

**REGIONAL TRAINING FOR EXTERNAL EVALUATORS
ORGANIZED BY EDUCATION REFORM INITIATIVE OF SOUTH EASTERN EUROPE
MODULE 1 - INTRODUCTION**

TRAINERS
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DURATION
Face-to-face hours: 3h (180') Self-study time: 1h (before the in-presence session)

PARTICIPANTS
Number of trainees: 25

OBJECTIVES
<p>This training activities will:</p> <p>Clarify the nature of evaluation, ethics and policy related. Distinguish the purpose of accountability and empowerment in evaluation. Illustrate the evolution and key moments of the history of external evaluation. Recall the evaluators' profile and role in the evaluation process.</p>

CONTENTS
<ul style="list-style-type: none"> - The nature and purpose of the external evaluation - Historical background on external evaluation (International, Regional, National) - The evaluators' profile and role in the evaluation process

ACTIVITIES AND LEARNING OUTCOMES		DURATION
Section 1	<p>Learning outcomes - at the end of this section the trainees will be able to: Explain the nature of evaluation, ethics and policy related. Distinguish the purpose of accountability and empowerment in evaluation.</p>	
	<p>Step 1: Before the training session, trainees read the support texts (1.1; 1.2) (self-study time).</p>	5 min
	<p>Step 2: The trainer projects the PowerPoint (1.3) presentation and presents the development of Module 1, its contents, and objectives.</p>	5 min
	<p>Step 3: Dialogue-based training: the trainer presents questions about the theme as a basis for reflexion (How to define evaluation? What distinguishes merit from value? Why is ethics essential in an evaluation process? How do accountability-oriented evaluation models differ from empowerment-oriented ones?)</p>	20 min
	<p>Step 4: Lecture: the trainer summarizes theoretical topics using the PowerPoint (1.3) presentation.</p> <p>Step 5:</p>	5 min

	Q&A: the trainer asks the trainees if they have further questions and closes the training section.	35 min
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Section 2	Learning outcomes - at the end of this section the trainees will be able to: Describe the evolution and key moments of the history of EE in their countries/region.	
	Step 1: Before the training session, trainees read the support texts (1.4) and Kosović R. (2020) (self-study time).	
	Step 2: The trainer presents the learning outcomes of section 2 and introduces group discussion topics: What key ideas of the history of evaluation in Europe do you point out? What do you know about external evaluation in your region and / or country?	5 min
	Step 3: Viewing a video: the trainer projects an excerpt of a video (1.5) on 'School Inspection - where did it come from?', produced by Adrian Gray (SiCI).	10 min
	Step 4: Group-work: in groups of 4/5 people the trainees discuss key ideas about the video. Task guidelines will be included in the PowerPoint (1.3) presentation. Keeping the groups, trainees share the information they know about their regional and / or national realities.	20 min
	Step 5: Presentation: The spokesperson for each group presents the conclusions to the plenary, in 3 minutes.	15 min
	Step 6: Lecture: the trainer synthesizes the main ideas regarding the history of evaluation using the PowerPoint (1.3) presentation.	10 min
Step 7: Q&A and feedback: the trainer asks the trainees if they have further questions and closes the training section.	5 min	
	65 min	

Section 3	Learning outcomes - at the end of this section the trainees will be able to: Describe the external evaluators' profile and role, considering the regional standard of competences.	
	Step 1: Before the training session, trainees read the support text (1.6) (self-study time).	
	Step 2: Brainstorming: the trainer introduces the learning outcomes of section 3 and asks the trainees to indicate two areas of knowledge, two skills, and two of the most relevant characteristics of a competent evaluator.	10 min
	Step 3: The trainer introduces the group work and discussion topics about support text (1.6): What do you conclude from the comparison of the evaluators' profile suggested by Fierrez (2015) with the regional standard of competences for external evaluators? Considering the role of external evaluators, which competency areas outlined by Fitzpatrick et al. (2004) do you find most relevant? Why?	5 min
	Step 4: Group-work: in groups of 4/5 people, the trainees discuss the role of external evaluators by answering the previous questions and systematise the key ideas.	30 min
	Step 5: Presentation: The spokesperson for each group presents the conclusions to the plenary, in 3 minutes.	15 min
Step 4: Lecture: the trainer synthesizes the main ideas regarding the evaluators' profile knowledge, skills and attitudes using the PowerPoint presentation (1.3).	10 min	
Step 5:		

	Q&A and feedback: the trainer asks the trainees if they have further questions and closes the training section.	5 min
	Step 6: Formative self-assessment (form) (1.7)	5 min 80 min
	180 min	

MATERIALS

- 1.1 Support text no. 1: *The nature of the evaluation*
- 1.2 Support text no. 2: *The purpose of the external evaluation*
- 1.3 PowerPoint presentation
- 1.4 Support text no. 3: *Key moments in the history of evaluation*
- 1.5 Video excerpt: full version online: “School Inspection - where did it come from?”, produced by Adrian Gray (SICI) (<https://www.sici-inspectorates.eu/News/SCHOOL-INSPECTION-HISTORY-ON-YOUTUBE>)
- 1.6 Support text no. 4: *The profile and skills of external evaluators*
- 1.7 Self-assessment form

BIBLIOGRAPHY

Essential:

EQET SEE (2022). *Regional standard of competences for external evaluators*, ERI SEE.

<https://eqet.erisee.org/publications/>

Kosović, R. (2020). *Study on the aspects of external evaluation in general education: Focus on external evaluators' initial and continuous trainings and monitoring in South Eastern Europe*, ERI SEE.

<https://www.erisee.org/wp-content/uploads/2021/05/SEE-Study-external-evaluation-FINAL.pdf>

Support texts number 1, 2, 3 and 4.

Further reading:

Datta, L. (2006). The practice of evaluation: challenges and new directions. In I. Shaw, J. Greene & M. Mark (Eds.), *Handbook of Evaluation: Policies, Programs and Practices* (419-438). SAGE.

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Fernandes, D. (2018). For an understanding of the relationships between evaluation, ethics, and public policy. *Journal of Education PUC-Campinas*, 23 (1), 19-36.

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