

Tárgy: Értesítés záróbeszámoló értékeléséről
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Dátum: 2022. 05. 13.
Iktatószám: KA2-FO-00010-045/2019
Hivatkozási szám: 2019-1-HU01-KA204-061167
Szerződésszám: 2019-1-HU01-KA204-061167

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Tisztelt **Dr. Németh Balázs!**

Ezúton értesítjük, hogy „*STEMS - Supporting Teachers and Staff in Motivating Adult Learners*” című Erasmus+ stratégiai partnerségek felnőtt tanulási projektjük záróbeszámolójának értékelését elvégeztük és a beszámolót elfogadtuk. A tartalmi értékelés során a következőket állapítottuk meg:

Szakértői értékelés

Overall assessment

The STEMS project implemented by 5 organisations from five countries (Bulgaria, Croatia, the Czech Republic, Hungary and Romania) addressed three priorities: 1. Increasing the demand and take-up through effective outreach, guidance and motivation strategies; 2. Extending and developing the competences of educators and other personnel who support adult learners. 3. The horizontal priority: Open education and innovative practices in a digital era. The project idea and the implementation were developed in compliance with the undertaken priorities and the originally set goals and objectives. The partnership managed to adequately handle the challenges posed by the pandemic and with a 4-month extension could meet their targets and achieve all the set objectives. The strength of the project results are the complex focus on the competence development of adult educators and non-educational staff; the comprehensive learner-centred e-learning training approach promoting involvement and high professional performance; a user-friendly training program built on the needs and characteristics of the adult learners; addressing policymakers and making suggestions to decision makers based on professional reasoning, knowledge, and experience. Innovation is inherent in all these aspects of the project products that represent outstanding contribution to the highly desired paradigm shift in adult learning and teaching methodology. The theoretically grounded training materials are based on the comprehensive results of the adult education profession and provide opportunity for the potential target groups to develop their competencies, adapt and apply the materials in practice. The modules of the Moodle-based learning material cover the key topic fields and provide competence development through reading materials, activities. They also offer additional resources for the extension of perspectives in related topics and a Self Assessment Tool. The activities and tasks are challenging and support self-learning by providing interactive and friendly learning environment. The materials are available as open access resources in English and the native languages of 5 partner countries, which expands the scope of valorisation even beyond the partnership. The partnership was highly dedicated to achieving high-quality results and continually improved the project implementation that resulted in valuable products that have the potential of EU-wide utilisation. The partnership ensures the accessibility to the product for minimum five years and plans to integrate the training materials into their course offers. The

dissemination efforts targeted a wide range of stakeholders, the concrete description of the events proved the intensive involvement of all partners. The project results are of outstanding quality, therefore special targeted efforts should be made to maintain the training programme on the Moodle platform for 5 years or even beyond the officially defined time span.

Detailed assessment

1. Relevance of the project/strategy

The topic is highly relevant to the Erasmus+ program and to adult education in general: increasing adult participation in learning; quality education based on learners' needs; and the professional competence development of teachers and staff with a view to increasing and maintaining their motivation in life-long learning. By undertaking developing Policy Recommendations, the project has considerably contributed to drawing the attention of policymakers and other stakeholders to the most important dimensions of the professionalisation of adult learning and education. Emphasizing the need for the public recognition of the profession is a crucial but often neglected aspect of the system and environment adult educators work in. The methodological approach of the project products and training activities mark a shift towards the interactive learner-centred approach, and facilitate a more informed, professionally grounded policy making. In this way, the project has targeted important social issues and has managed to create tangible results. The compliance with the priorities is clear in all fields: 1. Increasing the demand and take-up through effective outreach, guidance and motivation strategies; 2. Extending and developing the competences of educators and other personnel who support adult learners. The horizontal priority regarding the open education and innovative practices in a digital era was also met through a series of skills development courses available on the Moodle platform of the project. The competence development of beneficiaries was carried out in a blended form including highly interactive face-to face sessions that cover the main topics of adult learning and motivation with a comprehensive methodology that enriches the adult training profession. It is the innovation of the project that it has extended the scope of the beneficiaries to the staff engaged in adult education as well. The products are suitable for developing knowledge, skills and attitudes that match the needs of the adult learners thus strengthening the methodological approach in line with the characteristics and needs of the adult learners. The project's Moodle platform offers an open access e-learning environment including 6 sections that cover the key topics related to adult education. Guest visitors have access to the reading materials, but to do the quizzes an account should be opened. The access to e-learning education and training activities has even gained momentum by the pandemic, therefore the project can even be regarded gap filling in the targeted adult learning field. All project outcomes are available in English and in the national languages of the partnership (Hungarian, Bulgarian, Czech, Serbian, Romanian), which creates favourable conditions for the dissemination and the sustainability of the results at national and local levels, while opens perspectives for an EU-wide dissemination and utilization. The project results and outcomes have the potential of utilisation even beyond the partnership.

2. Quality of the project design and implementation

The 4-month extension granted to the partnership was successfully used for the accomplishment of the activities that were delayed due to the pandemic. The partnership could adequately handle the challenges of the pandemic incorporating several online tools and events to support implementation. The online solutions only affected the form not the quality of implementation both in relation to the management meetings, the intellectual outcomes or the multiplier events. The number of TPMs and the online meetings was suitable to maintain cooperation and assess performance at the milestones. The project was implemented according to the original objectives and the planned outcomes and results have been met accordingly. During the project cycle several improvements based on the recommendations of the interim report assessments were made both in the quality of the documents and that of the intellectual outcomes, which resulted in the high professional quality of the products. The partners have developed three IOs, all of them in outstanding quality. All of them are available in English and in the partner countries' languages. Moreover 1 short-term joint staff training event was organised online, the piloting

of IO1 was held in all partner countries and 5 face to face multiplier events were held to share the project results with the potential stakeholders.

- IO1 How to Motivate and Engage Adult Learners: A Training Programme for Adult Education Staff and Teachers. The 70- page long material is a training programme, a user-friendly training material which can serve as a manual that includes detailed lesson plans enabling adult educators to carry out trainings adapted to the needs of their target groups. The methodological approach is the comprehensive practical manifestation of the interactive learner-centred training philosophy that contributes to the renewal of the adult learning and teaching practice. The Self-Assessment Tool helps to keep the competence development in track and adjust it to the skills gap of the target group by measuring the initial competencies, monitoring the progress and the output of the competence development training, which is a coherent part of the complex approach to the undertaken competence development of the target groups.

- IO2 Open Source Online Moodle Platform includes materials and activities in English and in the partners' languages. The materials are in compliance with IO1 focusing on the key topics in six modules: how adults learn, communication, class management, engaging learners, digital tools and marketing. Each section has a uniform structure (introduction, reading materials, lessons, quizzes that are suitable for checking the progress in the given topics and additional resources). In Module 1 **the English term "experimental" learning should be reconsidered whether it is the intended one, or the traditionally used "experiential" is the better one**. The additional resources are available by clicking on the given online links, so it is easy to use them and they adequately extend the scope of the training material that the users can benefit from according to their personal interest. The tasks included in the lessons provide opportunity for checking the understanding of the material and getting further explanation if the answer was incorrect. The Quizzes are challenging tasks that check the understanding of the topics, make the respondent think about the key issues.

- IO3 Information Guide for Policy Makers: Guidelines for policymakers responsible for adult education in partner countries. The theoretically grounded document highlights the importance of the legal framework; promoting participation; performance and partnership; the competence development of the adult learning staff; the role of citizen engagement and bridging learning communities, as well as the possible role of EPALE. This product is an ample summary of the knowledge and experience (country-specific good practices) regarding the desired and expected changes in the adult education field. The project-related country-specific good practices open perspectives that facilitate and contribute to the needed change in adult learning and teaching methodology. It is the strength of this IO that it includes professionally grounded analysis of the key topics and good practices, and also includes recommendations for policymakers. It is a convincing material supported by practical experiences and suitable for addressing decision-makers and follow-up the expected developments.

3. Quality of the project team and the cooperation arrangements

The partnership of five countries (Bulgaria, Croatia, the Czech Republic, Hungary and Romania) has successfully implemented the project. Bilateral agreements were signed with the partners, whose dedication was proved throughout the project. It helped them overcome the difficulties arising from the unexpected circumstances caused by the pandemic. The task distribution was balanced and in line with the expertise and experience of the partners. Teamwork was selected as the common management tool to extend the scope of online cooperation in the partnership and in documenting progress. The Zoom platform was used for online meetings that could replace the in-person events when it was needed, so the cooperation was efficient and smooth, which is manifested in the high quality of the results. The Final report presents the details of the partners' involvement that shows that the leading roles were distributed in a balanced way, and there were tasks in which all of them participated like the didactic contribution, piloting IO1 or the translation of the materials. And there were project level tasks performed by one partner, like the Dissemination or the Evaluation Plan. The partners were involved in project activities throughout the whole project cycle, the Hungarian coordinator did a very good job maintaining effectiveness and efficient cooperation and meeting the set deadlines.

4. Impact and dissemination

The impact is presented in detail in relation to the target groups' competence development, as well as regarding the partner organisations, which is underpinned by quantitative and qualitative indicators. The figures are realistic and satisfy the expectations. The Final Report presents convincing indicators proving the involvement of the target groups of educators and non-educational staff members. The effort to involve stakeholders is the strength of the impact and dissemination activities. In this way the information about the project results could reach municipalities, civil organisations, NGOs, universities, and other education institutions, etc. The multiplier events served the purpose of promoting the IOs of the project with special emphasis on the stakeholders. However, ***it would be useful to focus on national and local decision-makers as well, those who have a real impact on the trends how adult education is positioned*** and what expectations are defined towards the education institutions and the educators regarding the methodology they apply in the trainings offered to their target groups. In STEMS project the EPAL platform was used to disseminate the project. Project details, activities, and outputs were made accessible on the Erasmus+ Project Results Platform as open access resources, six Newsletters were published, the partners' websites and the newly project website: <http://web.stems-project.eu> share information about the project and its results. The IOs are downloadable from the website. The Dissemination plan is very well structured and designed, the concept includes internal and external dissemination through different channels. Each project partner was responsible for disseminating the results in their countries. All levels from local to international are addressed and the attached list of events with the description and the photos prove the high level of involvement of all partners, as well as the impact on EU level. The availability is ensured for a minimum of 5 years free of charge in 6 languages, which can attract a considerably high number of new users, however ***targeted actions should be taken by the partners and their network partners to draw the attention of the potential target groups***. Incorporating the IOs in the educational offers of the partner institutions can strengthen the links with the target groups. The partnership has convincingly taken care of the sustainability as the STEMS platform is registered officially at the Moodle database of existing worldwide active online learning systems and the web and domain name are paid until 20 March 2027. The platform is user friendly and it supports mobile phone users with the two prevailing operating systems: Android and IOs. It is freely accessible. Registration is not necessarily needed for the quality use of the platform. The functions that need registration are subject to fundamental Moodle setting, but the Guest account can also provide opportunity for the access to most of the materials without enrolling a course. Based on the relevant invoice, it is seen that the domain registration is ensured for 5 years, but "SuperPro" for 3 years and Rapid SSL for 1 year only. ***It is not explained how the latter two year affect the 5-year maintenance responsibility of the partnership.***

A tartalmi értékelés során szerzett pontszám: **96 /100**

A pontszám részletezése az értékelési szempontok szerint:

Kritérium megnevezése	Kapható maximális pontszám	Kapott pontszám
Relevance of the project	20	20
Quality of the project implementation	25	25
Quality of the project team and the cooperation arrangements	15	15
Impact and dissemination	40	36
Összpontszám	100	96

Kérjük, hogy a szöveges értékelést és a pontszámot juttassák el partnereiknek is.