ALIISA
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ALIISA Evaluation plan

Evaluation in the ALIISA project is a continuous process throughout the project implementation period. The information produced by the evaluation is used to:

- evaluate and develop the operation during the project
- to improve and develop the quality of productization (ACIAE educational model) and distribution (ALIISA dissemination model) during the final phase of the project
- for reporting
- to plan continuous cooperation based on ALIISA project

Evaluation action/tool/method	Information produced	How are we going to use it?	Result
Overall Aliisa Project evaluation			
Project report	monitoring the progress of the project and its reporting	possible updating of the project plan	Report itself and NA feedback of it
Interim report	monitoring the progress of the project and its reporting	possible updating of the project plan	Report itself and NA feedback of it
Final report	summary of project stages and results	disseminating the results and mapping future cooperation perspectives	Report itself, it's summary and NA feedback of it
Continuous self-assessment: Presentations	summaries of the project's various activities and information	sharing information with the project actors, AP's and the surrounding society during the project to develop its operations	Presentation material and increased awareness of the project
Continuous self-assessment: Events/content planning	identifying the current themes of inclusive art pedagogy	are taken into account in the needs of productization and information dissemination	Up-to-date participation in the discussion of inclusive art pedagogy, reporting
Continuous self-assessment: Events/participant amount	assessing interest in inclusive art pedagogy	are taken into account in the needs of productization and information dissemination	Reporting, enhancing marketing
Continuous self-assessment: Reflection and summaries	different perspectives and experiences from the ACIAE activities and ALIISA project in general	to produce information and summaries for the dissemination actions, to increase awareness of inclusive art pedagogy and its development	ALIISA dissemination model, Publications (for example blogs) for dissemination

Overall evaluation of the ACIAE			
Focus group discussion/interview	ACIAE Students experiences from the workshop week	to support the productization process and syllabus development work	Evaluation article IO6
Feedback of ALIISA education	ACIAE Students experiences and reflection from the ACIAE process and activities	to support the productization process and syllabus development work	ACIAE educational model (IO7): Public Curriculum based on ACIAE
Syllabus development process	identification of the key areas and contents of inclusive art pedagogy education	to produce good practices and training content, etc. to implement the training	
Assessment of the ACIAE plan (IO1)			
ALIISA project personnel self-evaluation	teachers' experiences, feedback and suggestions for development	to highlight the experiences and involvement of teachers/trainers	Article/Project results for dissemination IO9
Development assignment	students' reflection on inclusive art pedagogy and application of knowledge	to innovate new products, services and inclusive art pedagogy methods using service design methods	
Assessment of the ACIAE pilots (national editions: IO2-4) - general perspective			
Orientation assignment	students' perceptions of inclusive art pedagogy and their own competence before training	to gather together and identify the central aspects of the students' learning process in the ACIAE	Article for dissemination /research of continuing art education workshops and practical training IO10
Observation report	students' observation of working environments		
Training plan	plans and goals for ACIAE internships		
Lesson plans-reflection	ACIAE internships: students' observations and experiences as well as reflection and peer feedback		
Practical training report	students' personal summary of the entire internship process		
ALIISA project personnel self-evaluation	(see as above)	to gather together and identify the central aspects of the teachers/trainers participation on the ACIAE	
Feedback of ALIISA education	students' overall assessment of their participation in the project and its training	to draw up conclusions for development work based on the collected feedback	

ACIAE students´ learning process and feedback on education - individual perspective			
Daily reflection of the workshop actions	daily impressions of the contents of the workshop	topics for discussion, immediate development of teaching content	Evaluation information of the pilot educations based on curriculum work -> presentations of summaries at MPE events
Feedback of ALIISA education	(see as above)	personal awareness of the students' own learning path and enhancing learning results	
Training plan	(see as above)		
Lesson plans-reflection	(see as above)		
Practical training report	(see as above)		
ACIAE participants' perspective on education (participant=those people, who participated on the practical training periods of the ACIAE students´, for example AP staff, pupils, children)			
Training plan	(see as above)	ACIAE students' indirect comments about their practical training participants' participation and views on inclusive art pedagogy	Feedback and reflection from the participants point of view, written in ACIAE students´ practical training reports and take in to account during the reflection and tutoring process
Lesson plans-reflection	(see as above)		
Practical training report	(see as above)		
Development assignment	(see as above)		
Digital, open and anonymous survey during events MPE 1-3	the experiences and feedback of those who participated in the activities of the ALIISA project regarding the cooperation of inclusive art pedagogy and its effects as well as opportunities and development needs in the future	to raise the awareness of the cooperation network, identification of future cooperation opportunities	The gathered information from the MPE participants for the project reporting
Presentation of cooperation opportunities and recommendations	identify, expand and make visible the international cooperation network of inclusive art pedagogy	description of the conditions and regulations for future agreements in inclusive art pedagogy international cooperation, between project partners and signed by them, presented on the MPE´s for decision makers, call for discussion in ALIISA events	Cooperation agreement (IO 8)