



## EVALUATION BRIEF 1

January 2007

“TT+”

Leonardo Project

### Summary

TT+ is a Reference Material project to examine the issues involved in the **training and professionalisation of trainers** in the European Member States. The key actions of the project are to examine the contexts in which training takes place in enterprises, present policies and provision for the training of trainers, **develop a framework for the continuing professional development** of trainers, examine different measures and mechanisms for implementing the professional development framework, develop a series of portraits of training roles and professional development pathways, and explore articulation and linkages between the Framework for **Continuing Professional Development and the European Qualification Framework**.

navreme knowledge development KEG (Vienna, Austria) is contracted in this project to undertake the **accompanying evaluation**.

At project milestones, an **Evaluation Brief (EB)** is produced, for the attention of project members (**suggested action points in bold**), and for information of external stakeholders and dissemination. It will also produce a project mid term evaluation report, and a project final evaluation.

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Contractual Objectives, Additional Objectives and Research Questions

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#### 4 Accompanying Evaluation: Feasibility and Empowerment

How to measure and evaluate our own learning curve and empowerment

#### 5 Questions

New questions for accompanying evaluation – see separate WORD file and reply, please!

### Project Coordinator

Pontydugu, Pontybridd (Wales/UK)  
Project Duration: November 2006 – October 2008



# 1 Evaluation Outline

## Evaluation Rationale

The following definition of evaluation is used for this task:

"Evaluation is to determine the significance or worth of something by careful appraisal and study. It is a **developmental process** that illuminates or enlightens the specific policies, processes and practice of its stakeholders and contributes to collective learning."

This definition was agreed within CERN, the Capitalisation and Evaluation Research Network, set up under the EU Leonardo programme, and now registered as a EEIG (European Economic Interest Group). Navreme (and other members of TT+) is a member of CERN.

In principle, two over-all objectives as to why evaluations are carried out in the first place can be differentiated: accountability and improvement. While they do not exclude each other, they do call for a different distribution of time and resources during the execution. *Accountability* relates to an "inspectorial" exercise, which seeks justification for an activity undertaken. Depending on the customer, it should investigate if best value was achieved for money invested, or reinforce a "licence for practice" for the organisations. The evaluation provides a "measuring stick" for judgement on the activity. *Improvement* as a main objective, in contrast, means to provide the actors with a thorough review of the achievements against the potential of an activity. An evaluation exercise is principally aiming at providing recommendations for future continuation or repetition of certain activities or programmes. The result of the evaluation is rather a "torch" which allows for illumination and development.

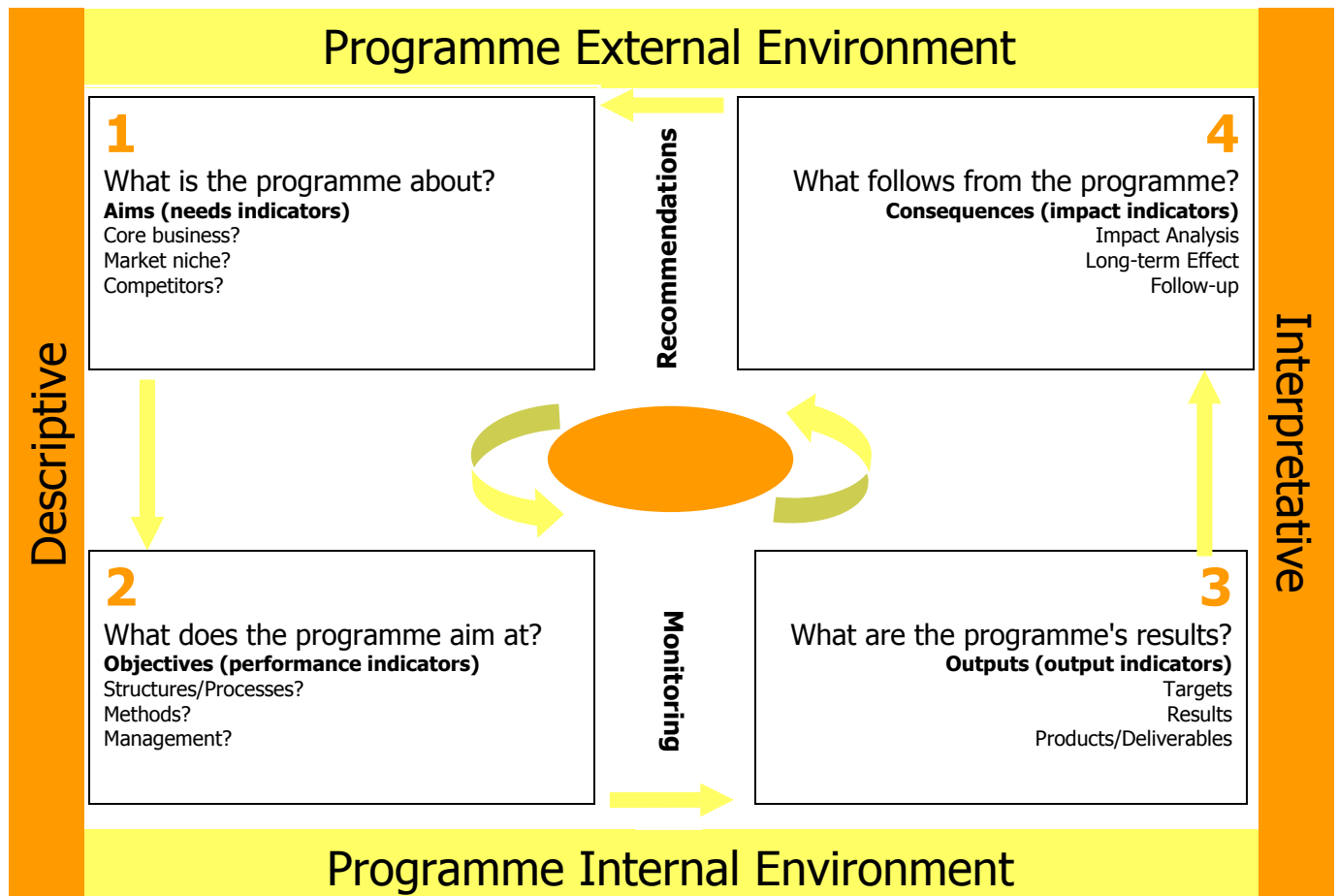
While the accountability dimension is often requested by national or EU legislation, and the need to demonstrate that taxpayers' money was well spent is stressed, it is, however the conviction of the author that the improvement dimension is even more important. Whatever - excellent or disappointing - the results of the project or programme were, policy development and reform continue, and the products of the programme need the utmost valorisation<sup>1</sup> in the present (and future) context. Knowing what happened in the programme is above all a resource for inserting useful input to the national or regional system for its ongoing improvement. Moreover, it is necessary to pay specific attention to the management processes and communication lines between the different institutions and actors in the programme ("paymaster", "provider", and "participants"). All of them need to be consulted and assessed in terms of objectives, performance and outputs. This includes an early investigation on the Policy or Strategy documents itself, and whether they set the right objectives for the given situation and context at a specific point in time. A further important question relates to the point in time at which the evaluation is carried out: as interim, final, ex-post, or accompanying evaluation. Each type of evaluation requested requires different information, methods and outputs to be collected, applied and produced respectively.

Most time, however, such evaluations are carried out at the end of a project, i.e. final evaluations.

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<sup>1</sup> This Euro-speak word (valor = value) circumscribes a concept which combines several notions: e.g. identification of successes and relevant practice ("added value"); development upon project results ("sustainability"); or programming of following activities ("strategic planning").

## Evaluation Cycle



An accompanying evaluation exercise, in contrast, starts asking evaluative questions right from the project start. It allows for critical review at an early stage, and helps to undertake corrective action when the reaching of project objectives, outputs, products or deliverables is endangered.

### Accompanying Evaluation

Accompanying Evaluation is carried out from within a project. Hence, the evaluator is - instead of an external in need to collect information via secondary sources after project activity has happened - one of the project partners, well informed and interested in the success of the project.

Therefore, the "improvement" function of evaluation is even stronger, and evaluation is a "friendly consulting from within the project".

### Evaluation Criteria

A choice needs to be made at the beginning of a project together with project partners, what the focus of the evaluation should be. Due to project, time, and budgetary constraints, evaluation everything in detail is not possible.

These are some broad categories of evaluation:

*Product oriented approach*  
Evaluating outcomes and results

*Process oriented approach*  
Project management and implementation processes  
Development process – individual and organizational learning  
Do team-members know what they are each responsible for?

*Empowerment approach*  
Measuring the development of our own confidence and competence regarding project aims.

*Policy-oriented approach*  
Validity of findings for + input to policy-making, impact and sustainability

These options need to be (and were) discussed at the first project meeting (see section 5 of this EB).

### **Evaluation Information**

Participants will be informed by regular evaluation briefs (this text is EB No. 1) about the progress of the project (and the evaluation), and observations and recommendations by the evaluator.

At the same time, evaluation Briefs also serve to ask a selected number of questions to project partners, in order to define jointly what is to be achieved and measured in the evaluation (and the project).

Evaluation briefs will be issued twice a year, preferably after project milestones or workshops.

Moreover, a mid-term evaluation report on project progress will be produced in due time, and a final evaluation report will be contained in the project final report to the European Commission.

## 2 Project Objectives and Research Questions

### Agreed Objectives:

This project has the following objectives:

To examine contexts, roles, policies, issues of equal opportunities, on the training of trainers; and to develop a framework and measures for implementation for continuing professional development, and their linkages to and policy implications for the emerging European Framework of Qualifications (EQF).

The programme for implementation includes detailed provisions for dissemination, capitalisation and sustainability – including the accompanying evaluation.

However, during the discussion in Bremen there was a discussion about the limitations and additional aims for the this project, and the scope of the accompanying evaluation. Moreover, a scientifically sound development of key research questions took place, which will guide both the information collection and analysis (use cases, scenarios, findings), and the development of the framework (transnational combination of findings, analysis, abstraction).

### Research Questions:

1. Are trainers (un)able / (not) enabled to undertake their practices as trainers/facilitators of learning in a changing work environment, and in what ways?
2. What types of problems do trainers face and how do they deal with these problems?
3. From what sources and settings are trainers (in)able to learn in order to develop in a changing work environment?
4. What type of learning strategies do trainers they use for their personal development?
5. What is the motivation for trainers to develop professionally (CPD)?
6. What are the influences for and requirements to change from the learners?
7. What are the influences for and requirements to change from the training providers and funding sources?
8. What are the external conditions and circumstances for trainers to (not) undertake CPD?
9. What is the gap between actual and intended/desired practices?
10. How does the changing work environment influence the practice of trainers?
11. What is the sum of (in)formal learning experiences throughout trainers' careers?

### Implications for Information Collection and Analysis:

*Answers or CPD core commitments could relate to the following aspects:*

Initial training or not; Training function or profession; Practice as skilled workers or not; Modern pedagogical and methodological skills; Psychological or work-related characteristics; Facilities and potentials for changing role of learning needs; Diverse ways of recognition of achievement; Teamwork and communities of practice vs individual work.

*Factors for shaping these answers in different countries and sectors are:*

Experience/Career Models  
Curriculum/Motivation  
Organisational Settings

*Assumptions on the state of the research object and population:*

Work environment is changing  
Role of trainers is changing

*Possible Effects of the Continuing Professional Development (CPD) of trainers:*

- On their Career: as consequence and alternative for trainers (it can support the career but it can draw trainers out of training to other levels)
- On Curriculum: as opportunity and restriction of flexibility (it can strengthen the curriculum or narrow the training down because trainers start to think only with regard to the curriculum)
- On the Connectivity between training and practice – maintained/increased or lost? (Training has to be understood as a function not as a profession; Connectivity between training and practice may be maintained/reduced/lost through CPD framework)

As a consequence, criteria on the use and impact of the cases and framework in the EU, and in accession countries, were included into the regular evaluation sheets (see Point 5).

### 3 Process and Method

#### Observations Bremen Meeting (14-15 December 2006)

Observations by the evaluator from the first project meeting in December 2006:

##### *Hypotheses as formulated:*

H1 - Wider contexts and processes of learning

Informal and e-learning (second life!)

H2 - diffusion of training processes, more people responsible for some form of training

H3 – new roles and responsibilities for professional trainers (e-learning, environments for informal learning, continuing professional development)

H4 – traditional structure and systems failed

H5 – need for CPD, linked to practice

##### *Starting points/needs:*

There is clear awareness within the project, and experience both from an academic perspective and personal professional experience *as* trainers, of what is wrong with present training of trainers, i.e. with the situation/use of trainers):

a) access (training for trainers is not accessible for all),

b) lack of innovation (training of trainers is too rigid, outdated, no ICT),

c) fragmentary (no framework, no progression routes)

d) lack of links to practice (of training in the world of work)

**Action Point:** when selecting case studies, the above focus should be kept in mind.

##### *Policies and standards:*

Some project partners expressed an interest that the final product might (not) meet (perhaps diverging) national policies and standards for training of trainers.

**Action Point:** in case of danger of mis-match or specific requirements at the national levels project members will inform the coordinator (deadline: end February 2007).

##### *Link Theory/Practice:*

It was a concern of all project partners that the to-be-produced professional framework for trainers be used in practice in the world of work. The coordinator asked all partners to pay attention to the fact that Professionalisation needs recognition (in all forms: social, organisational, pay - or accreditation) when developing the case studies, and the framework.

**Action Point:** all partners to keep in mind the need for recognition

### *Scope and Prioritisation of Project:*

The entire sector of training in the EU is the sum of all practices in all Member States. In each country, this takes diverse realisations, and practices in each country only reflect a part of the overall experiences available. This is due to diverse traditions of education and training, but also represents an immense opportunity to learn from practices in other countries, so as to enlarge the field in one own's system.

The project partners are well aware that they can not possibly cover the whole range of training practice in Europe, not even a representative or standard(ised) sample of all variations. This is why certain priorities had to be agreed, which will guide the selection of case studies:

- a) Communities of practice – (of trainers: shared artefacts, shared documentation, etc)
- b) Moving novelties from periphery to centre
- c) Practice-based learning
- d) Representation of discourse, narratives, stories
- e) Personal learning environments, and continuing competence development (blog!)

### *Narrowing of target group:*

WHO: Trainers, tutors, and others in enterprises who integrate training and education functions into their jobs, with varying degrees (from incidental to full-time).

SECTOR: limit to two?

SIZE: small and large?

WP1 - 3 case studies per partner

WP2 - 6 use cases per partner (use cases: practices, narrative from multi-actor perspectives)

### *Products:*

Given the large and diversified number of target groups there was a joint understanding that the final products, i.e. the description and analysis of professional trainers, and the framework may need be produced in different formats, to meet the target groups' needs. There was agreement that a easy-to-read visualisation of both steps can enhance its reception and applicability amongst target groups.

According to possibilities, these differently structured outputs could be:

- Compendium of Use Cases;
- Manual or instructions for future users of method or framework;
- Policy Briefs for policy.-makers and practitioners;
- Academic papers and books.

**Action Points: n/a at present – in future, publications can take diverse formats from practice-related and interim to academic.**

### *Dissemination:*

There was agreement that dissemination will start as of the project inception. Dissemination policy will include sensitivity to produce different formats of the project results for different target groups.

A public web-site has been set up by the UK partners, and a well-designed draft had been circulated in Bremen. It includes more than a static website, and an internal communication platform. Project members received log-in and passwords, and the web-site is already on-line, and filled with content on the project inception phase: <http://tplus.bazaar.org>

It is crucial that project members link their web-sites, and establish RSS and other feedback mechanisms with their own or organisational on-line resources (sites, blogs, groups, etc).

**Action Point: Members to establish links from their organisations' web-sites to the public project web-site (deadline: end February).**

## **Method – Use Cases and Scenarios:**

The innovative method of use cases (stemming from software development) is here reported and commented in detail.

The method has been mainly used in computing: software may work fine, but users did not work with it. However, the approach is that not people are to learn software and how it functions, but it should adapt itself to the needs and possibilities of users, in a self-explanatory way.

Hence **use cases** are all about looking what really happens in practice, and to represent the complexity of practice duly. They imply a pattern analysis of what people really do as basis for software design. They recognise, and make use of existing conflicts and contradictions: there is not ONE way of doing everything. People do things in different ways, starting from practice.

A series of conventions to develop scenarios of practice has emerged in other sectors. It now needs adaptation and fine-tuning for a meaningful use in the field of training practices. A use case is an element of description, to be inserted later within a (larger) "scenario".

Recording of use cases takes place via narrative, i.e. stories from multiple perspectives of actual and intended practice. It is written in natural language which is easy to understand for all specialists (researchers, practitioners, teachers, trainers, policy-makers, etc). The aim is finding out about the intentions of people. The "story" should identify problem and how it is resolved. After all, training as it is, is often different from what is intended.

Recording also uses a "database" format (Workflows and Processes) – in order to identify common patterns, key episodes, features, templates, etc, and in order to later generalise from them. While similar and related to a "case study", there is a different perspective in "use cases" – the "case" is a user (= learner as user of the trainer)!

These "use cases" are the granular of the method – the perspective of stakeholders, and especially of the learner (rather than trainer!).

**Scenarios** are the bigger picture. They are a typical high-level platform of use amongst several stakeholders. A scenario is based on several stories, and displays them in a structured representation.

Meta data around scenario needs to be collected (properties). This includes a short statement on context, simple work-flow schemes (diagramme), and other formalised data for recording. In particular, a list of stakeholders and their different and overlapping expectations needs to be included as well (e.g. learners, advisers, university recruiters, university admission officers).

At the end, a series of stories from external observers of training processes will allow to address the question of "How to move from present practice to future intended practice". By using of a "pattern language", content analysis can be executed systematically. A sum of such use cases and scenarios eventually will lead the path to creating a transnational and trans-sectoral framework of professional development of trainers.

Reference methods in social sciences do exist, although they are distinct, or cover only parts of the „use case method“:

Patterns in social science (Inhärenter Verweisungszusammenhang) have been used by Gofmann, Ritzer;  
Participatory observation is a recognised method in (social) anthropology (del Olmo)  
Scenario building has been used also for education planning, and resembles features of the "use case" method, in its broad and inclusive approach, easy language, many stakeholders, and the prospective intention.

What may be added for a more coherent understanding and application is sophisticated visualisation. This may take place in 2 steps: Firstly, informal sketches, perhaps later a integrated formal visualisation.

### **Observations:**

The project process is phased through work packages.  
The organisation and planning of these workshops seems feasible, realistic and appropriate.  
WP 1 is underway and several other WPs have started meanwhile.  
As agreed, guidelines for the collection of national "stories" were sent out by the coordinator in January, and several replies arrived by end January.

## **4 Accompanying Evaluation –**

### **Specific Scope**

Discussion with project partners took place in Bremen about the scope and function of the Accompanying Evaluation. The Accompanying Evaluation has at least a double function. It helps to ensure the contractual deliverables for the Commission, and is itself a contractual deliverable; it helps the internal (and external) monitoring; it is instrumental to keep the project on track, and in time; it will produce Evaluation Briefs as internal tools for feedback and observation, which will be delivered at milestones.

Concerning the role of the evaluator, the following were mentioned:

Partner with particular angle: questioning understanding, feasibility

Regular interviews with partners on progress

Empowerment as a category of evaluation suits well (new frontiers)

Formative, feedbacks during process

Participation in every workshop by ONE person – expect empowerment, truly part of project

Idea in which direction to go when in dead end – avoid to get there!

Dark side, Forschungsabenteuer, Forschungsalbtraum

See how we work – community, cooperation, shared goals

Use of pictures (ethical and unethical) – remember/remind/recall (e.g. start Athens with ppt pictures of project history and progress)

Personal history/story of project – of each partner

N/a - humour

### **Valorisation with Accession Country**

In order to test the applicability of project content to accession countries, a test case was initiated as part of the evaluation exercise. A group of trainers in Turkey have been asked to follow project implantation via the regular Evaluation Briefs, and to provide feed-back on the following questions:

- 1) Is this project of relevance for Turkey? Why (not)?
- 2) Which ideas for your own training spring up when you read the project plan?
- 3) Which critical risks do you see that the project might not succeed/fulfill its objectives (where the evaluator needs to pay special attention)?

- 4) What are the main success factors if implemented successfully?
- 5) What is unclear or incomprehensible?
- 6) What is missing (and will need mentioning from the evaluator)?

### **Measuring Empowerment**

Given the importance of individual learning and learning curves expressed by project members at the first meeting, it is proposed to conduct an ongoing measurement of empowerment through out the project.

The self-rating according to the categories below will be treated confidentially and anonymously by the evaluators, i.e. will not be linked to the names of their authors.

The projection of these answers over time will help to show, if the project has managed to achieve also personal learning achievements – thus going beyond the mere deliverables according to the contracts.

- Stage 1 - believing that it's impossible
- Stage 2– believing that it's possible
- Stage 3 – knowing it's possible
- Stage 4 – being tested
- Stage 5 – showing it's possible
- Stage 6 – making it possible for others

These rating will be applied to a set of questions, and within each evaluation brief (see part 6 below – questions).

## 5 Questions

(please fill in and copy full text including your answers into email message and send to [office@navreme.net](mailto:office@navreme.net))

Name:

Organisation:

### A) Ranking objectives: Which objectives does the project have according to your judgement, and how would you rank them?

(1= low, 6=high)

Objective	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Completion of own task						
Production of deliverables						
Individual learning						
Project team building						
High impact of product						
Influence on policies						

### B) Measuring empowerment: How do you yourself feel with regard to your understanding and command of project objectives and outputs?

1 - believing that it's impossible; 2 - believing that it's possible; 3 - knowing it's possible; 4 - being tested; 5 - showing it's possible; 6 - making it possible for others

Objective	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Completion of own task						
Production of deliverables						
Individual learning						
Project team building						
High impact of product						
Influence on policies						

### C) Personal impact and contribution: What would be your personal/organisational opinions, suggestions and contributions to project development and achievement?

The project should keep \_\_\_\_\_

The project should drop \_\_\_\_\_

The project should acquire \_\_\_\_\_

### D) Evaluation of first meeting:

Question	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Meeting programme						
Meeting content						
Meeting outputs						

Comment: \_\_\_\_\_

### E) Opinion on evaluation and evaluation brief:

Question	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Usefulness of evaluation						
Usefulness of brief						

Comment: \_\_\_\_\_

Annex: Form for Evaluation of Bremen Meeting

Questionnaire – Bremen Workshop – December 2006

Please take a few moments to evaluate the workshop.  
Your feedback will stay anonymous and enable us to further improve and develop this project.

**1. How do you assess the overall concept?**

very well-thought 1	rather well-thought 2	partly well-thought 3	not well-thought 4

much needed 1	rather needed 2	rather unnecessary 3	mainly unnecessary 4

Very feasible 1	mainly feasible 2	partly feasible 3	unfeasible 4

**Comment:**

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**2. Please assess individual aspects of the workshop:**

No.	Possible statements	completely accurate 1	largely accurate 2	partly accurate 3	less accurate 4
1	The presentation was relevant				
2	The discussions and working groups were relevant and useful				
3	The working methods of were suitable for the topic and for the group				
4	I enjoyed the cooperation with the other participants				
5	I learned quite a lot from and appreciated the input of others				
6	The materials distributed are useful and informative				
7	My expectations about this seminar were met or exceeded				
8	Difficulties were treated constructively and readily				

9	I am satisfied with the quality of my own participation				
10	The organisation was professional				

**3. What did you particularly like about the workshop?**

**4. What did you find not good, annoying, unsatisfactory?**

**5. Which proposals for improvement do you have for future workshops?**

**6. How could the objective of “development of instruments for intervention” be better reached?**

**7. What follow-up action is needed or desirable?**

**8. What are your additional comments and recommendations?**

Many thanks for your participation and feedback!