

# IMPLEMENTING AN EVALUATION OF TVET PROGRAMS

**Kanjana Watanasuntorn**

**drkanjana@yahoo.com**

**Thailand Experience**



**"Research is aimed at truth.  
Evaluation is aimed at action."**

**Michael Patton**

# What do we evaluate ?

## EVALUATION

### OBJECTS/TARGETS

- |                       |                      |
|-----------------------|----------------------|
| <b>1. Programs</b>    | <b>2. Curriculum</b> |
| <b>3. Instruction</b> | <b>4. Training</b>   |
| <b>5. Plan</b>        | <b>6. Activity</b>   |
| <b>7. Person</b>      | <b>8. Etc.</b>       |



# **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?**

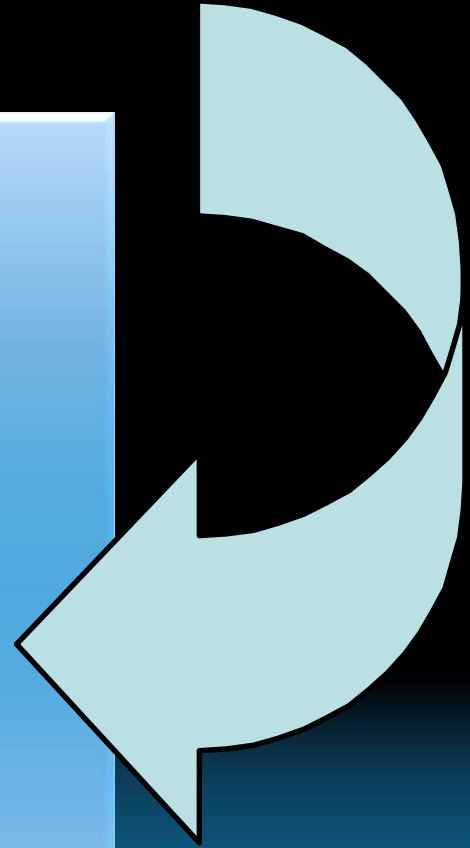


## 2. identify program stakeholders & the evaluation audiences



# 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 in to 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)**

# Michael Scriven

**Formative & Summative Eva**  
**Goal free eva.**



**When a cook**  
**taste the food,**  
**it is Formative**

**Evaluation**



**When a customer taste**

**Formative eva.**

- focus on actual process**

**Summative eva.**

- focus on final product**

**(Scriven 1967)**

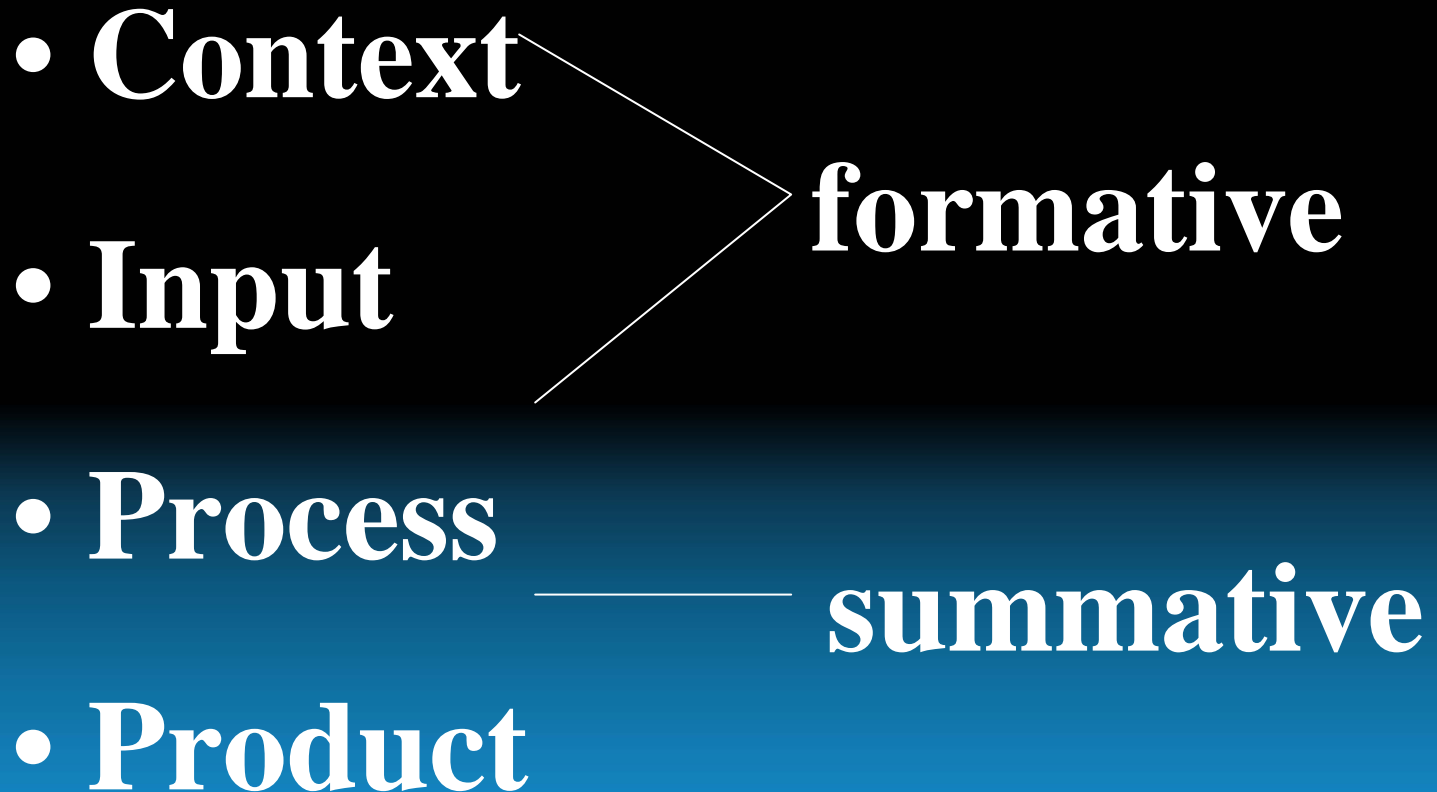


**Eva. definition.**  
**the process of delineating,**  
**obtaining and providing useful**  
**information for judging decision**  
**alternatives**

**(Daniel Stufflebeam-CIPP Model)**

# CIPP MODEL

**formative-summative**



# Evaluation Approach

# **OBJECTIVES-ORIENTED APPROACH**

**Tyler, Provus, Metfessel & Michael etc.**

**Determine extent of achieved objectives.**

**Specify measurable objectives & compare objectives with performance.**

**Curriculum development and needs assessment etc.**

**Pre-post performance measurements.**

# 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.**



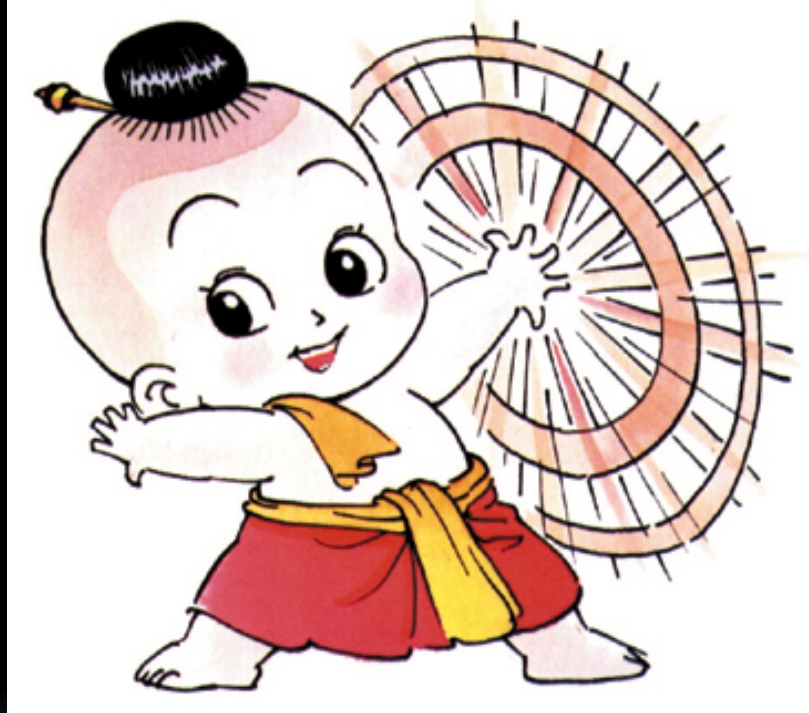
# V. Evaluation Design

- **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



**Kirkpatrick, Donald L. (1998). Evaluating Training Programs: The Four Levels. Berrett-Koehler Publishers.**

**Worthen, Blaine R, James R. Sanders, Jody L. Fitzpatrick (1997). Program Evaluation: Alternative Approaches and Practical Guidelines (Second Edition).Addison, Wesley, Longman, Inc.**

**Kirkpatrick, Donald L. (1998). Another Look at Evaluating Training Programs. American Society for Training & Development.**