



Basic evaluation principles

Giuseppe Pellegrini
University of Trento Italy

Reference:
Edita Bucinca, Ann Mavis, Laura Pejisa, Cindy Reich,
Denise Roseland, and Robert Tornberg

The Evaluation Process

1. Determine the object (activity, process, etc.) for evaluation and available resources
2. Define the quality you want to obtain with dimensions and indicators you want to reach
3. Develop guiding evaluation question(s) and purposes
4. Design the evaluation, including methods
5. Implement the evaluation: collect information, analyze and interpret findings
6. Report and use evaluation

Very important: Which phase of an activity are you looking for:

INPUT resources you put in the activity

PROCESS different part of an activity

OUTPUT results

OUTCOMES effects on beneficiaries



Case Study

- ▶ A group of family in a rural area decide to start a primary school for children aged 5 to 10. There are 100 children of 30 families; an adult from the community provides a space where lessons can be held. In the village there are three trained teachers who can start the activity.
- ▶ The families decide to organize a meeting to decide all the activities to be carried out and also how we intend to evaluate this initiative over time
- ▶ Evaluation design: what do you want to evaluate, who are the actors involved in the evaluation, which purposes, who are the stakeholders, who will conduct the evaluation, which kind of evaluation activities

	ACTION/TOOLS	EVALUATION
INPUT	Building, rooms, kitchen, children's materials, games, 3 teachers, 1 cook, 1 building owner	adequate rooms, country standards respected for school activities, trained teachers
Actors (who)	30 Families 3 teachers Beneficiaries (children age 5-10) 2 evaluators as young students trained in evaluation	Internal and external evaluators
Means (how)	Qualitative: meeting minutes or recording Interviews, Observations chart Quantitative: Questionnaire periodical reporting	To discuss and verify the congruence between expectations, objectives and results achieved with the questionnaires, observation chart and interviews
PROCESS Phases (when)	design phase Activation Implementation	Ex ante, discussion on purposes, means, activities In itinere: questionnaire, interview, observation considering dimensions of evaluation Ex post: data reporting
Objectives (why)	Effectiveness and efficiency of the action	Formulation of a judgment Improve the action
OUTPUT OUTCOME (what you get) Impact	Monitoring the beneficiaries' view	Data monitoring of the activities (students, services, profit results...) Analysis of beneficiaries perception



Evaluation Questionnaire design

- ▶ Purpose in terms of **dimension**:

Families benefits for: curriculum, school access and stay times, the cost of school (if it is not free of charge), the presence of meals, the materials available for children, the relationship with teachers...

- ▶ Teacher benefits for: payment of salary, tools available, meals, relationship with children, relationship with families...
- ▶ **sustainable dimensions**, avoid elements that are not present and cannot be achieved



Evaluation Questionnaire design

- Dimensions: coherent questions
- Advantages - Disadvantages
- Different way of closing: yes/no, scales, rank etc.

Likert scale: are you satisfied with the lunch that the school offers you; very - enough - little - for nothing

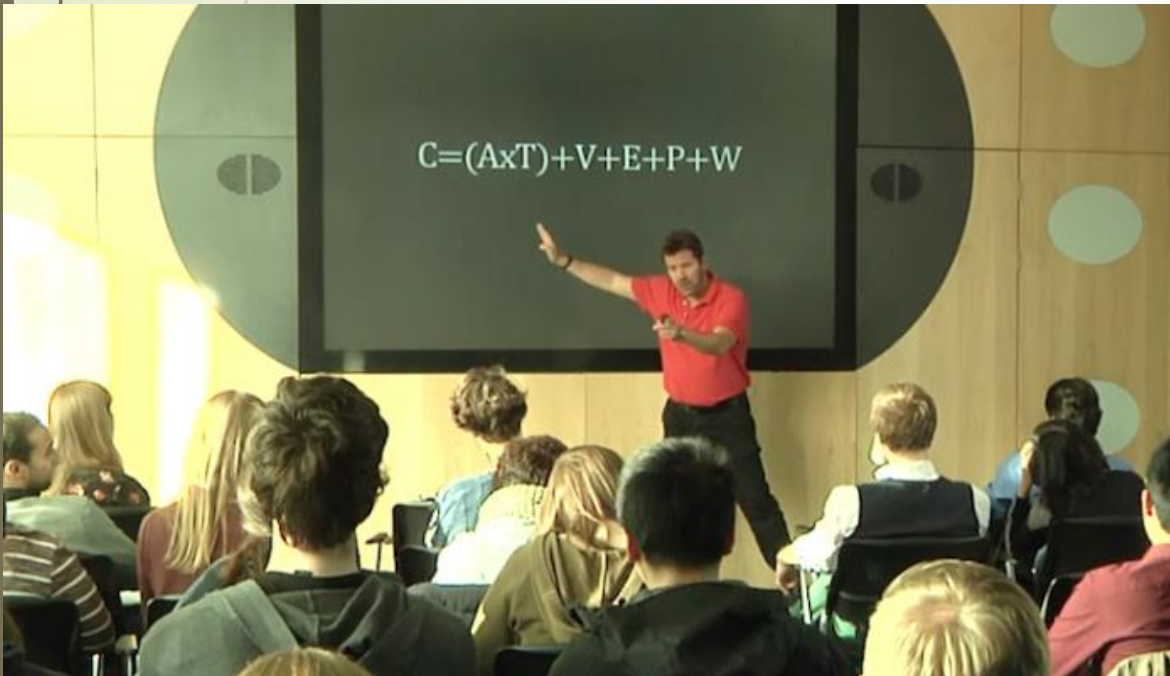
Observation chart design

- ▶ A chart for studying particular situations with focused attention
- ▶ Covert or overt
- ▶ External gaze and accurate perception
- ▶ An example of an observation sheet



Critical cases

«Maths for all» doping prediction,
structured contest
(general public, communication gap)



“the biggest difficulty is
using the right
language”

“We have reworked the
slides of the last
conference”



Critical cases

Semistructured context, experiments with gazebos

Heterogeneous audience and experiments



“We should prepare adequate material to engage the public”

“We find some degree of scientific ignorance in the public”



Critical cases

Scientific dinner, informal context

"Offside" researchers





Case Study

In a middle school with students aged 11-13 (3 classes), bullying phenomena have occurred in recent months. The principal of the school, collecting the requests of the parents, decides to start a training course for parents and students. A cycle of three meetings of two hours each with experts who will carry out the course in active mode, involving parents (60) and children (60) not only with theoretical lessons but also with practical activities and viewing videos of bullying prevention experiences in other schools. Two teachers from the school were tasked with studying how to evaluate this training course.

They will have to define: who to involve in the evaluation, which main objectives, which dimensions to study and consider, what type of tools to use, when and how to return the evaluation results to the beneficiaries