



ECALFOR

Evaluación de la formación del profesorado
en América Latina y Caribe. Garantía de
la calidad de los títulos de educación

Dr. Oswaldo Lorenzo Quiles
Diseño y coordinación del proyecto



UNIVERSIDAD
DE GRANADA

Evaluation of teacher training in Latin America and the Caribbean
Guarantee of the quality of education titles

WP5 – Quality Plan

ECALFOR Internal Project Evaluation

UNIBO Team

Ira Vannini – Coordinator

Margherita Ghetti – Project manager

Lorenza Malucelli – Administrator

Paola-Maria Caleffi, Elena Pacetti, Stefano Piastra – Team Collaborators



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What we have done so far



Dr. Margherita Ghetti
Alma Mater Studiorum – University of Bologna



WP5 – Analysis of the ECALFOR project objectives

General Objectives

- 1) Assess the quality of teacher training in the Higher Education Institutes (HEIs) of LAC
- 2) Design, implement or improve a Quality Assurance Protocol for HE teacher training

Specific Objectives

- 1) Analyze the characteristics and qualities of future HE teachers
- 2) Compare teacher training models to create harmonized standards
- 3) Adopt a shared Quality Assurance Protocol for university degrees
- 4) Exchange good training practices to enhance capacities and create synergies



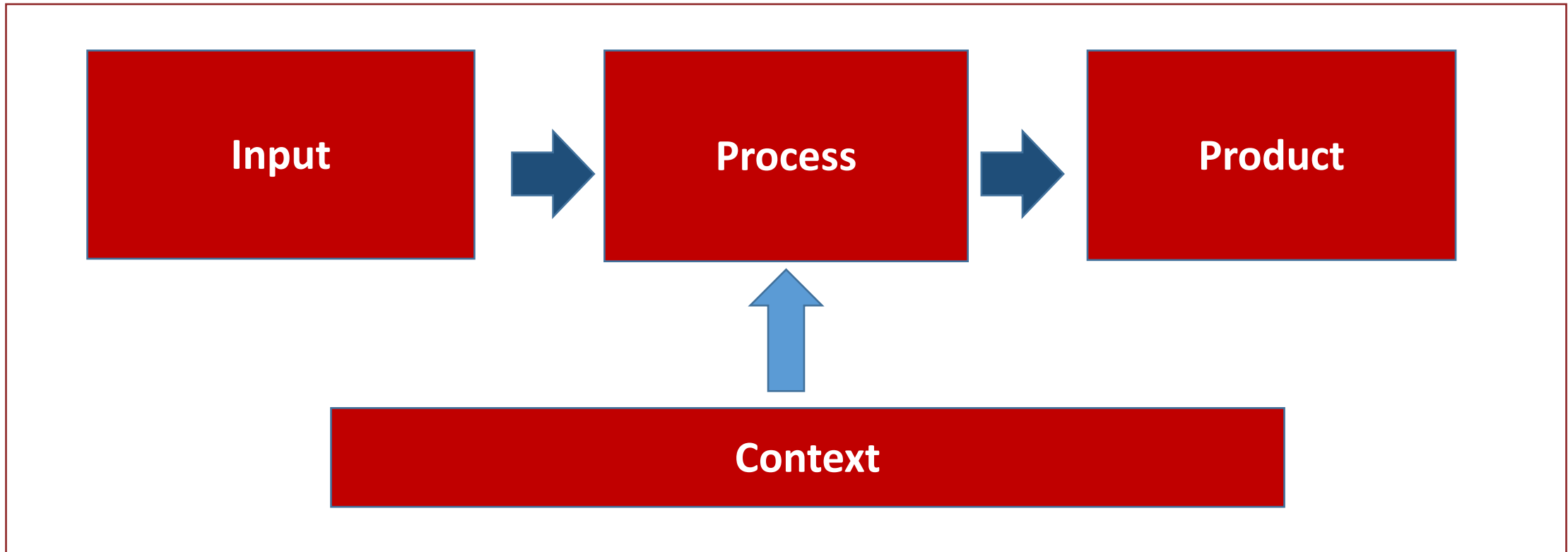
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Model for the Internal Project Evaluation



CIPP Evaluation Model - Stufflebeam (1971, 2003)



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Indicators corresponding to each element of the model

INPUT data

- **Accessibility to and transparency of information on educational quality**
- **Identification of polysemy** within the specific language related to higher education training systems for teachers
- Availability and commitment of higher education institutions to the implementation of Quality Units
- **Characteristics of university curricula for teacher training**
- Specific characteristics of Quality Systems
- Professional characteristics of representatives of teacher training in different Latin American and Caribbean countries



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Indicators corresponding to each element of the model

PROCESS data

- **Clear explanation of the work plan and of the time available**
- **Communication management: assertive, effective and timely**
- **Planning and organization of internal subtasks to work packages**
- Actual amount of time available
- **Common language definition** or glossary of equivalent terms



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Indicators corresponding to each element of the model

CONTEXT data

- Spaces and facilities available for each researcher
- Spaces available for the creation of Quality Units
- Relational climate, skills and communication in the membership institution
- Relational climate, skills and communication within the ECALFOR project
- Language barriers between partners and with the EU
- **Proximity of each institution to the membership Quality Units**
- **Economic and technological resources**
- **Human resources (team structure)**
- Compatibility between the research work and the development of the Ecalfor project
- **Institutional recognition of the work carried out by Ecalfor**



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Indicators corresponding to each element of the model

PRODUCT data

- **Evaluation of reports:** structure, organization and focus on products
- **Design of a harmonized model** for higher education teacher training
- Correspondence with objectives, level of contextualization, comparative perspective, focus on results, feasibility and coherence.
- **Inter-institutional agreement in LAC to apply a shared protocol for the quality assurance of teacher training in their HEIs.**
- **Implementation of debates and exchanges in teacher training activities in LAC:** perspective of collaboration and of continuous improvement culture
- Equity of participation and members' representativeness
- **Level of satisfaction of partners** about processes and results



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ECALFOR Project Evaluation Questionnaire

Data processed in aggregate form
only for the purpose of *in-itinere* evaluation

October 2022



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Analysis of the responses to the questionnaire

40 participants

December 2022 – February 2023



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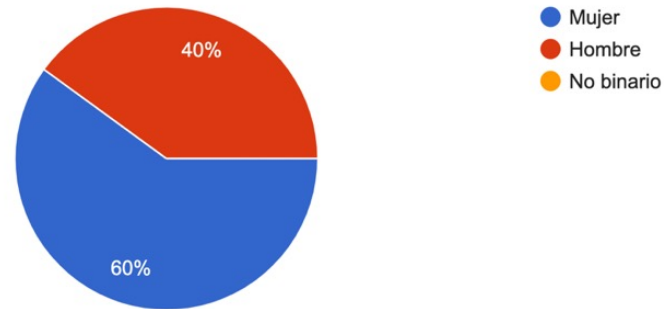


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Introduction – Respondents’ Demographics

Gender

Género
40 risposte





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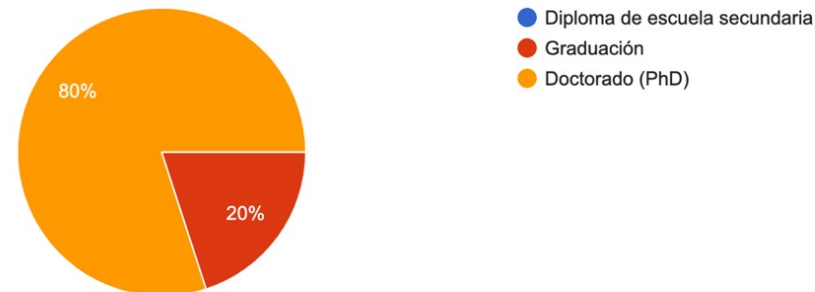


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Introduction – Respondents’ Demographics

Educational qualification

Cualificación educativa
40 risposte





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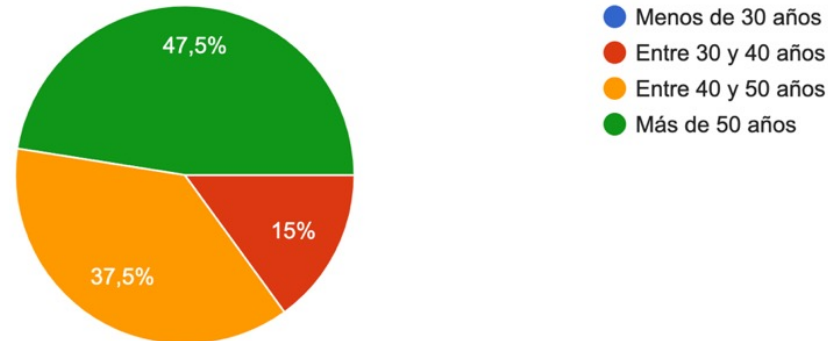


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Introduction – Respondents’ Demographics

Age

Edad Personal Data
40 risposte





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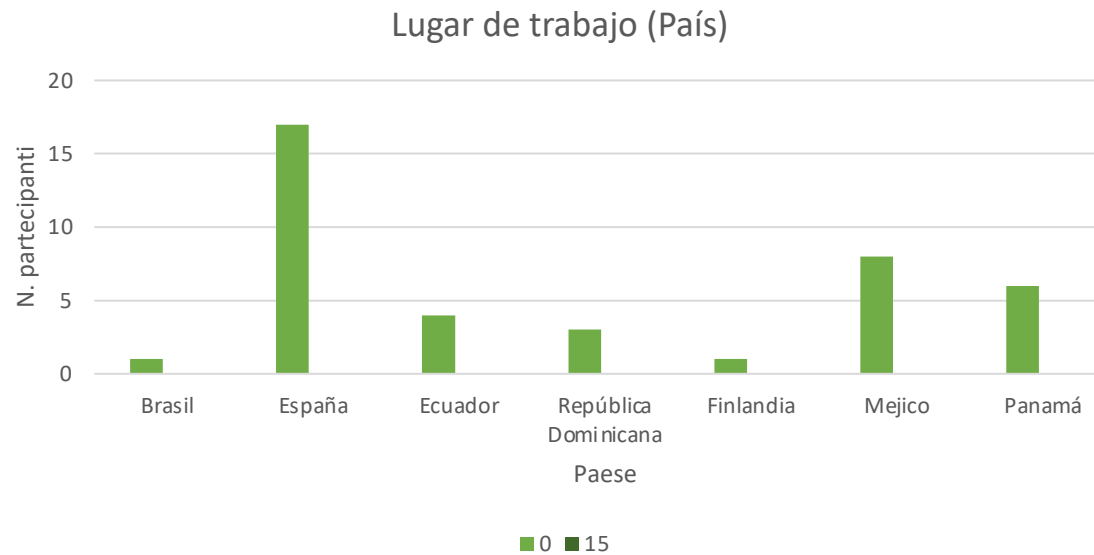
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Introduction – Respondents’ Demographics

Institution of origin





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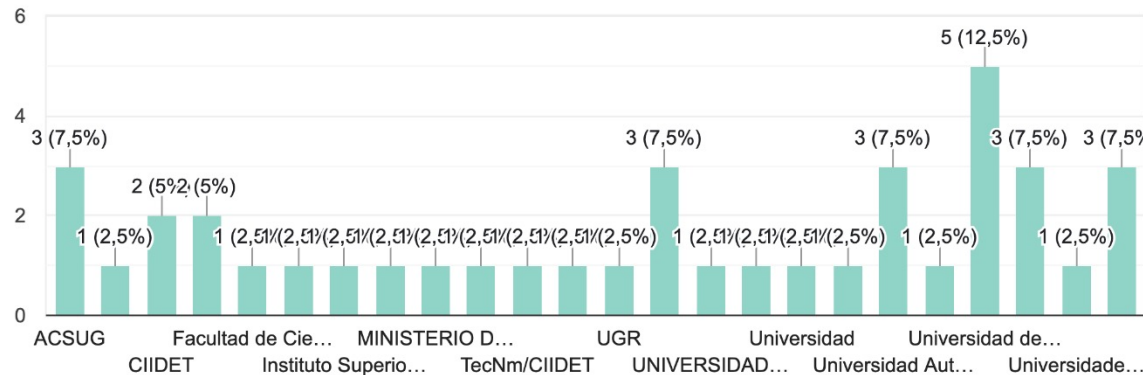
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Respondents' Institutional Affiliation

Institución principal para la que trabajas
40 risposte



- CIIECYT (Panamá) 1
- CONVENIO ANDRÉS BELLO (Panamá) 2
- UNACHI (Panamá) 3
- UADY (Méjico) 4
- UAT (Méjico) 1
- CIDET (Méjico) 3
- ISFODOSU (Rep. Dominicana) 2
- UFHEC – Federico Henríquez y Carvajal (Rep. Dominicana) 1
- PUCE – Pontificia Universidad Católica (Ecuador) 1
- UDLA – Universidad de Las Américas (Ecuador) 3
- UFMA – Universidad Federal do Maranhao (Brasil) 1
- UDC CORUÑA 3
- ACSUG (Galicia) 3
- UNIVERSITY OF GRANADA 9
- UEF (FINLANDIA) 1
- NOT SPECIFIED 2



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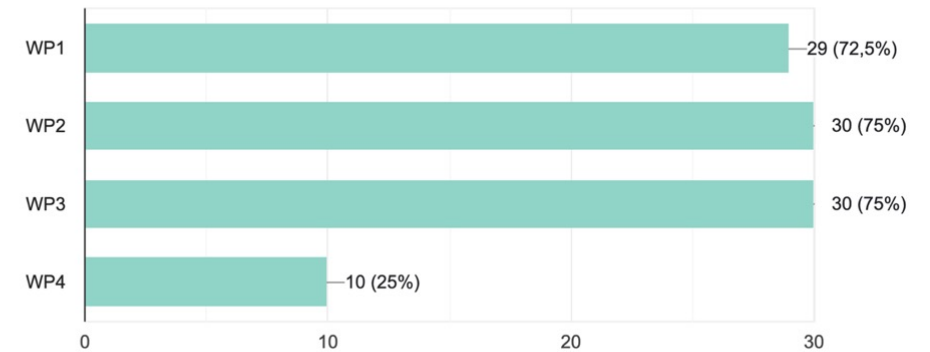
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Participation in different WPs

Most respondents participated in more than one WP:

- **12.5%** (5 people) participated in all **four WPs**
- **42.5%** (17 people) participated in **three WPs**
- **25%** (10 people) participated in **two WPs**
- **20%** (8 people) participated in **only one WP**

Grupo (o grupos) de trabajo (WP) al que has participado o participas
40 risposte





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Positive points

- Effective presentation of work
- Group and collaborative work
- Good relationship between participants
- Quality of information received

Suggestions

- Increase of meeting frequency
- Extension of time availability
- Greater involvement of reference institutions
- Clarification of specific subtasks and objectives
- Dissemination meeting minutes and intermediate results as an opportunity for reflection and improvement



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Individual Interviews

March – April 2023

Main elements

- Time available: essential requirement!?
- Coordination work
- Communication: effectiveness and transparency
- Meetings: frequency and modality, but also responsibility of the participants
- Group communication: good practices for inclusion and collaboration
- Facilities: the role of institutions
- Technologies: good practices of use and sharing of material
- Definition of a common working language: intercomprehension and influence of the cultural reference system



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Focus group

November- December 2023

Groups organized in consideration of numbers

Self-managed groups

Three questions to reflect on

One person in each group in charge of writing what comes up so that Unibo can finish the work



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Three Questions

- **What have you seen change in your institution thanks to the Ecalfor project?**
- **Can the system carried out with the Ecalfor project be adapted to the different socioeconomic and cultural contexts that characterize each country?**
- **Imagine: you leave your country and after 10 years you return to your city and your university. What do you expect to find?**



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Groups

FR	UPEC	2
PA	CAB	2
PA	ISAE-	1
BR	UFMA	2
BR	UNESP	2
Total		9

ES	ACSUG	2
EC	PUCE	4
EC	UDLA	1
FL	UEF	3
Total		10

ES	UDC-	4
ES	UGR	6
Total		10

MX	CIIDET-	3
MX	UADY	4
MX	UAT	3
Total		10

ES	LABOSFOR	2
DO	ISFODOSU	4
DO	UFHEC	3
Total		9



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What have you seen change in your institution thanks to the ECALFOR project?

- **Change in the perception of what is understood by quality** and how to measure and analyze what is truly relevant to the improvement of training programs.
- **Implementation of a quality culture.**
- **Consideration of different systems to evaluate the quality of teaching:** on the one hand, **through teacher training programs** - especially for pre-service teachers; on the other, the consideration of an evaluation of the quality of teaching **provided not only by students**. In short, a coordinated self-assessment system to evaluate the research activity itself.
- **Effort to create a single quality system** that ensures the quality of teaching, and that does not depend on each center
- Internationalization of the university's vision and its strategic planning
- **Stronger ties within the university** itself. Creation of work groups and **coordination between different centers**. Stronger ties between the people in the research groups participating in the project
- **Increased visibility of the entire university** at the institutional level, especially where there were already quality units
- **Design and adaptation of suitable spaces**



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Can the system carried out with the ECALFOR project be adapted to the different socioeconomic and cultural contexts that characterize each country?

- It can be adapted to the different national contexts and the institutions that are part of it **because it allows exchange and collaboration between countries** and learning from the experiences of each one.
- But **there are aspects that cannot be fully applied**: in some cases, the **legal framework established in each country**, which regulates the educational system, does not allow certain elements to be carried out.
- Depending on this, **it is not always possible to have the 'power' to make the necessary changes** required by the project.
- It would be good to extend this model to other areas, with the idea of an initial teacher training that simulates the French model. This equitably evaluates and accredits both universities and technical institutes and other educational organizations.
- **In relation to the homologation of degrees** or recognition system between the universities that are part of the project, the signing of **specific agreements** is necessary. An important step could be taken to achieve this by pooling and comparing the competencies of each country's qualifications.
- The general idea of the group was that **ECALFOR would not only remain a project** but that the **members would find a way for the actions to permeate the political levels and be adopted for the improvement of the programs** and teacher recognition system.



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Imagine: you leave your country and after 10 years you return to your city and your university. What do you expect to find?

- A mix of students and teachers of **various nationalities and cultural backgrounds**, and international degrees
- **Greater interdisciplinary work**, more inclusion for students and a culture of academic integrity
- The implementation of **an evaluation system not only of technical skills but also of inter- and intrapersonal skills**
- Higher responsibility for the implementation of teacher training actions that allow the political and public bodies of the countries to work in a coordinated manner
- **A qualitative-quantitative evaluation model** for the assessment of the quality of teaching teaching quality in the country
- An offer of **permanent training activities from both university institutions and other institutions in the educational field**
- Positive scenario vs. negative scenario:
 - That teaching competencies are built taking into account what was gathered by the universities and countries participating in the ECALFOR project. That the **culture of quality is something more internal, that it is part of the organizational culture of the institution**, and that it permeates the work of teachers and students alike.
 - That the university is losing its importance, due to distance-learning and to the entry of other private agents, which may make it lose its strength



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Grazie mille
Muchas gracias
Muito obrigada
Thank you