

SNBI

Schweizerisches Netzwerk für Bildungsinnovation
Swiss Educational Innovation Network



Evaluating ICT4VET projects

How can we evaluate and improve outputs, outcomes and impact of our projects?

This working paper documents the exchange within the ICT4VET Community of Practice (CoP).

Urs Gröbriel and Christoph Pimmer, 15.7.2020

With contributions of Boris Trimcev, Daniela Lilja, Erka Caro, Kurt Wüthrich, Ivana Georgievska, Roman Troxler, Sidita Dibra (in alphabetical order)

Content

1	Your questions.....	2
2	Your experience.....	Fehler! Textmarke nicht definiert.
3	Designing effective solutions: Key learning activities and tools.	Fehler! Textmarke nicht definiert.

Version history

If you make changes to this document, please describe them in a few words here. Thank you!

Version	Date	Author	Comment
0.1	15.7.20	Urs Gröhbiel	
	20.7.20	All	Adding questions and experience
	21.7.20	Urs	Draft of findings to be published
	27.7.20	All	Review of draft. Revision.
	29.7.20	Urs, Marina	Finalize the document, upload to the public CoP-page

1 Programme of CoP session on Tue, 21.7.

10.00-11.00 a.m., Zoom meeting

1. Welcome, up-date since last meeting
2. Addressing our questions: Brain-writing & discussion
3. Collect open questions, feedback
4. Next meeting on July 28th 10 a.m. Topic: supporting partners

2 Discussed questions and examples

Why do we evaluate ICT4VET projects?

To guide our further discussion of evaluation approaches, we have first reflected on the purpose that the evaluation of ICT4VET projects can pursue.

- To measure the impact of the project for its beneficiaries / the community (Erka, Victoria)
 - For ourselves
 - For donors, Ministries of Education (MoE)
 - For uptake by others (projects, experts)
- To steer initiatives and the decision-making process as part of MRM (Erka, Sidita, Daniela), For potential improvement of already planned/implemented activities (Boris)

Formative and/or summative evaluation?

Depending on the purpose, we will have a different focus on the mix of formative evaluation and summative evaluation.

- It depends on the project phase, but in most cases it's mainly about formative findings, how to improve the project activities. (Roman)
- Both. Especially in the beginning of the project implementation (pilot phases) formative assessment is more crucial. (Sidita, Erka)
- Both. Especially as ICT interventions are fairly new and need additional data to support it in contrast to "traditional methods". (Daniela)
- For Canvas we receive reports twice a year from our partners who implement it. (Ivana)
- Timing of an evaluation may also be relevant to decide on the focus (e.g. Mid-Term Review versus end of project evaluation) (Katrin)

What can we evaluate or measure? Examples?

Links to valuable e+i documents (Roman):

- Reference indicators for VSD: <https://www.shareweb.ch/site/EI/Pages/VSD/VSD-Reference-Indicators.aspx>
- *Using indicators in VSD programmes: [Working Aid on the use of Indicators in Vocational Skills Development \(VSD\) Programmes](#)*

Outputs

- Perceptions regarding the use and usefulness of the platform for the different users – students, teachers, businesses instructors (Ivana)
- Usage of tools by various actors. It can be a challenge, especially when having a blended learning approach, what can progress be attributed to. (Daniela)
- Training/ToT programs and effectivity; (Sidita)
- processes and instruments designed & documented; (Sidita)
- use/exemplary cases; (Sidita)
- We can measure the change or improvement in the capacities of teachers/students; usage levels (uptake); the perception (satisfaction level) of different actors involved (Erka);
- Quality of learning content

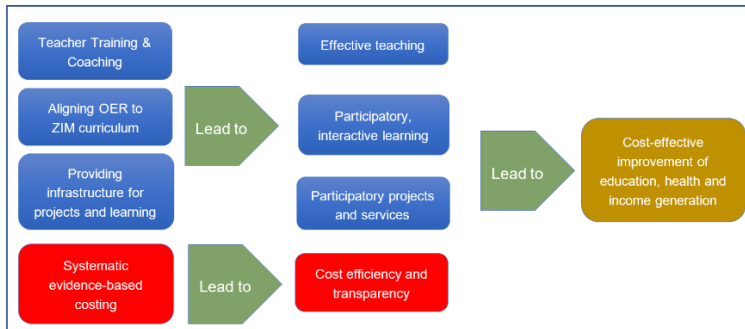
Outcome

- Do the intended users improve their competencies or skills? (Roman, Daniela)
- Quality and quantity of enrolment and graduation levels in training programs (Erka)
- Skills and competencies are perceived as relevant (Sidita)
- Students and company satisfaction (Sidita)
- Change of teaching in practice (Urs)
- Quality of coaching by company representatives during placements (Urs)
- VET providers are able to innovate (Sidita)
- There are systems in place that can be replicated (Sidita)

Impact

- In general, very difficult to assess. Often on this level control groups or other methods to distinguish between participants and non-participants (such as difference-in-difference) are needed. But we might use ICT tools also to facilitate this and make it less expensive and time-consuming. (Roman)
- Individual and collective welfare (Victoria)
- Improved livelihoods and links to ICT-interventions (Daniela)
- Employability and employment status (Sidita)
- Employment levels both quantity and quality (Erka)

Overview of possible aspects: example of simple theory of change for ICT-supported teacher training to foster ICT-supported participatory learning in Zimbabwe (Urs)



Comment

It is important to decide what are the aspects that the project needs to measure in its endeavours with distant learning – our current experience with Canvas, being a piloting example, was intended to give us **insight about how blended learning worked in VET** (at all!), the **perceptions** of the various involved groups (students, teachers, business instructors) on this new learning approach, what the platform showed useful for etc. so that we can use the findings for scalable solutions.

The pandemic made the need for blended, or even completely digital learning an urgent must, so measurements needed to be rethought. In our Canvas particular case, we already intervened to see the difference in **usage of the platform** before and during the pandemic, and in future we need to put more emphasis on measuring whether and to what extent the blended learning/digital learning **contributes to the realization of the learning goals**, i.e. go beyond the level of **perceived usefulness** and interest sparked among the users, and devise improvement actions accordingly. (Ivana)

Further questions that we did not have time to discuss in the session, but that are most relevant:

- **SMART indicators** What can we call SMART indicators in interventions related to ICT in VET? Are there specific tips? (Sidita)
- **Agile handling of logframe and monitoring frameworks:** Logframe and monitoring frameworks are built before the intervention starts and it is quite challenging to predict the course of action in these innovative interventions, in environments it was not tried before. How can we ensure an agility in this regard? (Sidita)

3 Expertise of CoP members

Area of expertise	Name	Contact
Wide M&E expertise	Erka Caro	Erka.caro@swisscontact.org
Wide project management and M&E expertise	Sidita Dibra	Sidita.dibra@swisscontact.org
https://www.linkedin.com/in/igeorgievska/	Ivana Georgievska	Ivana.Georgievska@helvetas.org