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**THEORETICAL AND METHODOLOGICAL
FOUNDATIONS OF EDUCATIONAL
PROJECT EVALUATION**

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LIST OF ABBREVIATIONS

ANACEC – National Agency for Quality Assurance in Education and Research
DeGEval – German Evaluation Society
fteval – Platform for Research and Technology Policy Evaluation
IDSI – Information Society Development Institute
IVI – Integrative Value Index
OECD-DAC – Organisation for Economic Co-operation and Development –
Development Assistance Committee
SEVAL – Swiss Evaluation Society
SFE – French Evaluation Society
UPSC – “Ion Creanga” State Pedagogical University of Chisinau
USM – Moldova State University
CPM – Critical Path Method
MBO – Management by Objectives
PCM – Project Cycle Management
PERT – Program Evaluation and Review Technique
PPBS – Planning, Programming and Budgeting System
PMT – Phase Management Technique

CONCEPTUAL FRAMEWORK OF THE RESEARCH

Relevance and importance of the research topic. Current technological, economic, and social transformations are increasing the demands placed on the quality, equity, adaptability, and sustainability of education. The 2030 Agenda for Sustainable Development [3]; [11], through Goal 4, establishes quality, inclusive, and equitable education as a global priority, while the European path of the Republic of Moldova [7] underscores the need to modernize education policies and strengthen governance, monitoring, and evaluation mechanisms.

In this context, educational projects are becoming instruments of planned change, pedagogical innovation, and institutional development [15]; [29]. Evaluation must be integrated throughout the project cycle and move beyond checking deadlines, budgets, and activities to examine results, the value generated for beneficiaries, and the sustainability of effects [13]; [31].

The specificity of educational projects lies in the interaction between their managerial and pedagogical dimensions. Educational aims, learning processes, changes in professional practices, and institutional development require an evaluation that considers pedagogical value, beneficiaries' needs, and the organization's capacity to sustain change and its effects [17]; [20]; [26].

From this perspective, educational project evaluation assumes a strategic function. Fitzpatrick J. L., Sanders J. R., and Worthen B. R. define it as a systematic process of data collection and analysis for assessing the value of interventions and informing decisions [19], while Stufflebeam D. L. emphasizes its continuous improvement function [39]. The OECD-DAC framework [5] structures performance assessment through the criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability, complemented by evaluation quality standards [42].

In this respect, the use of evaluation results becomes as important as the methodological rigor of the process. Patton M. Q. places the use of results at the center of evaluation [32], while Weiss C. H. highlights the role of evidence in understanding mechanisms of change and informing subsequent policies and programmes [41]. Educational project evaluation therefore entails a reasoned judgment about the value of an intervention, constructed by relating results to criteria, indicators, and standards and by interpreting the processes that generated those results.

Within the educational context of the Republic of Moldova, project evaluation has not yet become a distinct field of research, although the specialized literature provides relevant reference points. In this regard, Goraș-Postică V. addresses educational project management from pedagogical and methodological perspectives [22], Guțu V. integrates evaluation into managerial and curricular processes as a mechanism for adjustment and quality improvement [25], Baciș S. and Mușenco A. emphasize the continuous nature of evaluation and its role in developing a quality culture [12], while Cojocaru V. highlights the articulation of planning, implementation, monitoring, and evaluation in institutional development

[16]. Evaluation practice has also been influenced by international cooperation programmes and by partners' requirements concerning results orientation and the use of evidence in decision-making [1]. Nevertheless, fragmented approaches persist, focusing predominantly on activities, quantitative indicators, and immediate results and insufficiently capturing changes in competences, professional practices, institutional culture, and organizational capacity [35]. Under these conditions, there is a clear need for an integrative approach capable of linking the pedagogical specificity of the intervention with the requirements of project management and the methodological rigor of evaluation.

Research problem. Based on an analytical-synthetic study of current research and an analysis of the state of the field, the research problem is defined as the insufficient theoretical and methodological grounding of educational project evaluation from an integrative perspective capable of linking general project performance assessment criteria with the pedagogical, organizational, and contextual characteristics of educational interventions and operationalizing them within a coherent evaluation framework applicable at different stages of the project cycle.

This problem arises from the contradiction between, on the one hand, the need for comprehensive, rigorous evaluation oriented toward educational value, institutional learning, and the use of results and, on the other hand, the fragmented nature of existing approaches and methodologies, which address performance dimensions, pedagogical processes, stakeholder participation, contextual adaptation, and institutional development separately.

Addressing this problem requires the theoretical grounding and operationalization of an integrative evaluation model for educational projects that brings together, within a coherent conceptual and methodological system, the foundations, principles, criteria, processes, methods, and instruments of evaluation, as well as mechanisms for using the results.

The aim of the research is to provide the theoretical and methodological grounding, develop, operationalize, and methodologically and praxiologically validate the Integrative Evaluation Model for Educational Projects, which links general performance assessment criteria with the pedagogical, organizational, and contextual dimensions of educational interventions and supports the formulation of well-grounded evaluative judgments, as well as the use of evaluation results for decision-making, adjustment, and institutional learning.

The object of the research is the process of educational project evaluation.

The subject of the research is the establishment of the theoretical and methodological foundations, principles, criteria, and operationalization mechanisms of integrated educational project evaluation.

Research objectives. To achieve the stated aim, the research is directed toward the following objectives:

1. To provide the theoretical and methodological grounding for educational project evaluation by analysing existing approaches and identifying their particularities and limitations in relation to the specificity of education.
2. To conceptualize educational project evaluation from an integrative perspective by substantiating the principles, dimensions, and criteria relevant to assessing project performance and educational value.
3. To develop the integrative evaluation model and its operationalization methodology by linking criteria, indicators, descriptors, methods, instruments, and evaluative evidence.
4. To validate the developed model and methodology conceptually, methodologically, and praxiologically through comparative analysis, methodological simulation, meta-evaluation, and application in an educational case study.
5. To develop praxiological benchmarks for the professionalization of educational project evaluation by establishing a reference framework for evaluator competence and professional conduct and designing the structure of a programme for developing competence in educational project evaluation.

The research hypothesis is based on the assumption that educational project evaluation can be conducted in a coherent, comprehensive manner relevant to the specificity of education if it is grounded and operationalized through an Integrative Evaluation Model that:

- links established project performance assessment criteria with dimensions specific to educational interventions;
- integrates, within a unified architecture, the theoretical foundations, principles, functional pillars, criteria, evaluation modalities associated with the project cycle, and evaluation methods and instruments;
- ensures continuity and traceability among criteria, evaluation questions, indicators, evidence, judgments, and recommendations;
- makes use of triangulation across sources, methods, and perspectives, stakeholder participation, and the requirements of evaluator competence, responsibility, and professional ethics;
- orients evaluation results both toward assessing project performance and educational value and toward decision-making, adjustment, organizational learning, and institutional development.

Under these conditions, the model and its associated methodology will demonstrate conceptual coherence, methodological functionality, and praxiological applicability and will enable a multidimensional analysis of educational projects that is appropriate to their pedagogical, organizational, and contextual characteristics.

The research methodology integrates theoretical, analytical-comparative, and empirical methods used to ground, operationalize, and validate the proposed model. The following were applied:

- theoretical methods - analysis, synthesis, comparison, generalization, and conceptual systematization of the specialized literature, used to provide the theoretical grounding for educational project evaluation and to conceptualize the integrative evaluation model;
- analytical-comparative methods - documentary and content analysis, comparative analysis of evaluation methodologies, multicriteria analysis, methodological simulation, and meta-evaluation, used to examine the conceptual consistency and methodological functionality of the model;
- empirical and praxiological validation methods - case study, questionnaire, semi-structured interview, focus group, observation, pre/post testing, and analysis of institutional products/documents, used to examine the applicability of the model in a real educational context and to collect complementary perspectives from the stakeholders involved;
- data processing and interpretation methods - descriptive statistical analysis, comparative analysis, qualitative analysis and interpretation, multicriteria aggregation, and triangulation of methods, sources, and perspectives, used to substantiate and verify evaluative judgments.

The scientific novelty and originality of the research consist in substantiating an integrative approach to educational project evaluation that links the assessment of project performance with the pedagogical, organizational, and contextual dimensions of the educational intervention. On this basis, the Integrative Evaluation Model for Educational Projects was developed by articulating the theoretical foundations, principles, functional pillars, evaluation modalities associated with the project cycle, criteria, and operationalization mechanisms. The scientific novelty lies in structuring evaluation on two complementary levels: a core comprising the OECD-DAC criteria - relevance, coherence, effectiveness, efficiency, impact, and sustainability - and an education-specific level comprising pedagogical value, adaptive capacity, well-being, and replicability/scalability. Methodological originality is reflected in substantiating the principle of continuity and traceability in evaluation and the mechanism through which criteria are linked to evaluation questions, indicators, descriptors, methods, evidence, judgments, and recommendations, as well as in conceptualizing integrative value and proposing the Integrative Value Index (IVI) as an exploratory tool for synthesizing multicriteria analysis.

The theoretical significance of the research lies in advancing the conceptual framework of educational project evaluation by substantiating an integrative approach that links intervention performance with its pedagogical value, organizational and contextual dimensions, and the use of results for institutional learning; in conceptualizing integrative value as a reference point for multidimensional analysis; in substantiating the two-level system of criteria and the relationships between general performance criteria and education-specific dimensions; and in substantiating the principle of continuity and traceability in

evaluation as a mechanism for articulating the process of producing, interpreting, and using evidence.

The research resulted in: (1) substantiating the conceptual framework of educational project evaluation from an integrative perspective and conceptualizing integrative value as a reference point for linking methodological, pedagogical, organizational, and contextual dimensions; (2) developing the Integrative Evaluation Model for Educational Projects, which articulates the theoretical foundations, principles, four functional pillars, evaluation modalities associated with the project cycle, and the two-level system of criteria; (3) substantiating the principle of continuity and traceability in evaluation and developing the model's operationalization mechanism by linking criteria, evaluation questions, indicators, descriptors, methods, instruments, sources, and evidence with evaluative judgments, conclusions, and recommendations; (4) developing the methodology and multicriteria analysis grid, complemented by the reference framework for evaluator competence and professional conduct; (5) verifying the conceptual coherence, methodological functionality, and praxiological applicability of the Model through comparative analysis, methodological simulation, meta-evaluation, and application in an educational case study; (6) developing the Integrative Value Index (IVI) as an exploratory methodological instrument for synthesizing multicriteria analysis; and (7) designing the structure of a programme for developing competence in educational project evaluation.

The practical value of the research derives from the operational nature of the Integrative Evaluation Model and its application methodology, as well as from their potential for use and transfer in evaluating educational projects implemented in different institutional contexts.

The applied research toolkit includes the methodology for operationalizing the model, the multicriteria analysis grid, evaluation indicators and descriptors, and the proposed reference framework for the competence and professional conduct of the educational project evaluator. These products provide reference points for structuring the evaluation process and making it more transparent, for justifying judgments through criteria and verifiable evidence, and for reducing the risk of unsupported assessments. The Integrative Value Index (IVI) may be used, with exploratory status, as a tool for synthesizing and comparing the results of multicriteria analysis. The potential use of evaluation results is designed within the Model at four interdependent levels: at the micro level, by supporting professional reflection, developing evaluation competences, and using evidence to inform decisions; at the meso level, by integrating evaluation results into organizational learning, planning, and institutional development processes; at the macro level, by providing evidence that can inform education policies, strategies, and programmes; and at the meta level, by supporting transparency, public accountability, knowledge transfer, and the development of an evaluation culture.

The praxiological use of the research results is complemented by the design of a programme for developing competence in educational project evaluation, intended for stakeholders involved in the design, management, and evaluation of educational interventions.

The use of results is designed at the micro level - professional reflection and the use of evidence in decision-making; the meso level - institutional learning and development; the macro level - informing education policies, strategies, and programmes; and the meta level - transparency, public accountability, and the development of an evaluation culture. The praxiological dimension is complemented by the programme for developing competence in educational project evaluation.

The results were approved and disseminated through presentations at national and international scientific events and through the publication of 15 scientific papers - 4 articles in specialized journals and 11 papers in scientific conference proceedings.

Thesis scope and structure: the work comprises an introduction, three chapters, general conclusions and recommendations, a bibliography of 164 titles, and 6 annexes. The main text totals 144 pages and includes 30 tables and 21 figures.

Keywords: evaluation; educational projects; integrative model; evaluation methodology; evaluation criteria; integrative value; evaluation standard; evaluator competence; project management; evaluation culture.

THESIS CONTENT

The Introduction substantiates the need for and relevance of the research in the context of transformations in the education system and the expanding use of educational projects as instruments of institutional development. It argues the relevance and importance of the topic, delineates the contradictions, and formulates the scientific problem; it specifies the epistemological reference points, the aim, objectives, and research hypothesis, as well as the scientific novelty, theoretical significance, and practical value of the results.

Chapter 1, "Theoretical Foundations of Educational Project Evaluation," establishes the theoretical framework for educational project evaluation through three lines of analysis: clarification of the concept of an educational project and its characteristics as an object of evaluation, examination of the evolution of the concept of evaluation, and analysis of European reference points regarding evaluation culture and standards. These lines are addressed complementarily in order to identify the elements required for an approach suited to the specificity of educational interventions.

The analysis begins with the origins of the project approach in education and draws on the ideas of Dewey J. [18] and Kilpatrick W. H. [30]. For Dewey J., the educational value of experience is linked to its continuity and to the relationship between the individual and the context. An experience is not valuable merely

because it has occurred, but because of what it produces in the person's subsequent development. Kilpatrick W. H. develops this line of thought through the project method, in which purposeful action, goal orientation, implementation, and evaluation form part of the same process. For educational project evaluation, this idea is important: carrying out activities or producing outputs is not sufficient to demonstrate the value of an intervention. The experiences created, learning processes, changes produced, and continuity of effects must be analysed.

In contemporary literature, the educational project goes beyond the meaning of a teaching method and is approached as an instrument of educational change and institutional development, integrating pedagogical, curricular, managerial, praxiological, sociological, and evaluative dimensions.

For the purposes of this research, an educational project is defined as a systemic, planned, time-bound pedagogical intervention based on identified educational needs, which coordinates objectives, activities, resources, and stakeholders in order to produce intended changes at the level of beneficiaries, educational processes, and/or the organization, and whose results and effects can be evaluated in relation to educational aims, the intervention context, and the value generated for beneficiaries.

This definition distinguishes an educational project from a lesson project, the pedagogical design of an activity, an educational programme, and a strategic institutional development plan, thereby specifying the object and levels of evaluation.

The particularities of educational projects derive from the progressive and often intangible nature of their results, their dependence on context, the plurality of stakeholders, and the interdependence of intervention components. Changes in competences, attitudes, pedagogical practices, and organizational culture require the combination of quantitative and qualitative data, the integration of multiple perspectives, and the interpretation of relationships among needs, processes, results, and effects.

The analysis of the typologies proposed by Bunăiașu C. M. [14], Gareis R. [21], Kanda A. [28], Păun E. [34], Ionescu S. [27], and Goraș-Postică V. [22–24] highlights different classification criteria - scale, level of change, organization, field of intervention, duration, and funding sources. On this basis, a three-dimensional analytical framework is proposed, built on three axes: the scale of the intervention, the level of change generated, and the organization of the intervention. The framework links project type to evaluation requirements, since the nature and configuration of the intervention influence the object of evaluation, the sources of evidence, and the interpretation of results.

Six fundamental functions of educational projects are identified: pedagogical, innovative, managerial, institutional development, social-community, and quality assurance and development. These functions express areas of generated value and demonstrate that the assessment of an educational intervention cannot be reduced to managerial performance.

The second part of the chapter traces the evolution of the concept of evaluation. The literature analysis highlights the transition from evaluation centered on measurement and control to evaluation as a value judgment, then to decision-oriented evaluation and, in contemporary approaches, to the use of results, stakeholder participation, and organizational learning. The contributions of Tyler R. [40], Scriven M. [37], Stufflebeam D. [38], Patton M. Q. [32], as well as the OECD-DAC framework [6], are drawn upon. These approaches are not mutually exclusive; rather, they have successively contributed to expanding the functions of evaluation.

For the purposes of this research, educational project evaluation is defined as a systematic, participatory, evidence-based process through which information on the context, design, implementation, results, and effects of an educational intervention is collected, analysed, and interpreted against explicit criteria in order to formulate a value judgment, inform decisions, and support organizational learning and development processes.

Methodologically, evaluation integrates three complementary dimensions: an empirical dimension concerning the production of evidence; an analytical dimension concerning its interpretation against criteria and standards; and a pragmatic dimension concerning the use of conclusions for decision-making and improvement.

Evaluation is integrated throughout the entire project life cycle, from needs and context analysis to interim, final, and ex-post evaluations. Information produced at one stage provides reference points for subsequent stages, giving evaluation a continuous character and a function of adjustment and learning. At the same time, evaluation is distinguished from monitoring, control, and audit: these provide information on progress, compliance, or the aspects included in their mandate, whereas evaluation integrates and interprets evidence to assess the value and performance of the intervention.

The OECD-DAC criteria - relevance, coherence, effectiveness, efficiency, impact, and sustainability - provide methodological reference points for assessing project performance. The theoretical analysis nevertheless shows that the specificity of education requires a broader perspective that includes pedagogical value, beneficiaries' experiences, the intervention's responsiveness to context, and effects on the organization.

The final part of the chapter is devoted to evaluation culture and standards. Evaluation culture expresses the values, principles, and practices through which evidence is produced and used within an organization, while standards formalize the quality requirements of the evaluation process. The analysis of reference frameworks from Austria - fteval [8], France - Société Française de l'Évaluation [10], Germany - DeGEval [2], Switzerland - SEVAL [9], and the Republic of Moldova - IDSI [4] highlights convergent requirements regarding evaluator competence and integrity, stakeholder participation, independence, impartiality, methodological rigor, transparency, credibility, and the use of results.

Based on this analysis, reference points are formulated for developing the professional framework of educational project evaluation in the Republic of Moldova: competence, responsibility, participation, independence, transparency, impartiality and fairness, credibility, feasibility, ethics and equity, and timeliness. These reference points are not presented as normative standards, but as the result of comparative synthesis and as a basis for developing the professional and ethical dimension of evaluation.

Chapter 2, “The Conceptual and Methodological Framework for Educational Project Evaluation,” transforms the theoretical foundations into the methodological construction of the research, beginning with the relationship between educational project management and evaluation, continuing with the integration of evaluation into the project cycle, and leading to the development of the Integrative Evaluation Model for Educational Projects.

Project management provides the framework needed for planning, resource organization, risk management, and tracking results, but these dimensions are not sufficient for assessing the value of an educational intervention. Compliance with schedules, budgets, and activities must be linked to changes produced at the level of beneficiaries, educational practices, and the institution.

For the purposes of this research, educational project management is defined as the systemic and strategic process of designing, organizing, coordinating, implementing, monitoring, and evaluating an educational intervention through the responsible use of resources and the participation of relevant stakeholders, with the aim of achieving educational goals and producing sustainable changes at the level of beneficiaries and the educational organization. Through this definition, management is distinguished from the routine administration of activities and is understood as a process of leading educational change.

The objectives and principles of educational project management concern educational goals, process quality, responsible use of resources, evidence-informed decision-making, development of institutional capacity, stakeholder participation, adaptability, transparency, and sustainability. In the research, management principles are distinguished from evaluation criteria: the former guide the design and implementation of the intervention, while the criteria underpin judgments about project value and performance.

The analysis shows that management through projects can promote coherent planning, responsible use of resources, and visibility of results, but it can also generate fragmentation and orient interventions toward funding opportunities at the expense of genuine educational needs.

The project cycle is analysed through seven stages - programming, identification, formulation, financing, implementation, monitoring, and evaluation - regarded as interdependent. Project management tools provide reference points for planning, resource management, and progress monitoring, but when used separately they do not capture the complexity of educational change.

Within the same framework, the main project management tools are analysed - Project Cycle Management (PCM), PERT, the Critical Path Method (CPM), the Planning, Programming and Budgeting System (PPBS), Management by Objectives (MBO), and the Phase Management Technique (TMF). Their contribution is summarized in Table 1. None of these tools, taken individually, is sufficient to capture the complexity of an educational intervention. They nevertheless provide useful reference points for planning, tracking objectives, managing resources, monitoring progress, and integrating evaluation into the course of the project.

Table 1. Summary of the Main Educational Project Management Tools

Instrument	Contribution to educational project management	Relevance to the present research
Project Cycle Management (PCM)	Structures the entire project life cycle through the stages of programming, identification, formulation, financing, implementation, monitoring and evaluation. Ensures logical coherence among objectives, activities, results and evaluation.	Provides the basic conceptual model used to describe the stages of educational project management and to underpin the evaluation model.
Program Evaluation and Review Technique (PERT)	Estimates the duration of activities, manages uncertainty and identifies critical activities by using probabilistic time estimates.	Supports realistic project planning and the analysis of risks associated with the implementation of educational interventions.
Critical Path Method (CPM)	Identifies the critical activities that determine the project's total duration and optimizes the sequence of activities.	Contributes to implementation planning and monitoring, facilitating the efficient use of time and resources.
Planning, Programming and Budgeting System (PPBS)	Links strategic objectives, programmes, financial resources and performance evaluation.	Underpins the analysis of resource-use efficiency and the integration of financial planning into educational project management.
Management by Objectives (MBO)	Orients management toward results by setting measurable objectives and linking them to individual and organizational responsibilities.	Supports the definition of performance indicators and the evaluation of educational project results against the objectives undertaken.
Phase Management Technique (TMF)	Organizes implementation into successive phases, facilitating progress control and the evaluation of interim results.	Supports continuous monitoring and implementation adjustment, highlighting the phased nature of educational project management.

This leads to one of the chapter's important conclusions: the managerial framework provides the necessary basis for organizing the intervention, but it is not sufficient for evaluating its value. Evaluation must also include the quality of changes produced in pedagogical practices, beneficiaries' experiences, the institution's capacity to learn and adapt, and the way results are integrated into organizational development. Based on this conclusion, the praxiological framework for evaluation throughout the project cycle is constructed. Evaluation is viewed as a process that accompanies the project and changes its object and function depending on the stage of the intervention. In relation to the seven managerial stages, four evaluation modalities are distinguished: *ex-ante evaluation*, *interim evaluation*, *final evaluation*, and *ex-post evaluation*. The relationship between these modalities and the project cycle is presented in Figure 1. It shows that evaluation should not be associated exclusively with the end of the project.

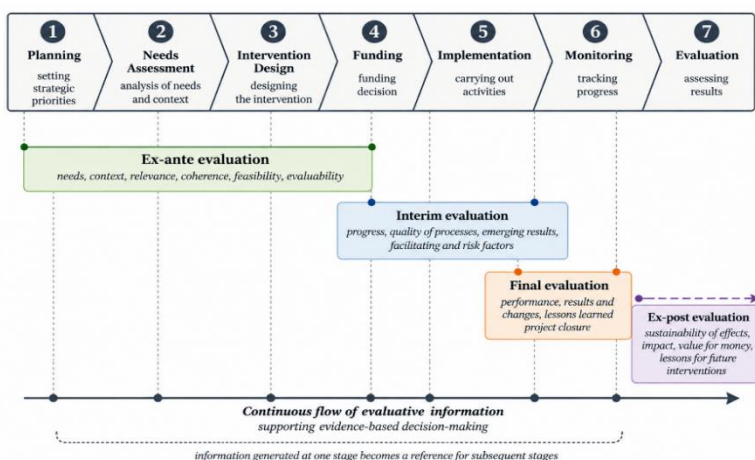


Fig. 1. Integration of Evaluation Modalities into the Educational Project Life Cycle

Ex-ante evaluation supports the grounding and design of the intervention; *interim evaluation* accompanies implementation and provides information for adjustment; *final evaluation* enables assessment of results and performance; and *ex-post evaluation* examines the persistence of effects and the extent to which changes are maintained after the project has ended.

This approach substantiates the principle of continuity and traceability in evaluation: evidence produced at different stages of the project forms a coherent trajectory of change, allowing results to be compared with the initial situation and the evolution of the intervention to be tracked. Evaluation is therefore based on the body of evidence accumulated over time, not exclusively on final findings.

On this basis, the *Integrative Evaluation Model for Educational Projects* is developed. The model starts from the observation that the main frameworks used in evaluation respond to different needs. The OECD-DAC criteria are

indispensable for performance assessment; theory of change and intervention logic enable understanding of the relationships among activities, results, and effects; results-based management maintains attention on the change produced; participatory approaches include the perspectives of beneficiaries and other stakeholders; and organizational learning provides reference points for the use of evaluation results. The limitation lies not in the quality of these approaches, but in the fact that using them separately does not always provide a sufficiently comprehensive picture of the educational project.

The proposed model does not seek to replace these frameworks, but to relate them within a construction adapted to the specificity of education. Its integrative character therefore derives not from the number of elements it contains, but from the links among them. In essence, the model answers five questions: what is evaluated, against what it is evaluated, how it is evaluated, when it is evaluated, and for what purpose it is evaluated. This logic links the object of evaluation to criteria, the criteria to questions and indicators, the indicators to methods and evidence, and the evidence to interpretation and evaluative judgment.

The structure of the model is presented in Figure 2, which summarizes the relationship among the theoretical foundations, principles, professional reference points, functional pillars, evaluation modalities, criteria, methods, and the operationalization and traceability mechanism.

The model rests on four categories of foundations. *The pedagogical-axiological foundations* keep educational goals, competence development, pedagogical value, and well-being at the center of evaluation. *The systemic-strategic foundations* draw on the systems approach, theory of change, and intervention logic. *The managerial-organizational foundations* integrate results-based management, quality management, and organizational learning. *The participatory-evaluative foundations* emphasize stakeholder participation, plurality of perspectives, and the use of evaluation results.

The functional structure is organized around four pillars. Methodological rigor and evidence integration support the quality of the information on which evaluation is based and imply the complementary use of quantitative and qualitative methods and the triangulation of sources and perspectives. Intervention logic and explanation of change enable examination of the mechanisms through which project activities lead to results and effects. Participation, ethics, and equity integrate the experiences of beneficiaries and other stakeholders and establish the conditions for the legitimacy of evaluation. Institutional learning and the sustainability of change examine how evaluation results are used in decisions, practices, and organizational development processes.

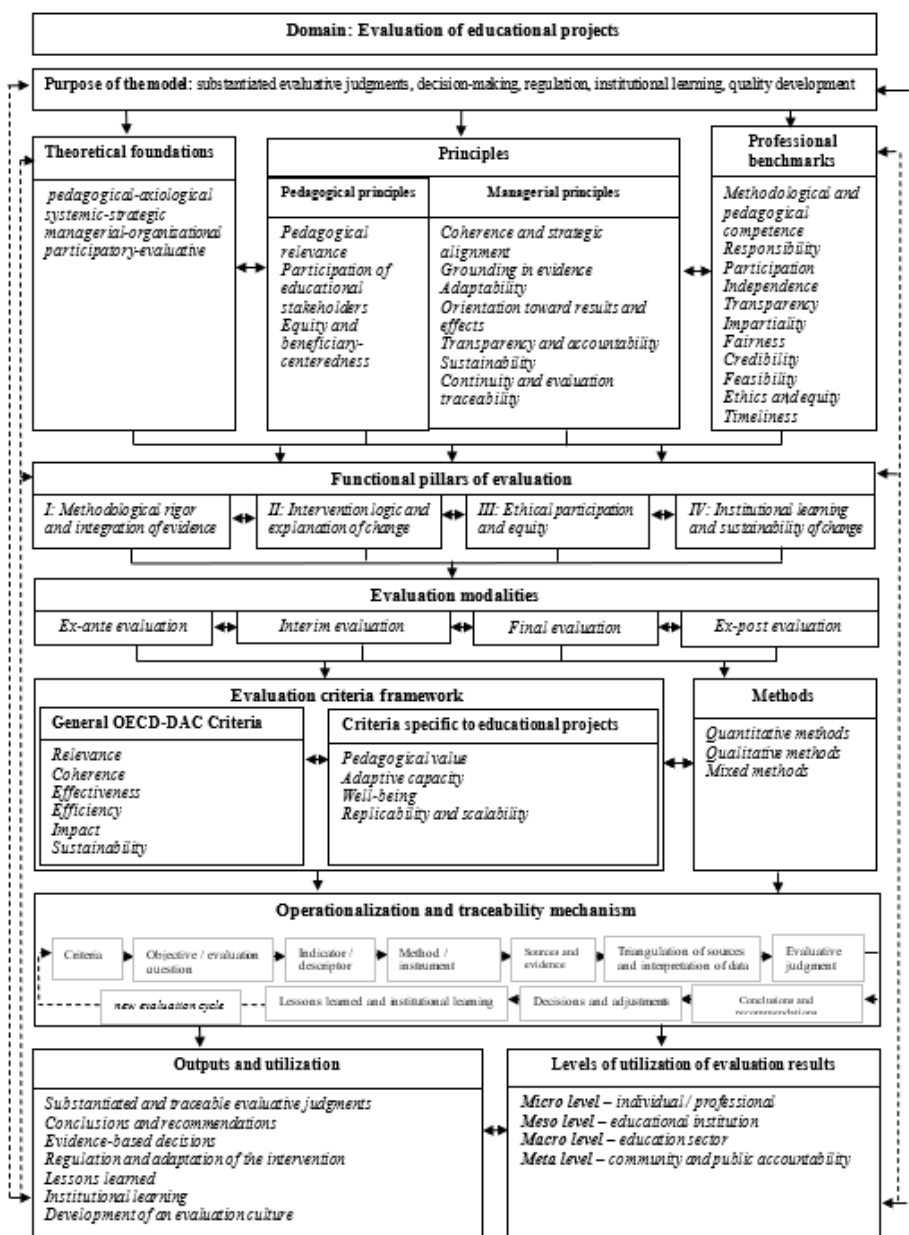


Fig. 2. Integrative Model for the Evaluation of Educational Projects

An essential component of the model is the two-level criteria framework represented in Figure 3.

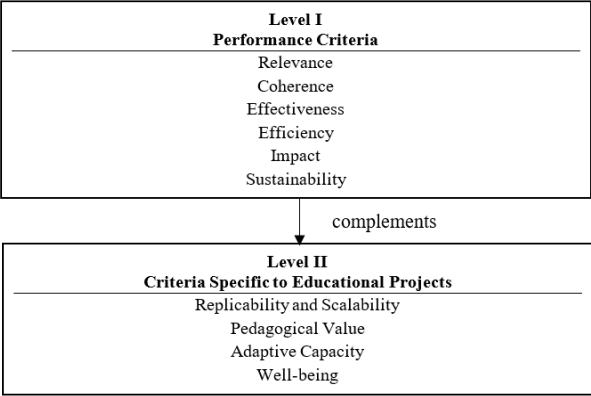


Fig. 3. Evaluation criteria specific to educational project

The *first level* comprises the OECD-DAC criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability – and preserves compatibility with international reference frameworks. The *second level* includes criteria specific to educational projects – pedagogical value, adaptive capacity, well-being, and replicability and scalability. These criteria do not replace the OECD-DAC framework; rather, they complement it where an assessment more closely aligned with the nature of an educational intervention is needed. *Pedagogical value* addresses the project’s contribution to competence development, improvement of teaching–learning–assessment processes and transformation of professional practices. *Adaptive capacity* concerns the way in which a project responds to contextual changes and uses feedback to adjust the intervention. *Well-being* introduces into evaluation the quality of beneficiaries’ experiences, the educational climate, participation, belonging, psychological safety and inclusion. *Replicability and scalability* address the potential for transferring, adapting and extending the intervention to other contexts.

Instruments are selected according to the criterion analysed, the evaluation question, the indicators or descriptors used, the nature of the beneficiaries and the project context. Quantitative, qualitative and mixed methods are used complementarily, while questionnaires, interviews, focus groups, observation, documentary analysis, assessment tasks, case studies and statistical analysis are treated as means of producing the evidence required to formulate evaluative judgements.

A distinctive element of the model is the *operationalization and traceability mechanism* presented in Table 2. The mechanism follows this sequence: criterion – evaluation objective and question – indicator/descriptors –

methods and instruments – sources and evidence – triangulation and interpretation – evaluative judgement – conclusions and recommendations – decision and use.

Table 2. Operationalization logic of the integrative evaluation model

Operationalization component	Methodological role	Operational result
Evaluation criterion	delineates the dimension being analysed and establishes the evaluation perspective	area of analysis
Evaluation objective	specifies the change or performance being pursued	direction of inquiry
Evaluation questions	translate the criteria into concrete issues for analysis	evaluation structure
Indicators	operationalize the criteria and enable assessment of change	observable variables
Methods and instruments	collect and analyse relevant information	quantitative and qualitative data
Evidence and triangulation	integrate information from multiple sources and validate findings	credible and consistent evidence
Evaluative judgement	interprets evidence against the criteria and formulates conclusions	conclusions, recommendations, lessons learned

The model also integrates the use of evaluation results, represented in Figure 4. Four interdependent levels are distinguished: **micro** – individual/professional; **meso** – educational institution; **macro** – education sector; and **meta** – community and public accountability. At the *micro level*, results can support reflection and professional development; at the *meso level*, institutional learning and development; at the *macro level*, the substantiation of education policies and programmes; and at the *meta level*, the strengthening of evaluation culture, transparency and public accountability.

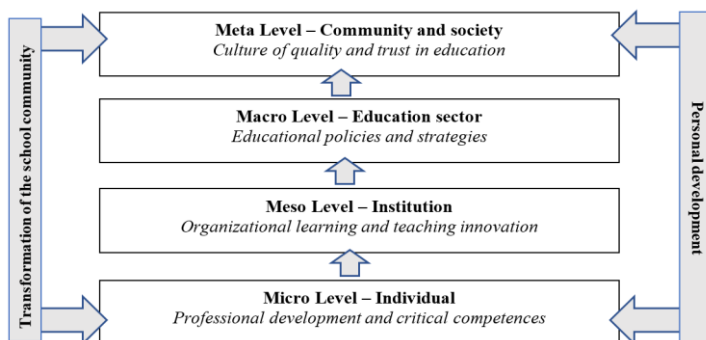


Fig. 4. Levels of utilization of the results of the Integrative evaluation model

Chapter 3, “Methodological and Praxiological Validation of the Integrative Evaluation Model for Educational Projects”, illustrates the Model’s conceptual, functional and methodological coherence and its applicability in real educational contexts. Validation is not intended to demonstrate that use of the model increases project performance, but to show that it can integrate general evaluation criteria with education-specific dimensions within a coherent, evidence-based framework.

The research has an *analytical-comparative and applied design*, with evaluation methodology as the main unit of analysis. The structure of the methodologies, the criteria and instruments used, the integration of evidence and the use of results were examined.

Methodological validation was conducted on a corpus of ten *educational and community project-evaluation methodologies* developed and used during 2021–2025 and selected for their methodological diversity. The analysis was based on a *multicriteria grid* combining the OECD-DAC criteria, requirements concerning rigor, ethics, transparency and the use of results, and education-specific criteria: pedagogical value, adaptive capacity, well-being, replicability and scalability. The level of criterion integration was assessed on a five-level ordinal scale, presented in Table 3, with each score supported by evidence and qualitative interpretation.

Table 3. Scoring system used in the comparative analysis of methodologies

Score	Level	Descriptor
5	Full integration	The criterion represents one of the methodology’s major strengths and is supported by consistent procedures, instruments, and evidence.
4	Strong integration	The criterion is well represented and applied consistently, with only minor limitations that do not affect the functionality of the methodology.
3	Partial integration	The criterion is present, but its application is incomplete or uneven and requires strengthening in order to become a well-grounded component of the methodology.
2	Limited integration	The criterion appears only occasionally or implicitly, without sufficient operationalization and without indicators to support its systematic application.
1	Absent or minimal integration	The criterion is almost entirely absent or merely mentioned formally, without methodological relevance to the evaluation process.

The applied component of the research included 296 unique participants – teaching and managerial staff, students, indirect beneficiaries and project partners – and combined a cross-sectional component with a longitudinal component. The sample structure is presented in Figure 5.

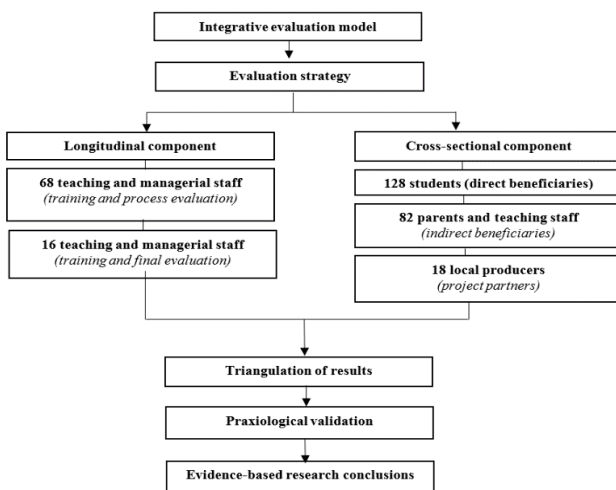


Fig. 5. Structure and logic of research sample composition

One component of the research focused on identifying the training needs of teaching and managerial staff in educational project evaluation. The results showed that 79.41% of respondents considered a dedicated curricular framework for developing evaluation competence necessary, with the most frequently indicated priorities being data analysis and interpretation (76.47%) and the use of evaluation instruments (72.06%). These results informed the design of the training programme developed within the research.

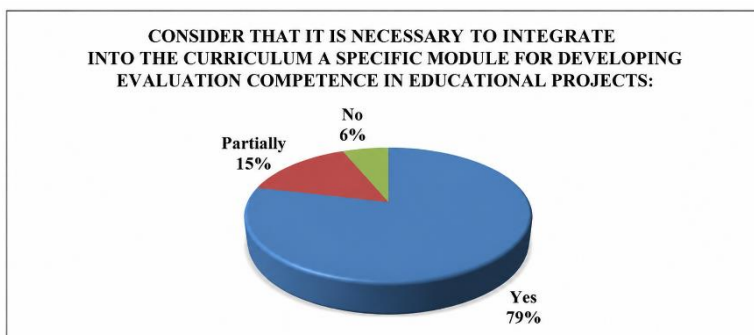


Fig. 6. Respondents' perception of the need for a curricular framework for developing educational project evaluation competence

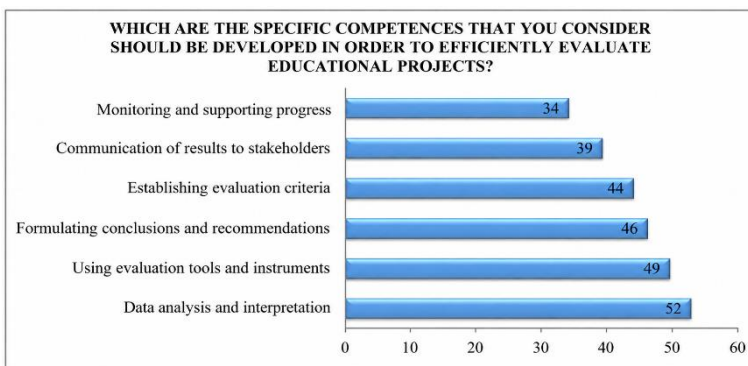


Fig. 7. Respondents' perception of the competences required for project evaluation

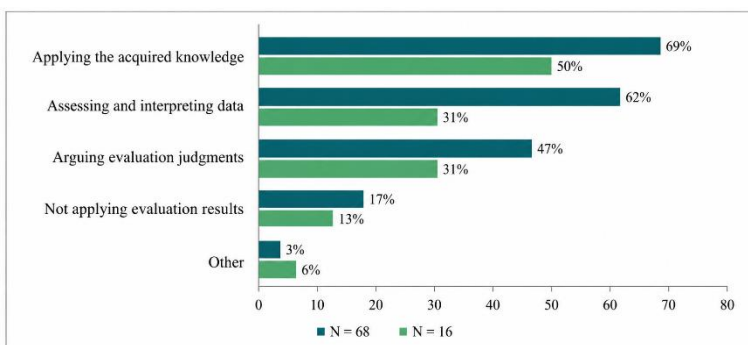


Fig. 8. Application of knowledge and utilization of educational project evaluation results – comparative analysis (N = 68; N = 16)

Comparison of the data collected at the two training stages indicates a *tendency towards stronger evaluation* practices among participants who completed both stages. The results point to more frequent use of evaluation instruments and broader use of results for professional reflection, adjustment of activities and evidence-informed educational decision-making.

The analysis of the ten methodologies revealed differences not only in the instruments used or the degree of formalization, but also in how the function of evaluation was understood. For analytical purposes, the methodologies were grouped into three orientations: **procedural-administrative**, centered on compliance, standardization, and control; **strategic-participatory**, oriented toward informing decisions and involving stakeholders; and **participatory-transformative**, in which evaluation is more strongly associated with reflection, organizational learning, and educational change. The comparative distribution is presented in Figure 9.

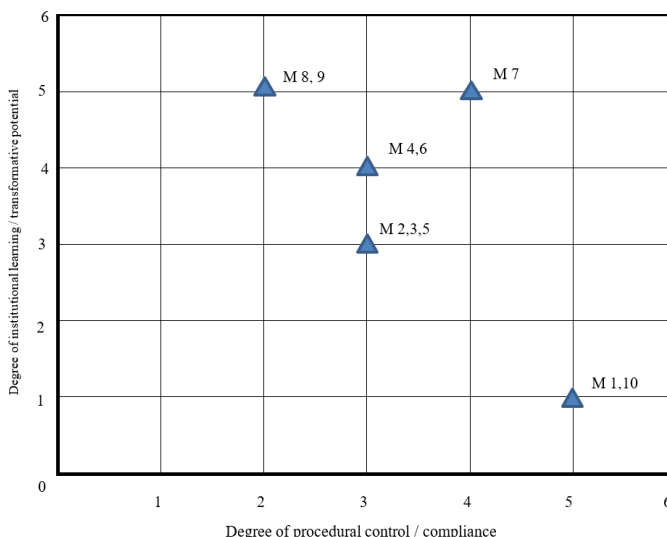


Fig. 9. Comparative positioning of the methodologies

The results show that none of the methodologies analysed integrates all dimensions relevant to educational project evaluation in a balanced manner. Relevance, coherence, methodological rigor and ethics are generally well represented, whereas pedagogical value, well-being, adaptive capacity and the use of results for organizational learning are integrated unevenly. This finding supports the need for a framework that links established performance criteria with dimensions specific to educational change.

Praxiological validation was carried out by applying the model in an *instrumental case study*. The OECD-DAC criteria were linked with pedagogical value, adaptive capacity, well-being and replicability/scalability and operationalized through evaluation questions, methods and sources of evidence adapted to the context. Documentary analysis, questionnaires, semi-structured interviews, focus groups and observations made it possible to examine the data from institutional, operational and beneficiary perspectives, which were compared through triangulation.

The case-study results support the model's applicability and its capacity to integrate general performance criteria with education-specific dimensions within a coherent evaluation framework. At the same time, its application highlighted the need to adjust evaluation questions, indicators, methods and evidence sources according to the characteristics of the intervention. The model thus combines the coherence of its criteria structure with the flexibility required for use in different educational contexts.

Application of the model also enabled the limitations of the research to be identified. These concern the use of self-report instruments, the limited duration of observation, uneven access to institutional documents and the difficulty of operationalizing complex dimensions such as well-being, pedagogical value, institutional impact and adaptive capacity.

The identified limitations delimit the interpretation of the results and point to the need for longitudinal research and further refinement of instruments intended to evaluate predominantly qualitative dimensions of educational change.

The result indicates a high degree of integration of the model's dimensions, without eliminating the need for further verification in other contexts and over longer time horizons. Comparative positioning is illustrated in Figure 10, where the model is located in the area characterized by high methodological rigor and strong potential for institutional learning.

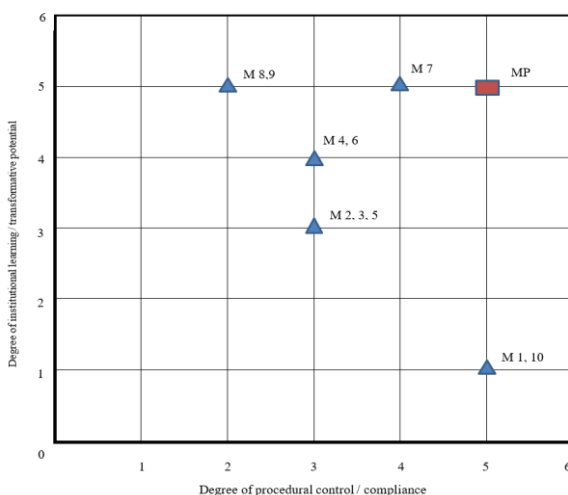


Fig. 10. Comparative positioning of the analyzed methodologies in relation to the proposed integrative

A distinct methodological result is the *Integrative Value Index (IVI)*, developed as an exploratory instrument for synthesizing multicriteria analysis. Its construction links the methodology's technical core with the human-pedagogical dimension and adaptive capacity. The index formula is:

$$IVI = NT + \frac{(VP+SB)}{CA}.$$

The Integrative Value Index does not replace the analysis of individual criteria and is not proposed as a universal measure; its role is to facilitate comparison among the methodological configurations investigated. In Table 4, the proposed methodology records an **IVI value of 31.80**, the highest in the analysed corpus, followed by Methodology 7 with 30.50. The exploratory nature of the index

nevertheless requires subsequent verification of its metric properties on larger samples and through appropriate statistical procedures.

Table 4. Comparative analysis of methodologies using the Integrative Value Index (IVI) formula

Methodology	Technical core (TC)	Human-pedagogical dimension (PV+WB)	Adaptive capacity (AC)	Integrative Value Index (IVI)
M1 (structural-formal)	22	3	3	23.00
M2 (mixed-participatory)	26	5	4	27.25
M3 (OECD-DAC)	27	5	4	28.25
M4 (participatory-reflexive)	27	7	5	28.40
M5 (strategic-analytical)	27	5	4	28.25
M6 (participatory-analytical)	27	7	5	28.40
M7 (participatory-integrative)	28	10	4	30.50
M8 (participatory-ethical)	25	9	5	26.80
M9 (participatory-formative)	25	9	4	27.25
M10 (analytical-integrative)	25	5	4	26.25
Proposed methodology	30	9	5	31.80

The praxiological dimension is complemented by the development of the training programme “*Educational project evaluation*,” whose content was partially piloted in activities conducted in 2024 and 2025. The results enabled the programme to be adjusted to the identified needs and highlight the potential for using the model in continuing professional development as well.

GENERAL CONCLUSIONS

Within the limits of the adopted design, the research substantiated, developed, operationalized, and validated the Integrative Evaluation Model for Educational Projects, designed to link general performance assessment criteria with the pedagogical, organizational, and contextual dimensions of educational interventions and to substantiate evaluative judgments through evidence.

1. **The theoretical and praxiological grounding of the research** made it possible to define the educational project as a specific object of evaluation and to highlight the limitations of fragmented approaches. The progressive and often intangible nature of results, dependence on context, plurality of stakeholders, and organizational dimension of change require the integration of managerial, pedagogical, organizational, and evaluative perspectives. From a praxiological perspective, evaluation was integrated throughout the project cycle by linking managerial stages with ex-ante, interim, final, and ex-post evaluation, which gives evaluation a continuous and cumulative character and allows evidence produced at one stage to serve as reference points for subsequent evaluations and decisions.

2. **The central conceptual result of the research** is the Integrative Evaluation Model for Educational Projects, built on pedagogical-axiological, systemic-strategic, managerial-organizational, and participatory-evaluative foundations. The Model articulates foundations, principles, evaluation modalities, criteria, methods, evidence, and the use of results within a unified conceptual and methodological construction, keeping educational value at the center of evaluation and avoiding its reduction to the administrative-managerial dimension.

3. **A two-level criteria system was substantiated**, linking the OECD-DAC criteria - relevance, coherence, effectiveness, efficiency, impact, and sustainability - with criteria specific to educational projects: pedagogical value, adaptive capacity, well-being, and replicability/scalability. The distinct methodological contribution consists in substantiating the principle of continuity and traceability in evaluation and the operationalization mechanism that links the criterion, evaluation questions, indicators, methods, evidence sources, interpretation, evaluative judgment, conclusions, and recommendations. The professional and ethical dimension is complemented by the reference framework for evaluator competence and conduct, which supports the rigor, accountability, and credibility of the evaluation process.

4. **The methodological and praxiological validation of the Model**, carried out through comparative and meta-evaluative analysis of ten methodologies, methodological simulation, and the instrumental case study, supports its conceptual coherence, methodological functionality, and applicability in the context investigated. The analysis revealed uneven integration of education-specific dimensions in existing methodologies, while application of the model demonstrated the possibility of linking criteria with questions, indicators, methods, and evidence sources within a multidimensional interpretation of the intervention. The Integrative Value Index (IVI) complements the approach as an exploratory instrument for multicriteria synthesis and comparison and requires further validation in broader contexts and samples.

5. **The research results** support the formulated hypothesis and contribute to addressing the scientific problem of insufficient theoretical, methodological, and operational grounding of educational project evaluation from an integrative perspective. The proposed solution consists of an evaluation framework that integrates project performance with educational specificity, ensures continuity and traceability of the evaluation process, and directs results toward decision-making, organizational learning, and institutional development. The practical value is embodied in the Integrative Evaluation Model, its associated methodology, the criteria system, the multicriteria grid, the traceability mechanism, the IVI, the evaluator reference framework, and the evaluation competence development programme.

The scientific problem addressed by the research consists in the substantiation, development, and validation, within the limits of the research design, of the Integrative Evaluation Model for Educational Projects and its

operationalization methodology, through which general performance assessment criteria are linked with the pedagogical, organizational, and contextual dimensions of the intervention and articulated within a mechanism of continuity and traceability in evaluation; this enables the formulation of coherent, evidence-based evaluative judgments and creates the methodological basis for using evaluation results in decision-making, adjustment of interventions, and institutional learning in the context of educational project evaluation.

RECOMMENDATIONS

The research results can be used at several levels, from deepening and validating the methodological approach to using the Model in institutions, in professional training, and in the development of more coherent evaluation practices at system level.

At the meta level, priority should be given to continuing the research and verifying the validity of the Model in contexts more varied than those analysed in the present work. Applying it to larger samples and to educational projects with different profiles would make it possible to examine its applicability and transferability. A distinct direction is the testing of the multicriteria grid through independent application by multiple evaluators and estimation of inter-rater agreement in order to verify the consistency with which criteria, indicators, and descriptors are used. It is also recommended to deepen the methods for measuring dimensions that draw on beneficiaries' perceptions and experiences, particularly well-being, pedagogical value, and adaptive capacity, including through the development and testing of scales with documented psychometric properties. Longitudinal research could complement this direction by examining the persistence of effects and how educational and institutional changes are maintained or transformed after projects end.

At the macro level, the research results can be used by examining the possibility of gradually integrating criteria specific to educational projects into the methodologies and guidelines used to evaluate interventions in the field. This would make it possible to complement traditional performance evaluation with dimensions concerning pedagogical value, adaptation of the intervention, beneficiaries' experiences, and the potential for transfer and scaling. The professional reference points developed in the research may also serve as a reference for formulating common requirements for evaluators' work, addressing competence, independence, impartiality, transparency, accountability, and ethical conduct. The developed training programme may be analysed against professional competence standards and continuing professional development requirements and piloted in collaboration with institutions providing professional development programmes.

At the meso level, the Model can be used by integrating evaluation more clearly into project management and institutional development processes. Evaluation should not be limited to the final stage, but used throughout the

intervention to support adjustments, inform decisions, and improve implementation. Institutions can develop procedures for documenting findings, analysing them, and tracking how recommendations are translated into action. Such practice would strengthen the link between evaluation and management and enable lessons learned from projects to be used in institutional development planning and the review of practices.

At the micro level, the emphasis is on developing the competences of those who design, conduct, or use evaluation. Evaluators, project managers, and teaching staff need both knowledge of instruments and the ability to interpret data, apply criteria consistently, and support their judgments with evidence. The application of indicators and descriptors should be accompanied by justification of assessments in order to reduce variation arising solely from evaluator perception and to increase consistency across evaluations. At the same time, it is essential to distinguish among finding, interpretation, and evaluative judgment: a finding describes the data, interpretation explains their meaning, and evaluative judgment involves relating the evidence to criteria and formulating a reasoned assessment.

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4. Other Scientific Works and Publications Relevant to the Field

4.1. Abstracts Published in Scientific Conference Proceedings

1. BULAT, Violeta. Importance of the participatory process in the context of project evaluation. In: *Education, Policies, Society*. Selective Abstract Collection. Chişinău: CEP UPS “Ion Creanga”, 2024, p. 19. ISBN 978-9975-46-897-8. Available at: https://ibn.idsi.md/sites/default/files/imag_file/Moldavian-Polish-Romanian%20interna%C8%9Bional%20scientific%20congress%20%E2%80%99Ceducati on%2C%20policies%2C%20society_2024.pdf

2. BULAT, Violeta, ANDRIȚCHI, Viorica. Digital skills of the evaluator. In: *Education for Peace and Sustainable Development*. 6th edition. Chişinău, 2023, pp. 85–86. ISBN 978-9975-62-593-7. In: *Book of Abstracts*. Available at: https://ibn.idsi.md/sites/default/files/imag_file/Book of abstracts CIEA%2B2023.pdf

4.2. Other Relevant Scientific Publications

1. BULAT, Violeta. *Study on Violence against Children in the Districts of Florești, Căușeni and Nisporeni*, developed within the project “Prevention and Protection of Children against Violence in the Republic of Moldova”, implemented by NGO CONCORDIA – Social Projects in partnership with Kindernothilfe e.V., with financial support from the German Federal Ministry for Economic Cooperation and Development (BMZ). Chişinău, 2025. Available at: <https://www.concordia.md/despre-noi/details/studiu-privind-violenta-asupra-copiiilor-in-republica-moldova/>

ADNOTARE

Violeta Bulat, Fundamente teoretice și metodologice ale evaluării proiectelor educaționale

Teză de doctor în științele educației, Chișinău, 2026

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 164 de titluri, 6 anexe, 144 de pagini de text de bază, 21 figuri și 30 de tabele. Rezultatele obținute sunt publicate în 15 lucrări științifice.

Cuvinte-cheie: evaluare, proiecte educaționale; model integrator; metodologia evaluării; criterii de evaluare; valoare integratoare; standard de evaluare; competența evaluatorului; managementul proiectelor; cultură a evaluării.

Scopul lucrării: fundamentarea teoretică și metodologică, elaborarea, operaționalizarea și validarea metodologică și praxiologică a *Modelului evaluativ integrator al proiectelor educaționale*, pentru corelarea criteriilor generale de apreciere a performanței cu dimensiunile pedagogice, organizaționale și contextuale ale intervențiilor educaționale și fundamentarea judecăților evaluative și valorificarea rezultatelor evaluării pentru decizie, reglare și învățare instituțională.

Obiectivele cercetării: fundamentarea teoretică și metodologică a evaluării proiectelor educaționale, prin analiza abordărilor existente și delimitarea specificului educației; conceptualizarea evaluării proiectelor educaționale din perspectivă integratoare, prin fundamentarea principiilor, dimensiunilor și criteriilor de apreciere a performanței și valorii educaționale; elaborarea modelului evaluativ integrator și a metodologiei de operaționalizare, prin corelarea criteriilor, indicatorilor, descriptorilor, metodelor, instrumentelor și dovezilor evaluative; validarea conceptuală, metodologică și praxiologică a modelului și metodologiei, prin analiză comparativă, simulare metodologică, metaevaluare și studiu de caz educațional; elaborarea unor repere praxiologice pentru profesionalizarea evaluării proiectelor educaționale, prin configurarea referențialului privind competența și conduita profesională a evaluatorului și proiectarea unui program pentru dezvoltarea competenței de evaluare.

Noutatea și originalitatea științifică a cercetării constau în fundamentarea unei viziuni integratoare asupra evaluării proiectelor educaționale. Evaluarea este organizată pe două niveluri complementare: nucleul constituit din criteriile OECD-DAC – relevanță, coerență, eficacitate, eficiență, impact și sustenabilitate – și nivelul specific proiectelor educaționale, constituit din *valoarea pedagogică, capacitatea adaptativă, starea de bine și replicabilitatea/scalabilitatea*. **Originalitatea metodologică** se concretizează în *fundamentarea principiului continuității și trasabilității evaluative și a mecanismului de corelare a criteriilor cu întrebările evaluative, indicatorii, descriptorii, metodele, dovezile, judecățile și recomandările*, precum și în *conceptualizarea valorii integratoare și propunerea indicelui valorii integratoare (IVI)* ca instrument exploratoriu de sintetizare a analizei multicriteriale.

Rezultatele științifice constau în fundamentarea și validarea *Modelului evaluativ integrator al proiectelor educaționale* și a metodologiei aferente, contribuind la soluționarea problemei insuficienței fundamentări teoretice, metodologice și operaționale a evaluării proiectelor educaționale din perspectivă integratoare.

Semnificația teoretică a cercetării constă în dezvoltarea cadrului conceptual al evaluării proiectelor educaționale prin fundamentarea unei viziuni integratoare care corelează performanța intervenției cu valoarea sa pedagogică, dimensiunile organizaționale și contextuale și utilizarea rezultatelor pentru învățare instituțională; în conceptualizarea valorii integratoare ca reper al analizei multidimensionale; în fundamentarea sistemului criterial pe două niveluri și a relațiilor dintre criteriile generale de performanță și dimensiunile specifice educației; precum și în fundamentarea principiului continuității și trasabilității evaluative ca mecanism de articulare a producerii, interpretării și valorificării dovezilor.

Valoarea aplicativă rezidă în caracterul operațional al *Modelului evaluativ integrator* și al metodologiei, precum și în potențialul lor de utilizare și transfer în evaluarea unor proiecte educaționale desfășurate în contexte instituționale diferite.

Implementarea rezultatelor științifice s-a realizat prin aplicarea *Modelului evaluativ integrator* și a metodologiei aferente în cadrul studiului de caz, cu 296 de participanți unici, precum și prin valorificarea programului de dezvoltare a competenței de evaluare, la care au participat 68 de cadre didactice și manageriale, dintre care 16 au fost implicați și în evaluarea finală. Rezultatele au fost diseminate în cadrul manifestărilor științifice naționale și internaționale.

ANNOTATION

Violeta Bulat, *Theoretical and Methodological Foundations of Educational Project Evaluation* Doctoral Thesis in Educational Sciences, Chisinau, 2026

Thesis structure: introduction, three chapters, general conclusions and recommendations, a bibliography comprising 164 titles, 6 annexes, 144 pages of main text, 21 figures, and 30 tables. The results obtained have been published in 15 scientific papers.

Keywords: evaluation; educational projects; integrative model; evaluation methodology; evaluation criteria; integrative value; evaluation standard; evaluator competence; project management; evaluation culture.

Aim of the research: to provide the theoretical and methodological grounding, develop, operationalize, and methodologically and praxiologically validate the *Integrative Evaluation Model for Educational Projects*, in order to align general performance assessment criteria with the pedagogical, organizational, and contextual dimensions of educational interventions, substantiate evaluative judgments, and use evaluation results for decision-making, adjustment, and institutional learning.

Research objectives: to provide the theoretical and methodological grounding for educational project evaluation by analysing existing approaches and defining the specific features of education; to conceptualize educational project evaluation from an integrative perspective by substantiating the principles, dimensions, and criteria for assessing performance and educational value; to develop the integrative evaluation model and its operationalization methodology by linking criteria, indicators, descriptors, methods, instruments, and evaluative evidence; to validate the model and methodology conceptually, methodologically, and praxiologically through comparative analysis, methodological simulation, meta-evaluation, and an educational case study; to develop praxiological benchmarks for the professionalization of educational project evaluation by establishing a reference framework for evaluator competence and professional conduct and designing a programme for developing evaluation competence.

Scientific novelty and originality of the research consist in substantiating an integrative approach to educational project evaluation. Evaluation is structured on two complementary levels: a core level comprising the OECD-DAC criteria – relevance, coherence, effectiveness, efficiency, impact, and sustainability – and an education-specific level comprising *pedagogical value, adaptive capacity, well-being, and replicability/scalability*. **Methodological originality** is reflected in *substantiating the principle of continuity and traceability in evaluation and the mechanism linking criteria with evaluation questions, indicators, descriptors, methods, evidence, judgments, and recommendations*, as well as in the *conceptualization of integrative value and the introduction of the Integrative Value Index (IVI)* as an exploratory tool for synthesizing multicriteria analysis.

Scientific results consist in the substantiation and validation of the *Integrative Evaluation Model for Educational Projects* and its associated methodology, contributing to solving the problem of insufficient theoretical, methodological, and operational grounding of educational project evaluation from an integrative perspective. **Theoretical significance of the research** lies in advancing the conceptual framework of educational project evaluation by substantiating an integrative approach that links intervention performance with its pedagogical value, organizational and contextual dimensions, and the use of results for institutional learning; conceptualizing integrative value as a reference point for multidimensional analysis; substantiating the two-level system of criteria and the relationships between general performance criteria and education-specific dimensions; as well as substantiating the principle of continuity and traceability in evaluation as a mechanism linking the production, interpretation, and use of evidence.

Practical value lies in the operational nature of the *Integrative Evaluation Model* and its methodology, as well as in their potential for application and transfer in the evaluation of educational projects implemented in different institutional contexts.

Implementation of the scientific results was carried out through the application of the *Integrative Evaluation Model* and its associated methodology within the case study involving 296 unique participants, as well as through the use of the evaluation competence development programme, which involved 68 teaching and managerial staff, of whom 16 also participated in the final evaluation. The results were disseminated at national and international scientific events.

АННОТАЦИЯ

Виолета Булат, Теоретические и методологические основы оценивания образовательных проектов, Диссертация на соискание ученой степени доктора наук об образовании,

Кишинэу, 2026

Структура диссертации: введение, три главы, общие выводы и рекомендации, библиография из 164 наименований, 6 приложений, 144 страницы основного текста, 21 рисунок и 30 таблиц. Полученные результаты опубликованы в 15 научных работах.

Ключевые слова: оценивание; образовательные проекты; интегративная модель; методология оценивания; критерии оценивания; интегративная ценность; стандарт оценивания; компетентность оценщика; управление проектами; культура оценивания.

Цель исследования: теоретическое и методологическое обоснование, разработка, операционализация, методологическая и праксиологическая валидация *Интегративной модели оценивания образовательных проектов* для соотнесения общих критериев оценки эффективности с педагогическими, организационными и контекстуальными измерениями образовательных интервенций, обоснования оценочных суждений и использования результатов оценивания для принятия решений, корректировки и институционального обучения.

Задачи исследования: теоретическое и методологическое обоснование оценивания образовательных проектов путем анализа существующих подходов и определения специфики образования; концептуализация оценивания образовательных проектов с интегративной позиции путем обоснования принципов, измерений и критериев оценки эффективности и образовательной ценности; разработка интегративной модели оценивания и методологии ее операционализации путем соотнесения критериев, показателей, дескрипторов, методов, инструментов и оценочных доказательств; концептуальная, методологическая и праксиологическая валидация модели и методологии посредством сравнительного анализа, методологического моделирования, метаоценивания и образовательного кейс-исследования; разработка праксиологических ориентиров профессионализации оценивания образовательных проектов путем формирования референтной рамки компетентности и профессионального поведения оценщика и проектирования программы развития компетентности в области оценивания. **Научная новизна и оригинальность исследования** состоят в обосновании интегративного подхода к оцениванию образовательных проектов. Оценивание организовано на двух взаимодополняющих уровнях: ядро, включающее критерии OECD-DAC — актуальность, согласованность, результативность, эффективность, воздействие и устойчивость, — и специфический для образовательных проектов уровень, включающий *педагогическую ценность, адаптивную способность, благополучие и воспроизводимость/масштабируемость*. **Методологическая оригинальность** заключается в обосновании принципа непрерывности и прослеживаемости оценивания и механизма соотнесения критериев с оценочными вопросами, показателями, дескрипторами, методами, доказательствами, суждениями и рекомендациями, а также в концептуализации интегративной ценности и предложении *Индекса интегративной ценности (IVI)* как исследовательского инструмента синтеза многокритериального анализа.

Научные результаты состоят в обосновании и валидации *Интегративной модели оценивания образовательных проектов* и соответствующей методологии, способствуя решению проблемы недостаточной теоретической, методологической и операциональной обоснованности оценивания образовательных проектов с интегративной позиции.

Теоретическая значимость исследования состоит в развитии концептуальных основ оценивания образовательных проектов через обоснование интегративного подхода, связывающего эффективность интервенции с ее педагогической ценностью, организационными и контекстуальными измерениями и институциональным обучением; в концептуализации интегративной ценности; обосновании двухуровневой системы критериев и связи между общими критериями эффективности и специфическими измерениями образования; а также принципа непрерывности и прослеживаемости оценивания как механизма формирования, **интерпретации и использования** доказательств.

Практическая значимость определяется операциональным характером *Интегративной модели оценивания* и соответствующей методологии, а также потенциалом их применения и переноса при оценивании образовательных проектов, реализуемых в различных институциональных контекстах.

Внедрение научных результатов осуществлялось путем применения *Интегративной модели оценивания* и соответствующей методологии в кейс-исследовании с 296 уникальными участниками, а также программы развития оценочной компетентности для 68 педагогических и управленческих работников, из которых 16 участвовали и в итоговом оценивании. Результаты представлены на национальных и международных научных мероприятиях.

BULAT VIOLETA

**THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF
EDUCATIONAL PROJECT EVALUATION**

SPECIALTY 531.01 – GENERAL THEORY OF EDUCATION

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