Create 2 Evaluate: Areas and Tools

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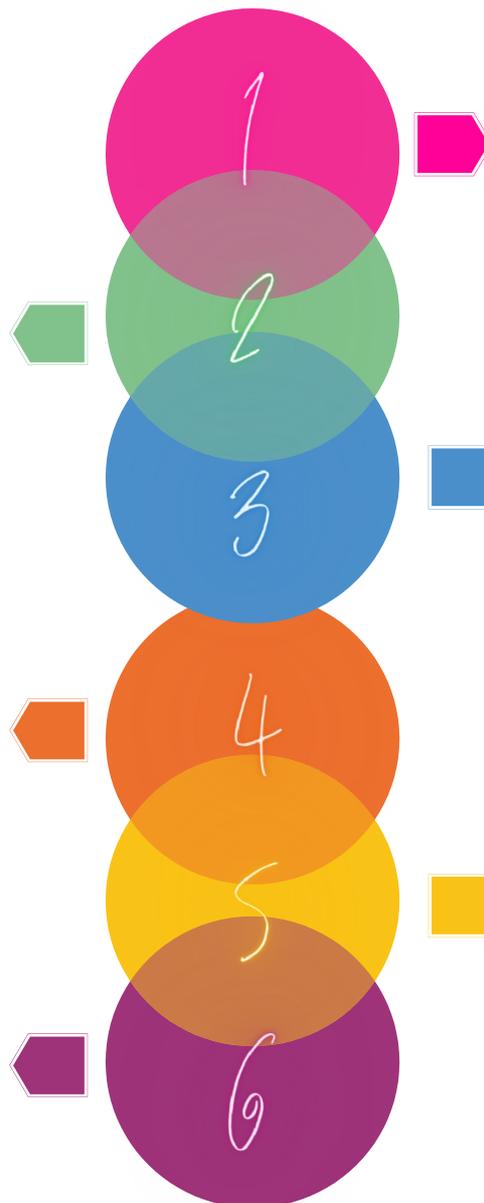
Consistency of the objectives and outcomes

• Checklist to assess consistency of the objectives and outcomes of the AE trainings and programmes with the overarching strategies and agendas adopted by the EU

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Value added stemming from the participation in AE

• Value added stemming from the participation in AE

Area 1

Consistency of the Objectives and Outcomes

In collaboration with Municipality of Pescara, Institut de Haute Formation aux Politiques Communautaires asbl (henceforth, IHF) tackled AREA1 of the CREATE2Evaluate Toolbox: consistency of objectives and outcomes of AE trainings and programmes implemented at local level with the overarching strategies and agendas adopted by the EU.

The ratio and motivation of this specific area stems from results, findings and evidence emerging from the needs-assessment carried out at transnational level by all participating organisation: widespread fragmentation among Member States and regional authorities in implementing and developing structural, and structured, AE and LLL policies at local level.

Specific interventions at local and regional level seems responding to EU *stimuli*, but it is very challenging to confirm the measure in which these are coherent to proposed roadmaps (key training areas of EU interest, targets, and achievements, etc.). This is since there is not yet in place – although highly recommended – a validated evaluation system aimed at cross-matching and benchmarking how local and regional interventions in the field of AE align to EU's expectations.

Formal monitoring and evaluations mechanisms exist, but they seem to be tailored on budget control. Audit and financial management, the emphasis on key learning, social and economic outcomes for targets and beneficiaries seem falling under the "private" initiative of the given provider, or local authority, based on their perception of the phenomenon.

Local authorities and formal AE providers (should) collaborate to outline, design, and deliver training & education offers, and policy response, that are tailored on the given socio-economic context they apply to. This flexibility principle is in fact recommended and expected by EU policy documents tackling AE priorities and recommendations, but still within the frame of a common ground of reference specifically detailed by these very same reference documents.

The format of this tool is none other than a checklist, and it is presented to readers and users as a policy roadmap that they can navigate to outline the coordinates of their local and regional-based interventions in the field of Adult Education (AE) and LLL (Lifelong Learning) to demonstrate consistent to, and intercept eventually, the evolution of policy pathways as indicated by EU institutions.

Checklist to assess consistency of the objectives and outcomes of the AE trainings and programmes with the overarching strategies and agendas adopted by the EU

When designing this tool, we needed to select the references that would orientate readers' perception of compliance to EU policy guidelines in the domain of LLL and AE. The objective is to provide for robust and reliable standards, i.e., policy papers and pieces of legislation, that set the stage for local-based interventions targeted at the adult population.

After a round of assessment, the focus settled on the following sources:

1. COUNCIL RECOMMENDATION of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults (2016/C 484/01)
2. COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (2018/C 189/01)[1]
3. Council Resolution on a new European agenda for adult learning 2021-2030

The inclusion on Council's recommendation from 2016 and 2018 is not by chance but it is instrumental to provider readers and targets a comprehensive overview on what have been up to this moment pivotal references in the field of AE.

For 2016 and 2018's recommendations, readers are kindly invited to double check if – through their institutional practice – they have managed to tackle any of the considered key recommendations.

On the other hand, the focus on Council's resolution tackles the prospective dimension, giving relevance to what will be the main core of interest of AE's priorities and reference paradigms at EU level for the next decade. Readers will find listed in a comprehensive and concise manner what have been/what will be key EU focus of interest and priorities in the domain of AE[2]. This is intended to help readers in being more self-aware of future challenges and opportunities and more proficient in their long-term policy making.

For Council's resolution, readers can take this opportunity to self-assess if their organisation/institution have already in place (or have planned) concrete strategies to match and satisfy resolutions' expected outcomes.

With this user manual, readers can be guided through the EU policy ecosystem in the field of AE in the hope to trigger food for thoughts on how to be more responsive and compliant to EU policy framework(s).

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[1] Official update of: RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning (2006/962/EC)
[2] Please consider that these policy documents do not conflict and are not exclusive to each other. The first two of them are still timely, relevant and should be considered with the highest regards.

Area 2

Programme Creation at the Policy/Public Administration Level

While new policy programmes can originate from different sources such as overarching international and national policies and strategies, a variety of stakeholders are involved in the actual processes from creating the idea to impact assessment and evaluation of the actions.

Not all the key stakeholders are involved at programme formulation stage. However, consulting with them at an early point can considerably improve the performance of the programme. The evaluation tools that are provided in Area 2, will help policy makers gauge the quality and depth of the consultation processes that go into creating new policy programmes and facilitate identification of issues as well as opportunities for creativity and for inclusivity.

The Area 2 tools facilitate policy makers and public administrators to comprehensively evaluate the process of programme creation in Adult Education, at a policy level as well as the public administration level. The tools enable greater understanding of the processes involved in policy making, programme creation and public administration.

The Department of Adult and Community Education (DACE) at Maynooth University, Ireland and AEWB (Agency for Adult and Further Education) Germany, combined their ideas to formulate five tools that would support evaluation of programme creation and would create greater alignment between policy makers and programme creators within the field of Adult Education. Additional factors that contributed to the development of these tools included a focus upon evaluation of creativity and on inclusivity in Adult Education.

The following tools were developed:

1. Evaluation of Creativity in Adult Education Policy Making Matrix
2. Focus Group Questions
3. Checklist for providers: Evaluation of provider inclusion in Adult Education Policy Making
4. Survey for providers
5. Survey for Public Administration Staff

Evaluation of Creativity in Adult Education Policy Making Matrix

Introduction: AEWB, Germany (Agency for Adult and Further Education) and the Department of Adult and Community Education, Maynooth University Ireland, combined their experiences and expertise to develop this tool. Both organisations feel the need to assess creativity in adult education programme creation, evaluation and in policy making, and agreed that a rubric matrix could be designed that would support the assessment of creativity in adult education. A rubric is a coherent set of criteria that includes descriptions of levels of performance quality on the criteria.

Scalability: This tool can be used by individuals and groups in both small and large settings, it can be digitalised to be used on a very large scale.

Transferability: the rubric matrix for creativity could be transferred to public administrators' level evaluation, policy making and programme creation levels.

Target groups: Programme creators, programme evaluators, public administrators, and policy makers in adult education.

Focus Group Questions

Introduction: AEWB, Germany (Agency for Adult and Further Education) and the Department of Adult and Community Education, Maynooth University Ireland, combined their experiences and expertise to develop this tool. Both organisations feel the need for closer alignment of programme creation, public administration and policy formulation. The focus group questions approach is designed to raise awareness of the key stakeholders and processes involved in programme creation, public administration and in policy formulation. Therefore, the questions are designed to provoke greater understanding and appreciation of each context.

Scaleability: The focus group questions approach is best implemented in small groups. However the combination of heterogenous informants in specific fields, e.g. policy makers, public administrators and programme creators, enables a greater depth of understanding of each others processes, the involvement of key stakeholders and the methods of formulating the creation of programmes alongside public policy and vice versa**.** However, the focus group questions can be used with homogenous groups, ie such as programme creators only, and policy makers only.

Transferability: This tool can be used in a wide variety of settings, the co design process is important, as it is deciding who should be in the room engaging in the focus group discussion to ensure greater alignment, it is transferable to all contexts within adult education.

Target groups: The focus groups can be assembled with expert participants who are from all three sectors, i.e., programme creators, public administrators, and policy makers together, exploring the influences on their respective sector with the aim of encouraging greater coherence and alignment between programme creators, such as AE provider organisations, public administrators, and policy makers in adult education.

Checklist for providers:
Evaluation of provider inclusion in
Adult Education Policy Making

Introduction: AEWB, Germany (Agency for Adult and Further Education) and the Department of Adult and Community Education, Maynooth University Ireland, combined their experiences and expertise to develop this tool. Both organisations feel the need for greater inclusion of the expertise and experiences of adult education providers in the policy making processes. Therefore, the questions are designed to provoke greater understanding and appreciation of the policy making process, and to encourage providers to consider where they might intervene in the process and where they might offer their insights. It offers providers an opportunity to explore and reflect upon the various stages of policy making, and how it relates to the programme they are delivering in their settings. The goal of the checklist for providers is to gauge the contentment with policy programme creation processes at implementation level. The view of providers who implement policy programmes on its practicability is a valuable source to make policy programme creation processes more efficient and inclusive.

Scalability: The checklist approach is best implemented by Adult Education (AE) providers individually at the outset. However, once completed individually, the checklist could also be used as a schedule of questions to facilitate a focus group discussion within an AE setting, and to include all staff within the AE setting.

Transferability: This tool can be used in a wide variety of Adult Education (AE) settings, the tool encourages reflection on the potential for their input, consultation and engagement with policy makers and the policy making process on policies that are designed for the Adult Education sector. It can be used as a paper based or online tool.

Target groups: Adult Education agencies and providers.

Survey for providers

Introduction: AEWB, Germany (Agency for Adult and Further Education) and the Department of Adult and Community Education, Maynooth University Ireland, combined their experiences and expertise to develop this tool. The goal of the survey is to gauge the contentment with policy programme creation processes at implementation level. The view of providers who implement policy programmes on its practicability is a valuable source to make policy programme creation processes more efficient and inclusive. This survey can easily collect feedback anonymously and help policy makers (elected and unelected) reflect on how the creation process can be improved to design more effective programmes.

Scalability: The survey for providers can be implemented either in small or big groups. However, that would be advisable to survey homogenous group of Adult Education providers to get the valid evaluation results. The feedback will be valuable for the creation of new successful programmes in the future.

Transferability: This tool can be used in a wide variety of settings, it might bes used in analog form (printed sheets), in digital version of the document, or it can be converted into online forms survey that will supply the survey conductor with the immediate answers. The questions may be used as the guidelines for the conversation with a stakeholder as well.

Target groups: primary target group is the policy makers who will send out the survey to the so-called secondary target group, adult education providers.

Survey for Public Administration Staff

Introduction: AEWB, Germany (Agency for Adult and Further Education) and the Department of Adult and Community Education, Maynooth University Ireland, combined their experiences and expertise to develop this tool. The goal of the survey is to gauge the contentment with policy programme creation processes at consultation level. The view of experts at administrative level and in the third sector who were involved in giving input and feedback on policy programmes is a valuable source to make policy programme creation processes more efficient and inclusive.

Scalability: The survey for public administration staff can be implemented either in small or big groups. However, that would be advisable to survey homogenous group of public administartion staff to get the valid evaluation results. The feedback will be valuable for the creation of new successful programmes in the future.This survey can easily collect feedback anonymously and help policy makers (elected and unelected) reflect on the how the creation process can be improved to create more effective programmes.

Transferability: This tool can be used in a wide variety of settings, it might bes used in analog form (printed sheets), in digital version of the document, or it can be converted into online forms survey that will supply the survey conductor with the immediate answers. The questions may be used as the guidelines for the conversation with a stakeholder as well.

Target groups: policy makers and public administration personnel.

Area 3
Inclusivity of AE policies and availability of AE programmes

Italians Development Partners (henceforth, IDP) worked together with Maynooth University (henceforth, NUIM) on the development of AREA3 of the CREATE2Evaluate ToolBox: Inclusivity of AE policies and availability of AE programmes.

The staff from the two organisations had the opportunity to collaborate before in implementation of other transnational initiatives. The cooperation between teams proved to be highly effective, mutually enriching. In 2022, IDP and NUIM brought to conclusion a 30-month project titled "DIVERSITY - Including Migrants through Organisational Development and Programme Planning in Adult Education", the combined expertise on Diversity, Equality, and Inclusion issues accumulated during the experience proved to be incredibly beneficial during development of this area of the C2E ToolBox.

IDP provided for the perspective of an experienced training organisation, devoted to the dissemination and valorisation of EU culture and democratic values. Under input of colleagues from Poland (ndr. formal co-coordinator of the implementation of this specific project's cycle), the Italian organisation gathered references, resources and helped in setting the stage for what should be considered as the *sine qua non* of D&I-compliant practices and processes in AE – both at policy and process dimension.

NUIM stepped-in by assuring for academic accuracy and reliability upon the resources (i.e., tools) that came after. Teaching staff from Maynooth University, deployed for the implementation of this project and the development of the resources under AREA3, are experienced connoisseurs of the dynamics and mechanisms impacting the success and outcomes of large-scale AE programmes.

The hybrid know-how involved in the conceiving of AREA3, gave the two organisations the opportunity to experiment innovative approaches to D&I in AE, and its framing under the specific scope of the project.

The final deliverable is represented by a very comprehensive and detailed set of tools finally put together and compiled by NUIM which help target in better suiting their need to be more diverse and inclusive.

Both partners have an interest in and work towards embracing diversity within adult education provision. IDP research comprehensively assesses the diversity of adult learners at a European level. NUIM explores the topic of diversity with key stakeholders within AE to analyse the current context and the envisioned and ultimate vision for a diverse learning community. Together IDP and NUIM developed a forcefield analysis framework for policy makers and programme creators which is summarised to reflect the findings and gaps that were uncovered in the exploratory process.

It was decided that to fully assess inclusivity, we would need two tools to understand what inclusivity means to the general adult learning cohort and to policy making stakeholders. We focused our efforts on building tools that would contribute to policy makers assessment of inclusivity:

1. Inclusivity of all the dimensions of human diversity. Force Field Analysis tools to analyse the dimensions of human diversity
2. Checklist: Inclusivity of AE policies and availability of AE programmes in geographically excluded areas

Inclusivity of all the dimensions of human diversity
Force Field analysis of the dimensions of human diversity

Introduction: Kurt Lewin designed the forcefield analysis to understand environments, situations, and individuals through studying relevant influential factors. What is force field analysis? The analysis suggests that all beings represent an equilibrium between two forces that pull in opposite directions. The two primary components of Lewin's force field analysis are driving forces and restraining forces. These two forces determine a being's state of equilibrium. Driving forces are the constructive, economic, and optimistic elements that lift an object. These elements are generally said to advance the object. Restraining forces are the negative factors that push down the object, limiting its progression. Driving forces are interested in causing change, whereas resisting forces want to maintain the current state. Elements that play into the analysis can often be driving forces and restraining forces. The elements include people, habits, customs, attitudes. (Kurt Lewin force field analysis).

Scalability: The forcefield analysis tool acknowledges the wide variety of Adult Education policies and strategies that exist to enable diversity and inclusion. This tool is designed to raise awareness of and to provide information about the dimensions of diversity. It offers policy makers and programme creators a tool to assesses the driving forces and restraining forces that have an impact upon diversity within AE policy making. It offers opportunity to adapt and design policies that take cogniscence of the barriers to inclusion, and the drivers to combat exclusion, so that the unique needs of diverse learning communities are reflected. It is designed to highlight where restraining forces exist in current policy provision.

Transferability: The force field analysis framework encourages policy makers to take a person centered approach to developing Adult Education policy responses that supports the diversity of learners; to be cogniscent of all of the factors that are impacting upon diversity within AE provision. By engaging in this process of identifying forces impacting upon diversity,stakeholders will be in a better position to create programmes that respond to diverse learning needs and to become the driving force that encourages greater diversity in adult learning groups.

To note: This assessment, using the force field analysis evaluation scale – without the presence of other parameters, is subjective for the most. It can, however, be used as a roadmap, and as an awareness raising exercise to move towards a diversity-enhanced agenda. In this case, the evaluation is not the goal, but the process that leads to strategic planning.

Target groups: Policy makers, programme creators, planners, managers and practitioners of Adult Education. The force field anlysis framework can be used both as an online or paper-based exercise.

Checklist: Inclusivity of AE policies and availability of AE programmes in geographically excluded areas

Introduction: Maynooth University, Ireland and IDP, European Consultants, Italy partnered to develop this toolkit because of our combined areas of expertise in adult education. IDP has specific insights into Adult Education (AE) policy evaluation at European level and the Department of Adult and Community Education in Maynooth University works extensively with networks of policy makers, programme creators, planners and practitioners of Adult Education throughout rural, disadvantaged urban and disadvantaged areas within cities in Ireland. There are some similarities in the rural and geographically excluded locations in each of the partner countries that assisted in the rationale for partnering up. IDP researched comprehensively the position of adult education evaluation in geographically excluded (GE) regions at a European level. NUIM explored AE evaluation practice to analyse the challenges and drivers of AE evaluation practice with practitioners, managers, planners and policy makers. Together IDP and NUIM developed a checklist for policy makers and programme creators which is summarised to reflect the findings and gaps that were uncovered in this exploratory process.

Scalability: The following checklist acknowledges the wide variety of Adult Education policies and strategies that exist. This checklist is designed to raise awareness of and to take cogniscence of people living in geographically excluded areas. It offers policy makers and programme creators a summary checklist to assesses whether AE policy is adapted and designed to reflect the unique needs of the geographically excluded areas and inhabitants within their remit. It offers insights into the policy priorities and targets at EU level. It is designed to raise awareness and highlight any gaps in policy provision. Where there are clear known AE policies that are directed towards priority groups in GE areas, then the checklist will highlight those. Where there is uncertainty or lack of awareness, then the checklist highlights those gaps and offers insights for policy makers about where to focus their future endeavours in policy formulation.

Transferability: This checklist encourages policy makers to take a systems wide approach to developing Adult Education policies in geographically excluded areas; to be cogniscent of all of the policies that are impacting upon AE provision in geographically excluded areas. It also encourages policy makers to evaluate the potential target groups that are excluded. Priority groups can be added to the checklist to ensure it reflects the work of AE organisations, and that information then becomes visible to others. In this process they will be in a better position to create programmes that respond to specific needs. This checklist can be used as both an online or paper based exercise.

Target groups: Policy makers, programme creators, planners, managers and practitioners of Adult Education.

For example: The midlands is a predominately rural area in Ireland, AE policies are focused upon unemployment, social inclusion, youth unemployment, community education and adult literacy. There is limited integration in AE of migrants, refugees or people who are homeless. There are few AE opportunities for people who misuse substances, or for former prisoners, or for the integration of travellers and Roma commuity within AE provision. LGBTQI community are not specifically included. Men in geographically excluded areas can be at risk of social exclusion, as they may not engage in AE. Engagement in the process of completing this checklist raises awareness of the potential learners that may be excluded, and it provides an opportunity to develop policies that enable greater inclusion of all people and all learners living in GE areas.

Area 4

Trainings and Programmes Delivery

Program evaluation puts in place a set of mechanisms and tools aimed to determine whether the services provided are necessary, used, sufficient, delivered as planned, help within a reasonable cost cause undesirable effects.

The evaluation aims to answer the following questions, among others:

- To what extent does the initiative fulfil the objectives that justified its existence? To what extent does it meet these objectives with the expected quality, at the expected times and places?
- Does it meet the objectives efficiently, equitably, and sustainably?
- What effects are generated, different from those reflected in the objectives?
- Are certain circumstances or characteristics among the target populations facilitating (or hindering) the achievement of the objectives?
- Which management characteristics facilitate (or hinder) the achievement of the objectives?

The area "Trainings and programmes delivery" focuses on implementation, one of the critical elements to be evaluated for any educational program, particularly for an adult education program. Execution is how the adult education program seeks to achieve its goals and largely determines the success or failure of the program. A well-planned and designed educational program, but improperly executed due to any circumstance, is doomed to failure; therefore, evaluating how adult education programs are implemented is essential.

Based on the research and analysis carried out during the project's development, we have defined 5 key elements to be evaluated, which are considered essential for the successful implementation of adult education programs.

1. Methods used in the programs' implementation:

By evaluating the implementation methods, we will know if a specific methodology for adult education is defined in the programs according to the degree of student participation or teacher-student interrelation.

2. Adjustment of these educational methods to the needs of the participants:

We want to know whether adult education programs consider the characteristics and needs of the participants (adult learners) when defining the educational methodology.

3. Provision of the necessary equipment (at institutional and government levels) to fulfil its objectives:

Through the evaluation, we will know whether adult education programs consider the provision of the equipment (facilities, materials, pedagogical tools) necessary for the achievement of their objectives.

4. Definition of the trainers' competencies:

By evaluating this element, we will know if the AE programs consider the specific competencies that trainers who will perform their work in Adult Education should have.

5. Proper trainer recruitment

Through the evaluation, we will have relevant information to know if AE trainers are recruited according to specific criteria, considering the singularities of adult education.

Based on these evaluation needs, we have created an operational and effective tool to evaluate these 5 elements, which we will introduce below.

Individual Interview with participant

Introduction: The tool used to evaluate "Adult Education training and programmes delivery" was the interview with participants. We have chosen the semi-structured interview from the wide range of available tools. This tool offers consistency in the questions to achieve correct interpretations and flexibility so that the interviewees can elaborate on their answers, give their opinion on the topics to be discussed, go deeper into them, or add new ideas or add new ideas perspectives.

The tool is intended to address the following issues tangibly and objectively:

- Absence of systematic and standardized assessment of the methods used during the program delivery in Adult Education.
- Shortage of knowledge about the adjustment of Adult Education policies to the identified specific needs of the participants.
- Lack of a vision on whether AE coordinators provide the necessary equipment to carry out AE programmes.
- Insufficient information on whether countries take measures to ensure the optimal selection of Adult Education professionals and their competencies.

Transferability and Scalability: The tool can be implemented in multiple scenarios, either face-to-face or online.

With interaction between Interviewer – Interviewee:

Face to face:
- The interviewer can ask questions directly to the interviewee in a dialogue form, encouraging the interviewee to expand on the answers.
- The interviewer can provide the document to the interviewee to complete the interview in written form, answering the interviewee's doubts or questions that may arise.

Non-presential:
The interviewer may conduct the interview by telephone or video conference, asking questions orally, encouraging the interviewee to expand on the answers and clarifying doubts or questions from the interviewee.

Without interaction between Interviewer – Interviewee:

Via Email:
The interviewer can contact the interviewee via email and forward the interview document and instructions. Once completed, the interviewee will forward the completed tool to the interviewer.

Online: The interviewee can download the tool from the website www.create2evaluate.eu and complete it at any time. The interview will then be sent to the interviewer for analysis.

Target groups: Policy makers, programme creators, planners, managers and practitioners of Adult Education.

Area 5

Value added stemming from the participation in AE

Institut de Haute Formation aux Politiques Communautaires asbl (henceforth, IHF) co-lead the development of the tools included in AREA5 of the CREATE2Evaluate ToolBox: Value added stemming from the participation in AE. Center for Social and Economic Research (henceforth, CASE) worked with IHF on the consolidation of six different questionnaires' templates that have the benefit of sustaining trainers, AE providers and ultimately, policy makers in assessing the effectiveness, attractiveness, and satisfactory appeal of education and LLL services available at local level for learners.

On a broader scale, the design and structure of these templates is conceived to evaluate whether:
- AE policies have been effective regarding the direct benefits to the participants of AE programmes and trainings.
- AE policies are directed not only at strengthening competencies required by the labour market, but also supporting psychophysical well-being.
- AE policies from which programmes stems from enhance quality and impact of adult learning programmes as well as their outcomes in terms of economic and quality of life benefits for both individual learners and society

In total, users will find three pairs of questionnaires:
- pre- & post-course questionnaire on digital skills;
- pre- & post-course questionnaire on social skills;
- pre- & post-course questionnaire on skills for active citizenship.

Data collected are instrumental to inform policy makers and programme managers on concrete skills-gap of citizens, and most importantly, to assess and evaluate the reliability of existing training initiatives on covering these needs and satisfying people's learning experience.

These three templates are suited for education and training initiatives specifically aimed at empowering three of the most relevant key competences for Lifelong Learning of EU citizens, competences that official Policy Recommendations from the EU council recognise as pivotal to sustain employment, development, innovation and democratic values across EU societies and cultures.

Value Added Stemming from the Participation in AE

Introduction: The tools included in the AREA5 of the CREATE2Evaluate ToolBox "Value Added Stemming from the Participation in AE" are directly addressed to the participants of Adult Education programs and training.

Transferability: The proposed set of questionnaires can be used in various adult education and training initiatives and programs. It is recommended that the proposed assessment should be conducted before and after the (Adult Education) initiative or program to identify value-added stemming from participation in the training and measure the difference in the results. The questionnaire can be set in an online environment as well as an on-site environment (through a paper-based, printed version).

Scalability: The categories of skills, taken into the assessment (in separate questionnaires), are following:
- Digital skills, defined as confidence, critical and responsive use, and engagement with digital technologies for learning, at work, and participation in society. Digital skills include information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving;
- Social skills, are defined as the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient, and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, and empathize and manage conflicts;
- Skills for active citizenship, defined as the ability to act as responsible citizens and to fully participate in civic and social life, based on an understanding of social, economic, and political concepts and structures, as well as global concepts and sustainability.

Before the Adult Education program or training, the participants will be asked to take part in the assessment consisting of three pre-course questionnaires and reflecting on possessed skills and selecting the most accurate responses in:
> (1) Pre-course questionnaire on digital skills;
> (2) Pre-course questionnaire on social skills;
> (3) Pre-course questionnaire on skills for active citizenship.

After the Adult Education program or training, the participants will be asked to take part in the same (or very similar) assessment, reflecting on the current state-of-art of their possessed skills in:
> (1) Post-course questionnaire on digital skills;
> (2) Post-course questionnaire on social skills;
> (3) Post-course questionnaire on skills for active citizenship.

With the result of the questionnaires, it will be possible to identify the value-added stemming from the participation in training with regards to the categories of skills considered. The difference between the result will become a basis for a comprehensive measurement of quality and learning programs as well as their outcomes in terms of economic and quality of life benefits.

Target group: The results of the assessment will become a support measure for trainers and Adult Education providers (that can initially become the evaluators), as well as policymakers for obtaining a wider perspective and understanding when comes to the impacts and benefits of participation in Adult Education.

Measuring the Wider Benefits of Adult Learning – Focus Group Guidelines for Learners and Stakeholders

Introduction: For the CREATE2Evaluate ToolBox, Inspectoratul Scolar Judetean Neamt developed the tool titled "Measuring the Wider Benefits of Adult Learning – Focus Group Guidelines for Learners and Stakeholders", with the aim to support AE policy makers and stakeholders get a better and more in-depth view of the wider benefits of AE participation, from training providers' and learners' perspective. The tool was designed as complementary to other Create2Evaluate tools, to enhance the understanding of wider AE positive effects at multiple levels, beyond the immediate benefits at the level of participant's skills and competences. Particularly, the tool focuses on measuring mid- and long-term benefits stemming from the implementation of AE policies and programmes and AE participation, such as:

- Benefits at personal level: improved wellbeing, social, professional, financial status, relationships, physical and mental health, pro-social behaviors and active citizenship;
- Benefits beyond personal level: effects on participants' family members, social and professional circle and community.

Scalability: It also aims gathering data on training providers' view of the above-mentioned benefits, but also on their perspective concerning possible ways for optimizing the evaluation and measurement of those in further initiatives.

The tool consists of:

- An introductory section providing information on the aim of the tool, target-groups and methodological recommendations;
- Two sets of focus group protocols, respectively:
  - ❖ Focus Group for Learners:
    - ➢ Introduction and preliminary explanations (purpose of study, research method, confidentiality and recording, ground rules)
    - ➢ Pre-discussion questionnaire (data on participants' background)
    - ➢ Four questions with 1-5 prompts/support questions to be adapted by the focus group moderator according to participants' background and evolution of the discussion.
  - ❖ Focus Group for Training Providers:
    - ➢ Introduction and preliminary explanations (purpose of study, research method, confidentiality and recording, ground rules)
    - ➢ Pre-discussion questionnaire
    - ➢ Three main questions with 3-4 prompts to be adapted by the moderator according to the context

As longer-term, real-life impacts are in view, using this tool implies involving participants and stakeholders after a longer period beyond the completion of the AE trainings, to allow the effects to settle. This might involve a higher level of complexity and more resources – however, it also has the potential to provide stakeholders with unexpected and valuable insights of these under-addressed benefits of AE. As already mentioned, data collected using this tool were intended to be complementary to data collected using other means, such as questionnaires, interviews, or databases and to support AE policy evaluation and design by offering a broader understanding of the effects and benefits on multiple levels.

Area 6

Continuity of programme evaluation and use of its results to improve AE policies

The Area 6 tools examine whether the evaluation of AE programmes is performed upon the completion of each AE course or training as well as verifying whether the results of the evaluation are used by the policy makers at the policy planning stage, thus closing the policy gap and feeding the results back into the loop. The tools sketch the provider perspective on the policy generation process and applicability of programmes vis a vis reality on the ground; to be employed at completion stage of a programme life cycle (alternatively at the mid-way point as well) to feed back into the creation of future programmes.

The Department of Adult and Community Education, Maynooth University, Ireland and AEWB, Germany (Agency for Adult and Further Education) combined their experiences and expertise in the field of Adult Education policy making, strategizing and implementation of AE programmes in the codesign and development of the Area 6 tools. Both organisations identified the need to close the gap between policy planning phases, and the final evaluation of completed programmes.

The following tools address and support the evaluation of the processes involved in consultation, and implementation and supports providers to address feedback on policy processes to the policy level:

1. Tips for policy makers seeking stakeholder engagement

2. Critical Success Factors - A Case Study

3. Valorisation and Follow-Up to Evaluation. Some Success Factors

Critical Success Factors: A Case Study

Introduction: AEWB, Germany (Agency for Adult and Further Education) and the Department of Adult and Community Education, Maynooth University Ireland, combined their experiences and expertise to develop this tool. The tool uses the critical success factor components of a case study to use for the purposes of evaluation. Both organisations identified the need to close the gap between policy planning phases, and the final evaluation of completed programmes. This case study identifies the critical success factors, to assess programmes, thus enabling policy makers to assess their planning processes in alignment with what is known to have achieved successful outcomes.

Scalability: The case study approach can be used within many settings, from a micro scale to a large scale, dependent upon the needs and specific focus of the policy makers and planners. It identifies the case study as one of many tools to assist in achieving successful outcomes, by analysing what is known to have worked well in the past.

Transferability: This case study encourages policy makers to take on board the influences that impact upon successful design and implementation, by considering a case study as a determinant of successful outcomes. Therefore, any case study can be transferred to a range of policy planning scenario. The key issue is that programme managers are asked to identify critical success factors in offering case studies for evaluation purposes.

The case study approach can also offer insights into critical issues arising when successful outcomes are not achieved. In this process they will be in a better position to create programmes that respond to specific needs and address specific challenges. This case study can be used both as an online- or paper-based exercise.

Target groups: Policy makers, programme creators, planners, managers, and practitioners of Adult Education.

Tips for policy makers seeking stakeholder engagement

Introduction: The Department of Adult and Community Education, Maynooth University Ireland and AEWB, Germany (Agency for Adult and Further Education) combined their experiences and expertise to develop this tool. The tool offers tips for policy makers to use for the purposes of evaluation with AE stakeholders. Both organisations identified the need to close the gap between policy planning phases, and the final evaluation of completed programmes. This checklist offers 8 key areas for policy makers to consider when preparing to engage with and consulting with stakeholders thus enabling policy makers to assess their planning processes in alignment with what is known to have achieved successful outcomes. This tool is linked to REGIONAL Project Tool Kit, 2018.

Scalability: The checklist is a useful tool for policy makers to assess their approach to evaluating with stakeholders. It can be used within many settings, from a micro scale to a large scale, dependent upon the needs and specific focus of the policy makers and planners, and the requirements of the consultation. It identifies the checklist as one of many tools to assist in achieving successful outcomes, by analysing what is known to have worked well in the past.

Transferability: This case study encourages policy makers to take on board the influences that impact upon successful design and implementation of engagement processes with stakeholders. The tool encourages policy makers to self-assess against 8 areas for consideration as a determinant of successful processes to engage stakeholders. Not all of the 8 areas will be necessary to include. Policy makers are free to consider the areas that best suit their requirements. The checklist of tips approach can offer insights into critical issues that need to be included in stakeholder engagement. In this process they will be in a better position to engage stakeholders in responding to specific needs and to address specific challenges. This 'tips for engagement of stakeholders' tool can be used as both an online or paper-based exercise.

Target groups: Policy makers, programme creators, planners, managers and practitioners of Adult Education.

Valorisation and Follow-Up to Evaluation.
Some Success Factors

Introduction: AEWB, Germany (Agency for Adult and Further Education) and the Department of Adult and Community Education, Maynooth University Ireland combined their experiences and expertise to develop this tool. The tool offers tips for policy makers to use for the purposes of valorisation and follow-up to evaluation with AE stakeholders. Both organisations identified the need to close the gap between policy planning phases, valorisation, and the final evaluation of completed programmes. This poster offers some success factors at one glance. It will help to find the guiding questions, pieces of advice as well as good practice approches.

Scalability: This poster is a useful tool for policy makers to assess their approach to evaluating with stakeholders. It can be used within many settings, from a micro scale to a large scale, dependent upon the needs and specific focus of the policy makers and planners, and the requirements of the consultation.

Transferability: This poster encourages policy makers to take on board the influences that impact upon successful design and implementation of engagement processes with stakeholders. Policy makers are free to consider points that best suit their requirements. The poster approach can offer insights into critical issues that need to be included in stakeholder engagement. In this process they will be in a better position to engage stakeholders in responding to specific needs and to address specific challenges. This poster with "Valorisation and Follow-up to Evaluation. Some Success factors " can be used as both an online or paper-based variant. To have a better impact, it is advisable to print it out and hang it on the wall as a reminder of guidelines for valorisation. As the document is available as an OER, it is also feasible to edit it, add some more points or leave the most relevant ones for the specific situation. Visually appealing design should attract the attention of colleages as well and motivate to follow the pieces of advice.

Target groups Policy makers, programme creators, planners, managers and practitioners of Adult Education.

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Thank you!

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