

Learning Resources

for the

DEMAL Training Course

Evaluation of Adult Education and Training activities

(Workshop Materials)



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Introduction

The context

This document has been produced in the context of the Erasmus+ Strategic Partnership “Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning” (DEMAL). It contains the *workshop materials* pertaining to the DEMAL training programme on “Evaluation of Adult Education and Training Activities”.

The full DEMAL training has been designed as a blended programme which comprises an e-learning part of eight week plus a one-week face-to-face-workshop.

The learning resources pertaining to the *e-learning* are provided separately in a collection of documents which include:

- the study content covered in the elearning
- the links to the introductory videos
- the multiple choice questions for learning assessment
- a list of references / further reading
- a glossary

Further related documents:

- The DEMAL course description: “Training Course ‘Evaluation of Adult Education and Training activities’- Course Structure and Contents.

This document describes in detail the aim, structure and learning outcomes of the DEMAL training programme as a whole as well as for each single learning unit

- The DEMAL Competence Profiles: “Designing, Monitoring and Evaluation of Adult Learning Processes”

This document describes in detail in two separate competence profiles the knowledge, skills and competence needed for performing professionally the tasks of designing and evaluating adult learning processes. The DEMAL training course “Evaluation of Adult Education and Training Activities” was developed on the basis of these competence profiles.

All mentioned documents can be downloaded in various languages from the DEMAL website: www.demalproject.eu.

Structure of this document

The first part of this document contains the detailed programme of the workshop as it was piloted as a European training within the DEMAL project from 11 to 15 June 2018 in Athens. The second part contains the learning materials (case studies, role play) that were used during this workshop.

Usage of the materials

Any training provider wishing to design and organise their own training programme on the topic of Evaluation of Adult Learning is welcome to use the DEMAL materials as examples and/or adapt it to their own circumstances as appropriate.

Part 1. Workshop Programme

European Workshop

EVALUATION OF ADULT LEARNING ACTIVITIES - TRAINING PROGRAMME

Date: 11 – 15 June 2018

Place: IDEC, Iroon Polytechneiou 96, 18536, Piraeus

Facilitators: Natassa Kazantzidou

Day 1 – 11th June

9:00 – 14:00

- **Introduction to the workshop (30')**
Face to face presentation of participants
Expectations from the course, learning plan, learning diary

- **Concepts and definitions (60')**
Activity, group work: What is evaluation?
 - a. Group in national teams. List and define the related words, in national language. Evaluation, assessment, monitoring, control.
 - b. Mix groups and create definitions
 - c. Present in plenary

- **Break (15')**

- **Rationale (90')**
Activity, group work, story-telling: Why do we do evaluation?
 - a. Group of 4: facilitator, rapporteur, time keeper, heart keeper, use of storytelling
 - b. Each one tells a story, answering the following questions:
Have you used evaluation in the context of adult education or education and training in general?
Which were the benefits of evaluation? Which were the costs/resources required?
Did you encounter obstacles? How did you overcome them?
 - c. Discuss in the group and list 5 reasons for evaluation.
 - d. Write your five reasons in the flipchart
 - e. One person from each group presents in plenary
 - f. Each person votes the three most important reasons
 - g. Discuss in plenary

- **Break (15')**

- **Types and features of evaluation (80')**
Activity, group work, mind map: Types and features of evaluation

Group of 4: at least one artist

Create a mindmap of evaluation. Include types, methods and tools, features, actors

Present and post in the classroom.

- **Reflection of the day (10')**

Day 2 – 12th June

- **Framing the evaluation (90')**

Activity, group work: Decide on the scope of the evaluation

- Groups of 2-3 persons, with a similar case
- The participants will have to decide on the scope of their evaluation, what they will evaluate
- Write down the scope of your evaluation.

Presentation of case study 1: Evaluation of international training courses (Annex 1)

Case study 1: Stakeholders

Activity, group work: Identify your stakeholders, create a map of stakeholders

- Groups of 2-3 persons, with a similar case
- Create a map of your stakeholders

Organisations and individuals that are involved in your activity

What do you expect from them?

What they expect from you?

What is their level of involvement?

9:00 – 14:00

- **Break (15')**

- **Dimensions of performance and evaluation questions (90')**

Case study 1: Dimensions of performance

Activity, group work: Select the dimensions of performance, list and prioritise

- Groups of 2-3 persons, with a similar case
- List the different dimensions of performance
- Discuss and prioritise
- Select the dimensions of performance to be included in your evaluation exercise

Case study 1: Evaluation questions

Activity, group work: Define the evaluation questions

- a. Groups of 2-3 persons, with a similar case
- b. Phrase your evaluation questions.

- **Break** (15 ')

- **Defining indicators** (90')

Definition of performance indicators and performance criteria

Case study 1: Performance indicators and performance criteria

Activity, group work: define performance indicators and performance criteria

- a. Groups of 2-3 persons, with a similar case
- b. Define your indicators
- c. Define your performance criteria

- **Reflection of the day** (10')

Day 3 – 13th June

- **Qualitative evaluation methods** (90')

Qualitative research methods: interviews, focus groups, case studies, observation. Main features and usage

Activity, role play: Interviews (Annex 2)

- **Break** (15')

Activity, role play: Interviews (cont) (40)

- **Quantitative methods** (50')

Quantitative methods: surveys, monitoring data. Quantification of qualitative data

9:00 – 14:00

Activity, group work: Development of an evaluation questionnaire

- a. Groups of 2-3 persons, with a similar case (your own or from the case study)
- b. Develop a questionnaire with at least 5 questions, including closed, grading and open questions.

- **Break** (15')

Continuation on quantitative methods (80')

Phrasing of questions and grading scales

Activity: Self-assessment / review of the developed questionnaires

- c. Review of the questionnaires, based on guidelines.

Reflection of the day (10')

Day 4 – 14th June

- **Planning the evaluation process (90')**

Presentation of case study 2: Evaluation of second chance school in prison (Annex 3).

Activity, case study 2: Design an evaluation framework

Activity, case study 2: Plan the data collection

- a. Groups of 2-3 persons, work on case study 2
- b. Design an overall evaluation framework for the provided case
- c. Define scope, evaluation questions, evaluation techniques, tools and results
- d. Define evaluation team
- e. Design data collection planning
- f. Present in class

- **Break (15')**

Conducting evaluation (60')

Activity, case study 2: Role play an evaluation activity

- a. Groups of 2-3 persons, work on an evaluation activity from those you have defined
- b. Prepare a short drama play, select roles and perform
- c. Discuss and reflect

9:00 – 14:00

Presentation of results (30')

Activity, case study 2: Define your evaluation products and targets

- a. Groups of 2-3 persons
- b. Prepare a list of evaluation results and to whom they are addressed.

- **Break (15')**

- **Self-assessment of trainer (80')**

Self-assessment tool for teachers, presentation and use (20')

- a. Individual exercise, each participant will evaluate their own practice
- b. Fill-in the template "Self-assessment tool for teachers/trainers"

Time for reflection (60')

- a. Split in groups of four, individual/group activity, participants will reflect on their own practices
- b. Participants receive the template "Teacher reflection on learning"¹ and individually reflects on it
- c. One facilitator from each team facilitates a discussion

Reflection of the day (10')

¹ Source: <http://www.qual4t-project.org/>

Day 5 – 15th June

- **Student – centred evaluation (90')**

Reflection cards for learners

- a. Split in groups of four, individual/group activity, participants will reflect on their own learning
- b. Participants receive the template “Reflection cards for learners”² and individually reflects on it
- c. One facilitator from each team facilitates a discussion

Activity, circle time: Peer to peer review

- a. Participants sit in a circle
- b. A facilitator explains the ground rules and invites participants to speak on their learning experience
- c. Participants reflect on their experience in turn
- d. At the end, the facilitator summarises the ideas expressed by the group, without judging.

- **Break (15')**

9:00 – 14:00 Games to check learning (90')

Activity: Kahoot

- a. The facilitator introduced Kahoot.
- b. The participants use their mobile devices to play Kahoot quiz
- c. Discussion on potential use in classroom
- d. Design a kahoot game

- **Break (15')**

- **Reflection (60')**

Learning diaries, learning portfolios

What did we learn?

How are we going to use in our practice?

Create personal exploitation plans

- **Evaluation of Workshop (10')**

- **Closure and certificates (20')**

² Source: <http://www.qual4t-project.org/>

Part 2. Annexes

Annex 1 – Case Study 1: Evaluation of an international training course

Description of the case study

The activity

International training courses

One week, 30 hours

Participants from different countries

Language of training: English

The participants get a grant to attend the programme

Different level of prior knowledge, different level of English language skills

Different level of motivation, different expectations

Purpose of evaluation

We will conduct evaluation of our training courses, in order to improve them, become more competitive in the European market and attract more participants

Stakeholders

Stakeholders	Their role	What they expect	What do we expect from them
Training centre	Organise the training	To fulfil the commitment To get good evaluation To keep participants satisfied	---
Trainer	Deliver the training	To create a good climate in classroom, to get self satisfaction	Act in a professional way
Participants	Attend the training	To learn, to have a good time, to meet people, to know the place	To keep satisfied and recommend to others
Sending organisations	Appoint and send the participants	The participants acquire LO that they can use in their daily jobs	To keep satisfied and recommend to others

National Agencies	Grant	Maximise impact	Selection Money
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Dimensions of performance (indicative)

Training programme: Design, Material

Training delivery: Facilities, Trainer, Fun

Training preparation: Selection, Needs analysis

Training participants: Learning, skills, satisfaction

Impact: on organisations, on participants, on systems

Dimensions of performance (selected)

- Training design
- Training material
- Training delivery
- Trainer
- Follow up

From the point of view of participants satisfaction.

Evaluation questions

Are the participants satisfied from the training design / training delivery / follow up of the course?

How can we improve the course?

Indicators

Level of satisfaction

Methods

Satisfaction questionnaire at the end of the course

Dimension of performance: Impact on participants and participating organisations

Evaluation question?

Indicator?

Method?

How to use

The first case study can be used as an example on how to develop an evaluation plan for the evaluation of a course. The trainer can design activities on which the trainees will work for creating their own evaluation plan step by step. Here below we present indicative activities, as they were piloted in the DEMAL workshop in Piraeus.

Activity 1: Framing the evaluation (60')

Activity, group work: Decide on the scope of the evaluation

- a. Groups of 2-3 persons, with a similar case
- b. The participants will have to decide on the scope of their evaluation, what they will evaluate
- c. Write down the scope of your evaluation.

Presentation of case study 1: Evaluation of international training courses

Activity 2: Stakeholders mapping (30')

Activity, group work: Identify your stakeholders, create a map of stakeholders

- a. Groups of 2-3 persons, with a similar case
- b. Create a map of your stakeholders

Organisations and individuals that are involved in your activity

What do you expect from them?

What they expect from you?

What is their level of involvement?

Presentation of case study 1: Stakeholders

Activity 3: Dimensions of performance (40')

Activity, group work: Select the dimensions of performance, list and prioritise

- a. Groups of 2-3 persons, with a similar case
- b. List the different dimensions of performance
- c. Discuss and prioritise
- d. Select the dimensions of performance to be included in your evaluation exercise

Presentation of case study 1: Dimensions of performance

Activity 4: Evaluation questions (50')

Activity, group work: Define the evaluation questions

- a. Groups of 2-3 persons, with a similar case
- b. Phrase your evaluation questions.

Presentation of case study 1: Evaluation questions

Activity 5: Defining indicators (90')

Definition of performance indicators and performance criteria

Activity, group work: define performance indicators and performance criteria

- a. Groups of 2-3 persons, with a similar case
- b. Define your indicators
- c. Define your performance criteria

Presentation of case study 1: Performance indicators and performance criteria

Annex 2 – Role play: Interviews

Aims

After this learning activity, the participants will be able to design and conduct an interview for evaluation purposes.

Methodology

Time/duration

10 minutes briefing and preparation

Split in groups of 3. There will be three rounds of interviews, in each round one person will be the interviewer, one the interviewee and one the observer.

Set up the room

Each round

Preparation: 10 minutes

Interviewer: preparation of the questions

Interviewee: Get into the role

Realisation of the interviews: 10 minutes.

Debriefing: 10 minutes

Feedback from observers

Reflection

Discuss in the plenary 10 minutes.

Reflect on the process.

Tasks for interviewer

Develop the list of questions/ plan how to deal with each different kind of trainee

Conduct the interview

Task for the interview

Reply to the questions, according to your character

Task for the observer

Take notes and provide feedback to the interviewer, following the checklist below

Checklist

Criteria	Check	Comment
The interviewer presented the purpose and scope of the interview		
The interviewer used a polite but professional tone		
The interviewer tried to involve the interviewee from the beginning		

The interviewer asked open ended questions		
The interviewer asked follow up questions to get in depth information		
The interviewer asked neutral, non-biased questions		
The interviewer avoided to express opinion		
The interviewer had control of the interview		
The interviewer closed the interview thanking the person being interviewed.		

Resources needed

Cards with the roles (optional)

Check list for the observer

Ppt or handout with rules for conducting interviews

Role cards

Function	Description
Manager of the training centre	I am 40 years old, with entrepreneurial spirit and attitude. I have studied Mathematics and I have worked in private education since graduation. I set up the training center in 2010, working mainly with vocational training of unemployed people.
Manager of the training centre	I am 46 years old and a former teacher in public school. I quitted my job in the public sector 10 years ago and I opened a computer training centre. I am very organized and I want to control everything. I do not easily trust other persons.
Trainer	I am 35 years old and I work as a informatics teacher in different training organisations. I love teaching and I am the coolest teacher. My classes are the most enjoyable and I am always making jokes and that's why my trainees love me.
Trainer	I am 60 years old, I studied physics. I teach science in a public school and information technology in the non-formal sector. I do not enjoy training adults, but I need the extra money. I am looking forward to retire and go back to my village.
Trainer	I am 28 years old, I am a trainer and I am very enthusiastic for my job. I enjoy very much travelling and meeting new people. I have a long record in the voluntary sector and I have traveled to many countries, teaching ethnic minorities. The last 2 years, I have settled and I work as a trainer, but I miss travelling
Trainee	I am 25 years old, I have a teachers' degree and I love to work with children. I am creative and artistic and sometimes lost in my own world.
Trainee	I am 50 years old, long term unemployed. I have studied languages and literature and I have worked in the marketing sector for many years, until my company went off business, 3 years ago. I have not found a good job since and frankly I have given up hope.

Trainee	I have just graduated as an engineer and now I am looking for my first job. I have always been the first of the class. I am very responsible and organized, and I am always taking care of every single detail.
Trainee	I am a young unemployed, living in a rural area. I want to improve my skills and work in the tourism sector. I am extroverted, friendly and communicative. My friends say that I tend to speak all the time, loud and dominate the discussion in class.

Annex 3 – Case study 2: Evaluation of second chance school in prison

Scenario

Second Chance School targets adults over 18 years old, who have not completed compulsory secondary education. Upon completion of the course, a degree equivalent to the lower secondary school (Gymnasium) is awarded. The curriculum of Second Chance Schools (SCS) differs from that of formal education, has more flexible content, and has customized teaching methodology and evaluation of learners. Objective of SCS is to reconnect trainees with education and training systems, build positive attitudes towards learning, acquire basic knowledge and skills, enhance personality and, finally, access to the labor market.

The SCS that we are going to evaluate operates inside a female prison and is addressed to inmates, adult women that have not completed compulsory education.

The motivation for the inmates to attend SCS are:

- To get the qualification
- The days in school are calculated double, therefore they serve less time in prison.

The subjects in SCS are:

- Language literacy
- Numeracy
- Digital literacy
- Environmental literacy
- English language
- Culture – art
- Science literacy
- Social literacy
- Vocational orientation / counselling

The students at the school are diverse, a lot of women are migrant, some are convicted for short time, others have longer sentences, some have families and children, other are outcasted, etc.

Evaluation purpose

The prison director wants to enroll inmates in the school. There is anecdotal evidence that the women attending the school benefit in their social interaction with other inmates and with the guards, have more confidence and more chances to find a job and integrate after leaving prison. The purpose of the evaluation is to identify and measure the benefits for the inmates, besides the acquisition of a formal qualification.

Stakeholders

Stakeholder	Their role	What the school expect from them	What do they expect from the school
School	Organises and delivers programme		
Prison	Hosts the school, control, provides the regulatory framework	Good cooperation in learning activities Provide motivation for inmates to enroll	To support self development of inmates, to improve the climate in prison, to increase the

			reputation of the prison
Inmates students	Attend	To behave well To engage in learning To motivate other inmates to enroll	To get the qualification A break from prison Purpose / meaning
Other inmates	---	To support their peers that attend the school To enroll	?
Teachers	Deliver teaching	To deliver the courses with flexibility, tolerance and empathy	To ensure good working conditions

Task

Complete the evaluation framework and plan the evaluation activities.

Key evaluation questions

Evaluation techniques

Data collection planning

Tool	Information to be collected	From whom the information will be collected	Who will collect the information	When the information will be collected	Who will analyse the information

Role play

If the evaluation plan includes interviews or focus groups, you can ask from the participants to do role-play.

You can give the role cards to the participants, asking them to internalize their roles and think about their personal characteristics, their past life, their needs and aspirations etc. In a role-play of interviews or focus groups, the participants will 'act' their roles.

If you role-play a focus group, one of the participants or the trainer can act as evaluator and ask questions that were identified in the previous phase.

If you role-play interviews, you can form pairs of participants and they can follow the methodology of annex 2.

Role cards

Student	25 years old with a small child, it is very difficult for me to study and care for my child, in such a difficult environment.
Student	60 years old migrant serving a life sentence
Student	45 years old migrant, I am alone in the country
Student	43 years old, I want to study in higher education and change my life
Student	19 years old, I am in prison for a short time, I take this opportunity to finish school
Student	32 years old, I am illegally in the country and this is an opportunity to learn a language and make a living when I am out.
Student	56 years old, I want to finish my sentence. I do not care about learning, but it is better in the classroom instead of the cell.
Teacher	40 years old mathematic teacher, coming from general secondary education
Teacher	45 years old IT teacher, working mainly as adult educator (freelancer)

Teacher	28 years old philologist, waiting to be employed, at the moment working as external
School director	65 years old, I have worked for many years in prison education and I am very enthusiastic to make a difference.

About DEMAL



Find us on:



“Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning” (DEMAL)

is an Erasmus+ Strategic Partnership project, running from October 2016 to September 2018.



Project Aims

DEMAL seeks to contribute to the quality of adult learning by promoting two professional key competences of adult educators and trainers:

- Design of the Adult Learning Process, and
- Monitoring and Evaluation of the Adult Learning Process

Both competences can be considered as essential prerequisites for ensuring that the adult learning provision is effective, of high quality and matches the needs of the learners.



Project Objectives

- develop two detailed European reference profiles for these key competences, linked to the EQF;
- develop and pilot two in-service training courses (e-learning plus one-week workshop) including the related learning resources for these key competences
- test the potential of an innovative course planning app to support both self-directed learning and the enhanced professional everyday practice of teachers and trainers of adults in Europe
- develop and pilot a validation framework to enhance the comparability of existing training provision and qualifications, and facilitate the recognition of informally acquired competences, and thus enhance the flexibility of qualification routes for adult learning staff in Europe



Target group

Staff in adult learning organisations with diverse educational and professional backgrounds, engaged with the tasks of designing training programmes and monitoring and evaluating the learning process.

