friday, May 22 <sup>th</sup> , 2015. 17.00 – 21.00	10. Self – Assessment Final course and participants' evaluation	Dr Nikoletta Ratsika Lina Pelekidou

### 3. Course Assessment

#### 3.1. Participants knowledge - Rates per answer

Question no. 1

the course aimed at training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid adult education staff evaluators	18	100,0	100,0	100,0

Question no. 2

the evaluation model proposed in the EduEval model

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid self assessment & external evaluation & context evaluation	18	100,0	100,0	100,0

Question no.3

the field of adult education includes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid both	18	100,0	100,0	100,0

Question no.4

one of the aims of external evaluation is

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid definition of quality, value etc	18	100,0	100,0	100,0

Question no.5

According to the Quality Assurance model one of the aims of external evaluation is

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid guarantees efficiency and neutrality	18	100,0	100,0	100,0

Question no.6

audits can be defined as

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid systematic verification	18	100,0	100,0	100,0

Question no.7

one of the aims of self assessment procedure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid define the quality	1	5,6	5,6	5,6
idenidy the strengths in a given contexts	16	88,9	88,9	94,4
under stand an eduactional context	1	5,6	5,6	100,0
Total	18	100,0	100,0	

#### Question no.8

in order to implement self assessment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid different methods and techniques are needed	18	100,0	100,0	100,0

#### Question no.9

a portfolio as an evaluation tool

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid is a tool based on formal assessment	2	11,1	11,1	11,1
is a cv model	1	5,6	5,6	16,7
supports reflective and analysis processes	15	83,3	83,3	100,0
Total	18	100,0	100,0	

#### Question no.10

one of the aims of an educational context is

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid identify the strenghts in a given context	1	5,6	5,6	5,6
understand an educational context	17	94,4	94,4	100,0
Total	18	100,0	100,0	

#### Question no.11

context evaluations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid carried out by structured tools	1	5,6	5,6	5,6
both	17	94,4	94,4	100,0
Total	18	100,0	100,0	

Question no.12

an evaluation rubric is structured

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid value scale chart	18	100,0	100,0	100,0

Question no.13

in an evaluation area is considered critical

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid lower score	13	72,2	72,2	72,2
Valid lower than the average	5	27,8	27,8	100,0
Total	18	100,0	100,0	

Question no.14

during an evaluation visit

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid the evaluator know the context	18	100,0	100,0	100,0

Question no.15

one of the competences of evaluators in educational context is

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid convert results in actual policies	4	22,2	22,2	22,2
Valid comply with ethics code	14	77,8	77,8	100,0
Total	18	100,0	100,0	

3.2 Evaluation of the seminar by the participants- Rates per answer

current professional primary position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid educator	8	44,4	44,4	44,4
Valid coordinator	1	5,6	5,6	50,0
Valid other	9	50,0	50,0	100,0
Total	18	100,0	100,0	

#### main adult educational professional area

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid education and learning services	10	55,6	55,6	55,6
Addicted/convicted people services	2	11,1	11,1	66,7
old people services	3	16,7	16,7	83,3
intercultural integration services	2	11,1	11,1	94,4
local health corporation	1	5,6	5,6	100,0
<b>Total</b>	<b>18</b>	<b>100,0</b>	<b>100,0</b>	

#### Rate the training course in terms of usefulness in your daily work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly	2	11,1	11,1	11,1
moderate	3	16,7	16,7	27,8
fairly	9	50,0	50,0	77,8
very useful	4	22,2	22,2	100,0
<b>Total</b>	<b>18</b>	<b>100,0</b>	<b>100,0</b>	

#### Knowledge increase of your evaluation culture

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid moderate	2	11,1	11,1	11,1
fairly	4	22,2	22,2	33,3
very useful	12	66,7	66,7	100,0
<b>Total</b>	<b>18</b>	<b>100,0</b>	<b>100,0</b>	

#### Personal motivation increase to evaluate adult education staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid moderate	1	5,6	5,6	5,6
fairly	9	50,0	50,0	55,6
very useful	8	44,4	44,4	100,0
<b>Total</b>	<b>18</b>	<b>100,0</b>	<b>100,0</b>	

#### Personal ability and skill increase to evaluate adult education staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	3	16,7	16,7
	fairly	6	33,3	50,0
	very useful	9	50,0	100,0
	Total	18	100,0	

#### Organizational performance increase of the services involved

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly	2	11,1	11,1
	moderate	3	16,7	27,8
	fairly	6	33,3	61,1
	very useful	7	38,9	100,0
	Total	18	100,0	

#### Satisfaction with the way TEI of Crete organized the training course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly satisfied	16	88,9	88,9
	somewhat satisfied	2	11,1	100,0
	Total	18	100,0	

#### Training topic and utility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	somewhat agree	8	44,4	44,4
	strongly agree	10	55,6	100,0
	Total	18	100,0	

#### Quality of contents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	somewhat agree	4	22,2	22,2
	strongly agree	14	77,8	100,0
	Total	18	100,0	

#### Quality of teachers

	Frequency	Per cent	Valid Percent	Cumulative Percent
Valid strongly agree	18	100,0	100,0	100,0

#### Quality of organization

	Frequency	Per cent	Valid Percent	Cumulative Percent
somewhat agree	9	50,0	50,0	50,0
Valid strongly agree	9	50,0	50,0	100,0
Total	18	100,0	100,0	

Has the course been useful in order to train the professional profile of the evaluator of adult education staff?

	Frequency	Per cent	Valid Percent	Cumulative Percent
neither agree nor disagree	1	5,6	5,6	5,6
somewhat agree	8	44,4	44,4	50,0
Valid strongly agree	9	50,0	50,0	100,0
Total	18	100,0	100,0	

## 4. REFLECTIVE WRITINGS

This report is based on the analysis of the participants “reflecting writing”. The participants wrote the reports independently after the end of the training and delivered them to the EDUEVAL team by e-mail.

In the light of the experience of the course and the contents dealt with, try to describe the profile of AE staff evaluators using the following markers:

- ☐ Education
- ☐ Knowledge
- ☐ Competence (specialised and multidisciplinary)
- ☐ Methodologies, techniques and tools
- ☐ Intervention domains
- ☐ Professional ethics

Describing the evaluator's profile in adult education, the participants indicated the following:

Regarding education, participants consider that an evaluator of adult's education, should131

definitely have a university degree, while many believe that the evaluator must have a postgraduate or doctoral degree in "Adult Education" or in "Evaluation". Furthermore, they should have pedagogical training and educational experience. Continuous training/ education in all areas mentioned, is considered of significant importance.

Regarding knowledge, the evaluator should have rich knowledge on the "evaluation process", on theories and the essence of the evaluation. He/she should have good knowledge on evaluation methods, assessment tools and the relevant legislation. Furthermore, the evaluator should have specific knowledge analogous with the program under evaluation or the trainees (for example knowledge of specific adult groups such as Roma, prisoners, immigrants, parents, etc.). He /She is also required to have basic knowledge of human psychology and have self-awareness and self-esteem.

In terms of experience, the participants consider important for the evaluator to have been himself evaluated so as to have this experience.

Regarding the capabilities an evaluator should have, the participants mention the following:

- Leadership skills so that he /she can coordinate and manage the evaluation process.
- Ability in communication.
- Critical thinking, reflection, insight, research and exploratory attitude.
- Empathy.
- Human resources management. On ethical issues it is necessary for an evaluator not to have any personal and financial interests. To be detached and neutral. To be objective and scientific while examining the data and drawing conclusions. It is also mentioned that the evaluator should be polite, fair and have respect towards others. Regarding the methodology, the evaluator should be aware of and respect the evaluation process. This means that the evaluation should be based on the appropriate methodology: the self-evaluation process, the external evaluation process and the context evaluation by using the appropriate tools for gathering data and analyzing the evidences (questionnaires, templates, interviews, participant observation, group discussion, portfolio, reports, etc.) To conclude, participants consider that an evaluator should have this complex and demanding profile. In this way they think that the people / system under evaluation will feel safe and will fully co-operate with the evaluation team. The evaluator will gain confidence, he/she will be consider as objective and not biased, so he/she will draw on information in an environment of trust and acceptance. The people/system under evaluation would feel that the evaluator is a contributor and not an opponent and the results have more possibilities to be objective and reflect the reality.

### **Think about the training experience you had: what have you learnt?**

All participants stressed that the seminar was very useful for four main reasons.

- They understood how useful and necessary the evaluation is for the optimal performance of an education program and an organization that provides adult education and not only.
  - They underlined the change in the perception of evaluation: evaluation is a process that must not cause panic and fear, but a process through which they can identify weaknesses. It is a tool for improvement.
3. All of the participants underline that either they gained significant knowledge on the evaluation process or the evaluation tools regarding the evaluation of Adults Education, or they

systematized their knowledge on this subject.

4. Finally, through case studies and exchange of experience between the tutors and the participants new knowledge was developed and acquired from actual assessment situations.

### **Have you had any problems?**

Participants in their entirety said they have not experienced substantial problems. On the contrary, they were pleased by the program. More specific they said:

- *For the content:* the seminar was very well organized and very the content was very interesting.
- *For the tutors:* they were very good, with expertise in the subject as well as with experience in the evaluation issues, which made the lectures more interesting and themselves more convincing.
- *For the atmosphere in the group:* it was very positive and that there was good interaction and communication between the tutors and the trainees, as well as between the trainees themselves.
- *For the composition of the team:* there was a variety in terms of scientific fields, the teaching objects in adult education programs, the gender, the age and the experience, which was evaluated positively by the participants.
- *For the teaching methods:* there was a good combination between lectures, work in groups and discussion.
- *For the educational material:* they found in interesting and very rich.
- *For the duration:* it was adequate and meaningful, suitable for working adults as they were themselves.
- *For the classroom:* it was suitable, comfortable and well equipped.
- *For for hospitality (coffee, snacks, etc.):* the seminar was very generous. In the difficulties they included:
  - Their initial embarrassment regarding the on-line attendance, a process most of the participants was not familiar with.
  - Their anxiety about whether the attendance hours were actually recorded by the system.

### **Was there any favourite course activity?**

As a general observation they indicated that the educators were excellent, informative and eloquent and with friendly attitude and that the whole program was very interesting. Regarding the thematic content of the course, the assessment tools like rubric and portfolio caused particular interest.

As their favorite activity participants stated the “team work”, the discussion and the views’ composition and the final presentation of the conclusions to the plenary.

Finally the participants found interesting the examination of a case study and the transfer of the educators living experience regarding the process of internal, external and context evaluation.

**Thinking of your experience as a professional and evaluator, has this course affected your *modus operandi* and the way you consider evaluation processes? If so, how?**

**Almost all participants said that the seminar gave them the opportunity to reconsider their knowledge on evaluation, to gain new knowledge and ultimately to systematize their knowledge about the utility, process and various evaluation tools. It gave them grounds for thought and reflection and a different perspective on some issues of the evaluation on the field of adult education.**

More specific:

Some of the participants whose experience was rather on teaching than in evaluating, indicated in their review the new attitudes on evaluation: it no longer causes fear, anxiety and restlessness. They now consider it a necessary process for self-improvement and improvement of the adult education. Several of the participants said that they realized that the evaluation in Greece or in the bodies they work has not been adequately developed, or is not done in a systematic way or is not using the right tools. They realized that there is a lack of knowledge on the evaluation methodology and when is conducted, the outcomes are not used as a feedback tool.

Many also realized that this seminar has helped them to transform and strengthen their opinion about the utility of evaluation at every educational program. Additionally the seminar confirmed the view of many of the participants that the evaluation is multidimensional, multilevel and continuous and of course that is a process that must be faced very seriously.

In conclusion, they said that this training course has helped them to transform and strengthen their opinion about the utility of evaluation at every educational program.

### **Was this course useful? Why?**

All participants found the training program quite useful and interesting.

- They entered to a process to reflect on the issue of evaluation or for the less initiated, to consider the usefulness of the evaluation as a means of self-improvement.
- They recalled previous evaluation experiences and edited them again in a more mature and comprehensive perspective.
- It gave them the opportunity to delve in depth into issues that have to do with evaluation.
- They reflected on the various tools that can be used for evaluation as well as on the evaluation criteria.
- They gained significant knowledge in a structured and systematic way.
- There was continuous feedback, views exchange and activation through various techniques: splitting into groups, brainstorming, dialogue.

### **Considering your personal experience, would you like to examine any other content in depth?**

The majority of the participants believe that education should be continuous, and in the future they would like to delve more into issues of evaluation, but they are currently very satisfied with what they gain from this training. Some, with little experience in evaluating issues indicated that:

- The evaluation of adult education is an area that needs more development and engagement and study from their side.
- The contact with evaluation through the EduEval program has triggered new quests and experiences on this issue and they hope in the future to resume a training program that will deepen in the subject.

Finally, among the participants many are those who would like to have the possibility of practical application of their knowledge within training on the evaluation of adult education.

### **Summarizing the Key Findings of the Training Course Evaluation**

Participants of the training course highlight the importance of the evaluation in adult education. The majority of them agree that evaluation in adult education increase the motivation to find the strengths and improve them, as well as, that it is a necessary process for self-improvement and improvement of the adult education. According to their experience in evaluation of adult education, underline that sometimes the decision on what is to be given high or low value is clearly central to any evaluation procedure. Nevertheless most of them highlighted the value of the evaluation in the adult education.

Therefore, several of the participants agree that the evaluation in Greece or in the bodies they work has not been adequately developed, while there is a lack of knowledge on the evaluation methodology and when is conducted, the outcomes are not used as a feedback tool.

The evaluation of adult education is mostly determined by the content the methods and the training tools. The majority of them underline, that the implementation of evaluation must be faced very seriously as well as it is very crucial for the evaluators to improve their Knowledge for new methods and tools in order to proceed to a more efficient and effective evaluation.

For the majority of the participants it is recognized that that the 'context' in which an evaluation takes place is significant. They underline that the context of the evaluation refers to the combination of factors that accompany a particular evaluation which may influence its result. Also, several of the participants underline the importance to use different techniques in order to evaluate adults.

As far as it concerns the profile of the evaluator the majority of them highlight the objectivity, the multidisciplinary and the ethic. Many of them note that an evaluator should have the skill to plan and organize the procedure of the evaluation. The majority agree that evaluation is an ongoing process and must be implemented from the beginning to the very end of an educational programme.

In conclusion, participants highlight that the EduEval training course affected their Knowledge for the evaluation process and motivate them to use it more often to their professional field. Therefore many of them underline the utility of the training course to improve their professional abilities.

**Partners' pilot training course report: P5 UNIVERITAT JAUME- I**



# EduEval Project

## *Spanish Pilot Training Course Report*

<b>WP Reference</b>	WP 5 Pilot course	
<b>Category</b>		D Deliverable
		F Financial
		R Report
		ER External review
		MN Minutes
		TS Time Sheet
		WD Working Document, not otherwise classified
<b>Author</b>	Roger Esteller	
<b>Reviewer (if required)</b>		
<b>Date</b>	22.06.2015	
<b>Version</b>	Number...	
<b>Availability</b>	Confidential/Public	

**EduEval project**

*Evaluation for the Professional Development of Adult Education Staff*

**Project Number: 538743-LLP-1-2013-IT-GRUNDTVIG-GMP**

**Grant Agreement Number: 2013-3800/001/003**

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This documents reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained there in.

## Description of initial context

EDUEVAL is a project of LLP-Grundtvig Program with the main goal to improve knowledge and awareness in the adult education system looking at the evaluation as a critical part of the system, in order to:

1. explore systems and practices of evaluation of the adult education staff, promoting the definition of a European profile of the evaluator profession.
2. improve adult education systems, thanks to the development and transfer of innovation and good practices, through the exchange and dissemination of experiences and concrete results;
3. contribute to the development of quality lifelong learning, promoting an European awareness within adult education systems and practices regarding the role of the evaluation for the professional development of adult education staff.

The first aim was reached by the first research, analysis and the Mobility Workshop in Crete (see <http://www.edueval.eu/recent-events/> for more information).

We also aim to improve the adult education system and contribute to the development of quality of lifelong learning. To reach this, we aim to increase the skills and competences for the evaluator of adult education staff, so this evaluator, can perform the activities with greater quality, impact and performance.

In Spain there exists official evaluators, which main tasks are focused for assessment, accreditation or quality certification, focused on processes or systems. In case of educational institutions, the role of evaluation is carried out by the educational inspector, although the activities are more related to control and not evaluation.

Education in the EduEval project is understood from a very broad perspective, in fact, the target included Educational Services for: rehabilitation, disabled people, mental health, old people, intercultural, inmates, homeless, cooperatives, community center, cultural services, local health... We should not focus only to official training institution, but also to people that is currently trainer, coordinator, manager, facilitator, tutor or any other training or educational activity related, official or not official, formal or non-formal.

With this wide perspective, 10 people were selected for participating in the course (*Figure 1*). We wanted to give the Associated Institutions that were collaborating with the project to be the first to be able to test the learning materials and provide feedback.

The participants were selected as the Work Package leader requirement (heterogeneity, expertise), so they come from labour, researcher, school areas.

Name	Surname	Role
Francisco	Melia Colomer	Student
Jose Antonio	Cano	training responsible
Vicente	Gonzalez Monsonis	consultor, trainer on ICT
Cristobal	Alvariño Galdo	manager

Iratxe	Lozano	consultor, trainer to companies
Ana	Gutierrez	responsible
Miguel Angel	Huget Gómez	coordinator
Jorge	Sales Gil	trainer
Vicent	Querol Vicente	Researcher
Alberto	Cabedo Mas	Researcher

*Figure 1. Attendants*

## Process description

This training course is framed in the Work Package 5 of the EduEval project, which aims are:

1. developing a curriculum for the early training of all the practitioners who are involved in the Adult Education staff evaluation;
2. defining an Adult Education staff evaluator profile, having specific multi-functional characteristics to work in different contexts;
3. promoting the well-being, quality and productivity of all the practitioners who are involved in the Adult Education staff evaluation, just to prevent and cope with the risk of burn-out and/or other professional diseases.

The course had following objectives, as were defined by the WP leader:

- Understanding the EduEval evaluation model: between self-assessment, external evaluation and context evaluation
- Understanding the evaluation formative role aimed to the organizational improvement trough: internal processes analysis, actions, information rendition
- Educational Organizations' internal promotion of the needed practices in order to analyze and interpret the external evaluation team feedbacks, in order also to regulate any consequent actions and start empowerment processes
- Understanding evaluation dimensions of the involved Educational Organizations
- Understanding how data collection instruments can be used, according to EduEval evaluation purpose
- Developing a deep awareness of the Adult Education staff evaluator profile
- Understanding the Adult Education staff evaluator role
- Developing knowledge about the required and expected professional competences of Adult Education staff evaluator
- Developing a more complex view of work processes in Adult Education contexts

The people interested in the pilot training course were all workers in the daytime, so that it would be not possible for them to attend to a traditional course in presence, even only for some workshops. For this reason, it has been necessary to find out a solution in order to let the course better fit with the real needs of participants, and the e-learning appeared as a possible solution.

Considering the specific expertise and experience of the Spanish partner with regard to the e-learning training, and the specific needs of the participants, the Consortium decided that the Spanish partner would realize the pilot training course mainly in e-learning mode. In this way, the Spanish

pilot training course would give to the partnership an in-depth understanding of the e-learning methods for the purposes identified.

Each of the students was learning autonomously (based on the e-learning platform), but in order to support them (solving eventually doubts related to the contents) and to collect by them feedbacks on the platform and the e-learning course, some meetings with the learners in groups have been planned.

The course started on the evening May 5th. with following structure:

1. Presentation of the project and the course content
2. Introduction of the e-learning environment
3. Discussion and debate about interests and motivation for participating in the course

Each of the students was learning autonomously (based on the e-learning platform) meeting with the learners in groups for getting feedback and also trying to solve any doubt related to the content. Students found specially useful how the course provided the initial seed for later discuss or go deeper in some topics, that happened in the topics about the 3 areas (self-assessment, external evaluation, context evaluation) but mostly because of the experience of each of the practioners, which provided new perspectives, ideas or practical solutions to existing problems. They found this specially useful, being considered a “learning community” more than a instructional course.

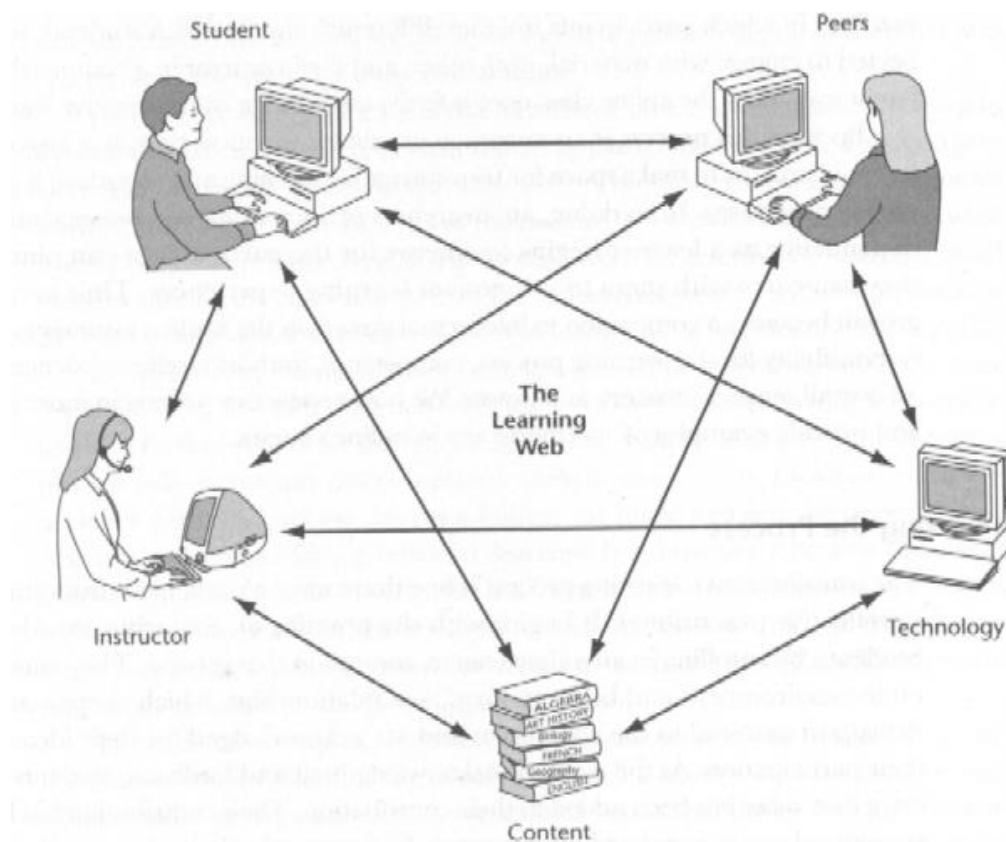
This methodology is appropriate when the trainer’s skills on the topic of evaluation are not enough for teaching other people with extensive experience and expertise. In this case, the trainers acts as a facilitator. In this case, the constructivist pedagogy was applied<sup>17</sup>, where participants were capable to reflect about each learning unit based on their own experience, so each person could learn from the others and also adopt other people ideas and suggestions. This was particularly positive and was the aspect that most valued the students.

## Tutoring

As described in the previous section, the methodology applied was “Learning Communities” facilitated by small groups support together, with the support of the e-learning platform as a main resource and guidance for the teaching process.

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<sup>17</sup> Steffe, L. P., & Gale, J. E. (Eds.). (1995). *Constructivism in education* (p. 159). Hillsdale, NJ: Lawrence Erlbaum.



Interaction in a “Learning Community” mediated by computer.<sup>18</sup>

The tutoring was applied by short (depending of the availability of the learners) and biggest groups (May 5th, July 16th and 23th) for starting, follow up and closure, which also include the reflective sessions. During the e-learning process some issues were raised, influenced because of the experience and expertise of the participants, usually because of recent and past problems or challenges, while trying to find solutions or suggestions. The tutoring concept in a “Learning Community” should be understood as somebody that facilitates the delivery and acquisition of the learning contents to the participants. Because of this specific learning community and the experience that they had, instead of having a tutor and a group of learners, all participants participated actively, learning from each other experiences. The tutor, in this case, had the mission to try to guide the learning process through the EduEval path, going from each of the learning units to the next. For some participants, this was considered very useful, as it was a way to “force” to follow the structure of the course, while others participants found some content not useful as it was not applicable to their work fields; this was a subjective opinion, as the tutor tried to link all the learning units to their interest, resulting that in some cases, participants were capable to explore about some aspects of the evaluation they were unaware. This resulted very positive.

<sup>18</sup> Palloff, R. M., & Pratt, K. (1999). *Building learning communities in cyberspace*(Vol. 12). San Francisco: Jossey-Bass.

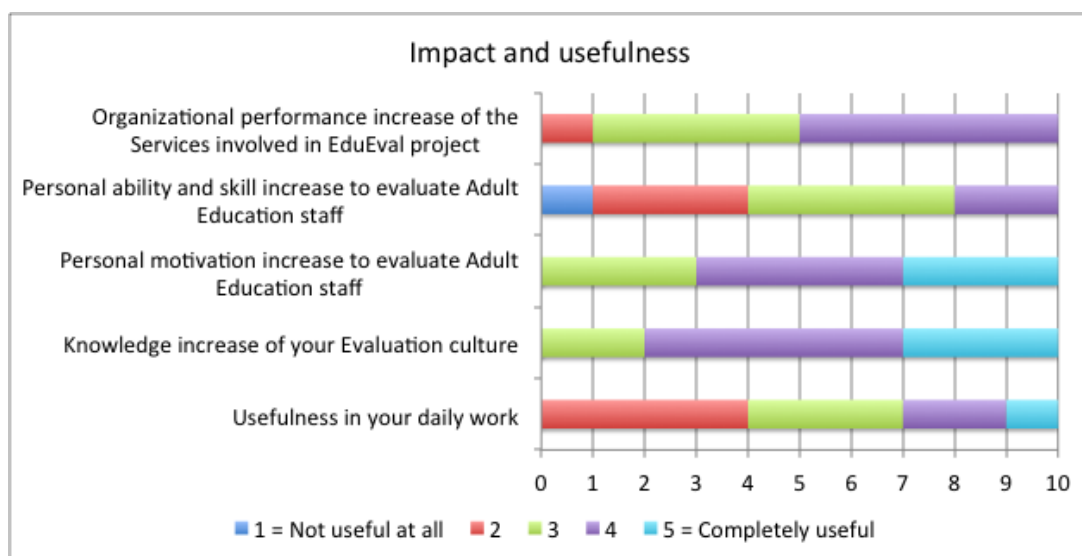
Evaluation is very complex, and during the sessions, it was noticeable that even with similar kind of target (e.g. adult learners with vocational aims), the aspects that could be evaluated are very different (training, management, institutional aims, impact, quality of the product, processes....). The course was useful to get some general ideas, but not to get specific and practical information and resources to be applied in their work. This should not be considered as a negative aspect of the training course but as an advantage, as once the participants got the general information, they can get extra information depending on the particular interests.

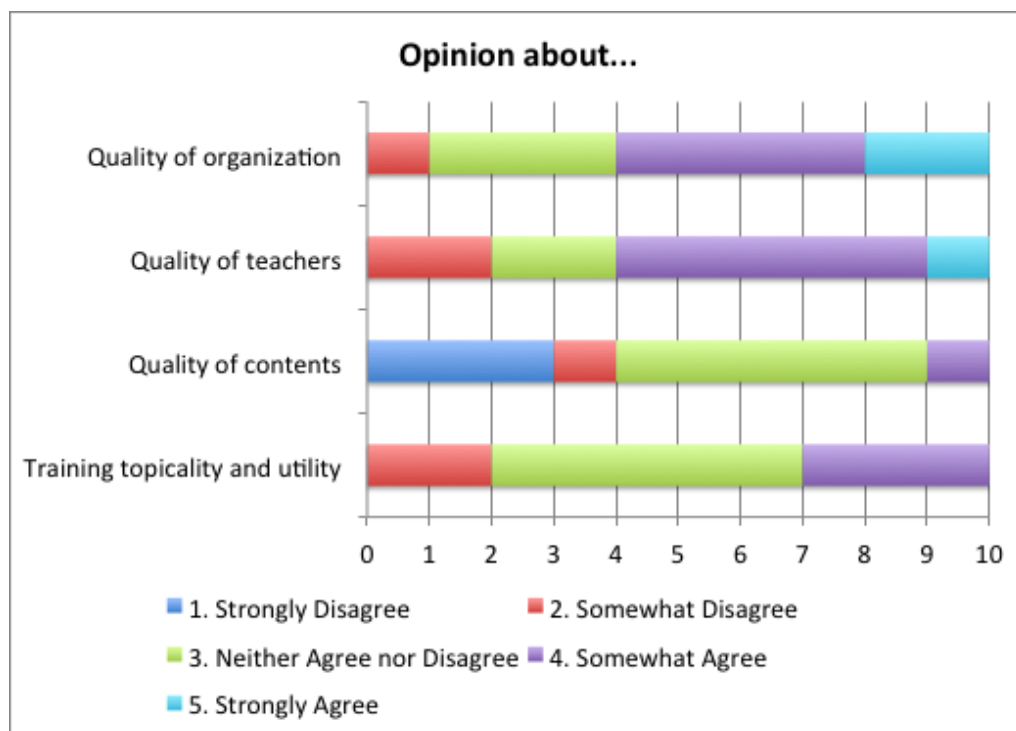
Materials for the course were hardly useful (videos, power points) and were difficult to follow. Too much definitions. It was missed a guide or some course book where content could be explained in a more reflective way, proposing approaches, examples, etc. This need or requirement was covered by the tutoring sessions.

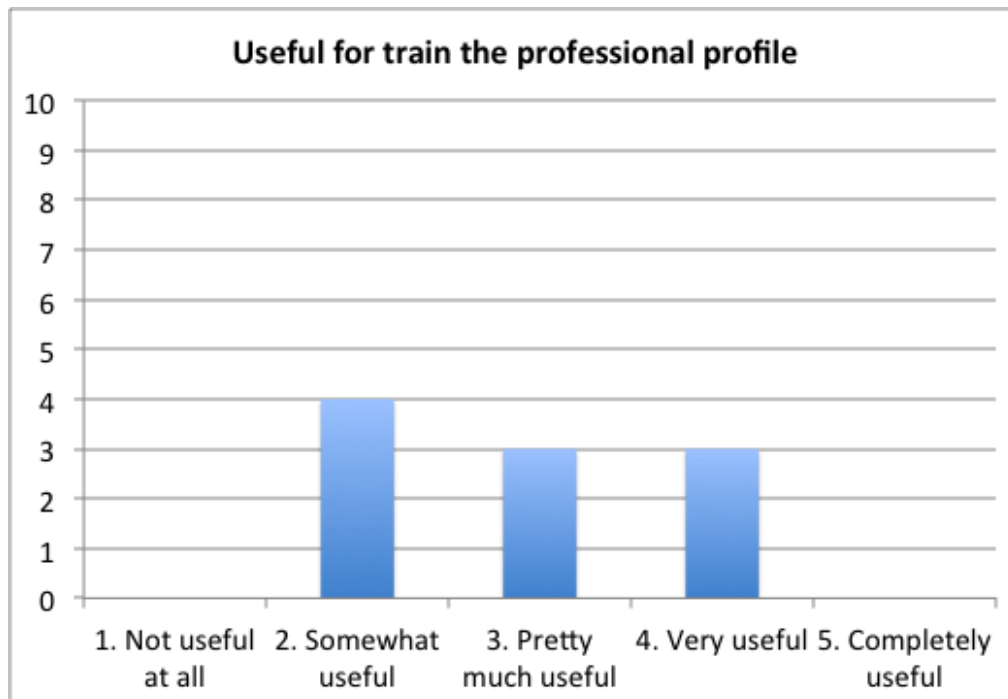
In the e-learning methodology (pedagogy based on constructivism in a learning community), after concluding the course, it was verified that when the learners have a lot more experience on the their respective work field than the trainer, the tutor can only act as a facilitator of the training process, guiding the learners, providing materials and ensuring that the learners adopt the ideas, new proposed tools, and resources in their respective work. The interaction between the learners was very fruitful, even creating links between the participants, that later could be useful as support networks.

## Course Assessment

Following is the result of the assessment:







## Profile of Adult Education staff Evaluators

Based on the experience and the practioners attending the course, following is the profile of the adult education staff:

### Experience

Any person that wishes to become an evaluator of adult education staff should have a long term experience from various perspectives: framework, educator (trainer), coordinator (or manager).

- The framework depends on the area of the institution: training services, disabled, inmates, homeless, etc. It requires to have enough experience to be able to understand the social context, requirements of the learners, challenges and difficulties that trainers could deal, which at the same time, apart of this first-hand experience, it is convenient also to be aware of other perspectives, possibilities and activities that could be done in other similar institutions. This would be useful firstly to understand the internal dynamics of the institution, while at the same time, not having erroneous bias because of previous experiences (It is good that evaluators know other institutions, being involved in several). Thanks to this experience, the evaluator will be able to deal with any problem in the evaluated institution and the staff dynamics.
- By having experience as an educator, the evaluator will be more capable to evaluate and understand the staff, the work that they are doing and how to improve their quality. It is

difficult you can help other, or evaluate other people work, if you have never put yourself in their role.

- The evaluator should have also the experience as coordinator or manager. This is the perspective of the institution, having the responsibilities of managing tasks, projects and which is more important: people.

It is not possible to establish the quantity of years experience that an evaluator should accomplish. It is not a matter of quantity but quality.

## Competences

Following the competences for an evaluator

- Capacity of abstraction and analysis, that is being capable to distinguish the important topics, and omit those that are irrelevant. Evaluator should be also capable to detect and understand and link the relations (link of information, emotions, feelings, needs...) between people in the institution.
- Capacity for communication, not only when requesting information or asking people, but also necessary when providing information. Empathy is also critical here. It is important that the evaluator transmit positiveness and usefulness of the evaluator, so other people do not see this process as something dangerous. Other related competences are: negotiation, constructive criticism.
- Capacity for observation, as the evaluator should be aware of uncover hidden information
- Reflective practise, also strong personality, not easily influenced. Members of the staff could try to influence the evaluator and event sometimes provide false information. Evaluator should be adaptive to the institution being evaluated, trying that existing ideas do not influence negatively the evaluation processes.

## Skills

Evaluator should know and be able to work with several evaluation methodologies and protocols. It is not required to know in detail all those, but to be able to adopt and use those in case it is necessary

- Formal methodologies and standards: ISO 9001, EFQM,
- Techiques, as in-deep interviews, focus groups, qualitative and quantitative interviews, etc.
- Skills for data analysis and validation

It was suggested also that an evaluator should have a self-reflective competence. They should be always learning while performing the evaluation. This is the “Learn to learn” competence, referred to new techniques and tools, but also being open minded and learning from the evaluation they are performing, being aware of their weaknesses and increasing by this way with the capacity for future evaluations.

**Partners' pilot training course report: P6 UNIBA**



# EduEval Project

## *UNIBA Pilot Training Course Report*

<b>WP Reference</b>		
<b>Category</b>	x	D Deliverable
		F Financial
		R Report
		ER External review
		MN Minutes
		TS Time Sheet
		WD Working Document, not otherwise classified
<b>Author</b>	Viviana Vinci, Loredana Perla	
<b>Reviewer (if required)</b>		
<b>Date</b>	23/06/2015	
<b>Version</b>	Number 1	
<b>Availability</b>	Confidential	

### EduEval project

*Evaluation for the Professional Development of Adult Education Staff*

**Project Number: 538743-LLP-1-2013-IT-GRUNDTVIG-GMP**

**Grant Agreement Number: 2013-3800/001/003**

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This documents reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained there in.

## 1. Description of the initial context

### 1.1 Personal details of the participants in the course

17 people attended the EduEval Pilot Training Course, coming from different contexts and having different professional roles. The participants have been selected according to different enrolment channels: students, PhD students and researchers joined the course via the promotion in Adult Education university courses; the course leaflet has been also sent via digital tools (emails, social networking groups) to trainers, educators, stakeholders and professionals involved in Adult Education services. 17 registration forms were collected..

N	NAME	SURNAME	INSTITUTION	PROFESSIONAL ROLE	PROFESSIONAL EXPERIENCE IN AE ENVIRON.	OFF. REC./ NOT OFF. REC. EVAL. POSIT.
1.	Stefania	Massaro	University of Bari Aldo Moro	Researcher	Coordinator of the internship supervisors	not off. rec. evaluator
2.	Miriam	Masciopinto	University of Bari Aldo Moro	student	educator	not off. rec. evaluator
3.	Angelisa	Abbruzzi	Cooperativa sociale "segno"	student	educator	not off. rec. evaluator
4.	Monica	Dal Maso	Ass. integrazioni Puglia Arci Puglia	mediator	mediatore interculturale	not off. rec. evaluator
5.	Giuseppe	Arrivo	Court	judge, educator	social worker	not off. rec. evaluator
6.	Gaetano	de Bari	Court	judge, educator	social worker	not off. rec. evaluator
7.	Maria Pia	De Fano	University of Bari Aldo Moro	student		not off. rec. evaluator
8.	Mariangela	Parisi	AICIS BARI	President	Counselor	not off. rec. evaluator
9.	Katia	Moschetti	University of Bari Aldo Moro	student		not off. rec. evaluator
10.	Giovanna	Romito	University of Bari Aldo Moro	PhD student		not off. rec. evaluator
11.	Marco	Brancucci	University of Bari Aldo Moro	PhD student	educator	not off. rec. evaluator
12.	Adele	Balestrucci		student	educator	not off. rec. evaluator
13.	Sara	Buccomino		student	educator	not off. rec. evaluator
14.	Maria Teresa	Santacroce	School	Teacher, trainer	progettista, formatrice	not off. rec. evaluator
15.	Carmela	Simeone	School	Teacher, trainer	CAF evaluator	off. rec. evaluator
16.	Grazia	Castelli	School	School head, trainer	CAF evaluator	off. rec. evaluator
17.	Grazia	Moschetti			trainer	not off. rec. evaluator

## 1.2 Personal details and short professional profile of the trainers/tutor

Trainer and tutor of Pilot Training Course EduEval is Viviana Vinci. PhD in "Planning and assessment of educational processes" (University of Bari, 2011) and Research fellow at University of Milano-Bicocca (2013), she has teaching contracts in "Planning and assessment of educational processes" and "Special education" at University of Bari Aldo Moro and Politecnico of Bari. She has been cooperating with Prof. Loredana Perla (UNIBA) since 2008 for research projects on: assessment, inclusive education, didactics, education, teacher training, analysis of educational practices, methodology of pedagogical research, practice writing. She has taken part in national and international research. In particular, dealing with assessment-related issues: Research project PRIN 2009 (funding awarded by the Italian Ministry of University and Education) "The politics and cultures of evaluation: between informal daily practices and coded procedures. A case study of educational services for adolescence", coordinated by L. Mortari, in the University of Milan-Bicocca local Unit (research on "assessment policies and cultures, coordinated by M.G. Riva). Tutor e-learning in Training-research projects and training activities (University of Bari Aldo Moro, University of Foggia, Politecnico of Bari), she has more than 40 publications and two national awards (*Principi Attivi*, Apulia Region Award with the project "Performascienza" (2009/2010); *I Premio Italiano di Pedagogia*, by Italian Society of Pedagogy for the SSD M-PED/03 - Teaching and Special Education; it was awarded by unanimous vote of the Selection Committee).

All training activities (e-learning and in-presence) have been supervised by Professor Loredana Perla. She is Associate Professor of Didactic at University of Bari. *Lead scorer* of ANVUR (Italian National Agency for the Evaluation of University and Research Systems, an Enqa partner) TECO project, a Competence-based Test for university students at University of Bari, Italy. She is member of the advisory committee of the Quality Assessment Office at University of Bari, guaranteeing educational quality for university courses; she is member of several international scientific bodies; she is part of *Reseau Open* since 2002, (*Observation des pratiques enseignants*); she is member of ISATT since 2007 (*International Study Association on Teacher and Teaching*) and of Réseau Ideki since 2013; she is member of the national boards at SiPed (Italian Society of Pedagogy) and at Sird (Educational research society); she is coordinator at Sird's National observatory for Teachers' training; she is Director at LARID (Educational research laboratory) at the Department of Educational Sciences, Psychology & Communication, University of Bari "Aldo Moro", Italy; she is Project curator at INDIRE (Italian National Institute for Innovation and Educational Research). She was awarded the *Premio Italiano di Pedagogia* (Italian Pedagogy Award) by the Italian Society of Pedagogy in the scientific sector SSD M-PED/03.

Her primary research and teaching areas are:

- Analysis of educational and professional practices (key-words: Teacher Education; Research methodologies);
- Pedagogy and school teaching (key-words: School-Education, Curriculum Studies, School learning);
- Methodology of educational research (key-words: Educational Sciences, Research Methodologies, Collaborative Research);
- Early and ongoing training for teachers (key-words: Curriculum Studies; Teacher training; Teacher Education);
- Training and assessment methodologies for formal and informal education (key-words: Curriculum Studies, Learning studies, Evaluation Research);
- Didactics of writing (theory and praxis) (key-words: Writing Research, Humanities, Teacher Education).

She has more than 200 publications.

### 1.3 Course details: scheduled activities, scheduled meetings, possible educational supplementary documentation, questionnaire delivery and reflective writing modes

In-presence training activities of the EduEval Pilot Training Course have been carried out at University of Bari "Aldo Moro", Italy. The course was made up of five 4-hour lessons in the following dates:

- Thursday 7 May, Room 1, h.15.00-19.00
- Thursday 14 May, Room 1, h.15.00-19.00
- Friday 22 May, Room 1, h.15.00-19.00
- Monday 25 May, Room 1, h.15.00-19.00
- Friday 29 May, Room 1, h.15.00-19.00.

The e-learning training module, instead, started on 8 May (after the first in-presence meeting: here, the online platform and the guidelines have been introduced) and ended after the in-presence module. This was due to the fact that participants needed more time to examine in depth the contents introduced but also to keep in touch with the EduEval network's participants.

Questionnaires (a final questionnaire to assess contents and a course evaluation questionnaire) were submitted in the fifth and final meeting (absentees filled in the questionnaire at a later stage). The reflective writing activity, made up of 7 questions, was submitted in two different stages: the first question, focused on the definition of the Adult education Staff Evaluator Profile was submitted during the fourth in-presence meeting; questions 2 to 7 were filled in independently and sent via email.

The following is the schedule of activities:

#### Lesson 1: 7 May 2015, h. 15.00-19.00 (4 hrs)

- **Welcome:** Registration, filling in and signatures of forms ("Registration form" and "Signature")
- **Project introduction:** Introduction of the EduEval project, the Wiki web page, the website at [www.edueval.eu](http://www.edueval.eu), the research stages carried out during the first year and the meeting of Crete;
- **EduEval course structure:** guidelines for the platform use and overview of the topics dealt with in the *Pilot training course*; assignment of login credentials;
- **Introduction of the participants and course expectations**
- **Training activity:** introduction and guidelines about the creation of mind maps; creation of an (individual) mind map on the assessment of educational tasks;
- **Discussion:** explanation of the maps by the participants, identification of the recurring elements and discussion on the topics identified and connected with the participants' professional experiences.

#### Lesson 2: 14 May 2015, h. 15.00-19.00 (4 hrs)

- **Welcome:** filling in "Signature" form and quick recap of the contents developed in Lesson 1;
- **Return:** return of participants' works on the topic "assessment of educational tasks" resulting from mind maps and from the final discussion during Lesson 1;
- **Focus on context evaluation and rubric:** slideshow and explanation;

- **Brainstorming:** identification of some education-related markers in order to create an assessment rubric;
- **Discussion:** group discussion on Adult Education evaluation, discussion on context assessment and pros and cons of assessment tools, with particular emphasis on rubrics.

### Lesson 3: 22 May 2015, h. 15.00-19.00 (4 hrs)

- **Welcome:** filling in "Signature" form and quick recap of the contents developed in the previous lessons;
- **Return:** return of the issues developed in the previous group discussions concerning Adult Education evaluation and rubrics;
- **Brainstorming:** identification of education-related areas in EDA contexts;
- **Simulation activity:** creation of a rubric ("resource management") and related discussion.

### Lesson 4: 25 May 2015, h. 15.00-19.00 (4 hrs)

- **Welcome:** filling in "Signature" form and quick recap of the contents developed in the previous lessons;
- **Focus on self-assessment, portfolio and external evaluation:** slideshow and explanation on self-assessment, portfolio and external evaluation;
- **Discussion:** discussion and debate on self-assessment procedures;
- **Brainstorming:** identification of self-assessment procedures and discussion on the possible related tools (such as portfolio) to be used in the self-assessment of education tasks by AE staff in EDA contexts.

### Lesson 5: 29 May 2015, h. 15.00-19.00 (4 hrs)

- **Welcome:** filling in "Signature" form and quick recap of the contents developed in the previous lessons;
- **Simulation activity:** further development of rubric-related activities concerning educational tasks ("achievement of education tasks") and related discussion.
- **Questionnaire submission:** final questionnaire on the contents developed and final course assessment questionnaire;
- **Discussion:** recap of the course contents, explanation of possible uncertainties, advices to enhance the pilot course, final discussion on the identification of EDA Staff Evaluators.

## 2. Process description

This section analyses the processes involved in the course, trying to explain *the way in which* the training experience has been developed.

In particular, aims and purposes of the course will be described, as well as the activities carried out during the in-presence workshops, the educational methodologies, the tools and techniques used, the core contents dealt with and the main issues developed throughout it. The analysis will be focused on the dynamics among participants, their attendance in the course (in terms of lesson participation/absence but also assessing their involvement in the contents), the common experiences and their recurring representations, focusing on the different points of view that come from different professional experiences.

Then, the description of the products and the writings developed during the training course will be carried out, with particular emphasis on reflective writings submitted at the end of the in-presence lessons; these products could provide the possibility to assess the impact and the usefulness of the entire training course for Adult Education contexts and needs.

## 2.1 Course aims and purposes

Main purpose of the Pilot Training Course EduEval was to define an Adult Education staff evaluator profile, having specific multi-functional characteristics to work in different contexts.

The Course was focused on these principle objectives to achieve:

- understanding the evaluation formative role aimed to the organizational improvement;
- understanding evaluation dimensions of the involved educational organizations;
- understanding how data collection instruments can be used, according to AE staff evaluation purpose;
- developing a deep awareness of the adult education staff evaluator profile;
- understanding the adult education staff evaluator role;
- developing knowledge about the required and expected professional competences of adult education staff evaluator;
- developing a more complex view of work processes in adult education contexts.

## 2.2 Description of the activities carried out during workshop sessions, educational methodologies adopted, tools and techniques used

During each workshop sessions, the trainer used different group running methods and strategies to promote careful reflection about one's own professional experience: maps; case studying; brainstorming; writing, professional practices' enhancement and empowerment; assessment activities simulations; reflective activities.

In particular, some tools have been preferred:

- *mind maps* as an useful tool to highlight participants' representations concerning the assessment of educational tasks: mind maps allow a graphic representation of the implicit features of beliefs dealing with such a complex topic;
- the simulation activity dealing with the *development of an assessment rubric*, a tool tailored on the profile of EDA staff evaluators;
- *brainstorming* and debates on professional practices, including narration/explanation;
- *case study* analysis;
- *reflective writing activities*, which are useful in training-related experiences but also in order to define EDA staff evaluators (see section 4).

Methodology used in the Pilot Training Course EduEval was based on a *collaborative approach* for the construction of knowledge that arises from the importance of a cooperation between practitioners (holders of practical knowledge) of the AE staff and academic researchers (holders of theoretical knowledge) [Perla L. (2010). *Didattica dell'implicito. Ciò che l'insegnante non sa*. Brescia: La Scuola; Perla L. (2011). *L'eccellenza in cattedra. Dal saper insegnare alla conoscenza dell'insegnamento*. Milano: FrancoAngeli; Perla L. (2014). *I Nuovi Licei alla prova delle competenze. Per una progettazione nel biennio*. Lecce: Pensa Multimedia; Desgagné S., Bednarz N., Couture C., Poirier L. & Lebus P., "L'approche collaborative de recherche en éducation: un rapport nouveau à établir entre recherche et formation", *Revue des sciences de l'éducation*, Vol. XXVII(1), 2001, pp. 33-64; Anadon M., *La recherche participative*, Presse de l'Université du Québec, Québec 2007; Phillips, L., Kristiansen, M., Vehviläinen, M. & Gunnarsson, E. (2013). *Knowledge and Power in Collaborative Research. A Reflexive Approach*. New York: Routledge].

### **2.3 Monitoring of course attendance in terms of quantity (number of presence/absence) and quality (involvement, questions, initiatives)**

The course monitoring showed a high attendance: at least 12 people participated in all lessons (out of 17 participants).

The course attendance, assessed via participation and questions, proved to be really high, thus developing an intense and fruitful debate.

As described in the following section, the participants shared their experiences even as for the contents introduced, showing several perspectives concerning assessment tasks as they had come from different professional experiences.

In particular, we observed that participants have created two distinguishable groups, especially in lessons 1 and 2.

- There was a group of mediators, educators and social workers who were reluctant towards assessment procedures, especially external assessment;
- a group of teachers, trainers and supervisors with previous official experiences as evaluators who believed that assessment was necessary in all contexts, especially when carried out by external figures, as it aims at enhancing a given system.

This difference, which will be analysed in detail at a later stage, resulted in a complexity in finding a common agreement, the latter being evolved in a desire for cooperation and learning from different experiences. In the final lesson, in particular, the group made up of educators and social workers declared they still not had a positive perception of assessment procedures; therefore, they asked to keep on the training course and to develop a working group on assessment during which they could cooperate with professional evaluators.

### **2.4 Description of the dynamics among participants, their common experiences, any recurrent sense in their representations, any recognisable difference (identification of possible variables such as age, gender, professional environments, previous experiences, etc.)**

As previously stated, we highlighted a twofold assessment-related vision in people with different professional experiences, in particular between group of social workers in the public sector with previous experiences as evaluators of educational staff (not officially recognised) and a group of educators and teachers with evaluation experiences (officially recognised). The debate can be summarised by highlighting some relevant issues.

The first vision, embodied by mediators, educators and social workers, considers evaluation as a potentially dangerous tool, as it depends on both the assessment and the bias of an external evaluator who may not have the experience to assess a given working context. If the evaluator is not aware of the internal working processes in the assessed organisation (a common scenario in the public sector), his/her evaluation may be misrepresented as he/she may fail to understand properly a given context, thus resulting in a risky evaluation. This is typical when an evaluator had no experiences as a professional, therefore he/she observes and assesses a context by means of *a priori* assessment grids and criteria, on the basis of assessment research. A social worker, starting from his experience, underlined that an evaluator should peremptorily have a long-standing experience (10 years at least) in the contexts he/she should assess.

In this perspective, which is reluctant towards external evaluation and structured evaluation tools, the only solution is represented by shared activities, that is a *participative evaluation*. Furthermore, this vision claims that external evaluations are dangerous and ineffective in assessing some important features of educational tasks, as they are "non-tangible" and therefore they cannot be assessed by means of assessment grids, codified tools, measurable markers. In this sense, a151

question submitted by a social worker to the training group was: "how is it possible to assess dreams? How is it possible to assess the quality of educational relationships?" In this perspective, then, one cannot assess everything, especially quality-based, relational and subjective dimensions in educational experiences.

This vision is counterposed by another perspective embodied by a group of teachers, trainers and managers with previous experiences as evaluators officially recognised in the public sector. This second vision always considers evaluation as a useful and necessary tool. All professionals involved in the working processes and dynamics cannot have a complete and thorough framework of all activities, therefore they need the support of an external and unbiased figure: in this sense, evaluation is meant as a way to "detach from self-referential attitudes". In this second perspective, the consequences of evaluation always entail a change aimed at enhancing working processes. As for the involvement of users is concerned, this second vision states that an assessment carried out considering the users' satisfaction is not a fair criterion, especially in educational contexts in which users can have severe discomforts, pathologies, crimes and special needs: in this case evaluations could be biased. In order that assessment would not depend on evaluators' subjectivity (and bias as a consequence), it is needed that it is based on actual and tangible evidence that can be observed and compared. In this sense, all dimensions can be observable, even those less tangible (such as relational elements, behaviours, dynamics) because assessment tools are developed according to a specific context that evaluators ought to know. An effective evaluation implies a prior study of a given context, the environment in which professionals are involved, the aims of the organisation itself. This is not an *a priori* and decontextualised process but rather an open strategy that requires competence and sharing with the context to be evaluated in all its elements, starting from the top brass up to the users. In this perspective, then, it is possible to consider the participation-based approach as a common strategy to enhance a given system.

## 2.5 Description of the main contents within the course and possible issues

The contents developed during the in-presence training activities can be included in some general topics. The first one, developed via mind maps, deals with the *evaluation of educational tasks*, a topic with different representations at different dimensions:

- an *emotional* dimension, in which evaluation is always associated with deep emotions and feelings (fear, effort, delight, prejudice, distance, involvement);
- a *process-based* dimension, associated with the use of tools, the identification of criteria and dimensions and quality/quantity-based methodologies;
- an *identity self/hetero-assessment* dimension, that is a personal and interpersonal dimension, as evaluations involve both a single entity that may evaluate or may be evaluated but also several people (who may self-assess themselves or may be evaluated by someone else);
- a *reflective* dimension that involves self-criticism and the ability to consider a given context, as typically involved in evaluation procedures;
- a *system* dimension, in which assessments are associated with the achievement of competences and the enhancement of a given organisation.

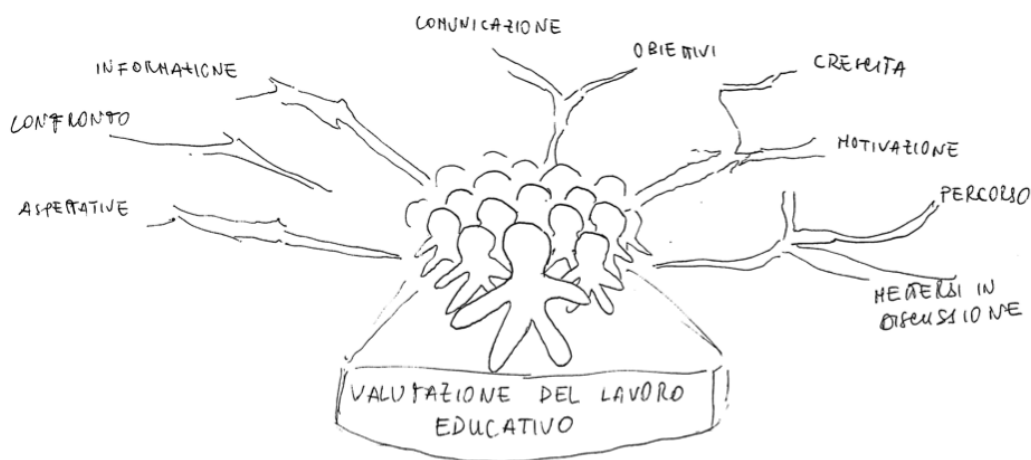
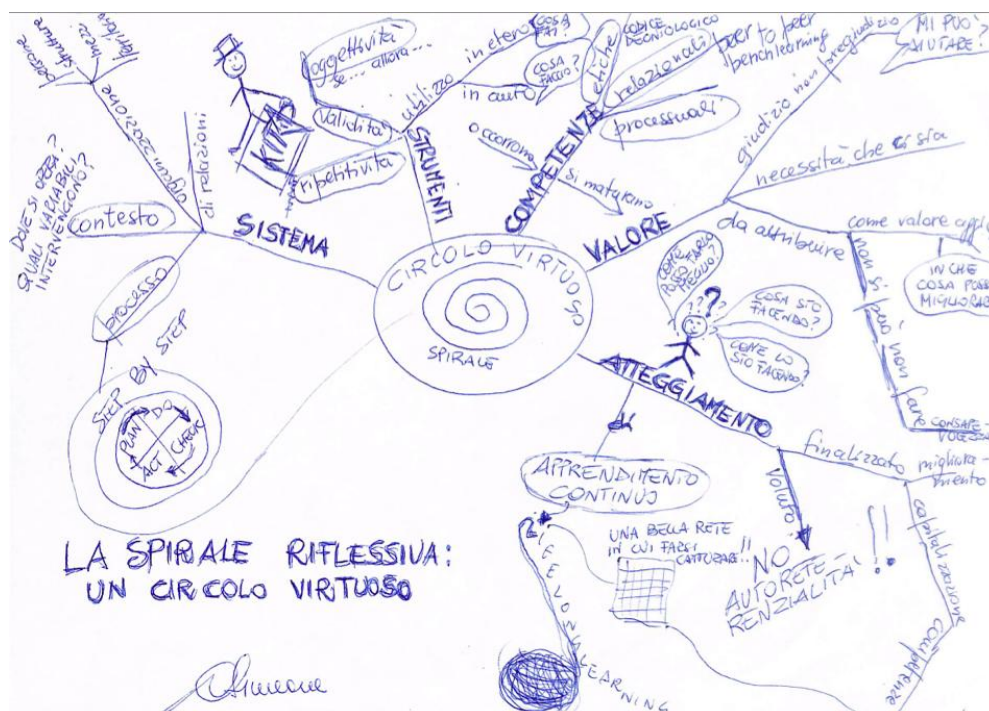
Here are some assessment-related representations resulting from mind maps:

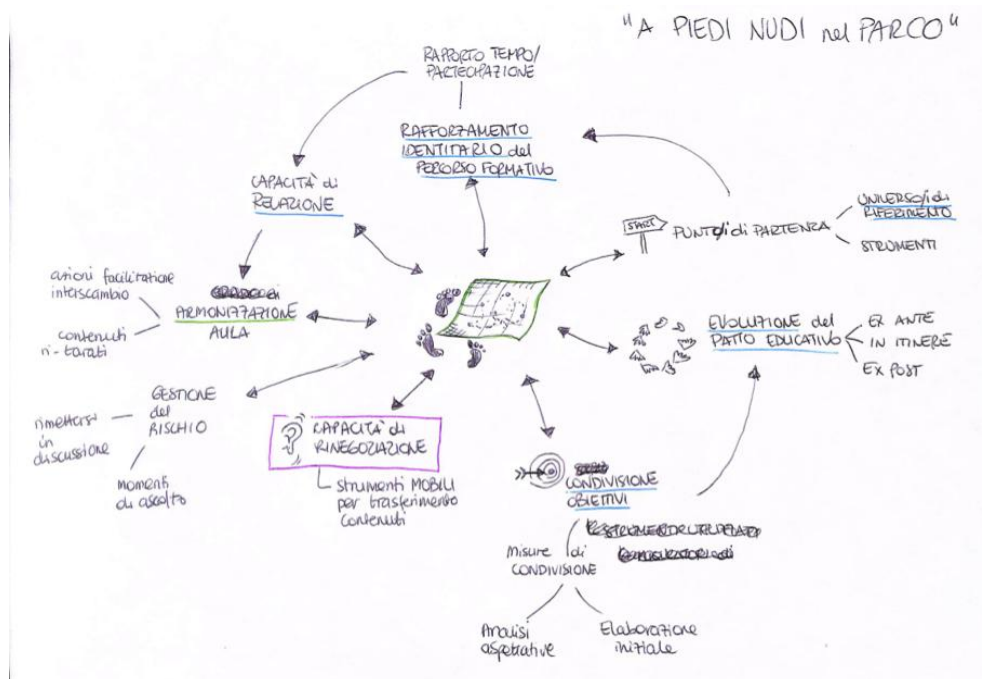
- "evaluation means being able to observe and understand"
- "evaluation is like a toolbox"
- "evaluation must be useful, necessary, intentional, not imposed, frequent, providing support, recurring"
- "evaluation means overcoming self-referential attitudes; it is needed to understand if others are better than me and what I can learn from others"

- 

**SGUARDO ATTIVO**

- LAVORO IN EQUIPE**
  - CONFESSIONE DI SC
  - MANTENERE IL MISTERO
- RELAZIONE**
  - CAPACITA' DI CESSARE OGNI GRUPPO
  - CAPACITA' DI RINNOVARE
- ASCOLTO**
  - CAPACITA' DI DECENTRARE
  - NON ESSERE SOTTOVALUTATO
- AUTOGESTIONE**
  - NON ESSERE SOTTOVALUTATO
  - CAPACITA' DI METTERSI IN GIOCO
- COMPETENZA CULTURALE**
  - AFFIDABILITA' E AFFIDAMENTO
  - METTERE A RUOTA IL BENEFICIO CONTINUO
- INNOVAZIONE**
  - PROBLEM SOLVING
  - CERCARE IL MODO PIU' EFFICACE PER RAGGIUNGERE IL MIO MANTENIMENTO
- GESTIONE DEI RISCHI**
  - PROBLEM SOLVING
  - CERCARE IL MODO PIU' EFFICACE PER RAGGIUNGERE IL MIO MANTENIMENTO
- COMPETENZA CULTURALE**
  - AFFIDABILITA' E AFFIDAMENTO
  - METTERE A RUOTA IL BENEFICIO CONTINUO





Some "branches" in the maps (topics and ideas represented and written)

- Processes, procedures, productions
- Intellectual rigour, consistency, humility, theoretical and practical knowledge of the educational-related profession
- Active listening, enhancement (personal, professional, in the service quality), between empathy and distance, constructive critique (change of mind, lack of opinion), experience (internal/external look, enhancement of available tools), perseverance (recurring/habitual), teamwork (support, wise, different competences)
- Starting point (reference environment/s), identity-related strengthening of the training course (time/involvement ratio), relational abilities, classroom balance (actions, support, interchange; recalibration of contents), risk management (recalling into question, listening ability), renegotiation abilities (tools to transfer contents), sharing of aims (sharing activities, analysis of expectations, early processing), evolution of the educational agreement
- Self-assessment (renewing identity-related perception, modification of practices, approach towards co-workers - socialisation), interpretation (sense, meaning), systematic organisation, cooperation (interpretative exchange, active listening, sharing of meanings), professionalisation (no self-referential attitudes, quality in the educational proposal, enhancement of educational institutions), reflective activities (know how to be-have, how to choose, how to decide), awareness (sense of effectiveness, wealth, self-confidence)
- Lack of bias (assessing does not mean criticize!), experience, awareness, will, motivation, reflective attitude, empathy, emotions, change, growth, humanity, resources
- Expectations, debate, information, communication, aims, growth, motivation, course, calling oneself into question
- Self-assessment, individual, responsibility, content! (formality, monitoring, rational / cognitive verification, methodology), feedback/phenomenology (non-violent communication, active listening, empathy), commitment, cooperation, debate, work-related aims, relations (judgement: human dimension, fear, feelings, effort, ability in stating opinions, ability in

- receiving opinions, conflicts --> acknowledgement of needs, acknowledgement of evaluators, identification*
- *Art, method, structure, intensity, knowledge, breadth, interest, curiosity, passion, emotion, closeness, intellect, physicality, ability in producing, tools, hand, ability in achieving, putting oneself on the line, action, heart, identity, self-presence, empathy, sharing stories, courses, experiences, dream, fantasy, intuition, vision*
  - *Self-confidence, reception (openness, availability, diversity), overcoming self-referential attitudes, identification of common markers in order to evaluate (knowing what to evaluate, and why), group (sharing, help, a chance for enhancement, support, reciprocity), satisfaction (positive appreciation of one's actions, acknowledgement of other people's actions), work (individual, group, sectorial with all the stakeholders), acknowledgement of one's strong and weak points, competence, knowledge (professional, human, possibility of debate with similar institutions - benchmarking)*
  - *Step by step (plan, do, check, act), system (process, context - where is it applied? Which variables are involved? - organisation - people, structures, means, territories - relational), tools (repetitiveness, validity, kit, objectivity, if/then variables, use in hetero-perspective: what do you do?, use in self-perspective: what do I do?), competences (taking place, mature, ethical, code of practice, relational - peer to peer, benchlearning), sense (judgement, not prejudice: can it be helpful for me?, need that something exists, to be attributed, as an added value: what personal traits can I improve?), behaviour (how can I improve? What am I doing? How am I doing it?), focused (enhancement, achievement of competences), desired (no self-referential attitudes), ongoing learning (a meaningful network to be part of!, lifelong learning)*
  - *Quality (educational, relational, learning), quantity (numbers, scales, periods, years, days, months), people (competences, training, certificates), results (learning, relations, competences, communication), tools (informal, formal - standard, strict), self-assessment (educator, learner, evaluator), emotions (positive, growth, negative, dissatisfaction)*
  - *Identity (self-knowledge, professional identity), role management (ability to alternate different points of view), innovation (problem solving, ability to adapt to change), ability to adapt to a range of contexts (achieving complex identities), cultural competence (study and in-depth analysis), objective criteria (measurable results, quantitative and qualitative aspects), self-analysis (ability to put oneself into play, burn-out prevention and avoidance), listening (ability to decentralise), relations (empathy-like abilities), teamworking (ability to enhance with/in a group)*
  - *Knowledge (context, professional profile, knowledge, competences, aims), sharing (objective operative tools, how and what to be assessed), working methodology, on-site visit (peer to peer), feedback return, added value (both for those to be evaluated and those who evaluate), perpetual enhancement, presupposed self-assessment (reflection) and assessment, re-starting of a process.*

**ability** achieving acknowledgement  
 actions active aims assessed attitudes  
 change communication **competences**  
 contents context course debate different  
 educational emotions empathy  
**enhancement** evaluate experience  
 group growth human identity knowledge  
 learning listening means methodology objective  
 oneself opinions peer people points positive practice  
 process professional quality reflective  
**relational** self-assessment self-referential  
 sense sharing support tools

As a result of the group debates, the educational work has emerged as a complex framework to be assessed, in which many variables are included connected with one's personal and professional life, the community life, with micro and macro variables and implying individual and system features. Recalling the contents introduced in the e-learning module, the assessment of educational works requires a threefold perspective (Pellerey, 2004; Castoldi, 2012) concerning a subjective (self-assessment), objective (external evaluation) and intersubjective (context evaluation) dimension that could interpret the complex range of processes in Adult Education. These three assessment perspectives (found in the EduEval model) cannot be conceived in hierarchical order or separately, but they intertwine.

None of these three evaluation methodologies can, on their own, guarantee a useful, full-fledged evaluation process that enhances a service and the organisational culture of AE contexts: they are part of the same process and they are developed as continual and flexible entities. The methodological principle in EduEval is the *triangulation*, therefore a complex process conceived with different criteria (such as educational tasks) cannot be evaluated by means of a single perspective, but it needs multiple analyses and complementary perspectives.

Starting from this threefold perspective, which can define the assessment of educational tasks, we focused our attention on some topics that resulted in some evidence:

- the topic concerning the *assessment tools and modes of staff* who work in AE contexts;
- the topic dealing with the *educational context variables* that can be observed, described and assessed; they are meant as a set of broader elements that can be applied in a series of AE contexts;
- the relationship between *sustainability of assessment and involvement in the assessment itself*;
- the topic of *staff self-assessment*.

Here is a detailed analysis of the above-mentioned points.

1) *Assessment tools and modes of staff* who work in AE contexts; the training group could not think of an universal tool that could assess varied educational services, for two reasons. First, there 157

was a problem to find general, broad, "universal" elements due to the variety of the structures and the organisation contexts; secondly, it was difficult to formalise the *way in which education takes place*.

Among the different tools, a particular focus should be given to *rubric*: it has been considered a useful tool to assess a context, and according to the principles arisen from the in-presence lessons, it should be developed and tailored considering the specific context, after a previous observation. The development of this tool, even though it is useful to get certain evidence, showed some critical features according to some participants: it is hardly able to recognise the relational dimension, that is "how education takes place".

If quality-based features of the educational work cannot be retrieved by this tool, then it could be possible to integrate or mix rubrics with other quality-based, descriptive and explanatory assessment tools (logbooks or other narration-based products).

As for the assessment modes of EDA staff's educational work, some key factors included:

- *observation time* as an essential dimension of this methodology (an hypothetical approach would consider a certain observation time of the context, a shared observation time, and another one for research/action);
- a *backing* needed after the evaluation process and needed to *redesign the training contents*: if evaluations offer a faithful representation of the context assessed (with both strong and weak points), what kind of support can be offered after the evaluation process?
- Some questions that should guide an evaluator's point of view: who and whom carries out evaluation? Evaluators are included in or excluded from a given context? Is the organisation's mission the same as the staff's? As for "assessing leadership": who should be assessed, the formal leader or the recognised leader? (they could differ);

2) *Educational context variables* that can be observed, described and assessed (arising from brainstorming sessions and from the debate on professional experiences); these variables have been debated within the group, together with the identification of the most "universal" dimensions of the educational work that can be assessed. Some of these dimensions deal with their *management* (areas such as human resource management, financial resources/provision/balance sheet management, relationship with local territory, relationship with networks and II-level institutions, vision & mission, history of institutions and service typology - low, average and high service level -, partnerships, relationship with institutions, leadership), some others are associated with *teamwork or single operators* (areas such as designing, training, communication, role-keeping and team flexibility: interchange and cohesiveness; turnover of educators with other structures; assessment systems; staff's ability to reorganise tasks; staff's ability to interpret different processes).

Only some of these areas have been analysed in depth as specific assessment elements, due to time restrictions (see section 2.6).

3) The relationship between *sustainability of assessment and involvement in the assessment itself*; even though it is a necessary element, a teamwork assessment is considered a difficult process to implement as there are no economic resources to support it, therefore it is difficult to ask professionals further availability. The group of social workers showed in particular its low sustainability in the teamwork assessment. A possible solution could be represented by considering all people involved in a context to be assessed - professionals (individuals and staff), users, structure, organisation - an active part in the so called "assessment culture".

*Participative assessment procedures* should be an achievable goal, in which the contribution of anyone involved should be valued, even though some issues are not easily solvable (such as the above-mentioned case of contexts in which some users have complicated backgrounds: e.g., 158

jails or hospitals). Evaluations should consider all processes within an organisation, the latter having criteria that could differ from staff's criteria. Nevertheless, if the staff enhances its performance the organisation enhances in turn, and vice versa.

In order that evaluations are shared and sustainable, it is fundamental that a leader is recognised, that authority is openly managed and that roles and that responsibilities are clearly defined. These criteria are often vague in EDA contexts, as the most recurring logic is more urgency-based and the resulting dynamics are not strictly educational.

4) *Staff self-assessment*: the topic of staff self-assessment has been analysed in the light of the participants' experiences, with different modalities and strategies:

- ongoing teamwork meetings, in order to verify the situation of the planned activities. Here, the most recurring questions are: were the scheduled activities carried out? Were the aims reached? How were they carried out?
- the teamwork supervision, carried out by a supervisor that can underline what is not being developed properly, the unawareness of the different roles and the internal conflicts;
- the self-assessment forms at the end of the training;
- a shared methodology which is considered a successful achievement (doing things together);
- a clear definition of the organisational chart (defining roles and effective tasks);
- the representation of one's professional identity within a group;
- written and physical self-narration activities;
- a role-play game in which a conflict among educators is mediated by two coworkers (educators with the conflicting relationship give two coworkers the guidelines to simulate this situation; this role-play activity needs a mediator).

The debate within the group highlighted that self-assessments should be and/or become a strong and ongoing procedure carried out by an organisation, not depending on urgent situation but needed in order to redesign activities. Facing urgent situations is not enough; an ongoing interest on activities is needed, but also on relations and the enhancement of group dynamics. Once issues are found (thanks to assessment procedures), relations should improve and the uneasiness of external assessment should be overcome by means of factors such as growth, self-confidence and a clear definition of roles.

A key tool in EDA staff self-assessment is represented by *logbooks or daily records*. They are written by all professionals; it is a personal and compulsory activity (operators have to fill in it at the end of their shift) and they can be read by anyone as well as they can be used *a posteriori* as a tool to spark debates on the contrasting representations among different professionals and dealing with the same event (each professional writes about the same event, then disagreements are discussed). The problem arisen in the group is the development of staff-based and shared writing activities.

## 2.6 Actual products arising from the training course

Products arising from the training course:

- 15 mind maps about educational work evaluation (see annex) and writing activities (see Annex);
- identification by means of brainstorming sessions of the key-concepts that describe the educational tasks carried out by staff in AE contexts: consistency, motivation, intention, respect, fairness, ethics, planning-making, reaction to needs, adaptation to a given context, self-dedication, autonomy;
- Rubric development of education-related areas in EDA contexts;

- identification of the elements in the area "resource management"; identification of markers that describe the dimension "enrolment and selection" and the dimension "training";
- identification of the elements in the area "achievement of the educational task"; identification of the markers in the area "intervention in the context".

<b>Education-related areas in EDA contexts;</b>
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- |   |
|---|
| <ul style="list-style-type: none"> <li>- Human resource management</li> <li>- Financial resources/provision/balance sheet management</li> <li>- Planning</li> <li>- Communication</li> <li>- Relationship with local territory (stakeholders, networks, institutions, families, etc.)</li> <li>- Assessment /Self-assessment</li> <li>- Vision, mission, values</li> <li>- Regulatory framework</li> <li>- Leadership</li> <li>- Achievement of the educational task</li> <li>- Inclusion</li> <li>- Documentation</li> </ul> |
|---|

<b>Elements in the area "human resource management"</b>
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- |  |
|--|
| <ul style="list-style-type: none"> <li>- 1) Enrolment and selection</li> <li>- 2) Inclusion and support</li> <li>- 3) Enhancement (cohesion of the role in the professional profile)</li> <li>- 4) Training</li> <li>- 5) Assessment</li> <li>- 6) Turnover</li> </ul> |
|--|

<b>Markers in the area "Enrolment and selection" and identification of markers and levels</b>
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- |  |
|--|
| <ul style="list-style-type: none"> <li>- Marker: The organisation has tools to enrol and select its personnel</li> <li>- Level 1 - not achieved. There is no tool for the enrolment and selection of personnel</li> <li>- Level 2 - partially achieved. The organisation has empirical tools for the enrolment and selection of personnel</li> <li>- Level 3 - achieved. The organisation has codified tools for the enrolment and selection of personnel (CV skimming, job interview)</li> <li>- Level 4 - fully achieved. The organisation has a structured protocol for the enrolment and selection of personnel (public call)</li> </ul> |
|--|

<b>Markers in the area "Training" and identification of markers and levels</b>
--

- |  |
|--|
| <ul style="list-style-type: none"> <li>- Marker: The organisation understands the training need of its professionals and implements specific measures (internal/external)</li> <li>- Level 1 - not achieved. There is no internal or external training plan foreseen in the organisation. The training need is a free choice by the professional who achieves it independently.</li> <li>- Level 2 - partially achieved. The organisation supports professionals with general training measures not complying with professionals' needs.</li> <li>- Level 3 - achieved. The organisation has implemented training plans in order to meet specific training needs that may arise from different situations. It also fosters the creation of peer supervision groups.</li> <li>- Level 4 - fully achieved. The organisation has an internal (or external) structured training plan addressed to its professionals after an attentive supply/demand analysis. Furthermore, it organises supervision groups to support professionals.</li> </ul> |
|--|

Elements in the area "Achievement of the educational task"
<ul style="list-style-type: none"> <li>- 1) Intervention in the context (staff's ability to interpret a given phenomenon and to modulate the resulting intervention);</li> <li>- 2) Supervision</li> </ul>

Markers in the area "Intervention in the context"
<ul style="list-style-type: none"> <li>- Adherence to the organisation's vision &amp; mission</li> <li>- Adherence to the addressees' needs</li> <li>- Ability to modulate an educational intervention</li> <li>- Effectiveness of methodologies</li> <li>- Consistency between teamwork and single interventions</li> </ul>

## 2.7 Descriptions from shared reflective writings during or after the "in presence" meetings

At the end of the training activities, the participants have carried out a *reflective writing* activity, that is a professional writing used as a self-training tool for adults (Perla, 2012, *Scritture professionali. Metodi per la formazione*. Bari: Progedit). Professional writings represent a tool that can develop professional competences by means of the analysis of working processes and by means of "an overview on the complex nature of organisational contexts" (Perla, 2012, p. 10; Pastré P., 2002, L'analyse du travail en didactique professionnelle. *Revue française de pédagogie*, 138, pp.9-17; Habboub, Lenoir, 2005; Pastré P., Lenoir Y., 2008, Apprentissage et activité, *Didactique professionnelle et didactiques disciplinaires en débat*, Toulouse: Octarès; Pastré P., Mayen P., Vergnaud G., 2006, Note de synthèse: la didactique professionnelle. *Revue française de pédagogie*, 154, pp. 145-198). By means of reflective writings, the participants could analyse their experience by reflecting on it and intertwining it with their personal, relational, ethical and ideological beliefs that distinguish their professional actions. In addition to the analysis of their training experiences (by explaining the contents they learned, the issues they encountered, their favourite activities, the topics to be further analysed), reflective writings highlighted some useful elements to develop a semantic-theoretical profile of AE staff evaluator (for a more detailed analysis see section 4).

Generally speaking, reflective writings proved to be useful because they influenced the participants' actions and ideas about evaluation procedures. The course was rated as really positive especially as for the "rubric" is concerned. All participants thought it deserved further development (followed by self-assessment and the EduEval network as a European reality). The course proved to be useful in order to provide for a professional figure in AE contexts that should be needed, as well as the sharing of ideas with different professionals. Here are some excerpts from reflective writings:

- *"Evaluation is important for one's personal and professional growth and enhancement, and should always be supported by evaluators as mediators"*
- *"Taking part in this course positively influenced my actions and my attitude towards evaluation, as I could feel the issues an evaluator may encounter in his/her activities. Therefore I could have causes for reflection"*
- *"I think I now have a more structured vision of the working processes within educational organisations and the resulting assessment practices, as I could interconnect different perspectives. I am also careful about the professional situations that may be present in different educational services and their resulting representations"*

- *"My attitude towards evaluation, after the EduEval course, is now less unaware as for the use of methods and tools to be adopted in assessment practices aimed at enhancing organisations"*
- *"The course was useful because it is focused on debates, self-analysis and reflective practices. I could think of my previous experiences, my current situation and my future perspectives, and of my professional experience too. Some bias were debunked, thus allowing an overall personal and professional growth".*

Some participants stated they have changed their way of thinking evaluation, declaring it is now a more collaborative and shared practice that aims at enhancing one's situation. It is also necessary in organisational contexts, something to be supported and implemented. The favourite activities were the creation of rubrics and maps, brainstorming sessions and the sharing of professional experiences. There were few issues: 1) a language barrier in the e-learning modules and some problems as for the interaction in forums (in English); 2) problems in the identification of the professional profile of AE staff evaluators, a professional figure that needs well-defined and clear professional criteria, even in regulatory terms.

## **2.8 Description of the acquired experience, quality and usefulness of the training course in compliance with the selected Adult Education context needs**

The course was considered (resulting from group debates and reflective writings) a very useful activity, especially in relation with the specific AE contexts made up of high degrees of complexity, urgent situations and unclear and undefined professional roles. The experience ended with the intention to keep on the training activities in order to create a team of evaluators for groups involved in AE contexts. The final aim is to create an officially recognised register.

## **2.9 Management of evaluation processes within the course**

Three main instruments has been used for the course validation (see paragraph 3):

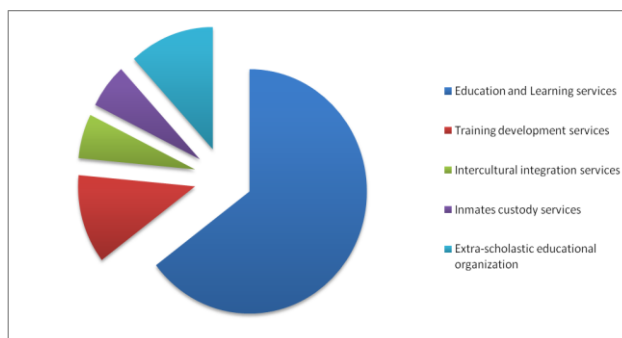
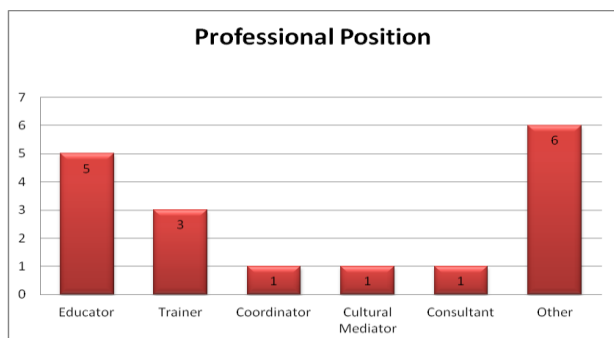
- a final questionnaire;
- assessment form to be filled at the end of the course;
- external judgement (referee, in accordance with quality plan criteria).

## **3. Course assessment**

The training course was considered really positive, as the analysis of the evaluation course questionnaires and the content-related questionnaires confirms.

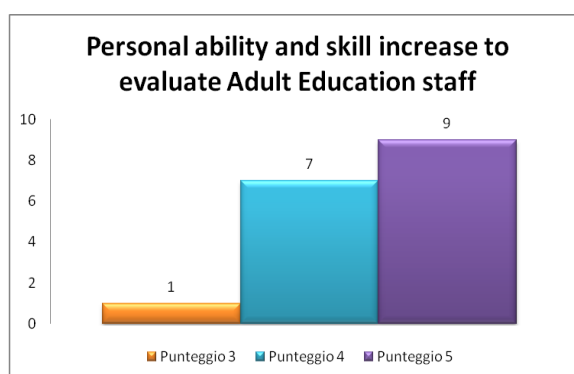
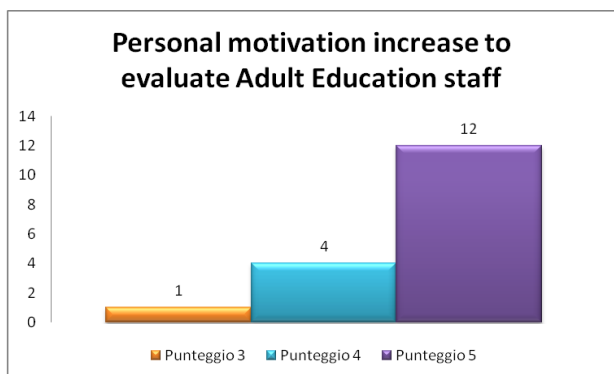
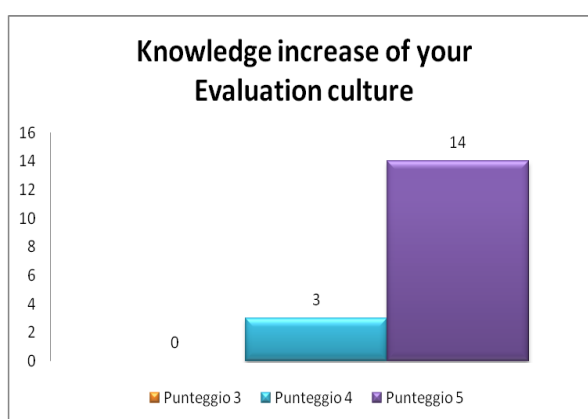
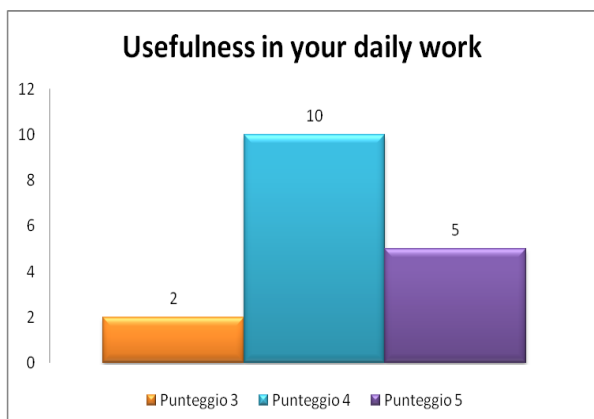
### **3.1 Data from course assessment questionnaires filled in by the course participants**

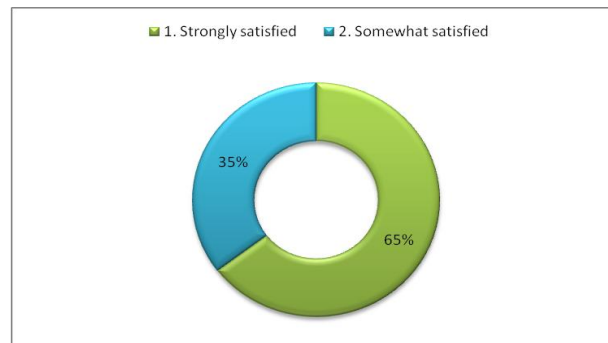
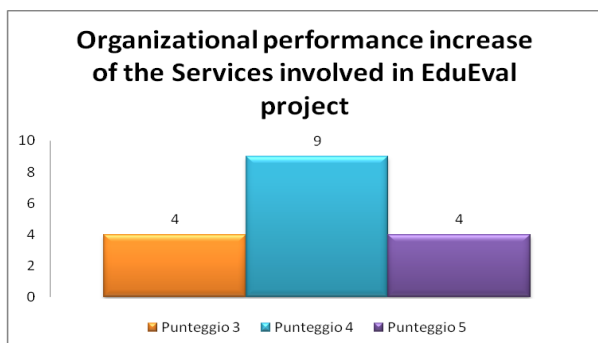
The first section of the course evaluation questionnaires (participants' personal details) showed several professional profiles that can be gathered in two main groups (as shown in the graph below): a group of "educators/social workers" and a group named "other" in which we gathered several professionals with previous evaluation experiences (a school head, some teachers), students, PhD students and researchers. The intervention area of most of the participants deals with "Education and Learning Services",



The third question aimed at assessing, in a 1-to-5 scale, the usefulness of the training course as for some fields is concerned: 1) Usefulness in your daily work; 2) Knowledge increase of your Evaluation culture; 3) Personal motivation increase to evaluate Adult Education staff; 4) Personal ability and skill increase to evaluate Adult Education staff; 5) Organizational performance increase of the Services involved in EduEval project.

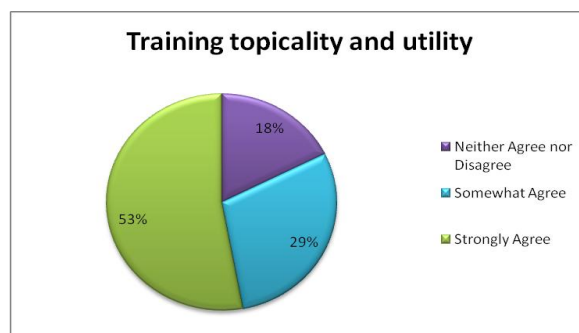
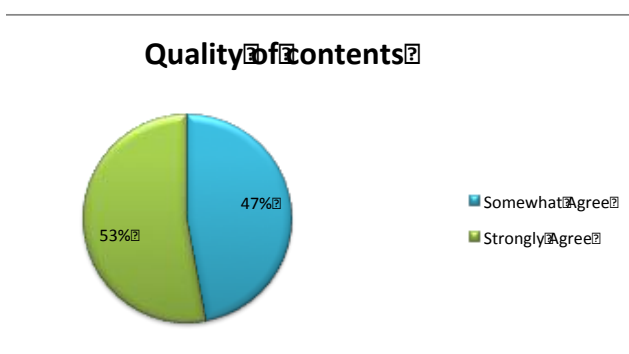
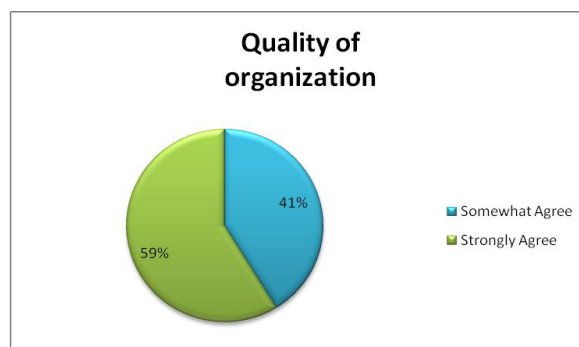
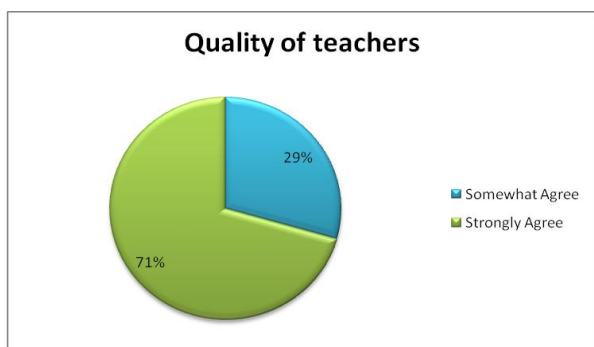
The results, as showed in the graphs below, show high scores. The highest score is for "Knowledge increase of your Evaluation culture" (14 answers out of 17) and "Personal motivation increase to evaluate Adult Education staff" (12 answers out of 17); a lower though positive score is for the items "Usefulness in your daily work" and "Organizational performance increase of the Services involved in EduEval project".



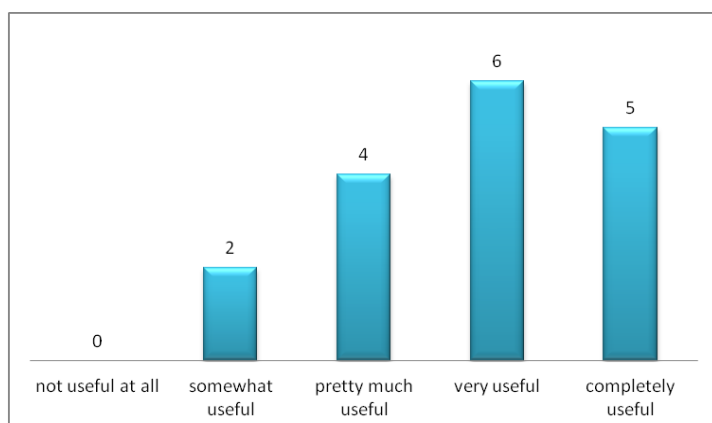


Question 4 aimed at assessing the participants' satisfaction as for the course structure is concerned. 65% of the participants declared to be "strongly satisfied" and 35% answered to be "somewhat satisfied", thus showing a totally positive result.

The highest satisfaction was for "Quality of teachers" (71% Strongly Agree e 29% Somewhat Agree); "Quality of Organization" (59% Strongly Agree e 41% Somewhat Agree); "Quality of contents" (53% Strongly Agree e 47% Somewhat Agree); the lowest option was "Training topicality and utility" (53% Strongly Agree, 29% Somewhat Agree, 18% Neither Agree nor Disagree).



The final question aimed at assessing the course usefulness as for the item "training the professional profile of the evaluator of AE staff". Five people answered "completely useful", six people "very useful", four "pretty much useful" and two "somewhat useful".



### 3.2 Critical factors and possible enhancement suggestions

Here are some critical features and the features to be enhanced:

- the need for more in-presence lessons as they proved to be more effective than e-learning modules;
- the need to create and develop training contents in the language of the different participants' countries, as some contents were highly technical and specific;
- the possibility to create a team that could keep on the activities developed during the training course;
- the need to analyse in depth the techniques and procedures to develop an assessment tool;
- the need to analyse in depth the assessment experiences carried out in the EduEval network's countries, thus endorsing the international quality of the course.

### 3.3 Data from the final questionnaires

The content assessment questionnaires show a low error ratio, as only tot answers were wrong: one for question no.6, one for question no.7 and one for question no.9. Results show a complete understanding of the contents introduced by all participants.

## 4. Profile of Adult Education staff Evaluators

Thanks to in-presence debates and reflective writing activities, evaluators (Adult Education staff Evaluator) have been defined as a professional figure with different competences acquired after a long-lasting and structured training and professional period.

Let us see the detailed description of the relating profile, underlining his/her training period, his/her knowledge and expected competences (methodologies, techniques and tools that he/she should master), his/her intervention areas and the ethical principles that lead his/her professional practice.

### 4.1 Education

AE staff evaluators should have completed:

1) a five-year liberal arts / educational course (Degree in Educational sciences, Human resource management, Adult education science or Ongoing training), then a postgraduate course (Master's degree, PhD, specialisation programs which include internship programs in AE contexts)

2) professional experiences in educational/training service management, business management, work management. A 10-year period of training and professional experience is therefore required.

## 4.2 Knowledge

Here are the expected competences for the AE staff evaluator profile:

- knowledge concerning quality-/quantity-based methods and assessment tools: narration-based tools (logbooks, daily records); use of maps; self-evaluation tools, professional profiles;
- educational assessment, epistemic knowledge, practice analysis, AE-related knowledge, assessment models and theories;
- legislative/normative knowledge, management/organisational competence;
- knowledge in ongoing and lifelong learning and education;
- knowledge in learning processes and group dynamics;
- knowledge in conflict and group management;
- knowledge in educational and communication methodologies.

## 4.3 Competence (specialised and multidisciplinary)

Here are the expected competences for the AE staff evaluator profile gathered in specific and multidisciplinary competences.

<i>Specific</i> competences of AE staff evaluators	Multidisciplinary competences
<p>Assessment-related competences:</p> <ul style="list-style-type: none"> <li>- competence in using assessment and research/action methods and tools</li> <li>- competence in developing and tailoring assessment tools</li> <li>- competence in information and data retrieval</li> <li>- competence in data management and analysis</li> <li>- competence in result dissemination</li> <li>- competence in analysing specific contexts</li> </ul> <p>Resource management competences:</p> <ul style="list-style-type: none"> <li>- balance sheet management</li> <li>- resource optimisation</li> <li>- competence achievement</li> <li>- creation of functional organisational charts</li> <li>- leadership management</li> </ul> <p>Competences in management of relational and educational actions</p> <ul style="list-style-type: none"> <li>- development of differentiated learning actions</li> <li>- group management</li> <li>- conflict and relation management</li> <li>- competence in providing expert advice and mediation</li> </ul>	<ul style="list-style-type: none"> <li>- motivation-related competence</li> <li>- competence in creating emphatic relations</li> <li>- competence in managing other people's needs</li> <li>- competence in managing other people's relations</li> <li>- competence in managing actions</li> <li>- self-assessment procedures</li> <li>- competence in conceptualising, formalising and documenting practices</li> <li>- competence in interpreting contexts by integrating mission &amp; vision, processes, programs and aims</li> <li>- managing decision-making processes</li> <li>- managing problem-solving processes</li> <li>- creating reflective practices starting from one's own personal and professional profile</li> <li>- communication using inclusive, ecological, intercultural, non-violent modes</li> <li>- competence in fostering autonomy and responsibility</li> </ul>

## 4.4 Methodologies, techniques and tools

Here are the methodologies, techniques and tools that AE staff evaluators should master:

- phenomenology-based, holistic, descriptive, experience-based and Rogerian methodologies;
- methodologies deriving from popular education approaches (Freire's method), interaction techniques carried out by means of detection-based tools (e.g., simulations and role-play activities), conflict management techniques, narration tools (logbooks, daily records, etc.);
- data retrieval tools: tests/questionnaires, rubrics, interviews, portfolios, self-assessment procedures, observation, focus groups, audio-visual contents, professional stories, etc.
- ecological and non-violent communication tools and techniques; result-based feedbacks, empathy, unconditional backing;
- self-assessment activities, system assessment, competence analysis
- documentation analysis and prior knowledge of the staff and the context to be evaluated.

#### 4.5 Intervention domains

Intervention areas are various and include different AE services, all aiming at enhancing all those involved in the process:

- Adult training structures, schools, universities, public institutions, courthouses, jails;
- Health service structures, health services, services for disabled people, social service, substance addiction;
- private homeless shelters, communities (NGOs), businesses (NGOs);
- Children's homes, social services, training institutions, institutions aiming at preventing deviant behaviours, centres for families in need;
- I and II-level organisations that carry out different services (migrants, disabled people, people with social disadvantages, etc.).

#### 4.6 Professional ethics

It is needed that professional practices carried out by AE staff evaluators are driven by specific ethical criteria, by a code of practice and managed in an officially recognised register (needed in order to consider this profile in an official regulatory framework).

- Here are some *ethical principles* that should guide evaluators' practices: fairness, intellectual rigour, respect, accuracy, lack of bias, professional rigour, consistency, moral integrity, desire to enhance one's performance.
- Here are some guidelines as for the *code of practice*: lack of pre-existing relations between the evaluator and those evaluated (a written statement is needed), different social and geographical identity, confidentiality, discipline in relationships and lack of conflict of interest, assessments carried out by following efficiency, fairness and reliability.

#### Attachments