

# **Stakeholder consultation: criteria and indicators of a quality framework for Learning Regions**

## **Lithuania**

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<p style="text-align: center;"><b>APPLYING QUALITY ASSURANCE CRITERIA: GUIDE TO CONSULTATION WITH NETWORKS-<i>Lithuania</i></b></p>			
<b>Partnership:</b>	<b>Quality Indicators:</b> What you might look for to establish this is being done effectively and appropriately?	<b>Methods and Approaches to Measuring Quality:</b> How you might go about getting information or feedback on these issues:	<b>Constraints:</b> What difficulties you foresee in collecting this information/feedback:
<ul style="list-style-type: none"> <li>○ Common vision, mission, aims and objectives identified and understood</li> <li>○ Targets specified</li> </ul>	Encouraging partners' cooperation and developing their competence	Document analysis, conversations	<ul style="list-style-type: none"> <li>a) informal networks may not have a documented vision and aims</li> <li>b) interviews are time-consuming, resources are required</li> </ul>
<ul style="list-style-type: none"> <li>○ Principles and protocols to govern ongoing collaboration developed and understood</li> </ul>	Developing the competence of cooperation coordination	Conversations, document analysis.	Principles and protocols may not exist in instances of informal cooperation
<ul style="list-style-type: none"> <li>○ Partnership is 'deep' (not just one person if representative)</li> <li>○ BUT also 'deep' if personal – bring all experience, not just some</li> </ul>	Considerable attention paid to cooperation coordination and creating conditions for cooperation	Interview based on the methodology of network research	Resource consuming, informants may not be able to adequately reconstruct the partnerships they were involved in the past
<ul style="list-style-type: none"> <li>○ Individual partner can communicate back to their partnership organisation (non-conflictual)</li> </ul>	Considerable attention paid to cooperation coordination and creating conditions for cooperation	Survey based on the methodology of network research	Informants may not reveal all the information
<ul style="list-style-type: none"> <li>○ Partnership is proactive (participative not representative)</li> </ul>	Encouraging partners' cooperation and developing their competence; considerable attention paid to cooperation coordination and	Observation, survey (ideally, interview)	Resources

	creating conditions for cooperation		
○ Engagement is voluntary, not enforced	Increasing interest in cooperation and solving mutual problems	Observation, survey (ideally, interview)	Resources
○ Partnership is valued (time is paid for)	Increasing interest in cooperation and solving mutual problems	Observation, survey (ideally, interview)	Resources
○ Partners show leadership	Increasing interest in cooperation and solving mutual problems	Observation, survey (ideally, interview), document analysis	Resources
○ Basis of partnership can be reviewed (changing to suit needs and challenges as they arise)	Developing cooperation competence	Observation, survey (ideally, interview)	Resources
○ Partners are kept motivated – ensuring network agenda matches partner expectations – is value-added (but not cherry-picking); ‘what’s in it for us?’	Considerable attention paid to cooperation coordination and creating conditions for cooperation	Observation, survey (ideally, interview)	Resources
○ Consistency – language, concepts clearly understood to facilitate partnership (common sense)	Attention is paid to developing common understanding	Concept maps	Partners’ competence in concept mapping is required; analysing concept maps is time-consuming
○ Coverage: all necessary partners are involved to address needs	Encouraging partners’ cooperation and developing their competence	Document analysis, conversations	Resources
○ Partners clear of their own role (responsibilities) and the connections they need to make	Considerable attention paid to cooperation coordination and creating conditions for cooperation;	Observation, survey (ideally, interview)	Resources

	encouraging partners' cooperation and developing their competence		
○ Flexibility: partnership arrangements are not too rigid as to impede responsiveness	Encouraging partners' cooperation and developing their competence	Observation, survey (ideally, interview)	Resources
○ Trust and openness amongst partners exist (even within competitive conditions)	Encouraging face-to-face meetings and open discussions	Observation, survey (ideally, interview)	Resources
○ There is Ownership: autonomy as well as sense of responsibility	Considerable attention paid to cooperation coordination and creating conditions for cooperation; partnership networks should be autonomous	Observation, survey (ideally, interview), document analysis	Resources

<b>Participation:</b>	<b>Quality Indicators:</b> What you might look for to establish this is being done effectively and appropriately?	<b>Methods and Approaches to Measuring Quality:</b> How you might go about getting information or feedback on these issues:	<b>Constraints:</b> What difficulties you foresee in collecting this information/feedback:
○ Involving the wider public or community	Increasing the public interest in the partnership by solving common problems	Document analysis	-
○ Network is known and understood by general public	Network has to inform general public about its activities	Survey	Resources
○ Clear measures to involve those most distant from learning opportunities	These measures should be presented to the Learning City Council and, subsequently, to institutions responsible for LLL development	Document analysis, needs analysis	Resources
○ People have a chance to express their needs	To provide conditions for a forum, feedback (also in e-environment)	Survey	Resources
○ People are involved in decision-making (governance)	a. To develop democracy; b. to encourage development of democracy in the communities	Analysis of evidence, survey	Resources
○ People are involved in review	a. To develop democracy; b. to encourage development of democracy in the communities	Analysis of evidence, survey	Resources
○ People are actively supported (and opportunities created) to express needs, be involved in decision-making and review	a. to encourage community engagement; b. to establish discussion clubs; c. to involve the leaders of public administration institutions into discussions about	Analysis of evidence	-

	participation, social responsibility and social sensitivity		
<ul style="list-style-type: none"> <li>○ Language, materials, resources, published materials are clearly understood in everyday life: not just at overall network level, but also in constituent activities and programmes</li> </ul>	<ul style="list-style-type: none"> <li>a. The Learning City Council has to make an inventory of literature that helps general public understand and participation and put it into practice; to publish new relevant resources;</li> <li>b. the Learning City Council has to meet representatives of newspapers about publishing articles on participation;</li> <li>c. discussion clubs have to be organized to analyse the publications on participation that are of public interest</li> </ul>	Analysis of evidence	-
<ul style="list-style-type: none"> <li>○ Understanding of learning needs to be universally relevant and meaningful to all life-styles</li> </ul>	Discussions and seminars for general public	Analysis of evidence	

<b>Progress and Renewal</b>	<b>Quality Indicators:</b> What you might look for to establish this is being done effectively and appropriately?	<b>Methods and Approaches to Measuring Quality:</b> How you might go about getting information or feedback on these issues:	<b>Constraints:</b> What difficulties you foresee in collecting this information/feedback:
<ul style="list-style-type: none"> <li>○ The capacity to continuously understand results, reasons; and the capacity to use this understanding to influence ongoing planning</li> </ul>	To help people to acquire research and planning skills	Establishing discussion clubs, forums	Resources
<ul style="list-style-type: none"> <li>○ Partners ‘internalise’ evaluation and review (identifying benefits and not just an imposition)</li> </ul>	To discuss the feedback on performance evaluation, referring to evaluation as a stimulus for development	Different methods of discussion, including face-to-face	Resources
<ul style="list-style-type: none"> <li>○ Evaluation and review (quality) are prioritised – seen as a core activity and not just an add-on</li> </ul>	Developing the culture of such evaluation	Through the Learning City Council	-
<ul style="list-style-type: none"> <li>○ Resources are allocated (not just finance but human responsibility)</li> </ul>	Developing responsibility and the learning city culture	Through the Learning City Council	-
<ul style="list-style-type: none"> <li>○ Methods and mechanisms should not be cumbersome or divert from the main purpose of the network.</li> </ul>	To pay partners’ attention to this	Conversation	-
<ul style="list-style-type: none"> <li>○ Means of measuring must be appropriate in context of learning region (not just quantitative; and also longer-term)</li> </ul>	To help the Learning City Council understand this	Discussion	-
<ul style="list-style-type: none"> <li>○ Results and findings must be able to be widely understood</li> </ul>	Results and findings should be widely reported and discussed	Analysis of facts	Difficulties in finding out individual understanding
<ul style="list-style-type: none"> <li>○ Must be macro as well as micro picture (product as well as process)</li> </ul>	To evaluate this in reporting and discussing the results	Analysis of facts	Difficulties in finding out individual understanding
<ul style="list-style-type: none"> <li>○ Flexibility of partners to share information (not defensive)</li> </ul>	To develop the atmosphere of trust and learning from mistakes	Observation, interview	Partners’ refusal to open up
<ul style="list-style-type: none"> <li>○ Flexibility and openness</li> </ul>	To develop the	Observation,	Resources

of partners to accept results (failures as well as successes) and act on results – open to change	atmosphere of trust and learning from mistakes	interview	
○ Benefits identified are broad-based (not just education-linked)	Agreement of network partners to identify them	Analysis of facts	Resources
○ Benefits are demonstrated and communicated	Agreement of network partners to do this	Evidence, analysis of facts	-
○ Results and learning is used to influence policy (not just practice)	Agreement of network partners to do this	Analysis of facts	-
○ Unintended as well as planned outcomes are documented and shared	Agreement of network partners to do this	Analysis of facts	-