

Participative Evaluation in Political Education

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Abstract

Evaluating political education from an objectivistic methodology is met with problems of legitimacy. With regard to instructing for democracy, refers to multiperspectivity, democratic consensus as well as political equality, all of which suggests integration of numerous stakeholders for this purpose. Therefore, estimating success of these measures cannot be the sole option of any particular business. Quite the contrary, from a constructivist perspective their relative efficiency must proceed from the assumption of numerous partaking groups. Moreover, this perspective does not only regard a balancing of asymmetric decision making, but it exerts an impact on the role of the evaluating person as well. To sum up, this text is going to name problems of synchronization, as well as their underlying theoretical assumptions and last but not least, their implications for side-effects of the evaluatory process itself.



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