IMPLEMENTING AN EVALUATION OF TVET PROGRAMS

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Thailand Experience
"Research is aimed at truth. Evaluation is aimed at action."

Michael Patton
What do we evaluate?

EVALUATION OBJECTS/TARGETS

1. Programs 2. Curriculum
3. Instruction 4. Training
5. Plan 6. Activity
Why do we need to evaluate –

the purpose of the evaluation

- **Worthen et al. (1996)**
  - to adopt a new program, product
  - to continue, modify, expand, or terminate an existing program
  - congruency between operations & program design
  - value of program & cost effectiveness
  - identify whether problems are being solved
Why do we need to evaluate –

Identify needs for the project
Identify feasibility of the proj.
Design project activity and resources
Project Improvement
Making decision about the project

The aim/purpose of evaluation will lead to evaluation design
Types of eva.

Formative
Summative

Input
Process
Product
output
outcomes

Eva. Model

Tyler’s
Kirkpatrick’s
Scriven’s
Stufflebeam’s
How do we start program evaluation?
I - Focusing the Evaluation

1. describe evaluation target
   - learn what we can about the eva. target
   - study the context / purpose
   - identify the status of the program
Find the answer to the questions-

- Who is involved?
- Why it exists?
- What are its parts or functional elements?
- When does it take place?
- Where it exists?
- Has it been evaluated?
- Who are the audience of the evaluation?
2. identify program stakeholders & the evaluation audiences
SOME COMMON AUDIENCES

- POLICY MAKERS
- PARTICIPANTS
- TRAINERS
- GOVT. OFFICIALS
- PROGRAM PLANNERS
- STUDENTS
- PARENTS
- COMMUNITY
AUDIENCE CHARACTERISTICS

1. Age, Sex, Race
2. Occupation
3. Education/Training Background
4. Values
5. Knowledge of Evaluation
6. Special Concerns
7. Special Interests
8. Hidden Agendas
a "stakeholder"
- anyone without whose input a particular program would be unable to function.

- may have no formal role in a particular program but still be affected (positively or negatively) by the program.
II. identify the evaluation questions.........
from...

Stakeholders
previous evaluations
theory
Evaluation model/approach
Descriptive questions sample...

describes the program and what it does

- What activities does the program support?
- Who performs these activities?
- How extensive are these activities?
- How costly are the activities?
- Who use these services?
Implementation questions sample

- how and to what extent activities were implemented according to the plan
- did the activities reach the target audience
Impact questions sample

- identify program effects
  - Is the program achieving its intended purposes and effects?
  - Taking both costs and effects into account, is the current program better than comparable programs?
  - Is it at least achieving similar results?
III. Select the evaluation model/ approach

- formative
- summative
- empowerment
- Participatory
- Others, like Tylerian, Scriven’s, CIPP, Discrepancy analysis, Kirkpatrick’s, etc
Evaluation:

judgement process for the educational Goal (behavioral objectives) realized
Through education and class activities
Tyler 1951

process of information gathering
And treatment necessary to make
a decision for an educational program
Cronbach 1984
the systematic investigation of the merit or worth of sth. For the purpose of decision making (House, 1993)
Program evaluation typically involves assessment of one or more of the five program domains:

1. The need for the program
2. Design of the program
3. Program implementation and service delivery
4. Program impact or outcomes
5. Program efficiency

( Rossi et al’s 5 program domains)
“Program evaluation is the use of social research procedures to systematically investigate the effectiveness of ... programs.” (Rossi, Freeman and Lipsey)
When a cook taste the food, it is Formative Evaluation.
Formative eva.
- focus on actual process
Summative eva.
- focus on final product
(Scriven 1967)
Eva. definition.

the process of delineating, obtaining and providing useful information for judging decision alternatives

(Daniel Stufflebeam-CIPP Model)
CIPP MODEL
formative-summative

- Context
- Input
- Process
- Product
OBJECTIVES-ORIENTED APPROACH

Tyler, Provus, Metfessel & Michael etc.

MANAGEMENT-ORIENTED APPROACH

Stufflebeam, Alkin & Provus.

Provides info for decision-making.

Evaluating all stages of program development.

Accountability, program planning.

Identifies / evaluates needs and objectives.

Utility, propriety, and technical soundness.
EXPERTISE-ORIENTED APPROACH

Eisner, Accreditation Groups.

Professional judgments
Judgment based upon individual knowledge and experience.

Self-study, accreditation, criticism.
ADVERSARY-ORIENTED APPROACH

Wolf, Owens, Levine & Kourilsky.

Expose program’s strengths / weaknesses.

Airs opposing viewpoints / public hearings.

Examines controversial programs / issues.

Uses forensic / judicial public hearings, clarifies issues.

Balance, open to public.
EACH MODELS HAS ITS STRENGTHS & WEAKNESSES
IV. SELECTION AND IDENTIFY INDICATORS/CRITERIA

1. Purpose of the evaluation
2. Expertise of the evaluator
3. Evaluation audience
4. Time
5. Money
6. Scope
7. Help available
Select most appropriate indicators lead to successful eva. Indicator must be directly related to the program evaluated, e.g. objective/goal.

Identify clearly and measurable in terms, if possible of quantity, quality and time frame of a particular aspect of the program.

Clear and smart program objectives will help in identifying smart indicators.
V. Evaluation Design

- data collection
  - Sources of information
  - instrumentation
  - Data collection procedures

- analysis, interpretation, use

- management plan
  - personnel (consultants), space, supplies, travel, tasks, job descriptions,
  - budget
Identify data/information needed and sources of data/information

Identify tools and methods to collecting information
Thank you and enjoy your task