

# PROJECT EVALUATION

**WHAT DO WE WANT TO ACHIEVE?**

**HOW DO WE KNOW?**

**WHAT DO WE DO NEXT?**

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# INTRODUCTION 1

**Evaluation is a process which:**

- **supports a project, by measuring the extent to which the objectives are met,**
- **identifies achievements,**
- **identifies areas for improvement,**
- **encourages decisions to be taken, including changes to objectives and the project methodology.**

# INTRODUCTION 2

**Project evaluation involves several steps, related to the stages of the project:**

- **Discussing and defining the aims**
- **The collection of data following the objectives of the project and the subject of the evaluation**
- **The analysis and the interpretation of this data leading to informed conclusions**
- **Amendments of the project in the light of the evidence acquired.**

**P.S.**

- **It is impossible to evaluate everything. Please select the areas you want to focus on.**
- **Effects can be short-term or long-term.**

# INTRODUCTION 3

**Evaluation, if present from the outset of a project, can help you to:**

- **simplify the creation of your project and the consultation with your partners**
- **simplify the development of the project**
- **show actual proof of what you have achieved, your progress and bring the results and the achievements more to the open**
- **simplify the completion of the application forms and the reports**
- **improve a current project.**

# EXAMPLE COMENIUS 1

## MICE material: evidence of effects and processes

- on four levels: pupils, teachers, school and partnership
- in several fields of application:  
subject related knowledge or skills, language skills, ICT skills, motivation, social skills....
- Possible effects
- Prioritise your objectives
- Learn to look for indicators
- Choose your instruments:  
questionnaires, interviews, group discussion...
- Decide on who, when (plan)

# EXAMPLE COMENIUS 2

## MICE-T project: external evaluator

Mary Anne Halton

**Role of the external evaluator:**

**What? Project process, product, impact...**

**How? Instruments**

**When? Meetings (give time to the ex. eval.)...**

**Reports?**

## **overall aims of the evaluation (1)**

- 1. To describe and document the MICE-T project (structure, content, implementation, co-ordination, project management).**
- 2. To describe how MICE – T promotes quality self-evaluation of European projects.**
- 3. To determine the quality of the MICE – T project.**
- 4. To examine the extent to which the stated project objectives were realised through the varied activities.**
- 5. To examine the implementation and monitoring of the project at national and transnational level (training teachers and supporting them in the implementation of evaluation of their European projects, thematic workshops).**

## **overall aims of the evaluation (2)**

- 6. To identify the key strengths within the different areas of the project and to identify areas which could be developed or improved.**
- 7. To identify any obstacles which may have inhibited the development of the project at national or transnational levels in year 1.**
- 8. To make recommendations for the development of the project in year 2.**
- 9. To acknowledge the work carried out by the project co-ordinator, the partners and the participating teachers at transnational and national level.**

**+ evaluation plan**

# EXAMPLE COMENIUS 3

## I-PROBE-NET

**The I-PROBE NET project wants to create a network on self evaluation at school and further the introduction of a culture of self evaluation at school in two steps:**

- creation of a European network on self evaluation of (European) projects at school**
- spread the culture and techniques of self evaluation to other domains at school.**

## Topics for evaluation

<b>Partnership</b>	<b>Project process</b>	<b>Products</b>	<b>Impact on target groups</b>
Planning and management	Objectives	Website	International National
Composition	Monitoring and evaluation	Manual(s)	Schools/ teachers
Commitment/ ownership	Working methods	Conference(s)	Decision makers
Co-ordination and leadership	Innovative	Network	
Communication	Dissemination		

# INDICATORS (How do you know?)

- **Partnership composition**
  - **The partners have close contacts with the target groups.**
  - **All relevant levels are present in the partnership.**
  - **All relevant types of institutions are present.**
  - **All important tasks can be done by the partners.**
  - **The geographical spreading is OK.**
  - **All objectives can be achieved with these partners.**
- **Communication**
  - **The appropriate means for effective communication are available with each partner.**
  - **Effective communication takes place on a regular basis.**
  - **Material and info is spread effectively.**
  - **All used concepts are clear for everybody.**
  - **Language competencies are clear and taken into account.**
  - **Information between levels flows effectively.**

# INDICATORS

- **Planning and management**
  - **Equality of participation**
  - **Clarity of roles and responsibilities**
  - **Clear planning and management guidelines**
  - **Clarity of organisational guidelines**
  - **Clarity of arrangements for meetings and deadlines**
- **Monitoring and evaluation**
  - **Evaluation plan**
  - **Record keeping and data collection.**
  - **Adherence to time scale by partners.**
  - **Arrangements for ongoing monitoring.**
  - **External evaluation**
  - **Review meetings.**

# INDICATORS

- **The Website**
  - **is attractive and invites to further reading**
  - **gives the right information on the project / theme**
  - **offers an effective communication tool**
  - **is well known, easy to find, popular, frequently hit**
  - **offers clear information for contacts**
  - **offers a handy tool for uploading/publishing**
- **Impact on schools/teachers**
  - **The teachers in your region know the material you created**
  - **They visit the Website and the discussion forum regularly**
  - **They use the material for project evaluation**
  - **They are more open for self evaluation**
  - **They talk to colleagues about the material and the techniques**
  - **Discussions on self evaluation are more open than before**

# INDICATORS

- **Commitment/ownership**
  - **Positive attitude to participation.**
  - **Mutual understanding among group.**
  - **Willingness to discuss and negotiate.**
  - **Strategies to develop teamwork.**
  - **Willingness to share roles and responsibilities.**
  - **Equality of participation.**
  - **Shared ownership among partners.**
  - **Promotion of partnership.**
- **Innovative aspects**
  - **Appropriate use of ICT.**
  - **Didactic approach adapted to the used technologies.**
  - **Variety of new approaches.**
  - **Development of new material.**
  - **Learner centred approach.**
  - **Participative approach.**
  - **Variety of activities.**
  - **Involvement of target groups.**
  - **Instalment of learning communities**

# INSTRUMENTS

- Questionnaires
- Interviews
- Observation
- Measurement of level of participation
- Document analysis
- Group discussion
- Presentation

# WHAT'S NEXT ?

## Implementing changes:

- **Interpretation of the evidence**
- **Meeting: “What does this mean for us?”**
- **Amendment of: objectives, work plan, activity, product, process, communication...**
- **Create a special portfolio of evidence gathered (useful for meetings, presentations, final report...).**
- **Adopt process and results of the self evaluation in the final report.**

# STEPS

- **Define and prioritise the aims of the project**
- **Define the subject(s) and aims of the evaluation**
- **Define the indicators**
- **Look for the right instruments**
- **Ask the right questions**
- **Interpret the material**
- **Act accordingly**

<http://www.Alden-Biesen.be>

<http://www.MICE-T.net>

<http://www.I-Probenet.net>