

# Evaluating Quality and Impact of Erasmus Plus Projects

## and their products

Evaluation is part of Learning management

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# References

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# 2020 EU strategy

- \* **SMART, SUSTAINABLE , INCLUSIVE EUROPE**
  - \* Creativity, innovation, systemic impact, eco-systems, equity, citizenship
- \* **ET 2020 STRATEGY: The 4 strategic objectives**
  - \* Lifelong learning and mobility
  - \* The quality and efficiency of education and training
  - \* Equity, social cohesion and active citizenship
  - \* Creativity and innovation, including entrepreneurship, digital competence and cultural awareness.
- \* **Exchanges of information and experience**
  - \* Peer learning: PLV
- \* **Benchmarks and indicators**

# 2015 Joint Report of Council and Commission

on the implementation of the strategic framework for  
European cooperation in education and training (ET 2020)

- \* **The 6 priorities for the 2016-2020**
- \* **Relevant and high-quality knowledge, skills and competences developed throughout LLL**
  - \* **focusing on learning outcomes for employability, innovation, active citizenship and well-being;**
- \* **Inclusive education, equality, equity, non-discrimination and the promotion of civic competences**
- \* **Open and innovative education and training,**
  - \* **by fully embracing the digital era;**
- \* **Strong support for teachers, trainers, school leaders and other educational staff;**
- \* **Transparency and recognition of skills and qualifications**
  - \* **to facilitate learning and labour mobility;**
- \* **Sustainable investment, quality and efficiency of ET systems.**

# What is the evaluation of a project?

## \* Evaluation

- \* activity of systematically collecting, analyzing and reporting information to assess the relevance, efficiency, effectiveness, impact and sustainability to improve the operation of a project or programme

## \* Research

- \* determines what can be done, needs assessment determines what should be done, and evaluation determines how well something has been done.” (Mendenhall, 1973)
- \* **Combining** evaluation with **research** is highly recommended
- \* **Research** has to be linked to **evaluation** and vice versa

# Forms of evaluation of Eur. projects

- \* **Self evaluation or Internal Evaluation:**

performed by staff of partnership members preferably directly involved in the project work : peer learning

- \* **External Evaluation:**

performed by an expert / critical friend not attached to the project and who is an expert on the topic and on Eur. projects.

- \* **Cross-evaluation**

One project evaluating another similar project : cf ESF projects

- \* **Peer evaluation**

A more experienced coordinator of a similar project evaluates a 'novice' project coordinator

# Evaluation is not an isolated activity

It is linked to all the stages of the project: formative & summative

- \* Drafting the project (if possible!)
- \* Implementing the project
- \* Managing the project
- \* Monitoring project activities
- \* Evaluation activities: internal or external
- \* Dissemination
- \* Sustainability activities
- \* Impact + Valorisation
  - \* = dissemination + exploitation (mainstreaming, multiplication)
- \* Preparing the next project(s)

# Evaluation: continuous improvement

## The DEMING CYCLE

### \* PLAN

Make clear what results you want to reach

### \* DO

How do you want to reach this?

Develop processes and procedures

Define clear KPI's (key performance indicators)

### \* CHECK

Actively measure and monitor results & processes

### \* ACT / AMEND

Register deviations & initiate corrective measures

Improve & integrate in the quality mgt. system



# Key elements of evaluation

- **Relevance:** specific needs versus objectives of the Erasmus + programme and the specific KA 1, 2 or 3
- **Efficiency:** relationship input versus output resources
- **Effectiveness:** match between results and objectives of the project / activity
- **Impact on various stakeholders:** teachers, trainers, learners, pupils, schools, universities, decision or policy-makers, on educ. Systems etc.
- **Sustainability:** potential of continuity of project after end of funding; institutional & management **capacity building**

# Elements to be evaluated : starting point = application form

- \* **The objectives : how far are they reached?**
- \* **The activities: implemented or not, partially**
- \* **The products and their use: publications, courses, website(s) etc.**
  - \* **The quality and nature of the educational activities**
    - \* **Field visits, CPD organised, European Training seminars etc.**
- \* **The quality of the partnership**
  - \* **The input / expertise of all the partners and their contribution / commitment to the project**
  - \* **The human and professional interaction / networking between the partners**
  - \* **What do partners get out of it for themselves and their own organisation!**
  - \* **Does the project contribute to the professional development of the partners / partner organisation**
  - \* **The peer learning**

# **Elements to be evaluated: starting point = application form (ctd.)**

- \* The dissemination strategy**
- \* The sustainability strategy**
- \* The evaluation strategy**
- \* The direct and indirect fall-outs**
- \* The impact on the different stakeholders**
- \* The organisation of the project**
  - \* The financial and administrative management**
  - \* Relation Qty of organisation and Qty of activities and results**
  - \* Project organisation impacts on motivation /commitment of partners**
  - \* The way in which project is documented: strategic papers**
    - \* Management of learning = a project is a learning organisation**

# Outcomes, products, deliverables

- \* **Modules, Didactical materials etc.**
- \* **Reports: case studies, literature reviews, comparisons , examples of good practice etc.**
- \* **IT tools: self-evaluation tool for TET (Technology Enhanced teaching)**
- \* **Pedagogical / didactical approaches / methods:**
  - \* **IBL; IBSE, collaborative learning environments...**
  - \* **Cross or interdisciplinary approaches: e.g. STEAM**
- \* **CPD Continuous Professional Development: educators, teachers**
- \* **Videos, films, games etc.**
- \* **Recommendations at regional, national, Eur.level**
- \* **Descriptions of strategies to promote innovation in Education:**
  - \* **Teacher placements in industry, Support structures (e.g. Ambassadors)**
- \* **Networks and networking strategies**
- \* **Evaluation strategies and tools**
- \* **Artistic, cultural creations: exhibitions, fairs, plays, operas**
- \* **European labels e.g. STEM label**

# How to measure the impact of outcomes?

ON

- \* **Partners and partner institutions,**
  - \* **Pre-and post questionnaires to measure competences of the partners at the beginning and the end of the project;**
  - \* **Discussions during meetings to assess and discuss differences in knowledge, competences and attitudes.**
  - \* **Peer reviews of the deliverables by peers not involved in the project (Innoguide)**
- \* **Direct beneficiaries: teachers, educators, students, inspectors, counsellors etc.**
  - \* **Pre-and post Pre-and post questionnaires to measure competences of the beneficiaries at the beginning and the end of the project. (Fibonacci)**
  - \* **Reports of inspectors on the changing competences of the teachers. (MPLS)**
  - \* **Frequency of use of deliverables and new didactical approaches (Amgen)**

# How to measure the impact of outcomes?

ON

- \* **Indirect beneficiaries:**
  - \* **students, pupils,**
    - \* **Simplified pre-and post-questionnaires (Inspire)**
    - \* **Reports from inspectors on knowledge and competences of students**
    - \* **Reports by the teachers on the results of their pupils (Fibonacci)**
    - \* **Observation of pupils and analysis of results (MPLS – costly and time consuming)**
  - \* **parents, local community, local / regional authorities, companies, civil society – NGOs**
    - \* **Focus groups with stakeholders (Fibonacci, Ingenious)**

# How to measure the impact of outcomes?

\* On:

\* The Education system at local, regional, national level:

\* Schools, heads, inspectorate, pedagogical advisors, local and regional networks of schools and ET institutions, H.Ed. , Adult Ed. etc.

\* Focus groups

\* Peer reviews (especially for H.Ed)

\* Barometers (e.g. STEM barometer in Flanders to measure the impact of STEM –platform on enrolments in scientific departments at universities, results in PISA and TIMMS etc.)

\* The network and other networks

\* Comparison of the efficiency and effectiveness of the network with other networks (LINKS)

# KPI: products, outcomes

- \* **Joint development with input and expertise of each partner**
- \* **Co-creation, co-implementation with stakeholders + beneficiaries**
- \* **Building on existing (Erasmus+) tools, products...**
  - \* **Bringing together existing products: improving, valorising...**
- \* **Joint reflection**
  - \* **on usefulness of the outcomes within concrete education context.**
  - \* **on link between the products and the national curriculum**
  - \* **on potential of product to enhance digital competence & TET**
- \* **Trying out of the products in their national education context**
  - \* **taken on board suggestions by users.**
- \* **Documenting the trials of the products focusing on peer learning**
- \* **Joint promotion of the products with key stakeholders.**
- \* **Setting up learning community related to use of the products**



# KPI products and outcomes

## How do they reflect 6 priorities for the 2016-2020?

- \* **Promotion relevant and high-qty knowledge, skills : 21<sup>st</sup> century competences**
  - \* learning outcomes : employability, innovation, active citizenship and well-being;
- \* **Inclusive education, equality, equity, non-discrimination and the promotion of civic competences**
  - \* **Involvement of students, users with and for society (SWAF)**
    - \* Students as buddies / ambassadors / educators
- \* **Open and innovative education and training,**
  - \* **Contribution to digital era: use of IT, TET & TEL**
  - \* **Certification / accreditation**
- \* **Strong support for teachers, trainers, educators, (school) leaders, other educ. staff;**
- \* **Transparency and recognition of skills and qualifications**
  - \* to facilitate learning and labour mobility;
- \* **Sustainable investment, quality and efficiency of ET systems.**

# How to communicate the impact of outcomes?

- \* Regular information sessions with all stakeholders throughout the project
- \* Learning communities to communicate the deliverables
- \* International or national conference (Fibonacci, Innoguide) where the first results are communicated;
- \* Research paper analysing the impact of the project or the deliverables (Amgen, Inspire)
- \* Publication by scholars expanding on the impact of the project (Fibonacci)
- \* Local and/or regional presentation of the results to peers
- \* Newsletters etc.

# **Conclusions on Evaluation of products of Erasmus + projects**

**5 evaluation levels of impact on  
beneficiaries of  
INNOVATIVE products  
(adapted from Thomas R. Guskey)**

- \* **Reactions from beneficiaries (teachers / educators etc.):**

- \* **Satisfaction immediately after 1st contact with new product**

- \* Satisfaction questionnaire or interview

- \* **The learning by the beneficiaries**

- \* **Acquisition of new knowledge, skills, competences, attitudes...**

- \* Post questionnaire or interviews

- \* **Use by beneficiaries of new knowledge, skills... IMPACT**

- \* **Are they used in their educational contexts and settings**

- \* *Pre and Follow-up questionnaire + interviews + focus groups + observation + analysis of logs, diaries + reflective activities*

- \* **The support of the organisation (and change of the organisation**

- \* school, CPD provider, adult education organisation, inspectorate, advisors

- \* **Impact on, school and colleagues:**

- \* *Questionnaire + interview + focus group*

- \* **The learners (students / pupils...) learning outcomes**

- \* **Impact on learning , motivation, interest of pupils**

- \* **Do students witness changes in teaching and learning**

- \* *Questionnaire + interview + focus group + role play*

# **Thank you for your attention !**

**Thanks for the time invested in contributing to bringing about a  
SMART, SUSTAINABLE and INCLUSIVE Europe**

**Good luck with al your Erasmus + projects**

**There is a 2<sup>nd</sup> part with MORE in-depth information on external  
evaluation**

More in-depth information on  
External evaluation

# Parts of an external evaluation

- \* **Planning Evaluation**
  - \* leading to Inception Report / Protocol of evaluation and a QA plan
- \* **Formative approach**
  - \* Follow the implementation of the project and give constant and regular feedback during the implementation
  - \* leading to Progress Reports and Quality Assurance Recommendations
- \* **Summative approach**
  - \* Follow the implementation and make a final report at the end
  - \* Leading to Impact Reports and Quality Assessment plus recommendations
- \* **Combination of formative and summative:**
  - \* Active / interactive evaluation
  - \* Several sub reports
  - \* Intermediate progress reports
  - \* Final report (which may be an update of the intermediate reports)
- \* **Take into account internal evaluation, if any!**

# Evaluation life cycle:4 stages

- \* **Stage 1: Mapping evaluation tasks**
- \* **Stage 2: Define evaluation methods and tools**
- \* **Stage 3: Implementation and analysis**
- \* **Stage 4: Reporting and dissemination / valorisation**



# Some evaluation tools

- \* **PRE and POST questionnaires: IMPACT**
- \* **Follow-up questionnaires**
- \* **Individual interviews**
- \* **Focus groups**
- \* **Observation: grids**
- \* **Measurement of level of participation**
- \* **In situ visits: structured grids**
- \* **Document & product analysis**
- \* **Desktop research: good practices, similar projects**
- \* **Learner's reports / Diaries, blogs ....**
- \* **Role plays**
- \* **Scenarios**
- \* **Etc.**

# Evaluation Tools Erasmus + KA 1, 2, 3

## Evaluating IMPACT

- \* **PRE / POST focusing on:**
  - \* **Competences, knowledge, attitudes acquired**
  - \* **Expectations, objectives reached**
  - \* **Use of outcomes / deliverables**
- \* **Questionnaire for teachers /lecturers / teacher trainers**
- \* **Questionnaire for pupils or students**
- \* **Questionnaire for heads of schools, policy makers**
- \* **Questionnaire for field visits**
- \* **Checklists for interviews**
  - \* **of teachers, heads, lecturers, policy makers etc.**
- \* **Questionnaire for attending Eur. Seminars, conferences**
- \* **Analyse / read all documents, publications**

# QA Evaluation TIPS

- \* **Document** your actions, processes & procedures
  - \* **Management of learning !**
- \* Ensure that you have the **resources** necessary to implement your actions and procedures
- \* Keep trails, **record results** of checking procedures, this can help spot trends which may indicate structural shortcomings
- \* **Learn** from others, do not start from scratch & share experiences; liaise with other projects!
- \* Seek “**Fitness for Purpose**”, not perfection, based on the funding available and the expertise and resources available
- \* Remember QA is not about having a plan, but about **implementing it!**

# Evaluation // QA : Conclusions

- \* Good QA policies look both at **products & processes**
- \* Project manager has **first** responsibility towards quality
- \* Every partner & stakeholder has to **contribute** to project quality
- \* **Define relevant KPI's** and **measure** them systematically
- \* Ensure **continuous** improvement (PDCA-circle)
- \* Elaborate a QA Plan **and** implement it consequently
- \* Identify shortcomings **and** take corrective measures
- \* Use proper **tools** to evaluate quality of products & processes
- \* Build evaluation and QA on **solid human relations**: respect, trust,
- \* Evaluator is a **“go between”** between the partners
- \* Evaluator is a **networker**
- \* Evaluator **enthuses and encourages** participants, teachers, stakeholders etc.

# Characteristics of a 'good' evaluator

Good Knowledge of / competence in

- \* The specific education area + innovation
- \* EU strategy 2020 in general and ET strategy 2020
- \* EU programmes in education and training
- \* European education systems (schools / teacher ed.)
- \* Lifecycle of a Eur. project :
  - \* Creating, developing, implementing, evaluating
- \* Practice in Evaluation of projects applications and final reports
- \* Manage in situ visits , telephone / Skype interviews
- \* Good human, social , interactive and counselling skills
- \* Good report writing skills +Foreign language skills
  - \* Analysis, synthesis, judgemental / critical skills
- \* Good networking skills: aware of good practices

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