Evaluation Overview

How do we know we make a difference?

A BRIEF INTRODUCTION TO EVALUATION

The IGUANA Project
Improving Education Together

Why do Evaluation?

- To help the school develop a plan for innovation and change (ex-ante evaluation)
- To help the school keep track of how it is progressing in relation to its current strategies and plans (on-going or 'formative' evaluation)
- To help the school measure what is has achieved (ex-post or 'summative' evaluation)
- But above all – to help the school 'learn' and become a 'learning organisation'

The
IGUANA Project
Improving Education Together

When to do evaluation

Learning – feeding the results of the evaluation into new planning

Ex-ante – planning for the start of a new year

On-going – linking monitoring with management systems

Ex-post – measuring how the school has performed on its plan

The IGUANA Project
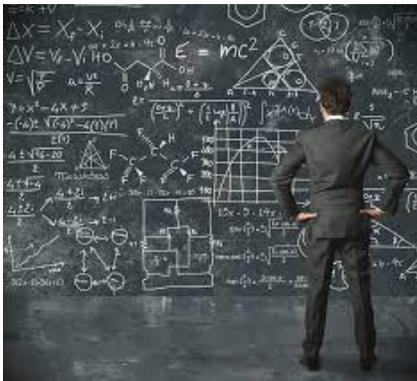*Improving Education Together*
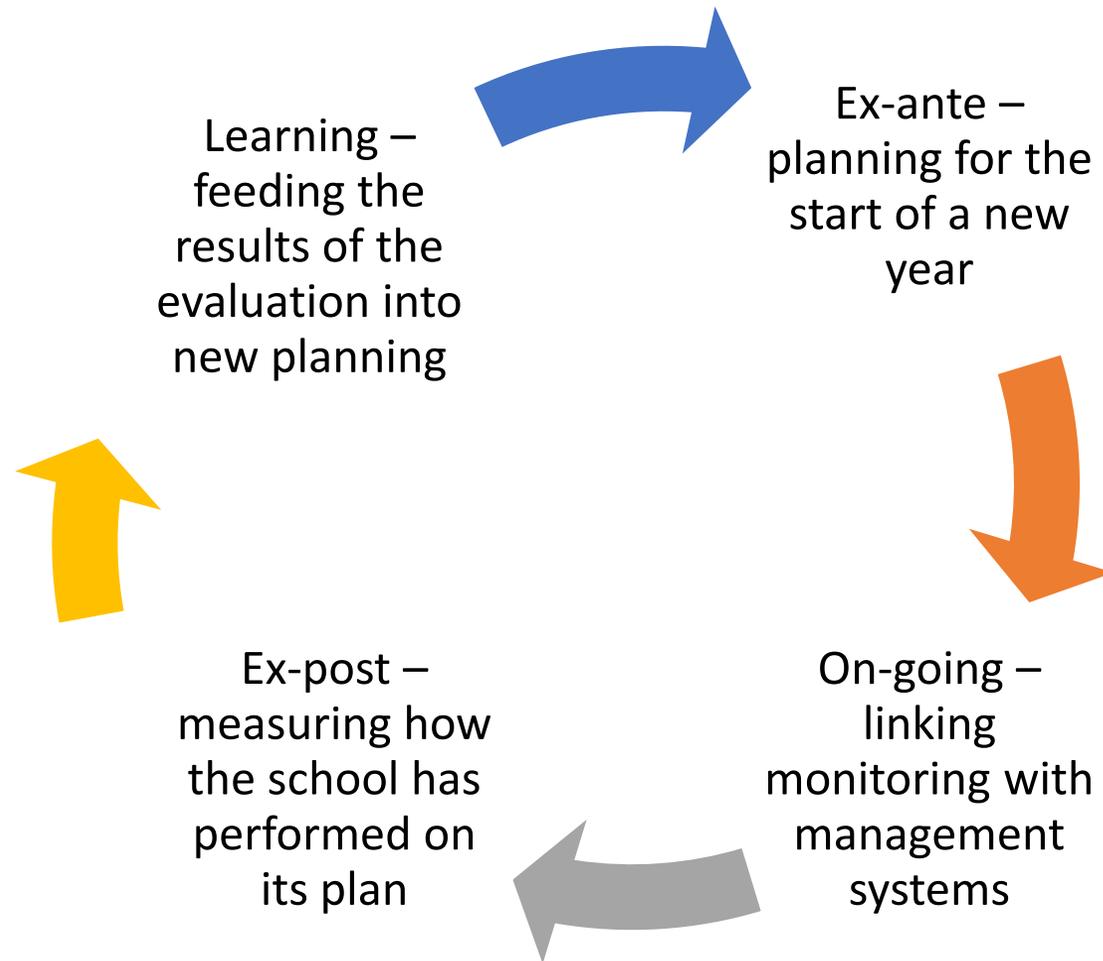
What kind of evaluation?

Experimental – randomised; compares 'treatment' group with 'control' group

Constructivist – focuses on the process of learning; uses data that are produced by stakeholders working together
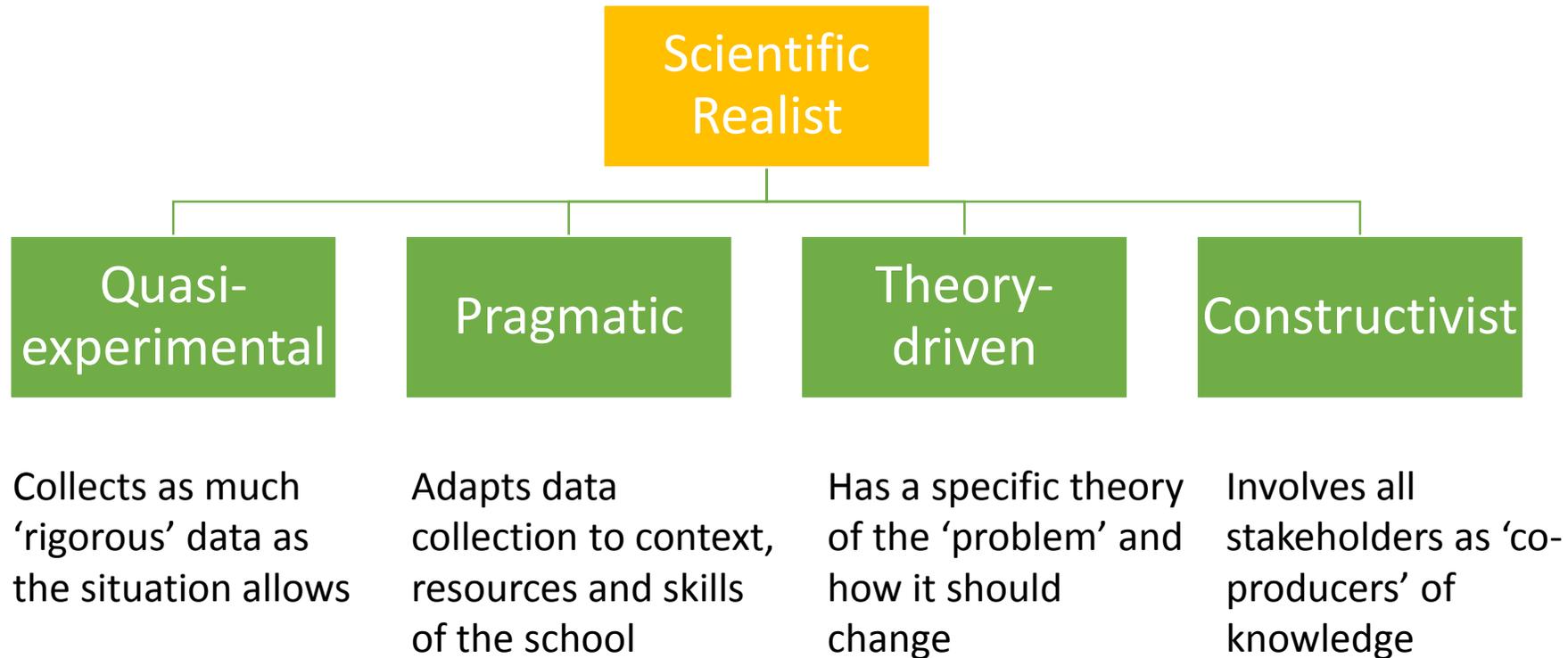
Theory-driven - has a concept about why there is a 'problem' and how it can be solved

Pragmatic – whatever works best to suit the circumstances

The IGUANA Project
Improving Education Together

The IGUANA Evaluation Approach

```
                        Scientific
                         Realist

    Quasi-          Pragmatic        Theory-        Constructivist
  experimental                        driven
```

Collects as much   Adapts data   Has a specific theory   Involves all
'rigorous' data as   collection to context,   of the 'problem' and   stakeholders as 'co-
the situation allows   resources and skills   how it should   producers' of
                          of the school   change   knowledge
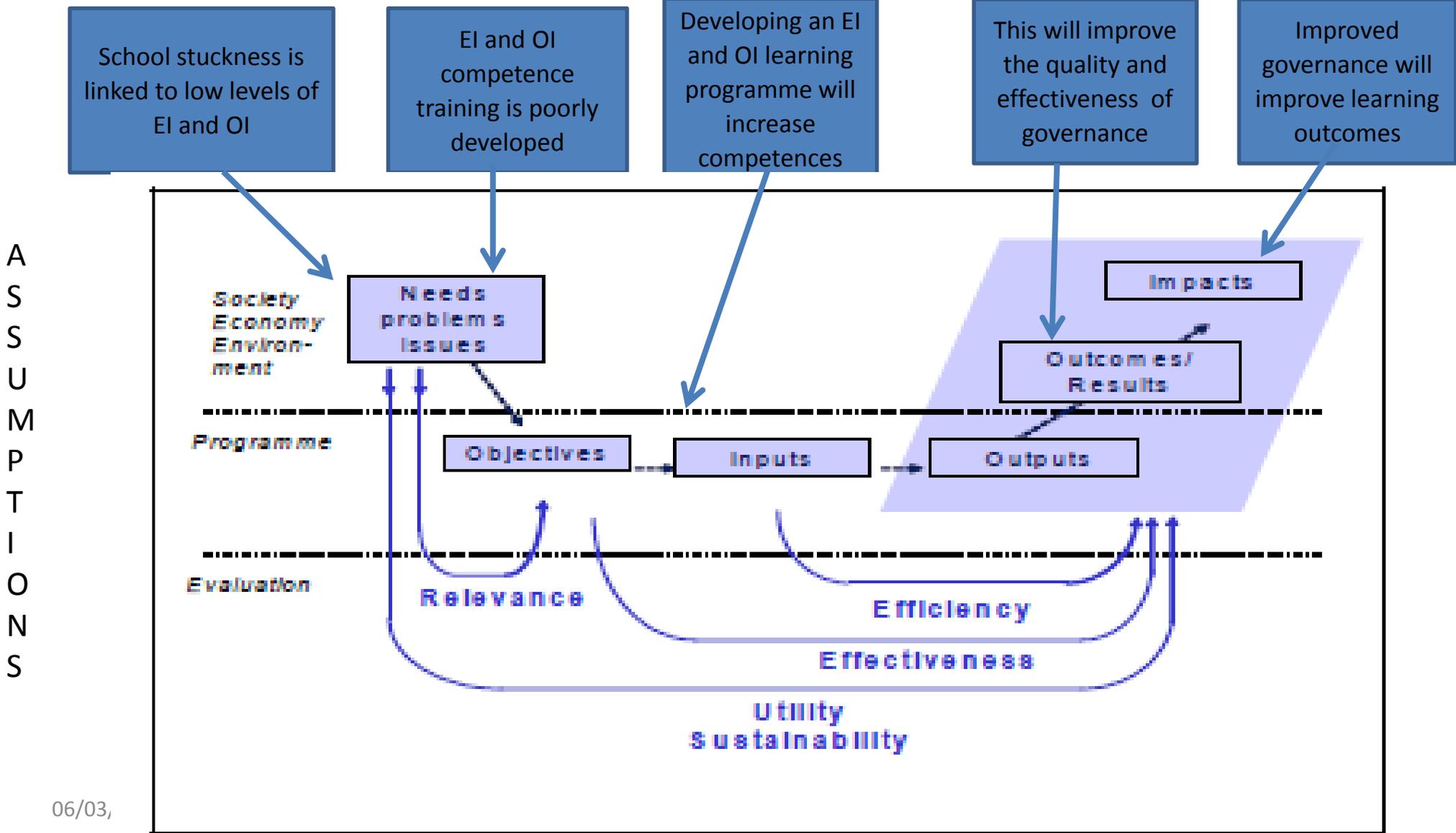
The IGUANA Project
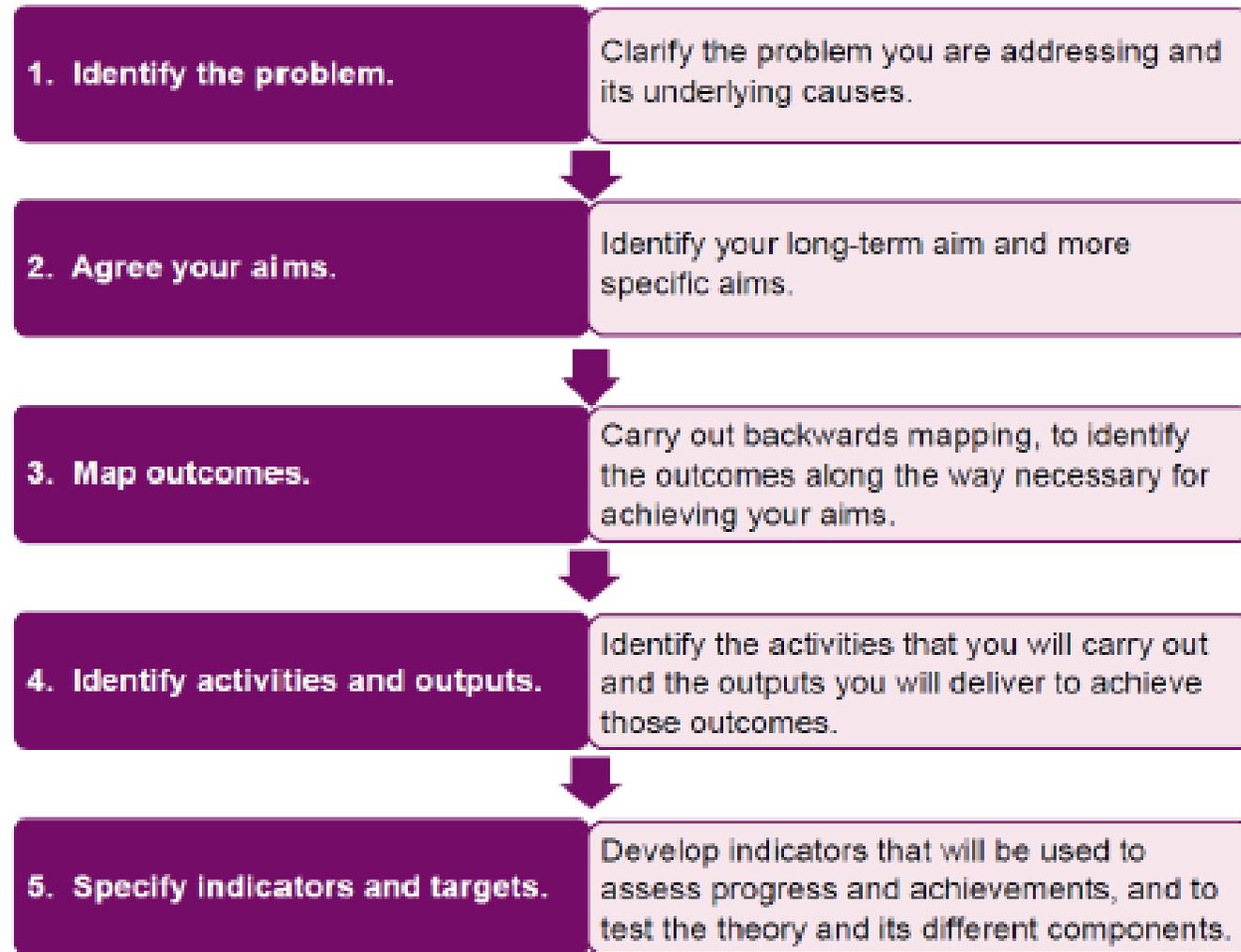*Improving Education Together*

The IGUANA Evaluation Method: 'Theory of Change'

- Theory of change has:
  - A clear view and statement of a 'problem' that needs to be changed
  - A clear view of the underlying factors that 'cause' the problem
  - A 'model of action' that is expected to 'solve' the problem
  - A set of objectives that are expected to be carried out to solve the problem
  - A set of activities to implement the objectives
  - A set of short-term outcomes that are expected to happen as a result of implementing the objectives
  - A set of longer-term impacts that are expected to happen through the continued achievement of these outcomes
  - A set of indicators to measure the outcomes and impacts
  - A 'means of verification' (the evaluation methods and tools used to collect data for the indicators)
  - A set of 'assumptions' that need to be in place if the theory is to work

The
IGUANA Project
Improving Education Together

Example of Theory of Change: The IGUANA project

School stuckness is linked to low levels of EI and OI

EI and OI competence training is poorly developed

Developing an EI and OI learning programme will increase competences

This will improve the quality and effectiveness of governance

Improved governance will improve learning outcomes

A S S U M P T I O N S

Society
Economy
Environ-
ment

Needs
problems
Issues

Impacts

Outcomes/
Results

Programme

Objectives

Inputs

Outputs

Evaluation

Relevance

Efficiency

Effectiveness

Utility
Sustainability

How to do Theory of Change in practice

1. Identify the problem.	Clarify the problem you are addressing and its underlying causes.
2. Agree your aims.	Identify your long-term aim and more specific aims.
3. Map outcomes.	Carry out backwards mapping, to identify the outcomes along the way necessary for achieving your aims.
4. Identify activities and outputs.	Identify the activities that you will carry out and the outputs you will deliver to achieve those outcomes.
5. Specify indicators and targets.	Develop indicators that will be used to assess progress and achievements, and to test the theory and its different components.

Source: Charities Evaluation Services

The IGUANA Project
Improving Education Together

Example: Cambodia Rural Schools Programme

SSI Theory of School Success Logic Model

The IGUANA Project
Improving Education Together
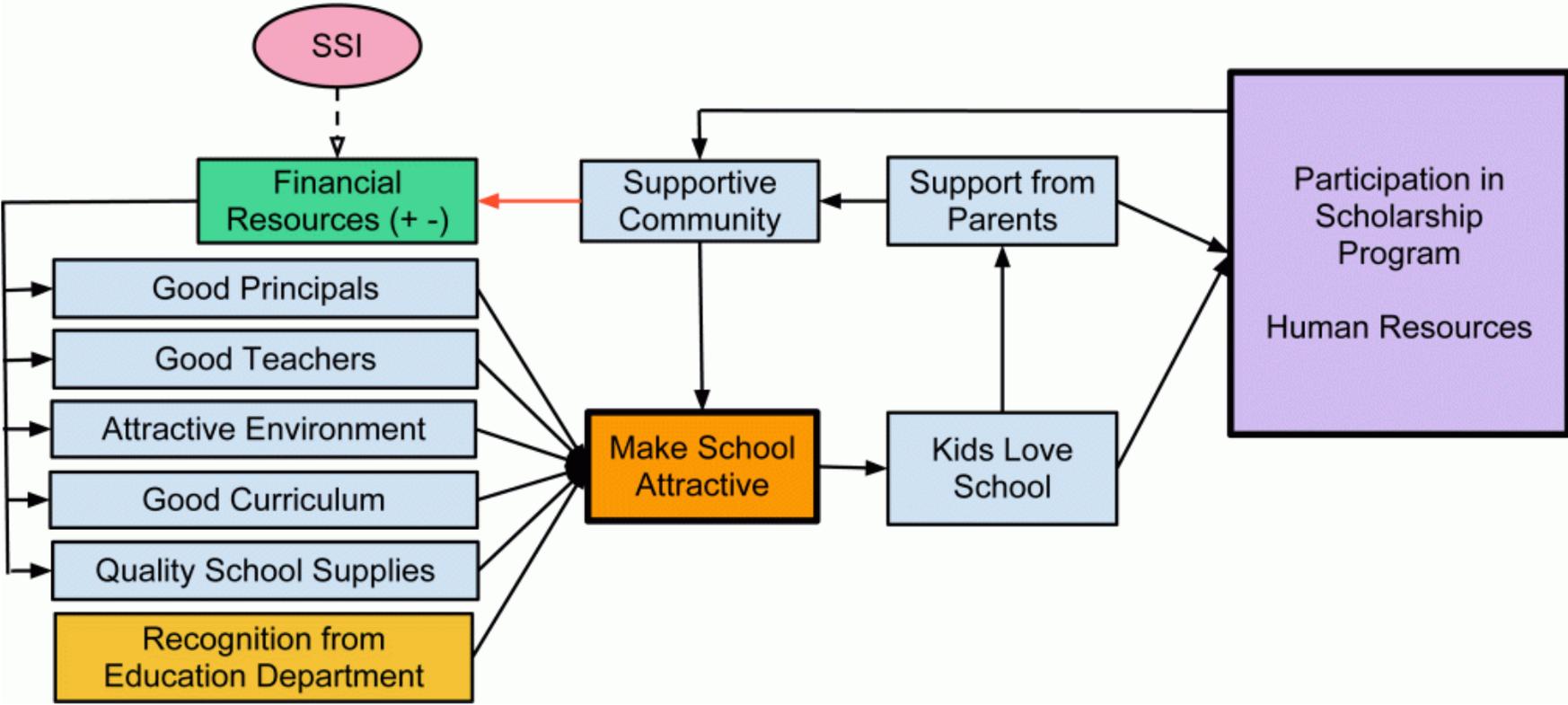
Theory of change and Causal pathways

- Most social interventions like IGUANA happen in complex environments

- It is difficult to identify outcomes and impacts

- And even more difficult to establish what part of the intervention causes an effect

- Theory of change replaces the 'cause and effect' rule used in experimental evaluation with 'causal pathways' and 'triangulation'

Log frames

- Decide goals, objectives, outputs, outcomes and expected impacts
- Decide implementation plan
- Design instruments and measurements to evaluate outcomes
- Carry out implementation plan
- Apply evaluation tools to assess effectiveness

The
IGUANA Project
Improving Education Together

Theory of Change - telling the story of the intervention

"Specification of an explicit theory of how and why a programme or intervention might cause or have caused an effect"

Programme concept	→	Theory of Change	→	Logic Model	→	Evaluation Report
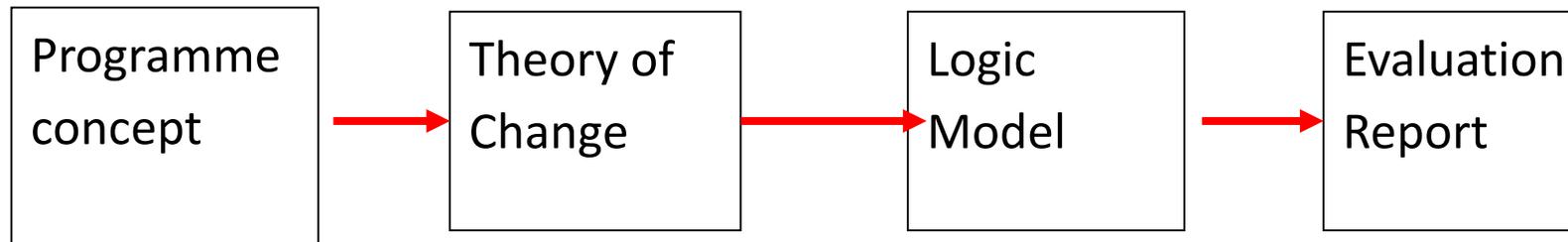
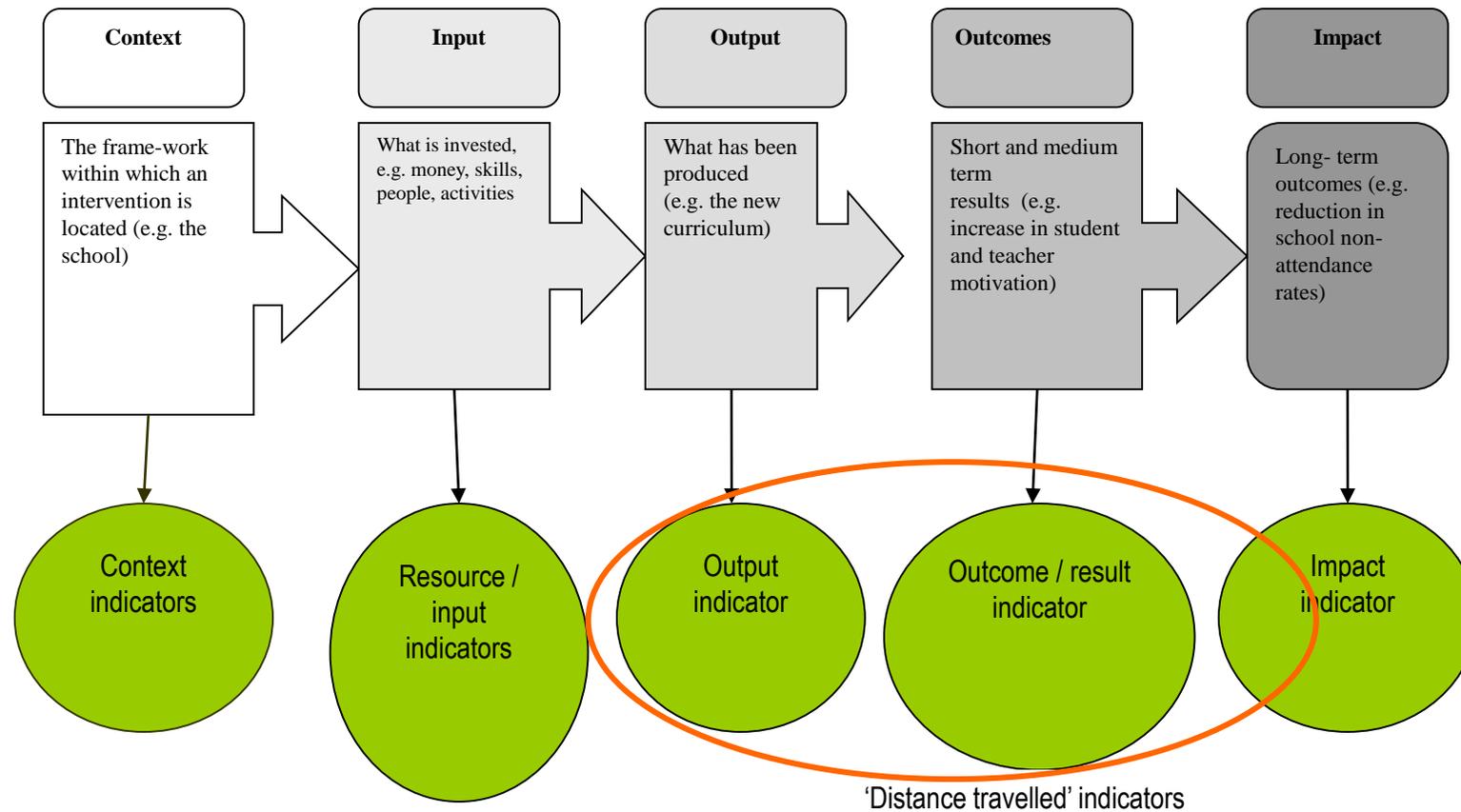**Specifies the problem and its causes**

Specifies how the intervention is expected to change the problem

Specifies how the intervention is implemented

Specifies what value and impacts are associated with the intervention

The IGUANA Project
Improving Education Together

A simple Theory of Change/Logic framework

	A	B	C	D	E	F	G	H
	If…. Initial issue/ context	Then… Rationale for intervention	Then…. Actions Taken	Then… Short-term outputs	Then… Interim outcomes	Then… Long-term Objectives (impacts)	Outputs & outcomes Indicators	Means of Verification
	There is a high level of student non-attendance	Need for action to increase student attendance	Implement student and teacher needs assessment	New teaching and learning curriculum	Increased student and teacher motivation	Increase in quality of teaching and learning at school	% students and teachers reporting increase in motivation Difference in average examination results before and after intervention	Student and teacher survey Statistical analysis of examination results before and after intervention

The IGUANA Project
Improving Education Together

Theory of change and 'distance travelled'

Context	Input	Output	Outcomes	Impact
The frame-work within which an intervention is located (e.g. the school)	What is invested, e.g. money, skills, people, activities	What has been produced (e.g. the new curriculum)	Short and medium term results (e.g. increase in student and teacher motivation)	Long-term outcomes (e.g. reduction in school non-attendance rates)

Context indicators | Resource / input indicators | Output indicator | Outcome / result indicator | Impact indicator

'Distance travelled' indicators

The IGUANA Project
Improving Education Together

Definitions of outputs, outcomes and impacts indicators

Output indicators relate to activity. They are measured in physical or monetary units (e.g., number of training programmes produced).
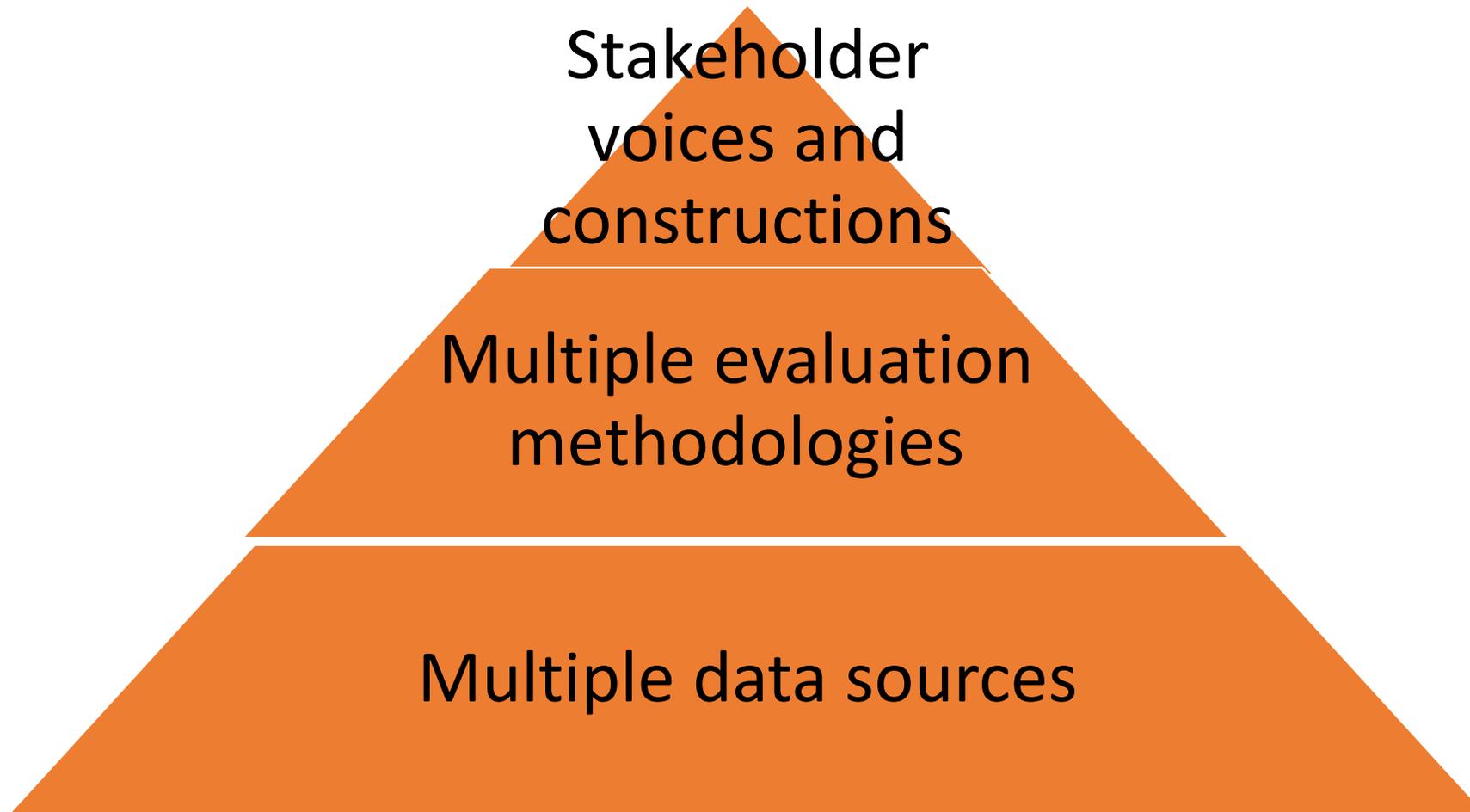
Result (outcome) indicators relate to the direct and immediate effect on direct beneficiaries brought about by a programme. They provide information on changes to, for example, the behaviour, capacity or performance of beneficiaries (e.g. increase in emotional intelligence competences of participants in IGUANA).

Impact indicators refer to the consequences and broader and longer-term social and economic changes of the programme beyond the immediate effects. Two concepts of impact can be defined: **Specific** impacts are those effects occurring after a certain lapse of time but which are, nonetheless, directly linked to the action taken and the direct beneficiaries (e.g. increase in learning performance of a school participating in IGUANA). **Global** impacts are longer-term effects affecting a wider population (e.g. reduction in school drop-out rates in EU)

The IGUANA Project
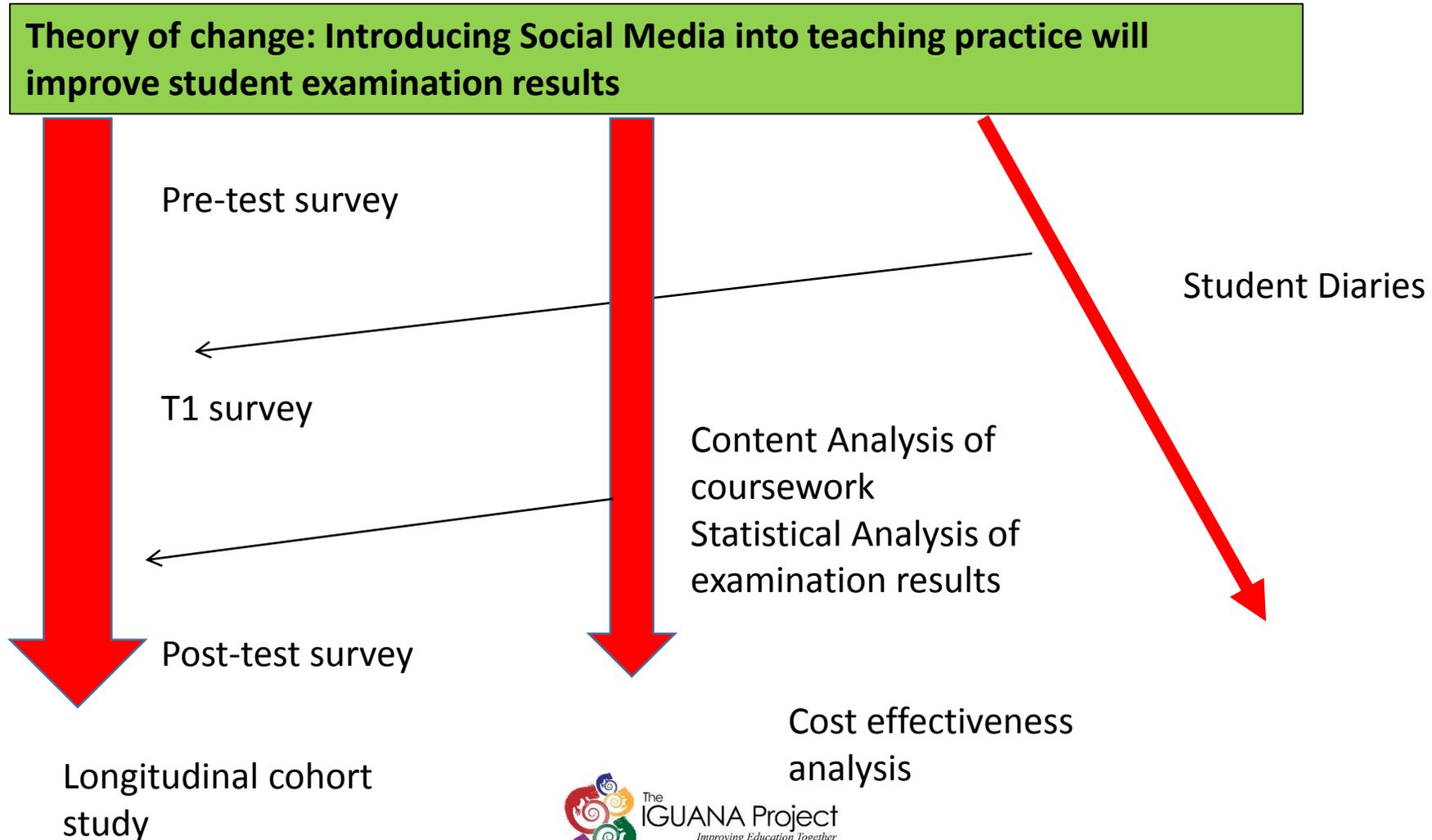*Improving Education Together*

Some Means of Verification

- User surveys – lots of numbers; poor data

- Ethnographic (e.g. video diaries) – lots of rich data; lots of analysis and skills required; seen by some as 'unscientific' and 'subjective'

- Statistical modelling (e.g. regression analysis) – needs high quality data and good analytical skills

- Action research – evaluators actively participate in the evaluation and work to support change, then measure the change

The
IGUANA Project
Improving Education Together

Triangulation

Stakeholder voices and constructions

Multiple evaluation methodologies

Multiple data sources

Triangulation: example

Theory of change: Introducing Social Media into teaching practice will improve student examination results

Pre-test survey

Student Diaries

T1 survey

Content Analysis of coursework
Statistical Analysis of examination results

Post-test survey

Cost effectiveness analysis

Longitudinal cohort study

The IGUANA Project
Improving Education Together

19

Steps in Designing an Evaluation

Stage 1 design tasks

Mapping of Initiative Characteristics

Mapping of Policy & Strategic Priorities

Mapping of Stakeholder Priorities

Evaluation Purpose

Programme Stage

Evaluation Stage

Evaluation Questions

Stage 2 design tasks

Data Availability

Choice of Methods

Evaluability Assessment

Choice of Tools and Techniques

The IGUANA Project
Improving Education Together

Steps in Evaluation Implementation

Select evaluation criteria → Decide data collection methods → Plan logistics & co-ordination → Data Analysis → Dissemination & Learning

The IGUANA Project
Improving Education Together