

Self Evaluation in Konya Region

2008-1-TR1-LEO05-03199

<http://www.adam-europe.eu/adam/project/view.htm?prj=6118>

Project Information

Title: Self Evaluation in Konya Region
Project Number: 2008-1-TR1-LEO05-03199
Year: 2008
Project Type: Transfer of Innovation
Status: running
Country: TR-Turkey
Marketing Text: SEKER is producing a FREE online self-assessment tool that puts learners in the driving seat by taking into account their learning experiences and using their input to allow relevant, useful and empowering improvements to be made in the way individuals teach. Although this tool can be used in official self-assessment processes the core aim is to provide a toolkit that can be dipped into by institutions, departments and individuals for personal, confidential and ongoing self-assessment. The resulting information can be kept private or shared depending on the wishes of the individual being assessed.

Summary: With the project we will give all schools opportunity to step fast forward into proven system of self evaluation, supported with Internet software. Partnership is aware that first step is most important and very hard to do, since there is too many variables. QUTE self-evaluation system offer complete methodology with all necessary tools to start Quality assurance groups in schools and assure teachers confidence in privacy of the results while school management get the qualitative aggregates.

Still, partnership aim to improve methodology and internet software for self-evaluation. Past few years of using the systems leads us to new ideas of usage, overcoming of specific problems and get many suggestions from users. This project will help us build a new system, upgrade current system and prove it in new pilot schools for current users and implement it in new countries.

Main outcomes of the project will be: Updated Internet assessment tool, updated and reorganised Self-evaluation portal and Self-evaluation training kits which will help start QA groups in the schools and equip them with all necessary tools.

Envisaged long term impact of the project will be

- Improved organisation culture / school climate
- More attractive VET schools as teachers and school recognise student needs
- Improved collaboration of VET and social partners as SP can participate in SE
- Improved communication in organisation

while will short term impact definitely be start of implementation of self-evaluation praxis in Turkey and Bulgaria which currently does not exist. We are anticipating cascade effect with transfer of experience among school in the environment, immediately starting with 15 pilot schools in the country. Partners will promote the project results on the Policy making level and this will ensure every year new schools want to use new methodology for addressing quality assurance problems in their schools.

Description: The main challenge for vocational education and training is to meet the changing skills needs of individuals and the world of work in accordance with the principle of lifelong learning. Currently, the field of vocational education and training (VET) in EU is in state of revival. However, VET schools throughout the EU are dealing with conflicting situations: 1.) increased demands for graduates in labour market; 2.) decreased inscription and lack of interest of participants of education in VET schools, 3.) rapid technology changes. Partnership in SEKER project is convinced that these challenges can be attacked by methods of Quality assurance in school.

In order to meet the challenges for vocational education and training, VET providers need to be strong enough to satisfy skills needs, take individual learning needs into account and regularly attend to development of and services for the world of work. This, in turn, constantly requires relevance to the world of work, human and financial resources and commitment to continuous improvement of operations and the quality

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of their results. In VET, quality is always bound to satisfying customer needs. Thus defining quality is primarily a common task for VET providers and their key customer and stakeholder groups – in particular, students and the world of work..

Providers of VET programmes are increasingly under the influence of more and more requirements in terms of responding to rapid changes in society and the economy. In order to be as efficient as possible, they make full use of state-of-the-art technology. What is more, they address the essential needs of various users and exchange experience in respective partnership networks. They strive to be recognisable and competitive, both locally and nationally. Pursuing an active partnership with social partners in their local environment, with other providers in their region or within a wide professional area, with national and developmental institutions as well as with schools and faculties, providers have to demonstrate reliable and transparent action. One prerequisite for this is definitely quality identification, assurance and development of educational work.

The Common European Framework's recommended method for quality identification and assurance is self-evaluation. Self-evaluation that has been developing into an important factor in education is best planned and organised as a learning process. Self-evaluation provides a way to improve the functioning of an organisation and to set priority areas for development, as well as providing a fundamental insight into all school activities. What is more, self-evaluation is a relevant process aimed at improving training quality. Its particular purpose is to obtain information on the functioning of a school. This information serves as a foundation for planning improvements to be made to the functioning of an institution and its personnel, while avoiding targeting scapegoats. As well, self-evaluation gradually helps schools analyse their activities, and provides appropriate feedback concerning those areas that should be changed. It is, however, of utmost importance that schools plan and carry out measures based on their findings. Self-evaluation is learning from one's own experiences, and it increases responsibility for one's own success and development.

In schools self-evaluation is not a part of every day life, despite the fact that assessments of any kind are part of normal working life in schools. SEKER project will tackle challenges connected to implementation of self-evaluation in schools. Such challenges are: assessment is often refused by teachers, external evaluation is preferred instead of self-evaluation, self-evaluation is hard to implement in schools, psychological problems regarding acceptance of the results of any assessment, dialog among social partners in VET schools.

Previous and preparatory work in the domain:

From November 2004 till November 2006 Leonardo da Vinci pilot project QUTE – Quality in VET has been executed. There have been 9 partners from Slovenia, United Kingdom, Germany, Greece and Poland involved in QUTE project. QUTE tackled quality assurance issues, such as monitoring progress in overcoming barriers during a school process, methodology for implementation of self-evaluation in real life environment and implementation of self-evaluation with help of computer-aided web application. A main goal of QUTE was to develop an instrumental package for self-evaluation in VET, combined with a web page and electronic expert system. Based on results and experience of QUTE project, a new project in Transfer Innovation programme has been devised.

Main published indicator and political priorities:

The model has been grounded on existing experience and knowledge of EU Member States, and on the analyses of examples of “good practice”. The Common European Framework on Quality Assurance in VET provides a simple, but efficient framework for introducing continuous improvement processes (Faurshou, 2003). A European Common Quality Assurance Framework. Technical working group on Quality in VET).

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It has been designed to help the Member States develop, improve, monitor and evaluate their systems and practices supported by a common reference system and specific reference tools. Feedback has a crucial role in examining common framework's references (indicators and quality criteria) with the conscious aim of improving its European added value.

Development of vocational education and training and improvement of its quality form a key priority within the European Union as a whole. Quality improvement is one of the main objectives of the Copenhagen process, along with increasing the attractiveness of vocational education and training and promoting mobility among vocational students and qualification-holders. The new Vocational Education and Training Act (Official Gazette, 79/2006) lays down a new framework for the functioning and development of the VET system in Slovenia. For example, Article 16 obliges providers to set up a Quality Assurance Commission and publish its annual report at their respective websites. Providers guarantee quality according to principles of the comprehensive quality management system taking into financial consideration the Common European Framework on Quality Assurance in VET (Article 15 of the Vocational Education and Training Act).

•Define the concrete aims and objectives of the project and describe the ways in which the situation set out under the needs analysis will be changed and addressed by the project. Then show how these aims and objectives are linked to the priorities of the call selected under section.....

Aims and objectives of SEKER project are:

- To transfer results and experiences obtained in QUTE – Quality in VET project (methodology of implementation of self-evaluation with computer aided web application) and to incorporate that methodology to Turkey's and Bulgaria's VET schools.
- To interchange experiences among social partners, training centres, enterprises and public administrations to propose an improved methodology of implementation of self-evaluation and to transfer the results of SEKER project to real-life environment (to schools).
- To replace existing Quality assurance methodology in Konya region and to Blagoevgrad region.
- To upgrade existing Qute web application.
- To produce Recommendation for implementation of self-evaluation manual.

Specific objectives are:

- To identify the methodology and tools for implementation of self-evaluation developed in the QUTE project (LdV 2004-2006), and to check its possible suitability to the Konya region and Blagoevgrad region.
- To identify, select and analyse several experiences and good practices in the field of Quality assurance in VET schools in Europe.
- To upgrade existing Qute software based on CQAF (Common Quality Assurance Framework) methodology.
- To elaborate a methodological proposal for implementation of self-evaluation, addressed to be applied at a European, national and regional VET schools, thus updating already proofed working methodology for implementation of self-evaluation in schools.
- To transfer the experience in use of Qute self-evaluation web application to the real life environment and to test whether they are valid and reliable according to the demands and wishes of end-users, the improvement of the access of Quality assurance methodology into the VET schools in Turkey, Bulgaria, Slovenia and United Kingdom.
- To create a valorisation and quality plan for the project's development, and afterwards, to hold a meeting of the association to identify the aims, quality criteria, type of evaluation, follow-up, etc.
- To upgrade established set of indicators with the results obtained from QUTE project (bibliographic references, methodology, target collectives, etc), and consider

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their applicability in the VET schools in each participant country, taking into account the specific situation in the field of quality in schools.

- To carry out with help of upgraded web application several pilot self-evaluation campaigns in each participant country, and to identify a kind of self-evaluation strategy that takes into account the proposals from the EU (Common Quality Assurance Framework, European Framework of Quality Management), and the methodology used in QUTE, addressed to the new users – beginners.
- To develop special SEKER web portal.
- To evaluate and disseminate the results obtained in this project and consider the suitability of those results for use of new methods in school in areas of teaching process and school management.
- To improve accessibility of self-evaluation as a recommended method within training policies of the member States and for teachers, headmasters and students in each participant country.

Above described objectives will directly contribute to Quality of VET system, which is one the priorities of the call 2007, and to improvement of the quality and increase of the cooperation among institutions that provide opportunities for learning, enterprises, social partners and other relevant entities in Europe as well as facilitate the development of innovative practices in the field of VET and its transferability, including from one participant country to others, which are two of the operative objectives of the call 2007.

- If the proposal seeks to create or adapt pedagogical materials for learners or teaching staff, please (a) describe the international state of the art and summary of limitations of existing pedagogical materials in this area (b) describe the methodological / didactic approaches on which the products will be based (c) outline the measures that will be adopted for testing the materials on target users

SEKER project will not provide pedagogical materials. End products will be Manual for implementation of self-evaluation, upgraded web application, which will support computer-aided self-evaluation and manual for use of web application.

- Describe the target group (s) that are to be addressed in the short-term and long-term and the anticipated impact on them.

Target groups in SEKER project are:

- all participants of vocational education and training (pupils and their parents, students, adult participants) with the aim of expressing their opinion, assessment of the their current education process;
- teachers with the aim of assess their work and compare results with the average value of others in the same teaching group;
- headmasters of schools with the aim of study quality of the school, monitoring of the progress of the school, applying new quality improvements approach and monitor the results with the comparison with prior results.

Short term impact will be:

- Implementation of recommended method of self-evaluation in schools in Turkey, Bulgaria, Slovenia and United Kingdom.
- Mutual comparison between schools with proposed indicators within CQAF (Common Quality Assurance Framework) based on implemented self-evaluation campaigns – that will be the core of transfer of experience of QUTE project.

Long term impact will be:

- Improved organisational culture and better school climate.
- VET schools will be more attractive for newcomers, because teachers and school will recognize and take into consideration student's needs.
- Improved collaboration of VET and social partners as social partners will participate in self-evaluation.
- Implementation of self-evaluation will be the same in urban and rural environment, thus methods and results of quality in school will be equally distributed.

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•What are the indicators that will be used to measure the progress of the work and the extent to which it will deliver the expected outcomes?

Progress of the work will be measured by:

- number of established Quality groups in partner institutions,
- number of used CQAF areas and indicators for Quality in school (areas Teaching process and School management) in partner institutions,
- number of specially devised self-evaluation questionnaires, which will be used as a part of QUTE methodology in partner schools (common self-evaluation questionnaires, counter statements, positive oriented statements, use of software for data collection and evidences, voluntary approach for all participants and secrecy of results),
- number of executed self-evaluation pilot campaigns,
- number of participants of self-evaluation (students, teachers, headmasters),
- number of proposed measures for change of existing work practise in partner schools (implementation of Deming circle in practise; step 4 – Act upon gained results and evaluation of results).

By use of above mentioned indicators outcomes (such as upgraded software for implementation of self-evaluation, working methodology for self-evaluation, development of web portal and development of manual (training kit) for self-evaluation) will be fully delivered. Expected outcomes will be delivered also by following SEKER quality management plan, which will consist of follow-up and evaluation procedure and criteria. With SEKER quality management plan efficient cooperation during a project will be secured.

Themes: *** Quality
 *** ICT
 *** Lifelong learning
 *** Social dialog
 ** Sustainability
 ** Vocational guidance
 * Intercultural learning
 * Open and distance learning

Sectors: *** Education
 * Administrative and Support Service Activities
 * Information and Communication

Product Types: evaluation methods
 others
 CD-ROM
 website

Product information: SEKER self evaluation internet based software

SEKER Portal

Training kit (Cd's printed Manuals)

Projecthomepage: www.self-evaluation.net

Project Contractor

Name: Konya Provincial National Education Directorate
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Country: TR-Turkey
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Partner 2

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City: Velenje
Country/Region:
Country:
Organization Type: others
Homepage: www.scv.si

Partner 3

Name: PIA IT SERVICES, ltd
City: VELENJE
Country/Region:
Country:
Organization Type: others
Homepage: www.pia.si

Partner 4

Name: Selcuk University, Technical Education Faculty
City: Konya
Country/Region:
Country:
Organization Type: others
Homepage: <http://www.tef.selcuk.edu.tr>

Partner

Partner 5

Name: SCHOOL CENTRE PTUJ
City: Ptuj
Country/Region:
Country:
Organization Type: others
Homepage: www.scptuj.si

Partner 6

Name: Konya Metropolitan Municipality Department of Press, Information and Public Relation
City: Konya
Country/Region:
Country:
Organization Type: others
Homepage: www.konya.bel.tr/komek

Partner 7

Name: Careers Europe (Part of Careers Bradford Ltd)
City: Bradford, W Yorks
Country/Region:
Country:
Organization Type: others
Homepage: www.careerseurope.co.uk

Partner 8

Name: St Clement of Ohrid" Foreign Language Learning School
City: Blagoevgrad
Country/Region:
Country:
Organization Type: others
Homepage:

Products

1 SEKER WEB

Product 'SEKER WEB'

Title: SEKER WEB

Product Type: website

Marketing Text: Official web site of "Self Evaluation in Konya Region-SEKER" project.

Description: The web site provides information about the project activities and also enable schools from partner countries to do self evaluation in their institutrions.

Target group: VET organisations.

Result: Self Evaluation Application

Area of application: Konya, Turkey

Homepage:

Product Languages: Turkish
Slovenian
English
Bulgarian