

## TOOLBOX: VALIDATION WITH STAKEHOLDERS

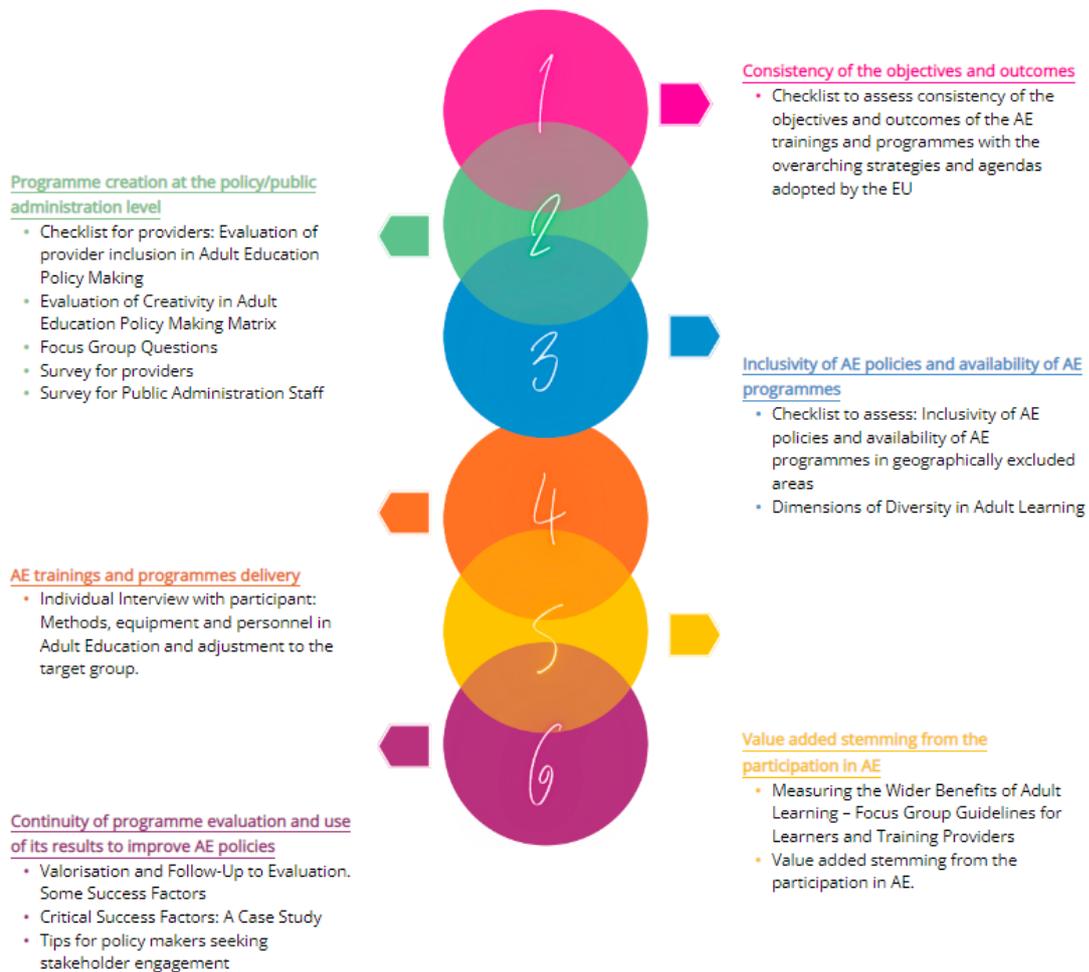
### Introduction

Evaluation and valorisation are crucial steps in creating viable strategies with long-term benefits. Yet many Adult Education (AE) policies on the local and regional levels are not systematically evaluated. This is partly due to policymakers lacking the appropriate tools. The CREATE 2 Evaluate project addresses this gap by developing a set of innovative tools devoted to policymakers at various layers of governance (from local to national and EU) to monitor and evaluate the impact and effectiveness of Adult Education (AE) policies and interventions.

The overarching goal of this project was set to empower and equip policy and decision-makers with tools that allow to effectively monitor and evaluate impact of AE and feed into the policy loops. Hence, the primary target groups of the project activities include policy and decision makers (tasked with formulation, implementation and evaluation of AE policies). However - as any effort aimed at improving AE cannot be undertaken from one perspective - the secondary target groups include stakeholders and participants in the “AE ecosystem”, namely the providers, users and practitioners of AE.

The *ToolBox* was developed with a view to ensure that local and regional policy makers from across Europe will be able to use the policy tools to better plan, design, implement and monitor Adult Education policies with a clear vision of sustainability of public funding in AE, comprises a series of practical tools for policy makers to ensure evidence-based policy making and better align AE policies and programmes with local socio-economic development. The Toolbox is designed around 6 areas: (1) Consistency of objectives and outcomes; (2) Programme creation at the policy/ public administration level; (3) Inclusivity of AE policies and availability of AE programmes; (4) AE trainings and programmes delivery; (5) Value added stemming from the participation in AE; (6) Continuity of programme evaluation and use of its results to improve AE policies .

Figure 1. CREATE2Evaluate ToolBox



Source: CREATE2Evaluate

To validate developed tools and contents and ensure usability and effectiveness, CREATE2Evaluate consortium involved stakeholders, representing the cohort of participants in the AE policy ecosystems, including policymakers at any layer of governance, AE organizations and providers, civils society, practitioners from research and academia, getting feedback and valuable insights for potential improvement of the *ToolBox*.

## Methodology

The validation of CREATE2 Evaluate evaluation policy tools is crucial in determining the effectiveness and usability for the target groups and users of proposed *ToolBox*. Hence, project partners have developed a concrete Validation Plan, consisting of the identification of stakeholders for validation purposes, means of validations as well as plan for reporting the results of the validation.

The stakeholders identified for validation purposes included both the primary target group of the project (AE policy and decision-makers), as well as the secondary target groups (relevant stakeholders and participants in the “AE ecosystem” - providers, users, practitioners of AE, entities from the academia and research.

The consortium has agreed to conduct the validation in line with five main scopes (the supporting questions were adjusted by the partners on the target group):

1. **Relevance** of the tools: *How relevant is the tool for your daily activity? To what extent does it address your needs?*
2. **Efficiency** of the tools: *What are the benefits of this tool to (your) daily work?*
3. **Impact** of the tools: *Does the usage of this tool might have a positive impact on the results of your work?*
4. **Transferability** of the tools: *Do you think the tool can be easily used by your colleagues in their professional activity?*
5. **Innovativeness** of the tools: *How innovative is this tool? Have you used something similar in the past?*

CREATE2Evaluate project partners have been contacting relevant stakeholders on local and EU-levels to get the most geographic coverage of the answers. Agreed means of validation included individual (in-person or online/ e-mail) interviews. Partners have presented to stakeholders basic information on the context, project, and specific information with regards to the scopes and information on the tools, followed by five questions (presented above).

After 3 months of the process of gathering information, the partners reported to the Project Coordinator on the outcomes of the validation, sharing translated information. This document brings together the result of the validation from all the institutions of CREATE2 Evaluate consortium with the aim to align gain feedback into the final version of CREATE 2 Evaluate *ToolBox* and fine-tune the policy evaluation tools tested with real users.

## Validation results

The partners of CREATE2 Evaluate consortium have gained feedback from 53 stakeholders. The groups of stakeholders reached have been divided into five groups: (1) Policy-makers, decision-makers and public administration bodies; (2) AE providers; (3) AE trainers; (4) Higher Education (students majoring in AE both on BA and MA levels, as well as from the Faculty); (5) Other stakeholders from AE ecosystems. Gathered feedback according to these groups breaks down as follows:

Group of stakeholders	Individual feedback received (number)
Policy-makers, decision-makers and public administration bodies	11
AE providers	9
AE trainers	8
Higher Education (students and teachers in AE)	23
Other stakeholders	2
<b>Total</b>	<b>53</b>

In the following part of this section, the feedback received (according to five main scopes – Relevance, Efficiency, Impact, Transferability, and Innovativeness) will be presented according to the type of stakeholders reached.

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### Scope 1: Relevance

How relevant is the tool for your daily activity? To what extent does it address your needs?

TYPE OF STAKEHOLDER	FEEDBACK RECEIVED
<b>POLICY-MAKERS, DECISION-MAKERS, PUBLIC ADMINISTRATION BODIES</b>	<ol style="list-style-type: none"> <li>1. <i>As we are working in the field of adult education tools could be very relevant in our daily work.</i></li> <li>2. <i>We don't have such a resource in Macedonia on this matter and it could be very valuable for our daily work. This tool indeed address our needs especially while working with low level skills persons.</i></li> <li>3. <i>Yes, it is relevant for the improvement of our organization's activity – rural local council.</i></li> <li>4. <i>Yes, it is very relevant for my personal activity within the institution and for the institution as a whole (local council);</i></li> <li>5. <i>I think it is relevant to the improvement of the activity of our institution with regards to the activity concerning the education of adults. (local council)</i></li> <li>6. <i>Yes, it is highly relevant.</i></li> </ol>

	<ol style="list-style-type: none"> <li>7. <i>These tools can provide relevant data about the real need for training and, at the same time, through regular data collection, changes can be identified in terms of the field where there is a greater need for training. These tools help assess the wider impact (personal and social benefits such as increased well-being, improved social status and relationships, physical and mental health, pro-social behaviors and active citizenship) resulting from the implementation of education policies and programs of adults and their participation (including medium and long-term benefits).</i></li> <li>8. <i>(AREA 2) Helpful, as relevant topics can be learned about, processes can be improved.</i></li> <li>9. <i>(AREA 4) Helpful, as relevant topics can be learned about, processes can be improved. In daily activity it is not a tool that we are going to use. When we work with institutions or stimulate public opinion processes, it is the institution that indicates its own tools. If it will be useful in a timely manner in projects or actions to justify them.</i></li> <li>10. <i>(AREA 4) This tool is easily applicable in my daily work and can be used in many practical ways such as seminars and workshops.</i></li> <li>11. <i>(AREA 4) The tool is relevant considering the specificity of adult education, and the assessment issue in specific. It can be largely applied as an internal tool in our organization.</i></li> </ol>
<p style="text-align: center;"><b>AE PROVIDERS</b></p>	<ol style="list-style-type: none"> <li>1. <i>(AREA 1) It is a useful tool – it takes some time to absorb the content and I suggest making the checklist more prominent so that it is very clear how we can benchmark – but this is just a design comment.</i></li> <li>2. <i>(AREA 5) As a measurement tool, this is very relevant. Particularly in an era where the quantitative results take precedence for many funders.</i></li> <li>3. <i>In the entry process to our programmes, we make extensive use of our RPL procedures for advanced entry or for exemptions and it is here that the proposed Toolkit dealing with IT would be of relevance in providing a framework which learners applying via RPL could use regarding our IT modules. Our programme learning experience is evaluated via our own questionnaires and does not currently go into such detail (for reasons explained in the 'caveats' below) on individual modules such as IT, but your IT Toolkit evaluation is worth examining to determine its relevance to our evaluation process. While Social and Citizenship, along with Digital Competence, is one of the EU key competences, it plays a tangential role in our Level 6 'Ireland &amp; EU Governance' module where the LOs are framed to offer factual knowledge such as EU membership criteria, the Single Market and the Euro. However, your Toolkit offers a useful reminder that Social and Citizenship issues are a theme which can be revisited when a Periodic Programme Evaluation next occurs. EQUAL Ireland sees Community Development and Social Enterprise as priorities and are modules included in our suite of programmes. Here the Social and Citizenship section of the Toolkit would be a useful and relevant addition.</i></li> <li>4. <i>A Focus Group Guide for Learners and Adult Learning Organisations can stimulate the innovation of adult learning as well as the creativity of the experts behind its application in the relationship with adult learners, can lead to an exchange of good practices, contributing to ultimately meeting the needs of the organization using it. Such a guide is very useful in the</i></li> </ol>

	<p><i>relationship within the organization, in the relationship with the adults who communicate and are informed in the informal environment.</i></p> <ol style="list-style-type: none"> <li>5. <i>It is a working tool that facilitates obtaining specific information.</i></li> <li>6. <i>Very relevant. To a very high extent.</i></li> <li>7. <i>It could be used as a feedback instrument on top of the simpler feedback mechanisms we use.</i></li> <li>8. <i>This tool - the individual interview, facilitates the evaluation of strategies and methods used during the implementation of the adult education program and its adaptation to the identified specific needs of participants, being particularly relevant for the activity of a teacher/trainer. During the interview the way in which teachers/trainers/coordinators of learning activities are also evaluated individually provide and adequately use the equipment and tools necessary to deliver the program of adult education at all levels of study. The individual interview is a particularly useful and effective tool for the training organization/educational unit in identifying the training needs of adults/learners.</i></li> <li>9. <i>Yes, we think it could be used by us with minor changes. E.g. some questions are not relevant to our context.</i></li> </ol>
<b>AE TRAINERS</b>	<ol style="list-style-type: none"> <li>1. <i>(AREA 4) The tool has proven quite useful when rethinking and strategizing standardized assessments throughout our organization. It fits our needs in a simple, non-disturbing and accurate way.</i></li> <li>2. <i>(AREA 4) Working on a daily basis with Erasmus+ programmes, mostly focused on adult education across different target groups, this tool contains questions of relevance for the creation of training tailored to the needs of the target. Usually, such questions are asked informally in the day-to-day work of the organization, but having a standardized tool allows to consider all questions of major relevance when working with adult education.</i></li> <li>3. <i>(AREA 4) The tool is relevant for my daily activity because I can rethink about policy training issues, find solutions thanks to the tools and the reflection I do.</i></li> <li>4. <i>(AREA 4) The tool is very useful when it comes to streamlining processes for evaluation, thanks to its standardized method. It fits my needs perfectly.</i></li> <li>5. <i>(AREA 4) I think it is important to have a tool to be able to evaluate the methods that we use daily in our classes. In this way, we can see our strengths and weaknesses. These tools allow me to adapt to the level and context of each participant, being a quality education.</i></li> <li>6. <i>(AREA 4) I consider this evaluation tool to be of great help, as it functions as a support when studying the needs of the participants and the subsequent creation and design of strategies to be followed in the development of our activity.</i></li> <li>7. <i>(AREA 4) The tool is high-pertinent and connected to my daily activities and it motivates me to find strategies and agendas adopted by the EU in my field of expertise.</i></li> <li>8. <i>The tool can be very relevant as it assesses very important elements for educational praxis.</i></li> </ol>
<b>HIGHER EDUCATION (STUDENTS ON BA &amp; MA LEVEL</b>	<ol style="list-style-type: none"> <li>1. <i>Yes, I think the tools are relevant to a big extent</i></li> <li>2. <i>Yes, I think they fulfill the needs</i></li> <li>3. <i>Yes, they ensure the need for evaluation.</i></li> </ol>

<b>MAJORING IN AE<sup>1</sup>, TEACHING STAFF)</b>	<ol style="list-style-type: none"> <li>4. <i>They can be helpful, but I have some concerns with regard to the adjustments of the contents that are designed for learners</i></li> <li>5. <i>I think so, yes. The tools presented are a great framework that can be adjusted according to particular needs and languages.</i></li> <li>6. <i>Yes, they can help in the recognition phase.</i></li> <li>7. <i>Yes – they are crucial to compare and improve AE practices.</i></li> <li>8. <i>Yes, they are crucial when it comes to stakeholder engagement and improvement of the quality of AE</i></li> <li>9. <i>I think that these tools are easing the organization of AE.</i></li> <li>10. <i>Yes, I think the tools contribute to the development of AE system on every level.</i></li> <li>11. <i>In my opinion, presented tools are key to persons engaged in AE both on national and European level. However, I think that the tools aimed to those at local level might be too advanced.</i></li> <li>12. <i>Yes, I think they are relevant. Their innovativeness enables access to target groups, answering their needs.</i></li> <li>13. <i>They are enabling ongoing feedback collection, making it easier to improve particular programs.</i></li> <li>14. <i>Yes, they are relevant.</i></li> <li>15. <i>I think they are relevant, allowing a better understanding of the AE system.</i></li> <li>16. <i>Yes, they are relevant and respond to the needs I am aware of</i></li> <li>17. <i>They might be useful for everyday activities for those engaged in AE, but for sure they contribute to better design and evaluation of the programs. It can be interesting to use some of these tools in cases of dropping out from a program as well.</i></li> <li>18. <i>I think they are very relevant for those engaged in AE – trainers and learners. They are focused more on policy-makers and decision-makers.</i></li> <li>19. <i>I think they can be a great solution when used right.</i></li> <li>20. <i>Yes, I think so.</i></li> <li>21. <i>Yes, they answer the needs as they are targeted to various groups.</i></li> <li>22. <i>Yes, I think they are relevant and answer the needs.</i></li> <li>23. <i>(AREA 4) The relevance of the tool will be different depending on the profile of the person to be interviewed. I find it is mostly addressed to policymakers, managers and EA programs than to teachers. For example, the first question could have a different response if you consider policy or programme. A policy could be adequate and the programme worse elaborated. I think it is necessary to split this question in two, referred to policies and to programmes</i></li> </ol>
<b>OTHER STAKEHOLDERS</b>	<ol style="list-style-type: none"> <li>1. <i>(AREA 4) The tool is highly relevant as it helps us to better formulate our training activities and evaluate their effectiveness.</i></li> <li>2. <i>(AREA 4) This tool is very relevant, as it resumes almost all needs we usually need to cover.</i></li> </ol>

<sup>1</sup> Adjusted form of the question: Do you think the tools is useful for daily activities of those working in AE? Does it adress their needs?

**Scope 2: Efficiency**

What are the benefits of this tool for your daily work?

TYPE OF STAKEHOLDER	FEEDBACK RECEIVED
<b>POLICY-MAKERS, DECISION-MAKERS, PUBLIC ADMINISTRATION BODIES</b>	<ol style="list-style-type: none"> <li>1. <i>For us the tools can be relevant especially when developing and using AE programs to evaluate skills and competencies, especially when it comes to digital skills.</i></li> <li>2. <i>This could reduce the time and help us while designing and/or adjust our AE programs.</i></li> <li>3. <i>Yes, it could contribute to the improvement of AE valorization activity within the community.</i></li> <li>4. <i>Yes, it is very useful.</i></li> <li>5. <i>I think yes, because it is important to valorize the actions and approaches in the field of adult education, so that they are better integrated in the community and in general in society;</i></li> <li>6. <i>Yes, it could contribute to improving the activities carried out in the field of adult education, to ensure peoples' insertion on a social, civic level, etc.</i></li> <li>7. <i>Yes. The tool has the potential to improve the organization's work, and on the other hand, using the tool in combination with other tools, such as questionnaires, interviews, and data from other sources, such as databases and reports, can help improve the validity of the results and to minimize the chances of biased estimates at the time of interpretation.</i></li> <li>8. <i>(AREA 2)The advantages in the daily work are for example, the proof of the benefit in the use of public funds as well as an assistance in formulations, implementations and evaluations of the respective needs.</i></li> <li>9. <i>(AREA 4) The tool is relevant considering the specificity of adult education, and the assessment issue in specific. It can be largely applied as internal tool in our organisation.</i></li> <li>10. <i>(AREA 4) In daily activity it is not a tool that we are going to use. When we work with institutions or stimulate public opinion processes, it is the institution that indicates its own tools. If it will be useful in a timely manner in projects or actions to justify them.</i></li> <li>11. <i>(AREA 4) This tool is easily applicable in my daily work and can be used in many practical ways such as seminars and workshops.</i></li> </ol>
<b>AE PROVIDERS</b>	<ol style="list-style-type: none"> <li>1. <i>(AREA1) It is useful – I think particularly for organisations who are new to AE policy at European Level as it sets out the various parameters but as mentioned in point 1, the layout could be clearer.</i></li> <li>2. <i>(AREA 5) This would allow an accurate capture of the 'distance travelled' by an adult learner in terms of their learning journey and also allow us to address any gaps in their learning – perhaps unforeseen barriers etc.</i></li> <li>3. <i>We would need a trial period to fully evaluate what these would be in our context, but we would approach this with an open mind.</i></li> <li>4. <i>The focus group guide is an important educational resource for trainers, designed to support them in the organization of an adapted, relevant, interactive and integrative educational environment, likely to contribute to growth the quality of learning activities with adults, carried out within the organization where I work and, implicitly to the development of new</i></li> </ol>

	<p><i>strategies and methods of assessment of adults and the valorization of the education offered to them.</i></p> <ol style="list-style-type: none"> <li>5. <i>It is an important, effective tool because conducting an effective impact assessment and bringing together the perspectives of learners and stakeholders in the field of non-formal and informal education has the potential to reveal extremely valuable information about a topic that is currently under-addressed, as well as to enhance the quality of future adult education policies and programmes.</i></li> <li>6. <i>The tool is useful in our activity.</i></li> <li>7. <i>Yes, it could be used to instigate and feed changes to our strategic plan</i></li> <li>8. <i>(AREA 4) Yes, to a certain degree it can if its results are used correctly by us.</i></li> <li>9. <i>(AREA 4) The individual interview represents an important for the implementation assessment activity, an important educational resource for teachers/trainers in the design, organization and coordination of the evaluation process, intended to support them in achieving an objective, relevant and correct evaluations, adapted for each interlocutor, likely to contribute to growth the quality of the learning activities carried out within the organization where I work and, implicitly, to the valorization of the education offered. The individual interview also assesses how well the coordinators deliver the equipment needed to deliver the adult education program.</i></li> </ol>
<b>AE TRAINERS</b>	<ol style="list-style-type: none"> <li>1. <i>(AREA 4) As stated before, it has been key to streamline our assessment processes from conception to application.</i></li> <li>2. <i>(AREA 4) I think that some of the benefits can be related to the coordination of the working team, as it allows to approach adult education from the point of view of each member, and to open a discussion about the necessary changes. In addition, it will allow to improve the quality of adult training, as well as the relevance of the contents adapted to the specific needs of the target group, taking into account the capacity of the organisation itself to establish appropriate training programmes with its own working methods and staff.</i></li> <li>3. <i>(AREA 4) The tool is very useful for my daily activity, because it helps me to focus the training design on the adult learners and on their needs.</i></li> <li>4. <i>(AREA 4) In my daily work this tool is essential for the assesment processes. It helps me to be more efficient in all processes.</i></li> <li>5. <i>(AREA 4) These tools they allow me to evaluate a series of items of my training: Organization of training - Contents and methodology- Duration and schedule- Information about the trainer: knowledge of the subject, interaction with the students- Teaching Media - Installations and technical means- Overall rating.</i></li> <li>6. <i>(AREA 4) It is efficient in the way it is represented, in a simple and practical way, easy to follow.</i></li> <li>7. <i>(AREA 4) It is practical and user-friendly. As an expert in AE for me the tool is great as it combines information from different sources and share updates with potential colleagues around Europe. It is like to be part of a great networking of international colleagues.</i></li> </ol>

	<p>8. (AREA 4) As a trainer, the tool is Efficient because it can improve educational policies and programs.</p>
<p><b>HIGHER EDUCATION (STUDENTS ON BA &amp; MA LEVEL MAJORING IN AE<sup>2</sup>, TEACHING STAFF)</b></p>	<ol style="list-style-type: none"> <li>1. Positive impact on research in the field of AE.</li> <li>2. Continuous evaluation of actions.</li> <li>3. An overview of the effects of actions and the ability to come up with conclusions.</li> <li>4. Better effectiveness of learning, the inclusion of disadvantaged groups</li> <li>5. I think that it is, among others, the flexibility of actions (depending on the environment)</li> <li>6. I don't know.</li> <li>7. They can have control over the progress and quality of the learning process</li> <li>8. Identification of the needs of learners and the results of learning practices.</li> <li>9. I appreciate the availability of the tools and the possibility of adaptation.</li> <li>10. Exploration of the development of the learners.</li> <li>11. Improved awareness of the goals in AE.</li> <li>12. Reaching to the wider audience, mainstreaming the knowledge in an effective way.</li> <li>13. Clear guidelines when it comes to evaluation, making the development process easier.</li> <li>14. Better effectiveness of AE.</li> <li>15. Clear and legitimate information and data, helping in better planning and design.</li> <li>16. Better planning of actions with regard to AE.</li> <li>17. Understanding of advantages and shortcomings, as well as results of working with learners, adjustment of learning environments.</li> <li>18. Most of all – clarity and transparency, assessments of any shortcomings appearing and the possibility of getting feedback from learners.</li> <li>19. Verified tools, clear guidelines for all.</li> <li>20. Innovativeness, and support.</li> <li>21. Better preparation of the project for adult learners, improving the learning process at the very beginning.</li> <li>22. Accurate evaluation and the ability to create a better learning environment for adults.</li> <li>23. (AREA 4) The same remark can be now made: for a teacher, the benefits could be low (only for his own satisfaction or complaining) since it hardly could help to change the way of delivering the training, improving, etc.</li> </ol>
<p><b>OTHER STAKEHOLDERS</b></p>	<ol style="list-style-type: none"> <li>1. (AREA 4) It is relatively short and easy to use, it can be used as a brainstorming guide to assess internal training policies.</li> <li>2. (AREA 4) It helps to identify and adjust our needs regarding our target group</li> </ol>

<sup>2</sup> Adjusted form of the question: What are the benefits of the tool for the daily work of those engaged in AE?

**Scope 3: Impact**

Does the usage of this tool might have a positive impact on the results of your work?

TYPE OF STAKEHOLDER	FEEDBACK RECEIVED
<b>POLICY-MAKERS, DECISION-MAKERS, PUBLIC ADMINISTRATION BODIES</b>	<ol style="list-style-type: none"> <li>1. From my point of view I can imagine that the tools have a positive impact of our work and the usage can be very helpful.</li> <li>2. Definitely yes, it could have a great impact.</li> <li>3. <i>We consider that it could be useful for other similar institutions.</i></li> <li>4. <i>Definitely it could have a broader impact</i></li> <li>5. <i>Yes.</i></li> <li>6. <i>Yes, it would definitely have a community impact.</i></li> <li>7. <i>The tool can also be used within a specific program/action/policy, from the perspective of learners and training providers, but also to support decision-makers in general to obtain a broader vision and build a deeper understanding of real-life impact, beyond economic and educational impact, and to explore areas that have not yet been fully addressed, with potentially surprising benefits.</i></li> <li>8. (AREA 2)Defenitively. Development approaches can be formulated in a sustainable way. As a result, offers can be adapted to the corresponding needs.</li> <li>9. (AREA 4) Yes, it might, for the reasons mentioned in the previous answer.</li> <li>10. (AREA 4) For daily work it does not represent a benefit. It is a tool to be included in quality processes, development of strategic plans where relationships and processes of the entity are analyzed. In addition to the fact that it requires time to use it, understand it, make them participate and analyze it. Therefore in the day to day there is no time.</li> <li>11. (AREA 4) This method is a very good way of knowing that I am adapting to their educational needs because it helps them to actively determine what they learn and how they learn, thus maintaining a greater interest in the training</li> </ol>
<b>AE PROVIDERS</b>	<ol style="list-style-type: none"> <li>1. (AREA 1) Yes – it would also be very useful for organisations considering E+ applications.</li> <li>2. (AREA 5) Yes.</li> <li>3. We would need a trial period to fully evaluate what these would be in our context, but we would approach this with an open mind.</li> <li>4. <i>The focus group guide provides learning opportunities for all organizations active in adult education to develop at the institutional level. These opportunities materialize in activities through which people involved in this field can benefit from individual learning experiences, but also participate in exchanges of good practices. The proposed tool, in its impact, goes beyond the deploying organizations activities in the field of adult education, for example this tool is useful for trainer-leaders.</i></li> <li>5. <i>For all institutions whose object of activity is the training of adults.</i></li> <li>6. <i>Yes, it has the potential to help improve my organization's work in adult education assessment and evaluation. It is impactful on a micro and macro level.</i></li> </ol>

	<ol style="list-style-type: none"> <li>7. <i>Yes, if the results are correctly analysed they could form a basis of improvement..</i></li> <li>8. <i>(AREA 4) The individual interview has a role that goes beyond the organization that carries out the adult learning activities, in that this instrument has the role of evaluating the training and delivery of adult education programs and, implicitly, following the processing of data and information, the feedback obtained will help us identify the issues relevant aspects of the learning process, strengths and weaknesses, thereby contributing to improvement future learning activities and processes. This tool is particularly useful and effective not only for adult education institutions, but also for any AE education stakeholder. Basically, the individual interview provides an x-ray of the learning process, with good and bad, which later helps us to increase the quality learning activities offered to adults/learners.</i></li> <li>9. <i>(AREA 4) Yes, it could be used to improve certain aspects of performance if the training centre use it as a basis for improvement.</i></li> </ol>
<b>AE TRAINERS</b>	<ol style="list-style-type: none"> <li>1. <i>(AREA 4) Indeed, our assessment processes have become fairer and faster.</i></li> <li>2. <i>(AREA 4) Using a tool of this kind allows you to consider in a formal way all those issues that are relevant to your day-to-day work in adult education. By asking questions that prompt you to consider whether the path you are taking is the right one, you increase the awareness of the whole team about the work you are doing, leading to better results and higher quality training tailored to the specific needs of the target group.</i></li> <li>3. <i>(AREA 4) The usage of this tool will have a great impact, because of its innovation.</i></li> <li>4. <i>(AREA 4) Definitely yes, we didn't have this tool before and I have noticed the positive change.</i></li> <li>5. <i>(AREA 4) It will allow me to improve the quality of my training. I can check if the methodology is good, if it adapts to the participants, the resources used.</i></li> <li>6. <i>(AREA 4) Yes, I think so, as I have never used a similar tool, with results to be interpreted and to be able to use and implement them in a concrete way according to the needs represented.</i></li> <li>7. <i>(AREA 4) The tool and its implementation will have a great effect. It is also great in terms of creativity as the tool simply helps connecting things and ideas. In particular case studies taken from real-life examples and the Focus group questions give a practical touch to the sustainability of public fundings.</i></li> <li>8. <i>(AREA 4) If the educational community uses these tools, it will improve adult education policies and that will have a significant positive impact on my work.</i></li> </ol>
<b>HIGHER EDUCATION (STUDENTS ON BA &amp; MA LEVEL</b>	<ol style="list-style-type: none"> <li>1. <i>Yes.</i></li> <li>2. <i>Yes – the continuous evaluation will contribute to the improvement of AE.</i></li> <li>3. <i>Yes.</i></li> <li>4. <i>Definitely yes, there hasn't been a similar tool before.</i></li> <li>5. <i>Yes.</i></li> <li>6. <i>Yes.</i></li> <li>7. <i>Yes, as they can help in controlling the progress of their own work, improving the programmes and creativity, and adjusting to the needs of learners.</i></li> </ol>

<b>MAJORING IN AE<sup>3</sup>, TEACHING STAFF)</b>	<ol style="list-style-type: none"> <li>8. <i>People involved in AE when using those tools can improve their awereness of mismatches and various issues, needs of learners – this can contribute to improvemnt of competences gained by learners.</i></li> <li>9. <i>Yes, as people involved in AE can gain more experience, new knowledge – making it easier in the developing world.</i></li> <li>10. <i>I think so, yes.</i></li> <li>11. <i>Yes.</i></li> <li>12. <i>Yes.</i></li> <li>13. <i>Yes.</i></li> <li>14. <i>I think so, yes.</i></li> <li>15. <i>Definitelyetly yes.</i></li> <li>16. <i>The results of the work can have a positive impact – from the side of the effects of learning.</i></li> <li>17. <i>It can have a positive impact, depending on the people involved in AE.</i></li> <li>18. <i>If used in the right way, yes.</i></li> <li>19. <i>Yes.</i></li> <li>20. <i>Yes, it can constitute as more materials to work on.</i></li> <li>21. <i>Yes, the usage of the tools can impact on the adjustment of the methodologies and involvement of many interested entities.</i></li> <li>22. <i>Yes, as it will enable better planning and getting to know more options with regard to designed pprograms</i></li> <li>23. <i>(AREA 4) Higher for policymakers and coordinators, not so much for teachers, who have a very short range of responsibility in the program design or planning.</i></li> </ol>
<b>OTHER STAKEHOLDERS</b>	<ol style="list-style-type: none"> <li>1. <i>(AREA 4) It sure does.</i></li> <li>2. <i>(AREA 4) Yes indeed.</i></li> </ol>

#### Scope 4: Transferability

Do you think the tool can be easily used by your colleagues in their professional activity?

<b>TYPE OF STAKEHOLDER</b>	<b>FEEDBACK RECEIVED</b>
<b>POLICY-MAKERS, DECISION-MAKERS, PUBLIC ADMINISTRATION BODIES</b>	<ol style="list-style-type: none"> <li>1. <i>I think when we use a German translation it can be easily adopted into the professional activity of our colleagues.</i></li> <li>2. <i>I believe it is transferable and we will share this within our organisation but also national network.</i></li> <li>3. <i>Yes, we consider it can be used and adapted for various contexts.</i></li> <li>4. <i>Yes, it could definitely be useful for other institutions.</i></li> <li>5. <i>Yes.</i></li> <li>6. <i>Yes, it could also be used in other organizations, institutions, NGOs, etc</i></li> <li>7. <i>Almost in any field where there is a need for training. Conducting an effective impact assessment and gathering the perspectives of learners and stakeholders in the field of non-formal and informal education has the</i></li> </ol>

<sup>3</sup> Adjusted form of the question: Does the usage of this tool might have a positive impact on the results of the work of those engaged in AE?

	<p><i>potential to reveal extremely valuable information about a topic that is currently under-addressed. Training within organizations must be permanently adapted, because training can be assimilated as a stage in a process of ensuring the quality of the activity within the organization, but also vice versa, it can increase the quality of future adult education policies and programs.</i></p> <p>8. (AREA 2) <i>With the appropriate introduction and support, definitely.</i></p> <p>9. (AREA 4) <i>It can be used, but not easily. There is a lot of information and templates that some people will not be able to use or in their case interpret the results. They will need time to get to know them and know which one to apply and how to do it.</i></p> <p>10. (AREA 4) <i>Bearing in mind that it could be a slightly slower process to carry out, it is a great advance to be able to transfer and settle this tool and its application in various fields.</i></p> <p>11. (AREA 4) <i>The tool can actually be easily adapted to different education field, such as Vet and youth education.</i></p>
<p><b>AE PROVIDERS</b></p>	<p>1. (AREA 1) <i>As mentioned above, I think a collated checklist would be very useful as a summary tool for everyday activity. But I think it is very transferable.</i></p> <p>2. (AREA 5) <i>Yes.</i></p> <p>3. <i>We would need a trial period to fully evaluate what these would be in our context, but we would approach this with an open mind.</i></p> <p>4. <i>This tool aims to encourage the assessment of wider and medium to long term impacts on adults following participation in a training program (personal and social benefits such as increased well-being, improving social status and relationships, physical and mental health, prosocial behaviors and active citizenship) can be successfully used by educational institutions dealing with adult education, de example in the Second Chance program, a program that some schools offer to adults who have not completed it primary/lower secondary education.</i></p> <p>5. <i>It can be adapted and used by other organizations/in other fields or contexts.</i></p> <p>6. <i>We do not know enough about other fields so as to answer this question. Maybe it could be used by AE regulators to measure performance of training organizations</i></p> <p>7. <i>The individual interview conducted in adult education, which aims to assess the effectiveness of training delivery, contains elements that can be transferred to other learning contexts, for example in the activity carried out in professional training, second chance education, evening education and distance learning.</i></p> <p>8. (AREA 4) <i>The answer to this question is a positive one.</i></p> <p>9. (AREA 4) <i>We do not know enough about other fields so as to answer this question. Maybe it could be used by AE regulators as well.</i></p>
<p><b>AE TRAINERS</b></p>	<p>1. (AREA 4) <i>After a test drive to properly weigh its pros and cons, the tool has been implemented across our organisation at all levels</i></p> <p>2. (AREA 4) <i>Yes, I think that this tool can be easily used by my colleagues in their professional activity. In fact, the type of questions that are collected in the tool are often answered informally during day-to-day activity, but are</i></p>

	<p><i>not usually written down in a formal document that allows the answers to be evaluated in detail and to benefit from the team's comments. Therefore, by being written down, with specific and focused questions, it ensures that the use of the tool is applicable to every member of the organisation.</i></p> <ol style="list-style-type: none"> <li>3. <i>(AREA 4) Yes, I think it is easy to use for my colleagues and their institutions.</i></li> <li>4. <i>(AREA 4) Absolutely. After testing and validating how useful it is, I think the whole organisation should use it.</i></li> <li>5. <i>(AREA 4) It is a tool that any colleague can easily use because it is very intuitive and will help you a lot to improve your day to day.</i></li> <li>6. <i>(AREA 4) Yes, I think so.</i></li> <li>7. <i>(AREA 4) I see it as a collaboration tool and, in fact, it enhanced my staff to work together.</i></li> <li>8. <i>(AREA 4) Yes, I think so.</i></li> </ol>
<p><b>HIGHER EDUCATION (STUDENTS ON BA &amp; MA LEVEL MAJORING IN AE<sup>4</sup>, TEACHING STAFF)</b></p>	<ol style="list-style-type: none"> <li>1. <i>Yes.</i></li> <li>2. <i>Yes.</i></li> <li>3. <i>They can be easily used, however, descriptive ratings can be troublesome when evaluating.</i></li> <li>4. <i>Yes.</i></li> <li>5. <i>Yes, they can. In my opinion, the language can be sometimes a bit too complicated for those who are not using this kind of wording on daily basis (especially when a tool is designed for learners' evaluation)</i></li> <li>6. <i>Yes – they can as they are available online.</i></li> <li>7. <i>Yes, as they are base on control lists and questionnaires. The AE providers can control the quality of their work on an ongoing basis.</i></li> <li>8. <i>If we can treat the tools as a base for further adjustments (when it comes to the use of the language etc).</i></li> <li>9. <i>Yes, the tools can become a framework for further adjustments.</i></li> <li>10. <i>Yes.</i></li> <li>11. <i>In my opinion, the use of presented tools is hard, time-consuming and demands a lot of people and competences to create expected results.</i></li> <li>12. <i>Yes, they are not complicated methods – easy to use in pratice</i></li> <li>13. <i>I think so, yes.</i></li> <li>14. <i>Yes, they seem easy to use.</i></li> <li>15. <i>I think so, yes. In my opinion they are known and already avaiable tools that can conntribute to valid results.</i></li> <li>16. <i>Yes but they need to be presented in an attractive manner, easy to use.</i></li> <li>17. <i>After choosing the own set of tools to implement they can be easy to use – contributing to the achivement of the expected results and solving recongized problems.</i></li> <li>18. <i>I think that they are really easy to use – can be implemented in the eveyrday activities.</i></li> <li>19. <i>Under the condition of adjustments to the target groups.</i></li> <li>20. <i>I will need more time to get familiar with them, but I will use them.</i></li> <li>21. <i>Yes, I really like the flexibility of these tools.</i></li> <li>22. <i>I think so, yes.</i></li> </ol>

<sup>4</sup> Adjusted form of the question: Do you think the tool can be easily used by people engaged in AE activities?

	<p>23. (AREA 4) The tool contents is adequate but I think that this format of open questions is not very friendly and could make people not to complete it, so the transferability could be put on risk. Maybe including some drop-down lists of items in certain questions could make easier the use of it.</p>
<b>OTHER STAKEHOLDERS</b>	<ol style="list-style-type: none"> <li>1. (AREA 4) Yes as it is pan european and it can also be applied to other areas or service offered.</li> <li>2. (AREA 4) Yes, it can be easily used by colleagues and easily extrapolated to other training fields.</li> </ol>

### Scope 5: Innovativeness

How innovative is this tool? Have you used something similar in the past?

<b>TYPE OF STAKEHOLDER</b>	<b>FEEDBACK RECEIVED</b>
<b>POLICY-MAKERS, DECISION- MAKERS, PUBLIC ADMINISTRATION BODIES</b>	<ol style="list-style-type: none"> <li>1. From my point of view I think the tools are very innovative. I haven't seen anything similar in the past and I think the tools can be a perfect addition to our daily work.</li> <li>2. This is innovative because we don't have this kind of resource available.</li> <li>3. It is an innovative step, we are not using similar instruments yet.</li> <li>4. It is innovative.</li> <li>5. Yes, I think they are innovative materials/resources; we are not currently using anything similar;</li> <li>6. Yes, it is innovative, we are not using any.</li> <li>7. For the organization I belong to, it would be innovative</li> <li>8. (AREA 2) For me this tool is very innovative, so far I have not worked with anything similar.</li> <li>9. (AREA 4) As for the continent, I think it is not innovative: it does not use digital tools, they archive documents that do not even give you automatic data. Regarding the content, if it is innovative, given that there are other ways of evaluating that surely people do not know about them.</li> <li>10. (AREA 4) Within the amount of information available concerning adult education, this tool aims to gather the main principles needed to promote a comfortable learning environment. I can honestly say that the techniques used in the past were less accurate and more rambling in the teaching process.</li> <li>11. (AREA 4) The tool seems quite innovative. Besides having use different screening questionnaires to evaluate the performance in adult education field, the structure and the specific items make the questionnaire quite innovative</li> </ol>
<b>AE PROVIDERS</b>	<ol style="list-style-type: none"> <li>1. (AREA 1) It's quite innovative – I haven't used something like this before and would find it very helpful.</li> <li>2. (AREA 5) I have seen similar tools but not as in-depth and use friendly. I think it would be useful to include a paragraph for facilitators as to how best support learners who are completing this kind of tool – given the length, some learners may feel a little overwhelmed when faced with all of these questions at the start but that's just a small adjustment.</li> <li>3. CREATE 2 tool is innovative in its format and comprehensiveness and would, in certain circumstances, be a positive addition to our activities.</li> </ol>

	<ol style="list-style-type: none"> <li>4. <i>The guide is innovative because it takes into consideration the current economic challenges and future, contemporary society needs a continuously educated and skilled workforce higher standards. An active life on the labor market presupposes, in addition to the existence of jobs, an education and continuing education for adults. Regardless of age, each person needs new knowledge, on who can obtain them either through self-information or by participating in professional education and training programs. Technologic and informational development conditions lifelong learning, a fact for which, in recent years, more and more emphasis has been placed on the continuing education of adults. The tool facilitates assessing the wider benefits of participation in adult learning programs from both perspectives learners as well as training providers. In the activity carried out with adults I use such tools in evaluation, but this tool will be particularly useful in my future work.</i></li> <li>5. <i>It is innovative.</i></li> <li>6. <i>Yes, it is innovative and creative at the same time.</i></li> <li>7. <i>We haven't. It seems to be quite innovative. Similar tools we have used are shorter and less complex.</i></li> <li>8. <i>(AREA 4) The individual interview conducted with each respondent is innovative and must be conducted with great professionalism and diplomacy, so that each person interviewed shows what they know, what they can do so that the interviewer can make an assessment as accurately as. So, the interviewer has to make a selection and an evaluation from the start of each person participating in an interview and to find the necessary elements for the organization further of the learning process, under effective conditions. In the activity carried out while implementing AE trainings I often use the individual interview, but I believe that this tool will be particularly useful in my future work.</i></li> <li>9. <i>(AREA 4) We haven't (used similar tools before). It seems to be quite innovative.</i></li> </ol>
<b>AE TRAINERS</b>	<ol style="list-style-type: none"> <li>1. <i>(AREA 4) As far as our organisation is concerned, it is, since not only showcases innovative and interesting concepts but implements them seamlessly, allowing us to better strategise our assessment processes.</i></li> <li>2. <i>(AREA 4) This tool is innovative due to the insufficient amount of resources and tools related to adult education. That is why I have not used similar tools in the past, as it is not common to find tools that allow to evaluate the performance of adult education programmes with this methodology that allows to examine each part of the process.</i></li> <li>3. <i>(AREA 4) In my opinion, this tool is an innovative guide to use, it helps to schedule the training and to think deeply on training policies. I have never used something similar before.</i></li> <li>4. <i>(AREA 4) As far as our organisation is concerned, we had not used a similar tool before. So, for me it has been a wonderful tool to standardise processes, since our previous point of view on the processes was radically different, maybe less globalised with regard to adult education.</i></li> <li>5. <i>(AREA 4) In my training I always try to pass a quality questionnaire to assess the training and adjust it to each participant. This tool is much more innovative, it is digital and allows you to see the results at all times.</i></li> <li>6. <i>(AREA 4) No, I have never used anything similar, it seems innovative and I would like to see its results, as I see it as very practical and useful.</i></li> </ol>

	<p>7. (AREA 4) Actually it is the first time I It is free, target-oriented and in particular it has high-quality contents and inputs. The innovativeness lies in the multilanguages (available in 7 languages). It has also a nice grafics.</p> <p>8. (AREA 4) The tool is innovative mainly because I think something similar does not exist.</p>
<p><b>HIGHER EDUCATION (STUDENTS ON BA &amp; MA LEVEL MAJORING IN AE, TEACHING STAFF)</b></p>	<p>1. Yes. I think they are innovative</p> <p>2. The tools are innovative as they are an improved versions of avaiable measures.</p> <p>3. They are innovative.</p> <p>4. I don't think they are innovative.</p> <p>5. I think yes – I did not encounter such solutions before.</p> <p>6. They are innovative but I have been exposed to solutions such as surveys or interviews. I think they have a lot of impact to the AE sphere.</p> <p>7. Presented tools are base don the solutions that I am aware of. I did not see anything like that when it comes to AE.</p> <p>8. They are innovative and they have a huge potential for improving the AE systems.</p> <p>9. I did not encounter such tools before. I think they are innovative and flexible tools for the use in the filed of AE.</p> <p>10. I did not use anything similiar before.</p> <p>11. I think that one of the tools in innovative. The rest is a summary of the knowledge that has been already avaiable.</p> <p>12. I think they are innovatibe. Some I did not seen before, while some I knew.</p> <p>13. I have seen similiar tools before. I'm not sure about innovativeness of the tools, but I think they are crucial for AE programmes.</p> <p>14. I dont know.</p> <p>15. I think that I knew majority of tools this kind before -questionnaire, interview, control lists.</p> <p>16. In some extent they are innovative. They are base don the already existing tools, but implemented into AE sphere. I did not see any tool like that in AE</p> <p>17. They are for sure creative. They are innovative as they are first solution this kind. There are similiar tools but the presented solutions are much more clear and detailed.</p> <p>18. I think that the use of those tools can be innovative result.</p> <p>19. The innovativeness of the tools is the universal use of them</p> <p>20. I think so, yes I did use similiar tools but some I saw for the first time.</p> <p>21. They are innovative as they gather the knowledge from multiple methodologies.</p> <p>22. I think so – did not encounter anything similiar.</p> <p>23. (AREA 4) It is innovative since it is an assessment that is not often made in AE. But I insist in the need in setting different questions for policymakers, coordinators and managers that those addressed to teachers (very often teacher have no responsibility in the programme design, organisation, etc.)</p>
<p><b>OTHER STAKEHOLDERS</b></p>	<p>1. (AREA 4) I guess the innovation lies in the function it solves rather than in its essence, It is extremely important to evaluate the effectiveness of EA policies</p> <p>2. (AREA 4) This is the first time I use this kind of tool, and yes, I think is completely innovative and above all, very useful.</p>

## Main findings

In general, respondents consider the tool relevant or very relevant to the activities of 'AE ecosystem'. The policy- and decision-making and public administration group of stakeholders pointed out the importance of the tool for improving the processes and its applicability within institutional working. It is visible that the ToolBox provided by the CREATE2 Evaluate project is indeed bridging the gap in systematic monitoring and evaluation with regards to AE programmes and policy designs. The AE providers, expressed their interest to use *ToolBox* as a mean of monitoring of their practices and programme design implementation. The group of AE trainers consider it very relevant as standardized element, that would help them in the everyday task within their professional practice, helping to improve the activities and learning outcomes. The respondents from HEI (students and staff) as well as other stakeholders also expressed positive opinions with regard to proposed tools.

Improved efficiency of activities within the organization and the whole AE system was pointed out several times by the respondents. *The ToolBox* might, according to respondents have positive effects on the learning journey of those participating in AE programmes and enrich the whole educational process, while gathering specific information from various groups involved.

When it comes to the impact of the proposed toolkit, all stakeholders consider that the tool might have a very positive impact – mainly on the work of decision-making bodies, but will also help with the overall goal of improvement of Adult Education and better, more goal-oriented learning results of learners.

The respondents expressed that the tool can be easily used by those involved in AE ecosystem in their professional activities. The tools were received as easy to use and intuitive. Some of the respondents expressed their appreciation of online availability of the tools, as well as their flexibility and ease of adjustment to specific, local needs. However, there have been some concerns about the appeal of the tool for end users (including the language and an overview or time-consuming use).

The stakeholders, in general, consider the tool innovative as it is addressing the concepts that have not been often assessed in AE sphere. Although some of the participants were already familiar with the methods and tools proposed (highlighting that the tools, to a big extent are gathering already existing and available knowledge into one place), they appreciated applying to the field of AE. It was pointed out that the biggest advantage of the *ToolBox* is its availability in the online sphere, easy access and the possibility of further adjustments.

## Summary

The stakeholders participating in the valorisation phase of the CREATE2 Evaluate Toolbox, after getting familiar with the context and the project activities and specific results, have recognized the importance of evaluation and valorisation – as it constitutes a key in creating long-term benefits for AE systems on the local and regional levels. The consortium has approached different groups of stakeholders to get as much insights from AE ecosystems as possible. The overall assessment of proposed toolkit has been very positive, and the participants have expressed will to use the proposed solution in their professional activities on all levels, willing to share the *ToolBox* withing their networks.