Education and Culture

Leonardo da Vinci

REFLECTIVE QUALITY DEVELOPMENT FOR CVT TEACHERS AND TRAINERS THROUGH SELF-EVALUATION

REFLECTIVE EVALUATION

FIRST COUNTRY REPORT

(GERMANY)

biat
Berufsbildungsinstitut
Arbeit und Technik

(IRINA MICHEL; ARMIN BACHMANN)
(biat-BERUFSBILDUNGSINSTITUT ARBEIT UND TECHNIK)
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1 Overview

1.1 Role of Quality Management in Non-Profit Organizations

The idea of quality management stems from the production industry (ISO 9000).

During the last decade the idea of quality management has been broadly transferred to non-profit organizations.

The first non-profit sector that had been taking over quality management was the care sector that had soon been stressing the importance of self-evaluation because of the lack of "hard" measurable outcomes.

The choice for EFQM[1] (European Foundation for Quality Management) instead of using quality management systems like ISO 9000 ff was made because the EFQM-model has a special focus on non-profit organizations and on the evaluation of soft skills. Quality management systems like ISO 9000ff have their focus on the precision of products and therefore are not suitable for (educational) processes.

The EFQM-Evaluation model is a holistic system of quality management which includes not only the results but also focuses on the processes.

EFQM as a tool addresses especially non-profit organizations since their main aim is a continuous improvement of quality through structured benchmarking e.g. the improvement of efficiency and recognizing the quality of an institution. The EFQM-Evaluation Tool is a quality management system which follows the TQM[2] approach.

The idea that institutions which receive public funding should improve their quality is increasing rapidly and widely outside and inside of institutions in Germany.

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[1] EFQM, a not for profit membership foundation, is the primary source for organisations in Europe looking to excel in their market and in their business. Founded in 1989 by the CEO's of prominent European businesses, the EFQM model is now the hub of excellent, globally-minded organisations of all sizes and sectors, and both private and public

[2] TQM stands for "Total Quality Management"

1.2   Role of Quality Management in the Educational Sector

Evaluation in connection with quality development and quality assurance has been a recurrent topic throughout recent discussions about the educational system in Germany.

As the demand for financially supported organizations to prove their quality is growing evaluation is more and more perceived as one way of quality assurance and therefore part of quality management[3].

Especially in the educational field evaluation is seen as the instrument for the realization of reforms and flexible adaptation to societal needs.

Today a lot of schools in Germany go through evaluation processes aiming at quality assurance and development as well as new concepts for the role of teachers and trainers.

One tool for schools (also vocational schools) that combines self-evaluation with external evaluation was developed in Switzerland during the late nineties. The basic idea of this evaluation tool "Q2E" is to gain quality through evaluation and development with the focus on self-evaluation. Q2E stands for "Quality through Evaluation and Development" because it adapted aspects of quality development in profit organizations and transferred them to the special situations of schools[1].

Already been tested successfully by a great number of schools in Germany it led to a new understanding about quality.

Due to the "dual system" vocational schools in Germany need to cooperate with the regional economy and take societal needs of the region into their consideration. Therefore high quality standards of all activities in the social organization of the vocational school need to be fulfilled as well as the state-related educational tasks.

With these new defined social demands company based instruments for quality management have become an increasing subject of interest, were transferred to and adapted in schools and resulted in a number of quality management systems.

It was this transfer to societal needs that changed the concept of evaluation from strongly external evaluation approaches to a combination of self-evaluation with external evaluation. Therefore evaluation tools that combine self-evaluation and external evaluation have gained influence as self-evaluation had become more and more relevant.

The growing importance of quality management in (vocational) schools brings with it the demand for more autonomy but also more confusion about where to draw the sharp line when talking about evaluation.

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[3] For Germany this was established in the Runderlass 12/2002 of the Bundesanstalt für Arbeit (regulation of the state-wide employment office)

Missing financing, universal provision as well as reliable access-, accreditation and certification led to a market oriented approach in the field of Further Education and CVT.

The using of questionnaires and educational tests has not provided universal criteria for quality factors in Further Education and CVT.

With no concept for a holistic approach to quality and efficiency development in the field of Further Education and CVT, quality assurance systems such as DIN EN ISO 9001[4], DAR[5] or CERTQUA[6] have not become obliging.

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[4] ISO is a network of the national standards institutes of some 150 countries, with a central office in Geneva, Switzerland, that coordinates the system and publishes the finished standards. In the last decade ISO standards have been transferred in Germany to the field of Further Education and CVT.

[5] The DAR (German Accreditation Counsil) was founded in March 1991. It is a Council jointly supported by the German Federal State and the German industry fulfilling coordinating tasks. The DAR coordinates activities in the field of accreditive and recognition of testing laboratories, certification, inspection and conformity assessment bodies with the aim to efficiently arrange the procedures on a common quality level.

[6] CERTQUA is a network of the national standards association of the German Economic Certification Society and the association Wuppertaler Kreises e. V. (CERTQUA) which adapted the certification of the international quality standards ISO 90001 transferring them to educational institutions.

1.3   Concept of Self-and Empowerment Evaluation

1.3.1   Concept of Self-Evaluation

Even though it is not clear where to draw the sharp line when defining evaluation in the educational system it is promoted as a help for planning and decision making for practitioners, especially when referring to self-evaluation.

The term evaluation in its daily use refers to something that has to be validated by somebody using some criteria for it. In the scientific literature evaluation also refers to something that has to be validated (*Sriven* 1980) even though when used in a more narrow sense has to be carried through systematically.

The systematic recording of data and its realization of results are referred to evaluation as well as the sorting out of faults, problems and the optimization of the organization of courses, projects or programmes compared to given standards, criteria, hypothesis or expectation .

A clear definition though diminishes when evaluation is not only applied to various intentions of feedback of the participants ("how did you enjoy the seminar") but also to "Total Quality Management" (TQM), monitoring and validating the entire organization.

Derived from Empiric Psychology (*Rossi and Freeman*) evaluation has been used in close connection to implementations of interventions but recently been more connected to the concept of "system monitoring" as well as realizing and validating the quality of courses.

This concept of evaluation defines it not only as the assessment of programmes and courses but also includes all activities of an institution into the definition of evaluation.

When an evaluator becomes his own interest of evaluation this is called self-evaluation and therefore becomes functional and goal oriented for the evaluator himself.

This concept of self-evaluation goes back to an interpretive approach, leaving behind the utilitarian philosophy where the results are validated from the outside.

Regarding this, self-evaluation needs to aim at techniques and findings to foster improvement, self-determination and methods for reflection to empower people.

1.3.2   Concept of Empowerment-(Evaluation)

The term "empowerment" has become more and more relevant in the intellectual landscape of evaluation. Throughout the United States and abroad a wide range of programmes that use "empowerment evaluation" have been adapted in foundations, non profit corporations, higher education, government and public education (*Fetterman*, *Kaftarian*, and *Wandersman* 1996).

The value orientation of empowerment evaluation is designed to help people to improve their programs using a form of self-evaluation and reflection.

Empowerment-evaluation therefore has to support practitioners and be designed to a form of acknowledgement and deep respect for people's capacity to create knowledge about, and solutions to, their own experiences. Helping practitioners to feel and become empowered as well as self-determined means to give them the opportunity to conduct their own evaluation.

The idea of empowerment recognizes the importance of time and context for personal development and change. Many training programmes, especially for unemployed or socially disadvantaged people are based on set objectives and time limited courses. Therefore individual needs for space, time and flexibility are taken into account.

Empowerment also envisages the opportunity of different perspectives. New perspectives give a more complete picture of the world.

Additionally, the goal of empowerment must be embedded in the context of a meaningful self-evaluation that is linked to real external requirements and demands as well as socio economic contexts.

2 Survey

2.1 Cultural and System-Related Requirements for Self-Evaluation in CVT institutions

Self evaluation as one opportunity to carry through quality management becomes more and more popular in the educational sector. Because of the fast technical and economical changes, the structure of companies changes rapidly, too, with an impact on work life that has developed a fragile dynamic[7] . By using self evaluation, some form of stability can be provided.

Power and energy need to be part of the actors interests to make use of self evaluation and self evaluation is therefore seen as the "highest form of evaluation capacity".

Self-assessment and evaluation have become a common element in dominant conceptions of evaluation and self-evaluation has been increasingly adopted as a valid means for the improvement of educational processes. In this development though many teachers and trainers[8] have not yet gotten across the idea of an instrument for reflection and self evaluation with which they most probably could improve their daily performance.

Regarding this, semi structured as well as narrative interviews were carried through with actors in CVT, which focused on criteria and concepts for quality development and improvement as well as self-evaluation in order to describe the current demands for self-evaluation in CVT and from there draw conclusions how an instrument for reflection and self evaluation must be designed and constructed.

Most of the interviews were carried through in institutions from the northern and former eastern states in Germany that work with mostly long time unemployed with reduced aid taking part in government make-work projects.

One questionnaire for each main actor in CVT e.g. participants, practitioners, those responsible and stakeholders was developed raising especially questions about quality concepts as well as suggestions for (self-) evaluation and reflection.

Practitioners and those responsible were asked about their view on quality development and improvement as well as their needs when they would be using a self evaluation instrument.

The following 4 questions illustrate shortly on which basis the narrative and semi-structured interviews were carried through with practitioners and those responsible:

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[7] Nowak, 2004, S. 29
[8] Mentioned in the following text as practitioners

1. How is the improvement of quality recognized?

2. Which needs for self-evaluation and reflection have not been considered drawn from the experiences with quality assurance?

3. How could/ should reflection be triggered? (Which aspects should be evaluated, which changes should be initiated by the results of evaluation and who should be addressed by the results)?

4. Which dimensions/work areas should be taken into account for a self-evaluation-tool (aims practitioners have regarding evaluation)?

Participants were interviewed about their institutional experiences and what they would suggest to be progressed, improved or changed in the interaction with teachers and trainers, those responsible and other participants.

Case studies were additionally carried through with the interviewed participants aiming at the understanding of their life situation and their view on the CVT courses they were going through.

Stakeholders were interviewed about their experience regarding quality assurance in CVT as well as their estimation about future implications for institutions and their staff (socio-economic approach).

2.2 Criteria for Quality Development

2.2.1 View of Practitioners (Teachers and Trainers)

In general practitioners in CVT courses appreciated quality management approaches (mostly DIN EN ISO 9000ff) and were especially interested in self-evaluation approaches and methods for their quality development.

All practitioners were continuously informed and involved in the results of the quality assurance procedures in their institutions as the following ranking illustrates:

Diagram 1 in %: Are you regularly being informed about the results of quality assurance procedures by your scheme/project management?
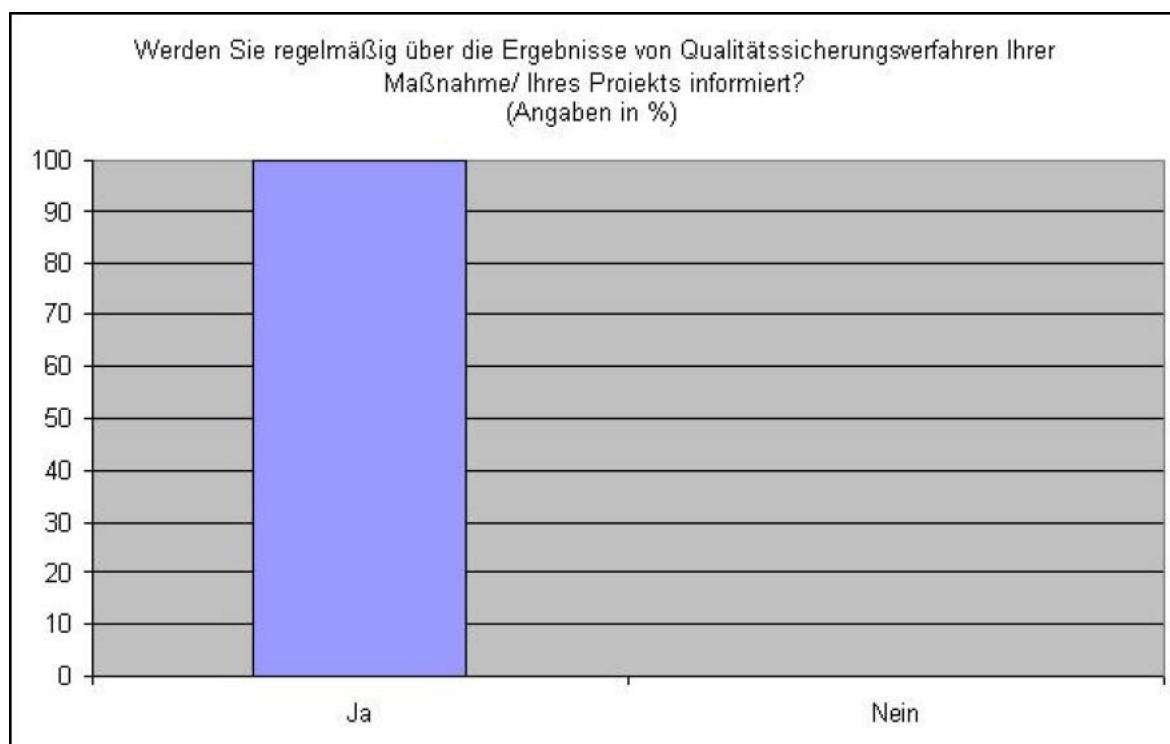
(left blue chart "Ja"= yes; right grey chart "Nein" = no)

Practitioners appreciated very much that they were integrated in the process of evaluation and well informed about the outcome of evaluation.

Many of the interviewed practitioners though believed that quality assurance procedures were not the only way to improve quality in the sector of CVT and that evaluation was not the only indicator for quality improvement as the following diagram illustrates:

Diagram 2 in %: How big is the impact of quality improvement in connection with quality assurance procedures in the CVT sector?
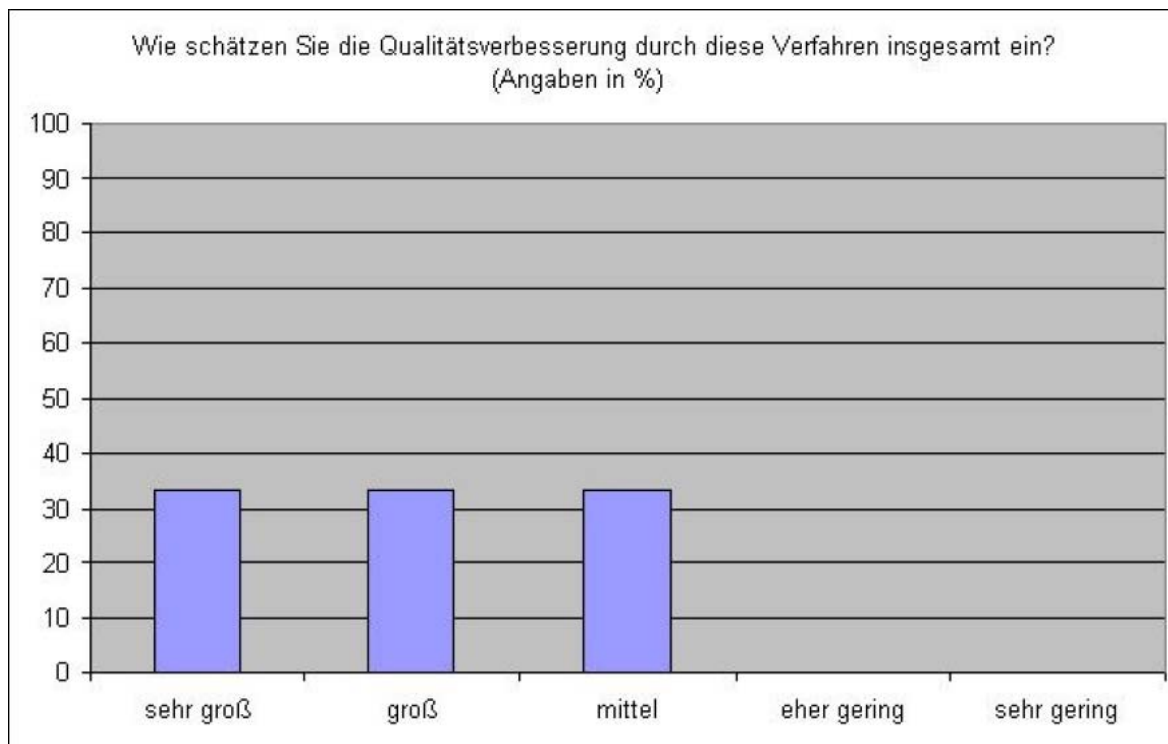
Wie schätzen Sie die Qualitätsverbesserung durch diese Verfahren insgesamt ein? (Angaben in %)

(left blue chart "Sehr groß"= very big; middle blue chart "groß"= big; blue chart to the right "mittel"= mediocre; far right grey chart description "eher gering" and "sehr gering"= small and very small)

Being asked about their estimation of the overall improvement of evaluation procedures for their institution, practitioners answered as the following illustration shows:

Diagram 3 in% : How big is the impact of quality improvement in connection with evaluation procedures for your institution?
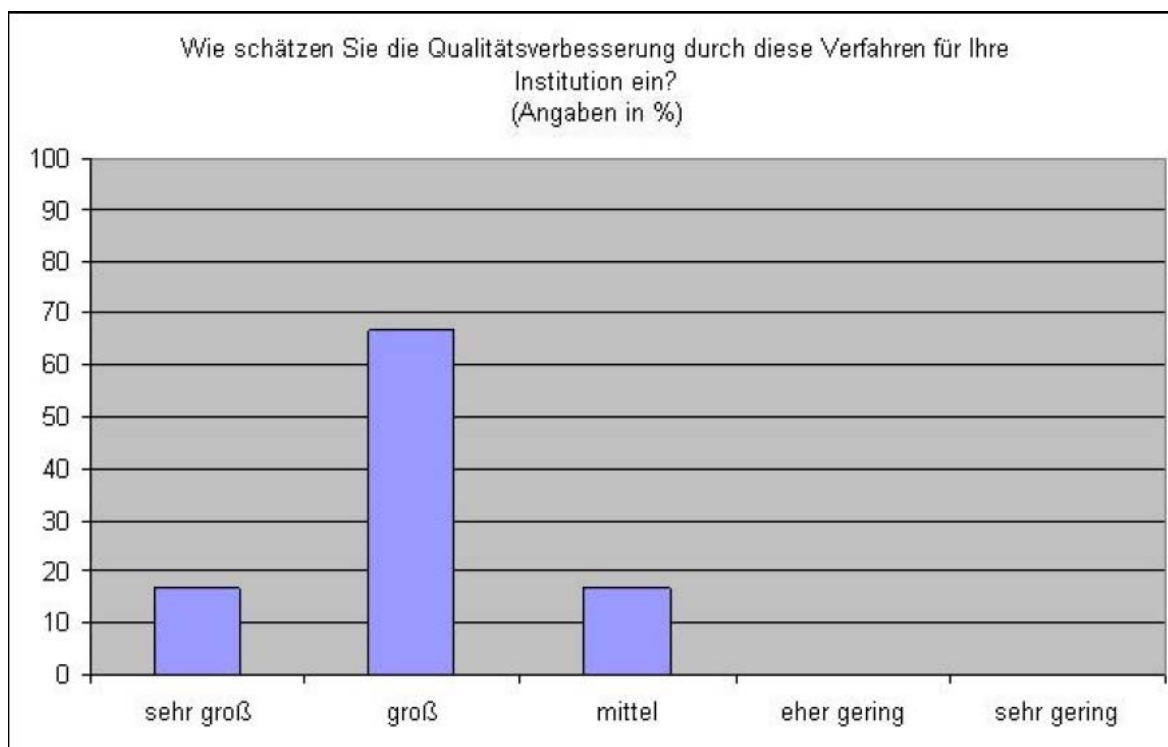
(left blue chart "sehr groß" = very big; middle blue chart "big"= big; blue chart to the right "mittel" = mediocre; far right grey charts descriptions "eher gering" and "sehr gering"= small and very small)

A big need for cooperation and networking was stressed by many practitioners during the interviews in connection with the improvement of their work performance in their institutions.

Many practitioners did also express their need for discussions as well as an exchange of experiences which they are making during their daily performance.

A big need to be inspired by other colleagues when carrying out their training and teaching lessons in order to ban routine and stagnation was also expressed by the practitioners during the interviews.

Being asked how much impact quality assurance procedures had on the performance of their work, practitioners answered as the following diagram illustrates:

Diagram 4 in %: How big is the impact by evaluation procedures carried through within your scheme/project on the improvement of your work performance and conditions?

Wie schätzen Sie die Verbesserung durch die bisher an Ihrem Projekt/ Ihrer Maßnahme durchgeführten Evaluationen für Ihre Arbeit ein? (Angaben in %)

(left blue chart "sehr groß" = very big; middle blue chart "groß"= big; blue chart to the right "mittel"= mediocre; far right grey charts descriptions "eher gering" and "sehr gering"= small and very small)
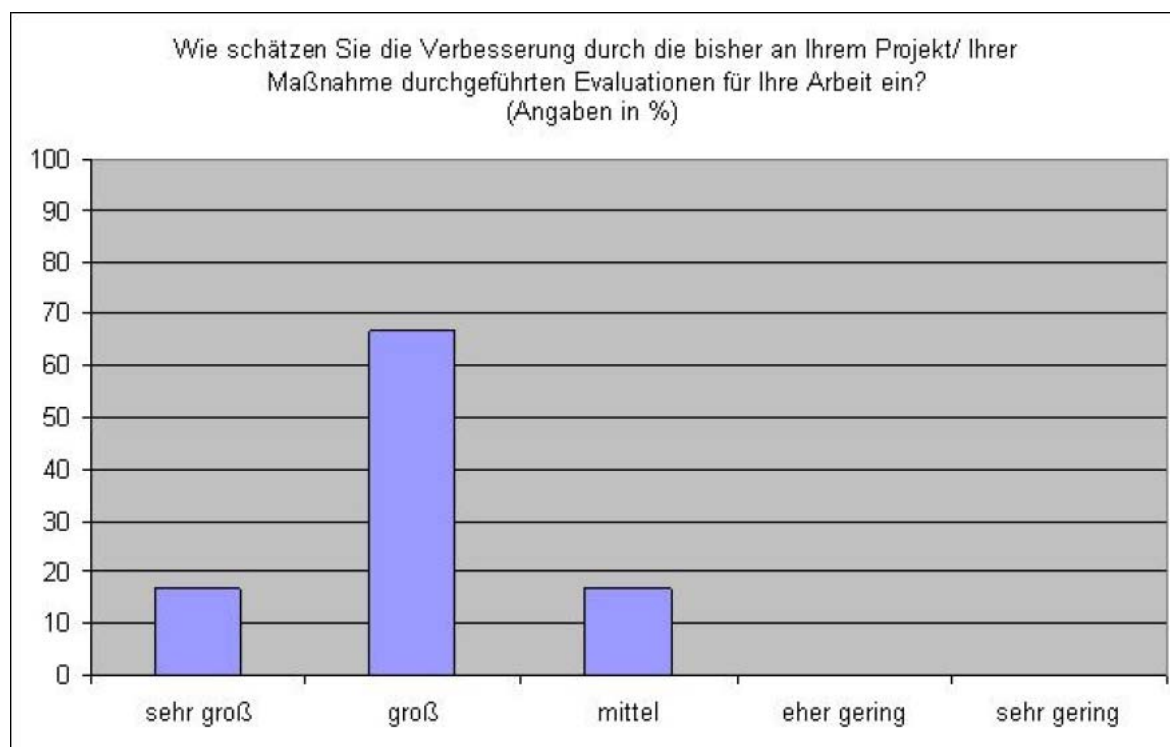
Many of the interviewed practitioners mentioned especially one quality indicator for their professionalism: to which extent pedagogical actions were subject to their self-reflection. All interviewed practitioners believed that only an honest self evaluation, build on trust and the will to develop quality standards with colleagues as well as in cooperation networks, would lead to a successful quality development and improvement.

Especially feedback from colleagues, participants and those responsible were mentioned to be the basis for the improvement of quality in their work.

Furthermore most interviewed practitioners believed that they could best contribute to the development of quality when having more time for reflection and additionally access to further qualification (see also further chapter 2.5 "Make up a Good Self Evaluation-Tool").

2.2.2 View of Those Responsible

Those responsible in the interviewed CVT institutions generally appreciated quality management systems.

Even though institutions are obliged to meet quality standards and spend time, effort and even in some cases extra personnel in order to receive public funding most of those interviewed responsible considered quality assurance necessary for their monitoring of processes and administration issues within the institution.

Most of those responsible stated also that internal cooperation, the participation of all actors involved as well as cooperation structures within the landscape of CVT, were one indicator for quality processes and referred strongly to regional networking as a means for quality development.

Being asked if their staff has been regularly informed about the results of quality assurance procedures, those responsible interviewed answered as the following diagram illustrates:

Diagram 5 in %: Is your staff regularly being informed about the results of quality assurance procedures by your scheme/project management?
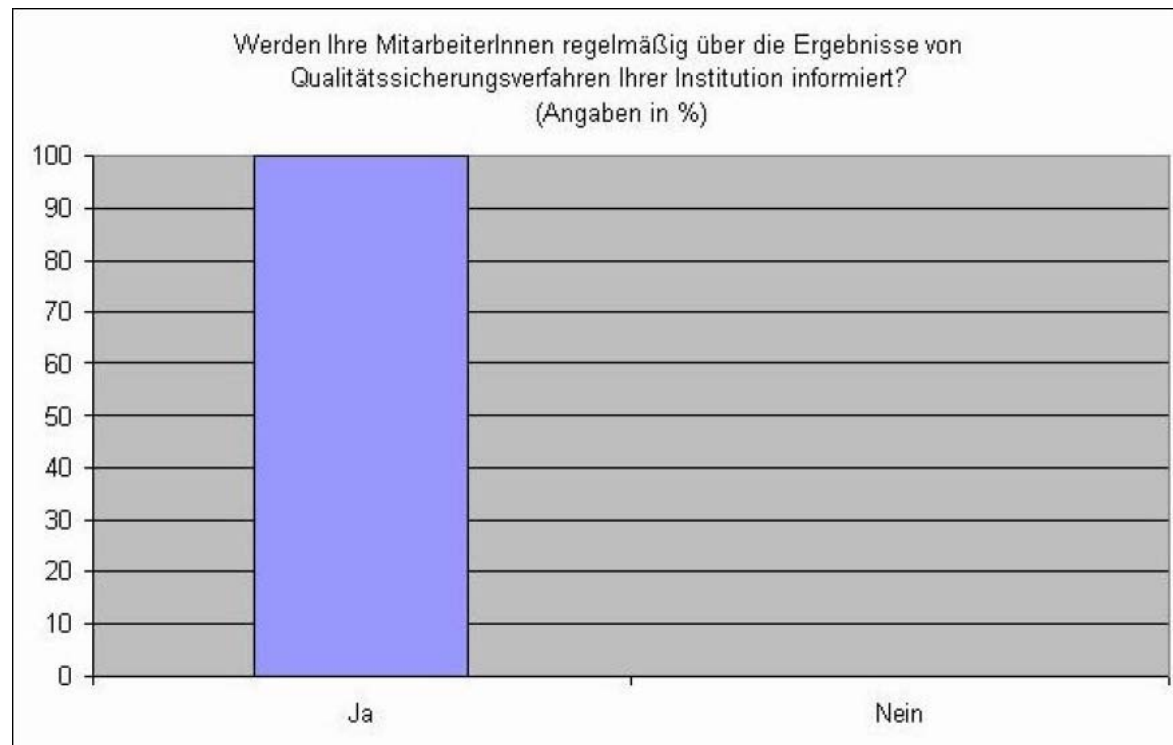
(left blue chart "Ja"= yes; right grey chart "No"= no)

Being asked how big the impact of quality improvement in connection to quality assurance procedures in the CVT sector is, those responsible answered as shown in the following diagram:

Diagram 6 in %: How big is the impact of quality improvement in connection to quality assurance procedures in the CVT sector?
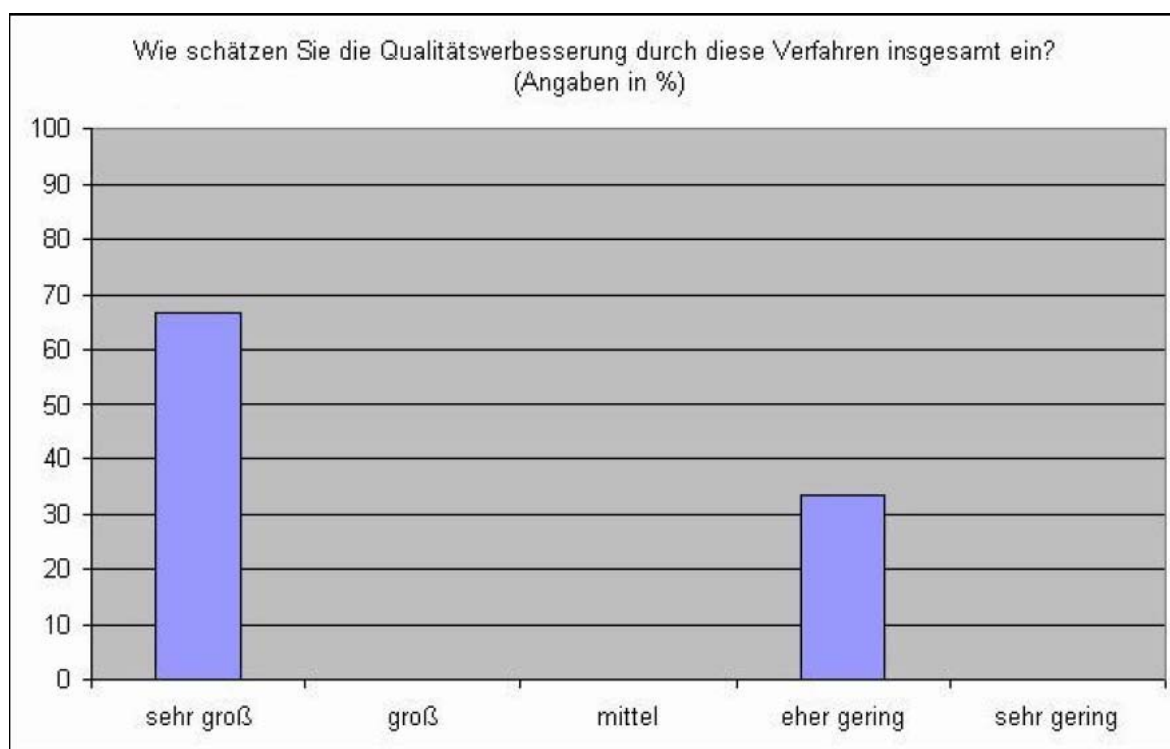
(left blue chart "sehr groß"= very big; middle grey chart "groß" = big; grey chart to the right "mittel"= mediocre; far right charts descriptions "eher gering" and "sehr gering"= small and very small)

Those responsible did acknowledge the help of quality management procedures for their institutions but also mentioned that the many certification obligations would be a financial bourdon to them as well as taking up a lot of time and effort. Additionally the work tasks need to be achieved with fewer personnel and in less time and would therefore be missing for the cooperation with colleagues and participants.

Diagram 7 in %: How big is the impact of evaluation carried through within your scheme/project on the improvement of work performance and conditions?
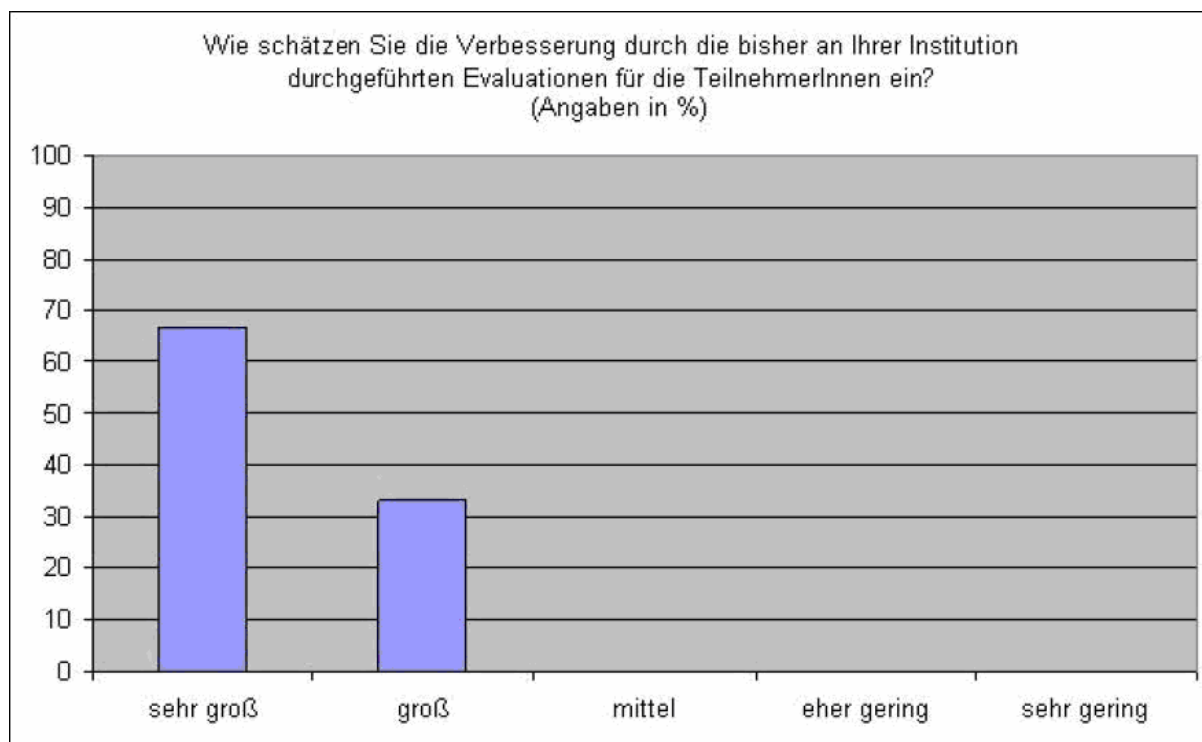

Wie schätzen Sie die Verbesserung durch die bisher an Ihrer Institution durchgeführten Evaluationen für Ihre Arbeit ein?
(Angaben in %)
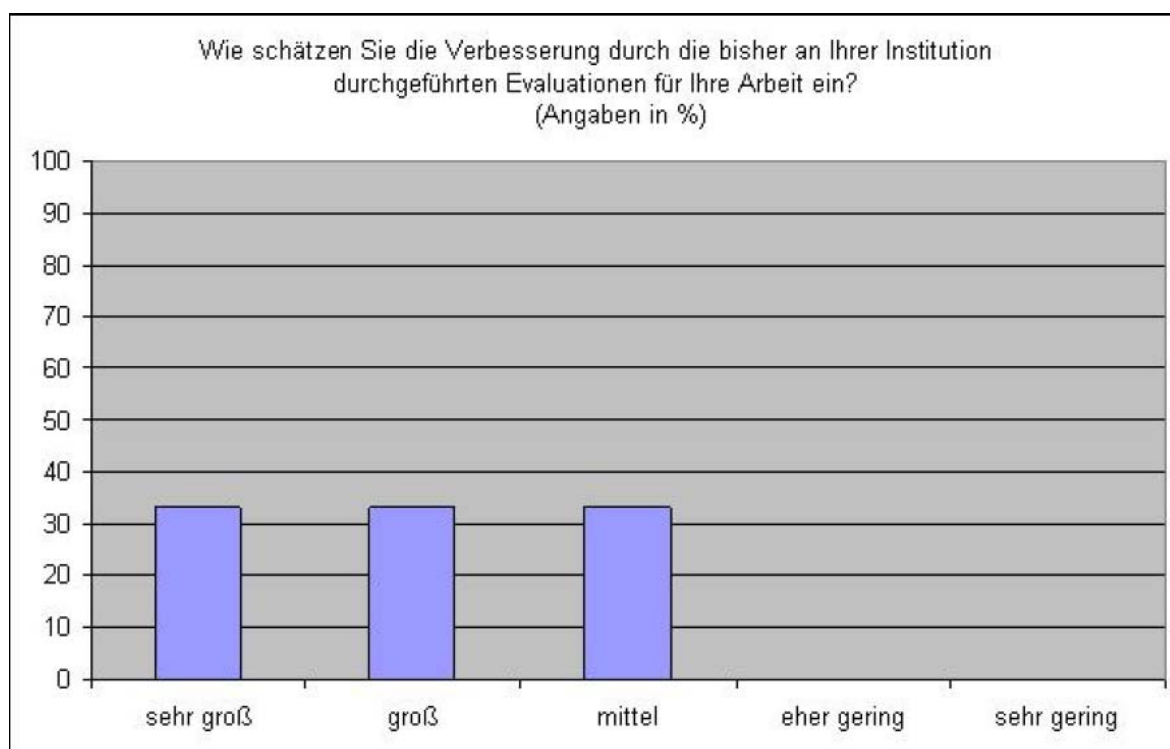
(left blue chart "sehr groß"= very big; middle blue chart "groß" = big; blue chart to the right "mittel"= mediocre; far right grey charts descriptions "eher gering" and "sehr gering"= small and very small)

Those responsible did not consider quality assurance procedures as the only foremost indicator for quality development and improvement but believed that they are most necessary to the overall interface between processes and as well as an indicator for the improvement of administration procedures. Especially for educational processes they considered the quality assurance procedures carried through in their institutions, mostly DIN EN ISO 9000ff, as not applicable and therefore not suitable.

Regarding this, those responsible considered that quality assurance procedures like questionnaires, individual conversation and interviews can be considered as the better choice for the improvement of work performances and conditions of participants as the following diagram illustrates:

Diagram 8 in %: How big is the impact of evaluation in your scheme/project on the improvement of the work performance and conditions of participants?

Wie schätzen Sie die Verbesserung durch die bisher an Ihrer Institution durchgeführten Evaluationen für die TeilnehmerInnen ein? (Angaben in %)

(left blue chart "sehr groß"= very big; middle blue chart "groß" = big; grey chart to the left "mittel"= mediocre; far right charts descriptions "eher gering" and "sehr gering"= small and very small)

2.2.3 View of Stakeholders

Stakeholders who were interviewed did not consider the certification of ISO 9000ff as suitable for the educational sector.

The chamber of industry and commerce in Flensburg (IHK Flensburg) considered a consensus and cooperation between CVT institutions essential in order to achieve quality development.

The metal union (IG Metall) stated furthermore that there is a need for a federal regulation of CVT and a reform of the CVT laws concerned with state wide criteria for quality factors, universal CVT provision and sufficient financing.

Furthermore the IG Metall Flensburg was stressing the importance of a holistic approach to quality and efficiency development and the importance of reliable access-, accreditation- and certification.

All stakeholders interviewed in this context stressed that labour policy should not only aim at the fast re-integration into the labour market but also at long-time qualification and social integration of unemployed.

2.3   Criteria for Self-Evaluation

2.3.1   View of Practitioners

Most practitioners who were interviewed would prefer to combine self-evaluation with external evaluation.

Self-evaluation should aim at being a help for them in planning and decision making as well as a possibility for further development of their skills and competences. Therefore self-evaluation as an honest approach should lead to reflection and give them the opportunity to conduct their own evaluation.

2.3.2   View of Those Responsible

Those responsible who were interviewed were especially referring to reflection and self-evaluation as the best choice for quality development and in addition to external evaluation as the best choice to improve the overall quality. Self-evaluation should be used in quality management processes as well as for the personal and professional development.

Those responsible also suggested that self evaluation should be used in their institution as an extendable and dynamic system for team processes.

2.3.3   View of Stakeholders

An institution in the educational sector which is not using reflection and self-evaluation for quality development, stakeholders consider to be missing the actual basis for improvement. Self-evaluation is viewed as one of the best options for further development and quality improvement and therefore seen as one of the best opportunities to draw conclusions through the process of refection for future aims.

External evaluation which is not connected to self-evaluation, usually representing the centre of quality management, is not viewed as being in concordance with the stat of the art. Stakeholders therefore consider self-evaluation to always be the basis of all forms of external evaluation.

2.4   Requirements for Self-Evaluation with Respect to the Target Group

Most participants who were interviewed stressed how important it is to them that they have a daily schedule in the CVT courses they were visiting ("not sitting around worthlessly") even though they mostly did not judge their work or qualification results as being required by the labour market at this point.

Therefore many participants did not expect that their qualifying themselves in the CVT courses would necessarily lead to and result in their reintegration into the labour market.

Many participants considered though that feeling comfortable with the people you are working and learning with and the circumstances you are working and learning in are of high importance.

Also considered of high importance by the interviewed participants was that institutions offered individually matching offers for continuing vocational training and learning.

Generally participants would appreciate if practitioners could invest extra time and engagement, even possess "psychological skills" to carry through individual coaching and job counselling, helping them with daily but also low self-esteem problems.

2.5 Make-up a Good Self-Evaluation Tool

2.5.1 View of Practitioners

A reflection and self evaluation instrument must especially be designed to help practitioners in planning and decision making as well as with the development of soft skills and competences.

Therefore a self-evaluation instrument must provide the practitioner with the opportunity to use self-determined criteria describing and valuating parts of the own daily oriented action by looking at its effects. A self-evaluation instrument also needs to provide options for further development and adaptations through the practitioners so they are getting the opportunity to draw conclusions through the process of refection for future aims.

Practitioners expect the instrument to be structured well, easy to use and to support their reflection through the exchange of experiences and perspectives of other practitioners.

Practitioners also expect the instrument to offer them information on various topics and as an connecting source for information about cooperation and networking.
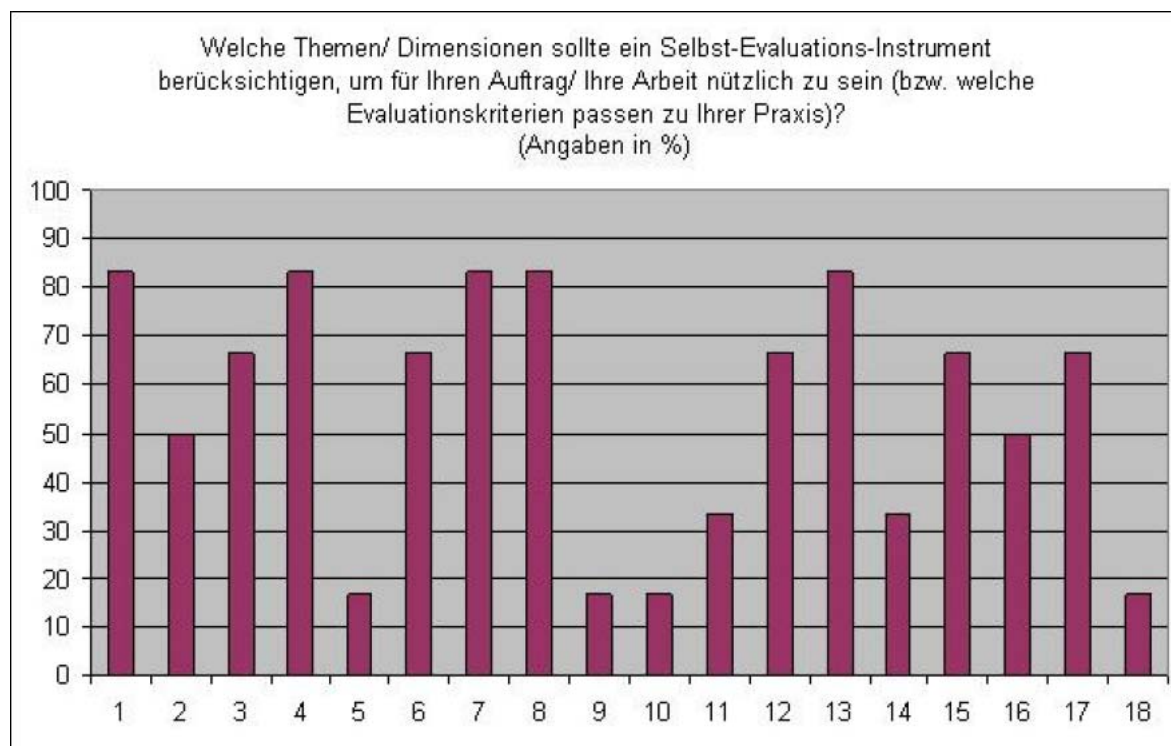
Directed discussions should be possible and the instrument should be in its elements be changed and adapted to the specific need of the institution.

Furthermore practitioners would like the instrument to give them access to a material pool and a"black board" where they can draw new ideas from and use new material for their teaching and training curricula.

Especially those results that were draw from the interviews and questionnaires were the motor for the development and improvement of CVT courses. Therefore the self evaluation instrument should have suggestions for interviews and questionnaires.

The following diagram shows the full ranking, drawn from the answers practitioners gave during the interviews, which shows the dimensions/work areas that would be important to them when using a self evaluation instrument:

Diagram 9 in %: Which topics should be of importance when constructing an instrument for reflection and self evaluation in order to match your daily work performance and conditions?

Welche Themen/ Dimensionen sollte ein Selbst-Evaluations-Instrument berücksichtigen, um für Ihren Auftrag/ Ihre Arbeit nützlich zu sein (bzw. welche Evaluationskriterien passen zu Ihrer Praxis)? (Angaben in %)

1	Recognition of skills and assessment
2	Conceptual organisation of the project/scheme
3	Pedagogical conditions
4	Further qualification opportunities for teachers and trainers
5	Personnel and – material provision
6	Cooperation in the team
7	Reflecion with other colleagues
8	Collaborative networks of actors
9	Procedures of the project/scheme
10	Funding and admirstative structures
11	Societal, economical and political conditions
12	Situated Learning
13	Exchange of experiences with other colleagues and participants
14	To get to know more about quality assurance procedures
15	Methods of evaluation
16	External Evaluation through experts
17	Public relations
18	Publications about CVT course practise

Also mentioned during the interview by many of the practitioners was that they would like to reflect and given concrete suggestions on their work conditions and how they could be improved by using collaborative networks.

2.5.2   View of Those Responsible

Those responsible would like a reflection and self-evaluation instrument to be designed for practitioners improving the internal cooperation with the opportunity to use different self-evaluation methods. Those responsible would also like the self-evaluation instrument to be extendable and with dynamic systems for team processes and easy in use.

Furthermore the envisaged instrument should give the opportunity to reflect upon communication and cooperation network possibilities.

The following diagram shows the full ranking, drawn from the answers those responsible gave during the interviews, which shows the dimensions/work areas that would be important to them when using a self evaluation tool:

Diagram 10 in %: Which topics should be of importance when constructing an instrument for reflection and self evaluation in order to match your daily work performance and conditions?

Welche Themen/ Dimensionen sollte ein Selbst-Evaluations-Instrument berücksichtigen, um für Ihren Auftrag/ Ihre Arbeit nützlich zu sein (bzw. welche Evaluationskriterien passen zu Ihrer Praxis)? (Angaben in %)
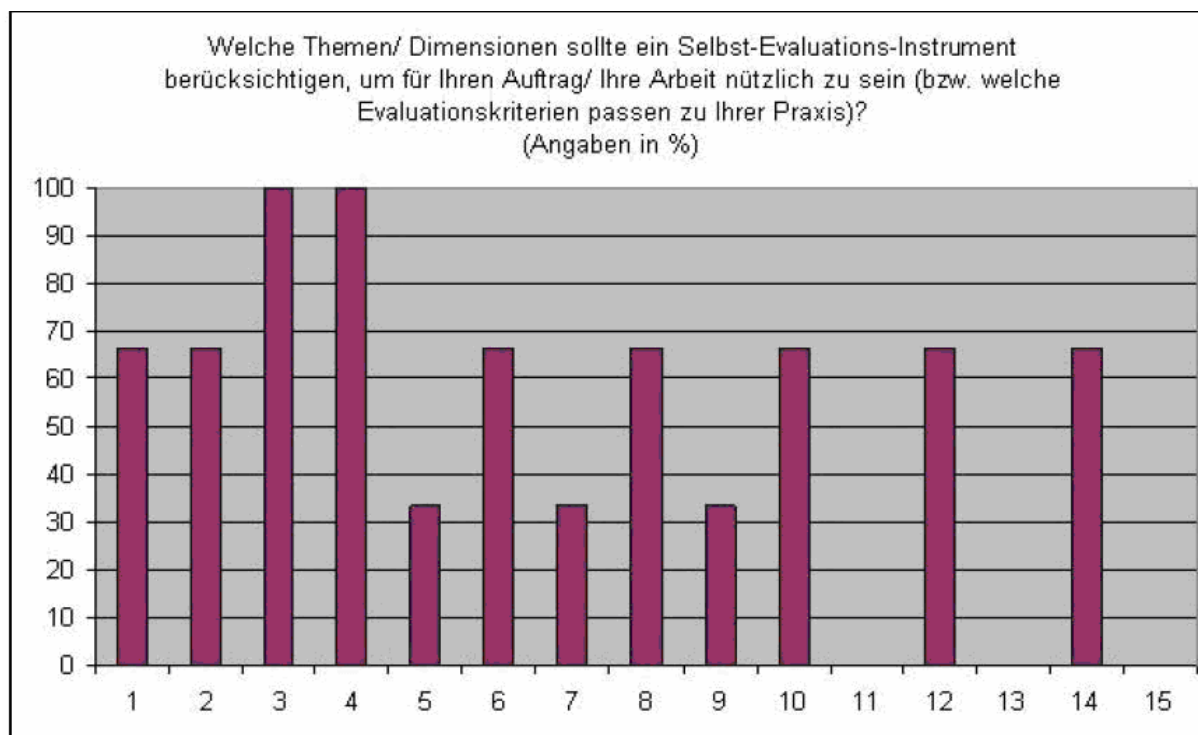
1   Recognition of skills and assessment
2   Organisation of the project/scheme
3   Pedagogical conditions
4   Further qualification opportunities for teachers and trainers
5   Personnel and – material provision
6   Reflecion with other colleagues
7   Collaborative networks of actors
8   Procedures of the project/scheme
9   Funding and admistrative structures
10   Societal, economical and political conditions
11   Situated Learning
12   Methods of evaluation
13   External Evaluation
14   Public relations
15   Publications of the project/scheme

Most appealing was that the pedagogical conditions as well as the organisation of the project was estimated to not only be of highest importance but differentiated also in comparison to the results given by the practitioners.

2.5.3 View of Stakeholders

Stakeholders would like the instrument to be helpful with the reflection on general societal, political and economic issues. They would also prefer the tool to use a variation of self-evaluation methods and expect the different tools in the instrument to address mainly issues on a holistic approach to quality and efficiency development.

According to the stakeholders the instrument needs furthermore to address access-, accreditation and certification issues as well as implications of labour policy. Many experts mentioned that consensus and cooperation should be addressed in the instrument, too.

3   Conclusions

3.1   Requirements on the Planned Tool

The instrument for reflection and self evaluation needs to support practitioners and their institutions and therefore needs to be designed in a form of acknowledgement and deep respect for their capacity to create knowledge about, and solutions to, their own experiences.

For the achievement of this kind of self-determined quality development practitioners want to be given the opportunity to conduct their own evaluation by adapting the tool to their own needs as well as to their specific situation.

Practitioners as well as those responsible stressed that they will only like to employ an instrument for reflection and self evaluation if this instrument will be of practical use meaning it should help them in improving their daily work (conditions) easily, fast and effective.

All practitioners mentioned that they would, when using such an instrument for their daily performance, need the opportunity of exchanging experiences with other colleagues and would very much appreciate to be inspired by and use a "black board", a material pool and an discussion area where they could express their truly worries ("complaining board").

The tool also needs to help recognize the importance of time and context for personal development and change. Therefore individual needs for space, time and flexibility need to be taken into account. The instrument for reflection and self evaluation should also

In order to get a more complete picture of one's own situation the tool needs to recognize the opportunity to reflect on different perspectives considering a context of a meaningful self-evaluation that is linked to real external requirements and demands as well as socio economic contexts.

3.2   Cultural and System Specific Requirements to be Considered

Taking a look at the latest political changes in CVT in Germany, bringing with it a decrease in financing for institutions and challenging demands for a fast re-integration into the labour market, it becomes clear that work conditions of practitioners are changing not for the better and social exclusion of many participants is increasing.

With no reliable access-, accreditation- and certification and no consensus and cooperation between institutions there is no real chance for a holistic quality development in Germany at this point. Long-time qualification or "life-long-learning" as well as the social integration of unemployed are today one of the most important challenges for CVT in Germany.

The survey represents the cultural and system specific requirements that are to be considered by a reflection and self evaluation instrument. The following dimensions (that will be used as work areas in the instrument for reflection and self evaluation) are a summary of the survey's outcomes and represent the described requirements and needs for reflection and self evaluation:

- Self Evaluation and Reflection
- Society and Work Conditions
- Social Integration and Accreditation of Skills
- Values and Roles
- Learning, Teaching, Training experiences
- Cooperation and Networking

"Self evaluation and Reflection"

is seen as the foremost dimension of criteria for empowerment, learning and quality development. Providing the opportunity to learn from the respective perspective and experience was mentioned in close connection to the development of processes and to the improvement of quality.

"Society and Work Conditions"

is representing the influence of external (political, economic and societal) conditions on the macro-level. The dimensions should explicitly construct the mentioned influence being very determining also on the meso level (institutional) and the micro-level (interaction of practitioners and learners). Society and Work Conditions therefore also takes into consideration the political and economical funding, financing and administrational issues as well as their implications for work conditions.

"Social Integration and Accreditation"

of skills takes a look at the integration of participants in CVT courses into society and the labour market.

"Values and Roles"

should give the opportunity to rethink what is expected from each others interactions in CVT courses.

"Learning, Teaching, Training Experiences"

describe the interactions of practitioners and learners and their reflecting on different perspectives about these interactions as well as criteria and demands for pedagogic actions that play a role in these interactions.

"Cooperation and Networking"

refer to the need of internal and external communication and cooperation networking.

3.3   Considerations to Develop Quality

Practitioners will only use a new designed self-evaluation instrument if they appreciate the options for self-evaluation. An evaluation instrument which leaves the evaluation in the first step with the practitioners (actor-based approach evaluation) can be seen as a big step towards evaluation of soft outcomes and the development of quality.

A continuous improvement of quality therefore can only be assured with a methodology which is putting the practitioner's view even more into the centre and leaving the way how to deal with the situation completely to them as the main actors. For this purpose a self-evaluation instrument must provide the practitioner with the opportunity to use self-determined criteria describing and valuating parts of the own daily oriented action by looking at its effects.

An instrument therefore needs to provide options for further development and adaptations through the practitioners and with this the opportunity to draw conclusions through the process of refection for future aims.

Regarding this, self-reflection connected to the idea of empowerment, should be the central focus fostering and initiating this kind of self-evaluation.

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