

Workshop Session 2

“Quality Assurance and Implementation Process ”

Report from the workshop
Saturday, December 3rd, 2005

Statement:

Vedrana Spajić-Vrkaš, Research and Centre for Human Rights and Democratic Citizenship, University of Zagreb, Croatia

Models:

Florian Wenzel, Centre for Applied Policy Research (CAP), Germany
“Participation Evaluation”

Hermann Josef Abs, Institute for International Educational Research, Germany
“A future certification model for edc”

Chair:

Viola Giorgi , Centre of Applied Policy Research (CAP), Germany

Reporter:

Mikolaj Masluk, Translations.PR – Ceterum Censeo, Germany

Vedrana Spajić-Vrkaš talked about **secondary school evaluation**. There is a willingness to set up, develop and implement European standards in the process of teachers' and stakeholders' preparation for the purpose of quality assurance. This workshop was very important because it dealt with criteria, methods, proofs and measures of NGOs' work. It was visited by representative of Council of Europe, Yulia Pererva, who wants to support the work of this conference and make efforts sustainable and therefore asks participants for every feedback.

Instead of longer discussion there were two group **exercises** conducted during the workshop, in the 1st one participants discussed indicators for quality assurance for democratic schools. Considering assessment and quality assurance, most of the participants thought of stressful work on many papers, difficulties, agreeing on criteria for big challenges and improvements, setting goals and measuring them. Common results were visible, even though there were 4 groups composed of members of different countries, many of them identified the same overlapping indicators, of which **participation** took the **central position**.

Evaluation programme was developed under the umbrella of the **UNESCO** and the **Council of Europe** by the working group of Vedrana Spajić-Vrkaš.

Due to the complexity of today's educational objectives, including the preparation of students for informed, active and responsible citizenship, it is necessary to combine quantitative and qualitative approaches throughout school planning, monitoring and evaluation processes.

An integrated system may be better to promote students' knowledge, skills, attitudes and values that are important for their roles as citizens.

The simplest way to add the value to standardised (quantitative) data is to approach the students with open-ended questions to catch their interpretations.

Very important is self-evaluation, accountability, effectiveness and improvement.

To the Pillars of **self-evaluation** belong:

- clearly stated goals,
- existence of national quality indicators, standards and criteria
- adequate resources, preparation of all stakeholders/evaluators
- applications

To the **quality assurance** belong:

- self-evaluation
- self-development (comprehensive plans, guide and monitor the implementation)

Concerning quantitative evaluator one need empathy to feel problems of the others, as well as qualitative evaluator to act stricter to the given rules. Integration of both of this attitudes in a valid and reliable way is needed.

The **cycle for strategic planning** for change consists of 5 steps:

1. Where do we want to go
2. Where are we now?
3. What we do want to do?
4. How to put it into practice?
5. Have we reached the goals?

Since **Bologna Process** this method has got more European dimension and important quality indicators of lifelong learning:

- adoption of a system of easily readable and comparable degrees
- adoption of a system essentially based on two cycles
- democratic citizen's competencies,
- establishment of a system of credits (ECTS)
- promotion of mobility
- promotion of European cooperation in quality assurance
- promotion of the European dimension in higher education
- information and knowledge, value-centered-ness and value-sharing
- different countries, extra curricula activities

Framework to evaluate EDC in schools in the area of curriculum teaching and learning bases on quality indicators: goals of the school and indicators, which must be written down.

Discussion was aimed on the practical methods of that process as this model was developed and used in Croatian schools. This criteria were already applied in Great Britain to evaluate schools. Developing of that criteria is vastly interesting for Council of Europe, as it was supported this process very strong. Anyone who needs materials is kindly asked to contact the Council directly via website.

Evaluation of different topics by this method, namely criteria, was a part of **next exercise**.

Participants had to figure out three indicators that transform the school into a democratic and transparent institution. They have been focused on the school environment and democratic citizen grow. Groups presented rights to co-

determination forms as hearing, participation and co-determination in itself, serious approach towards students, school's opening to the community, evaluation of students and teachers, where the autonomy of the school can be seen. Others mentioned political decentralization, links to the community, internal and external transparency, as well as power-sharing with stakeholders within the school and participation and personal development for students and teachers. To the internal factors belong initiatives, workshops, projects, elections, forum for communication with community. To the internal ones belong decision making in school, student councils, referendums, involvement of teachers, students, parents, local authorities, private & other actors.

Reassuring - participation is a pillar of quality assurance.

Next two presentations were about **models** approaching **quality and participatory evaluation** in EDC.

Florian Wenzel explained that this method conforms with the principles inherent to EDC in the process in which those affected by the evaluation are being empowered to take evaluation into their own hands. It focuses on the social interaction of those involved with a project and motivates them to actually change their professional practice. There're 7 methodological steps developed by Florian Wenzel

1. Learning about (self)evaluation. What do I connect with it? Emotions, fears, positions etc.
2. Integration of the stakeholders
3. Collection of strengths and resources
4. Developing of common visions
5. Designing of goals and indicators
6. Planning, running and evaluating
7. Putting together evaluation project

He also explained, that the process of participatory evaluation takes following steps:

0. Stimulus
1. Exploration (identify stakeholders, create intra-stakeholder group, discuss purpose, set success criteria)
2. Differentiation (Collect data, negotiate interpretations, focus on differences, sharpen inquiry)
3. Assimilation ("construct" results, don't tell the real truth, in the end report is being processed and common results and differences presented)

It is always to stress that participation is a pillar and a source of motivation.

Hermann Josef Abs presented quality and evaluation in EDC on the way to a future certification model. Quality is a methodological approach: self-evaluation and accountability systems were compared. Both strategies answer different questions in the process of quality assurance. While questions of interorganisational development are addressed in self-evaluation, accountability systems and certification procedures focus on a dialogue. This dialogue takes place between an organisation with the outside on the basis of normative criteria and indicators and allows for comparisons.

Summarising the workshop: it was filled up with scientific information, creating a guidance how to prepare and conduct evaluation.