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Different forms of evaluation: conceptual framework

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Context:

- The Recommendation of the European Parliament and of the Council (June 2009) on the Establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) invite Member States to develop their VET systems, to increase trust, transparency and mobility, at national and EU levels, by using a quality assurance improvement cycle based on planning, implementation, evaluation and review.
- The importance of closing the quality cycle, by using evaluation and data from evaluation for accountability and improvement purposes.
- Consistent evaluation methods, associating self-assessment and external review are essential for quality assured qualifications in line with EQF.
- The EQAVET Work Programme 2018-2019 will focus on the “Evaluation” and “Review” stages of the Quality Cycle.



Terms and definitions:

- **Evaluation of education and training:** judgment on the value of an intervention, programme or policy with reference to criteria and explicit standards (such as its relevance or efficiency):
- **Summative / impact evaluation:** a systematic investigation to determine the worth or merit of a programme, measure or policy by means of careful appraisal and study, based on relevant social research methods and criteria, standards and indicators.
- **Formative or process evaluation:** evaluation as a developmental process that illuminates or enlightens specific policies, processes and practice for its stakeholders, contributes to collective learning, reduces uncertainty in decision-making and helps to improve the design and implementation of the programme and/or of future related initiatives.



Terms and definitions:

- **Inspection of a VET provider:** Method of external evaluation of a VET provider's activities and resources by a qualified and experienced professional, to assess its performance against predefined standards and criteria.
- **Peer review in VET:** Evaluation, by colleagues or peers, of VET activity or management for formative or summative purposes.
- **Self-evaluation (of a VET provider):** any process or methodology carried out by a VET provider under its own responsibility, to evaluate its performance or position in relation to two dimensions:
 - an **internal** dimension, covering services, internal staff, beneficiaries / clients, internal organisation, development plan etc.;
 - an **external** dimension, covering analysis of the educational offer of this institution compared to others.



Descriptors (Annex I of the EQAVET Recommendation):

Quality Cycle Stage (Criteria)	System level	Provider level
Evaluation of outcomes and processes is regularly carried out and supported by measurement	<ul style="list-style-type: none"> A methodology for evaluation has been devised, covering internal and external evaluation. Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described. The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector. Systems are subject to self-evaluation, internal and external review, as appropriate. Early warning systems are implemented. Performance indicators are applied Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement. Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics. 	<ul style="list-style-type: none"> Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers. Evaluation and review cover processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction. Evaluation and review include adequate and effective mechanisms to involve internal and external stakeholders. Early warning systems are implemented.
Review	<ul style="list-style-type: none"> Information on the outcomes of evaluation is made publicly available. 	<ul style="list-style-type: none"> Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place.



Descriptors (the existing situation):

- At **system** level, for **IVET**, **almost all** descriptors are **always used** in more than 50% of the participating systems. The exception is the establishment of early warning systems.
- At **system** level, for **CVET**, **only two** descriptors are **always used** in more than 50% of the participating systems (“Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics” – Evaluation Phase – and “Information on the outcomes of evaluation is made publicly available” – Review Phase).
- At provider level, for **IVET**, **only three** descriptors are **always used** in more than 50% of the participating systems (“Self-assessment / self-evaluation is periodically carried out: under national regulations/frameworks”; “Evaluation and review includes adequate and effective mechanisms to involve: internal stakeholders”; “Evaluation and review covers processes and results/outcomes of education including: the assessment of learner satisfaction”).
- At provider level, for **CVET**, **only two** descriptors are **always used** in more than 50% of the participating systems (“Self-assessment/self-evaluation is periodically carried out: under national regulations/frameworks”; “Evaluation and review covers processes and results/outcomes of education including: the assessment of learner satisfaction”).



PLA on Balancing Self-Evaluation with External Evaluation in VET Systems Across the Europe:

The PLA is organised into three sections:

- The first one will deal with the **external evaluation**:
 - Compulsory / optional.
 - Actors – specialized bodies / personnel.
 - Standards used and methodologies.
 - The consequences.
- The second will analyse **the link between external evaluation and self-evaluation** and **how VET providers use the results** of self-evaluation and external evaluation:
 - Compulsory / optional.
 - Actors – specialized bodies / personnel.
 - Standards used and methodologies.
 - The consequences – using self-evaluation results for quality improvement.



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PLA on Balancing Self-Evaluation with External Evaluation in VET Systems Across the Europe:

The PLA is organised into three sections:

- The third one will try to highlight **the use of the results of external evaluation for quality improvement at system level:**
 - National reports on quality of VET provision and how are they used, for what purposes.
 - Impact of external evaluation at system level.
 - Other ways of using the results of external evaluation.



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Thank you for your attention!