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| Evaluation Plan |  | |
| Draft document containing a proposal for an evaluation plan defining objectives to be pursued, activities to be implemented and tools to be developed | |  |



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**Introduction**

This document tries to define activities that will be implemented in order to measure and analyze project, both as a process and as activity that it is expected to produce results, outputs and impact.

Evaluation is fundamental for the project partnership because it makes possible to keep the project on the right track that means in line with original expectations and objectives and to take possible corrective actions in the case of problems of changes from the original plans.

In this view, evaluation is a complex process and periodical action aimed at empirically assess planning, implementation and impact of project action and, eventually, at ensuring flexibility trough corrective actions.

It is complex because it must be addressed and implemented as a set of tools (questionnaires, minutes, lists of participation, etc) and activities (interviews…).

It is continuous because, it should start form the very first stage of your project: if you want to evaluate impact and the changes occurred after your project, then you need to have a clear picture of the original situation in terms of skills, competencies or, at least, expectations. All that will represent a continuous point of reference to be compared with what you detects trough your evaluation action implemented in different moments of the project.

These are some specific aspects that you need to take into consideration if you want to develop a good, sustainable and affective evaluation action aimed at measuring and assessing achieved results, realized activities as well as at comparing them with your initial plans.

When you address an evaluation activity, you should address it from two different but complementary points of view: quantitative and qualitative.

First, quantitative evaluation is aimed at counting and analyzing what you have realized during your project, it is a picture of you have realized. Secondly, qualitative evaluation is a further step since it is aimed at giving not only a picture but even an assessment of what you have done during your project.

But how does it is possible to realize such activities? What do I need in order to realize such activity? How to define an Evaluation system and an Evaluation methodology?

Of course the starting point is the original application form: in this document you’ll find all the information you need, it’s the document defining project activities as well as outputs and expected results and impacts. On the other hand, you need to define carefully your indicators, units of measurement that will allow you to implement a quantitative and (partially) qualitative evaluation. You can define three different typologies of indicator:

* Realization indicators: they usually indicate what, in quantitative terms, you have produced during your project so they’re normally expressed trough a number;
* Result Indicator: it’s a qualitative indicator measuring achievement of the project and they’re normally expressed trough a ratio where terms are expected results defined in application form and actual results reached during implementation phase;
* Impact indicator: again, it’s qualitative indicator measuring changes occurred in people and organizations after the participation in project activities. Impact could be expressed through a number, a ratio and/or a percentage.

As already mentioned, you will be able to define units of measure and estimation just analyzing your application form. The next step is to define how to measure indicators, tools and forms that I need in order to collect information and then evaluate my project.

These three main elements (indicators, tools and expected values) are the main element of an evaluation strategy that could be resumed by the following table, where two more categories are added.

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| INDICATOR | UNIT | HOW | WHEN | Expected  results |
| Output, Objective and Impact that you want to measure | Unit of measurement | Tools used to gather data | Specific moment and/or frequency | Value that you expect at the end of the project |

**Quantitative evaluation in MCS project**

Considering activities and targets of the project, quantitative evaluation should be aimed at giving information about amount of :

* Teachers involved in project activities such as mobilities, classroom, training and dissemination activities
* Parents involved in project activities such as mobilities, training and dissemination activities
* Generic audience involved in project activities such as dissemination activities
* Organized mobilities
* Training sessions/hours
* Documents/materials produced by teachers involved in project

All these data could be easily collected trough participation lists in training and dissemination events, attendance certificates for mobilities, documents uploaded on common platform, etc,

**Qualitative evaluation in MCS**

Quality of the project has to be assessed against two main issues: expected results and expected impact. As above mentioned, evaluation of results is assessed trough results indicators resulting as a ratio and giving measure of e.g. active participation, sound financial management, etc . In the specific case of MCS is not easy and immediate to define these values since the original application form doesn’t provide for many data. Indeed, if we look at data about final outputs they’re completely missing and we can just organize a result evaluation looking at the project as a process composed of several activities.

ON the other hand, impact assessment needs for a careful analysis of project targets and objectives. Again, original application form doesn’t provide for analytical data about expected impact of the project but we can assume that from the main objective is to promote meaningful, creative and safe use of ICT in school, trough involvement of all school actors: pupils, teachers and parents. A fair external analysis would have required for an analytical activity started from the very beginning of the project and based on regular interviews and analysis on sample of the target groups in order to evaluate changes occurred in their competencies and in their behaviors.

At this stage of the project, an adequate impact evaluation should be based on soft self-evaluation tools and on case study approach involving teachers and parents that are already involved in project activity.

Pre-condition is the definition, as soon as possible, of a common calendar of training activities and raising awareness events taking place on next school year.

Impact on teachers could be aimed at measuring impact that training and exchanges will have on didactic activity, how project activities will make them able to implement meaningful, creative, safe and collaborative use of ICT in their daily activity. Sample could be represented by those teachers that will take part in training activities and that will be asked to produce and exchange didactic materials and evaluation could be based on:

1. Provision of initial (September 2013), mid-term (February 2014) and final questionnaires/tools. May 2014 ) aimed at measuring initial competencies/expectation/behaviors and then at assessing changes occurred during the project as a consequence of participation in training activities
2. Analysis of case studies: among participants in training activities, a sample of teachers could be selected in order to make interviews (with same deadlines as above);

On other hand, quality evaluation activity should be aimed at measuring changes occurred in behaviors and opinions of parents. As for the previous target, evaluation activity could be based on general questionnaires and interviews aimed at measuring initial competencies and behaviors of parents and at measuring changes occurring as a consequence of their participation in raising awareness activities.

**PROPOSAL FOR MCS PROJECT EVALUATION SCHEME**

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| **QUANTITATIVE EVALUATION** | | | | | |
| **REALIZATION INDICATOR** | **UNIT** | **HOW** | **WHEN** | **Expected**  **results** | **ACTUAL RESULTS** |
| **Training - organization** | Number of training courses organized by project partners | Training Course register | At the end of each training course | Not available |  |
| **Training - attendance** | Number of teachers attending training courses | Training Course register | At the end of each training course | Not available |  |
| **Dissemination Raising awareness activities – organization** | Number of organized events (workshops) | List of attendance | At the end of each event | 14[[1]](#footnote-1) |  |
| **Dissemination Raising awareness activities - attendance** | Number of teachers attending | List of attendance | At the end of each event | Not available |  |
| **Dissemination Raising awareness activities – attendance** | Number of parents attending | List of attendance | At the end of each event | Not available |  |
| **Mobilities – organization** | Number of transnational meetings organized by project partners | Official project reports | After each transnational meeting | 6[[2]](#footnote-2) |  |
| **Mobilities – attendance** | Number of people attending transnational meetings | Attendance certificates | After each transnational meeting | 48[[3]](#footnote-3) |  |
| **Coordination** | Number of coordination meeting organized in partner regions | Minutes of the meeting | At the end of each transnational meeting | 4[[4]](#footnote-4) |  |
| **QUANTITATIVE EVALUATION** | | | | | |
| **REALIZATION INDICATOR** | **UNIT** | **HOW** | **WHEN** | **Expected**  **results** | **ACTUAL RESULTS** |
| **Dissemination** | Number of visits on project website | Counter | Every three months | Not available |  |
| **Documentation** | Number of materials produced by project partners | Number of docs uploaded on project forum/intranet | Every three months | Not available |  |
| **QUALITATIVE EVALUATION** | | | | | |
| **RESULT INDICATOR** | **UNIT** | **HOW** | **WHEN** | **Expected**  **results** | **ACTUAL RESULTS** |
| Sound financial management | Spent /allocated budget | Financial report | Every 4 months | 1 |  |
| Partners’ involvement – training | Number of Partners schools represented in training attendants/ number of overall number of school partners of the projects | Training Course register | At the end of each training course | 1 |  |
| Partners’ involvement – transnational mobilities | Number of Partners attending mobilities/ number of overall partners | Attendance certificate | After each transnational meeting | 1 |  |
| Partners’ involvement – raising awareness activities | Number of partners attending raising awareness activities/ number of overall partners | Lists of attendance | At the end of each event | 1 |  |
| Active participation in training activities | Teachers attending 80% of lessons /registered teachers | Training Course register | At the end of each training course | 70% |  |
| Effectiveness of training activities | Number of teachers with positive results at final test/ number of registered teachers | Training Course register and final tests results | At the end of each training course | 70% |  |
| Effectiveness of training activities | Number of teachers producing documentation on website/number of registered teachers | Training Course register | At the end of each training course | 70% |  |

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| **QUALITATIVE EVALUATION** | | | | | |
| **IMPACT INDICATOR** | **UNIT** | **HOW** | **WHEN** | **Expected**  **results** | **ACTUAL RESULTS** |
| Impact of training activities on teachers competencies | Number of teachers with improved results | self-evaluation questionnaires | Start, middle and end of training path | 70% |  |
| Impact of training activities on teachers competencies | - | Interviews | Start, middle and end of training path | Not available |  |
| Impact of raising awareness activities on parents | Number of parents with improved results | self-evaluation questionnaires | Start, middle and end of training path | 70% |  |
| Impact of raising awareness activities on parents |  | Interviews | Start, middle and end of training path | Not available |  |

This general scheme need for some common supporting tools that are essential not on ly in order to collect useful information and data but even in order to have comparable data.

List of this common tools involves very simple ones such as registers for training courses and attendance lists as well as common questionnaires and script for interviews. Of course,as above mentioned, fundamental pre-condition is the definition of similar calendar containing same (or almost the same) number of events for teachers and parents and addressing very similar subjects.

All these contents should be defined as sson as possible so to be applicable by the next school year that means second year of the project.

1. This results from the original plan provided in Section D.1 of the Application Form. It refers to “open workshops for raising awareness” to be held in each partner school in both project’s year. You consider 7 schools ( 3 in Spain and 4 in Italy) as a whole per 2 years [↑](#footnote-ref-1)
2. This data come from Section D.2 of the original Application Form and it refers to both Spanish and Italian partnership [↑](#footnote-ref-2)
3. This data come from Section D.2 of the original Application Form and it refers to both Spanish and Italian partnership [↑](#footnote-ref-3)
4. This data come from Section D.2 of the original Application Form and it refers to both Spanish and Italian partnership [↑](#footnote-ref-4)