

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
7. Person
8. Etc.



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?**

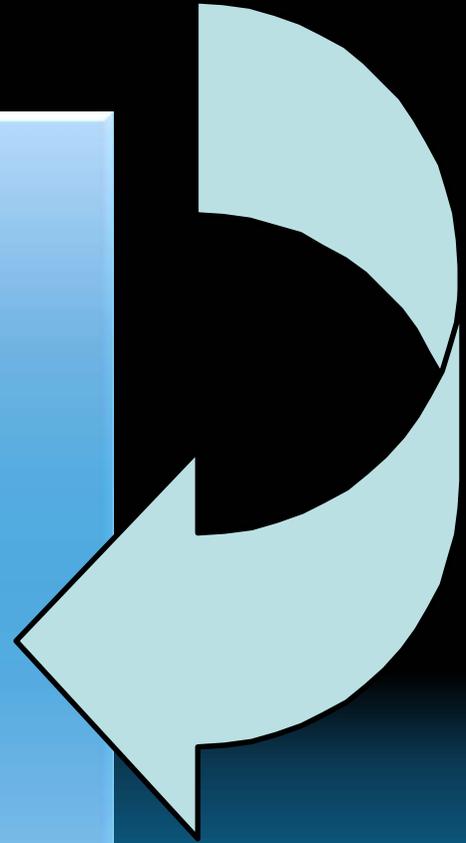


2. identify program stakeholders & the evaluation audiences



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)

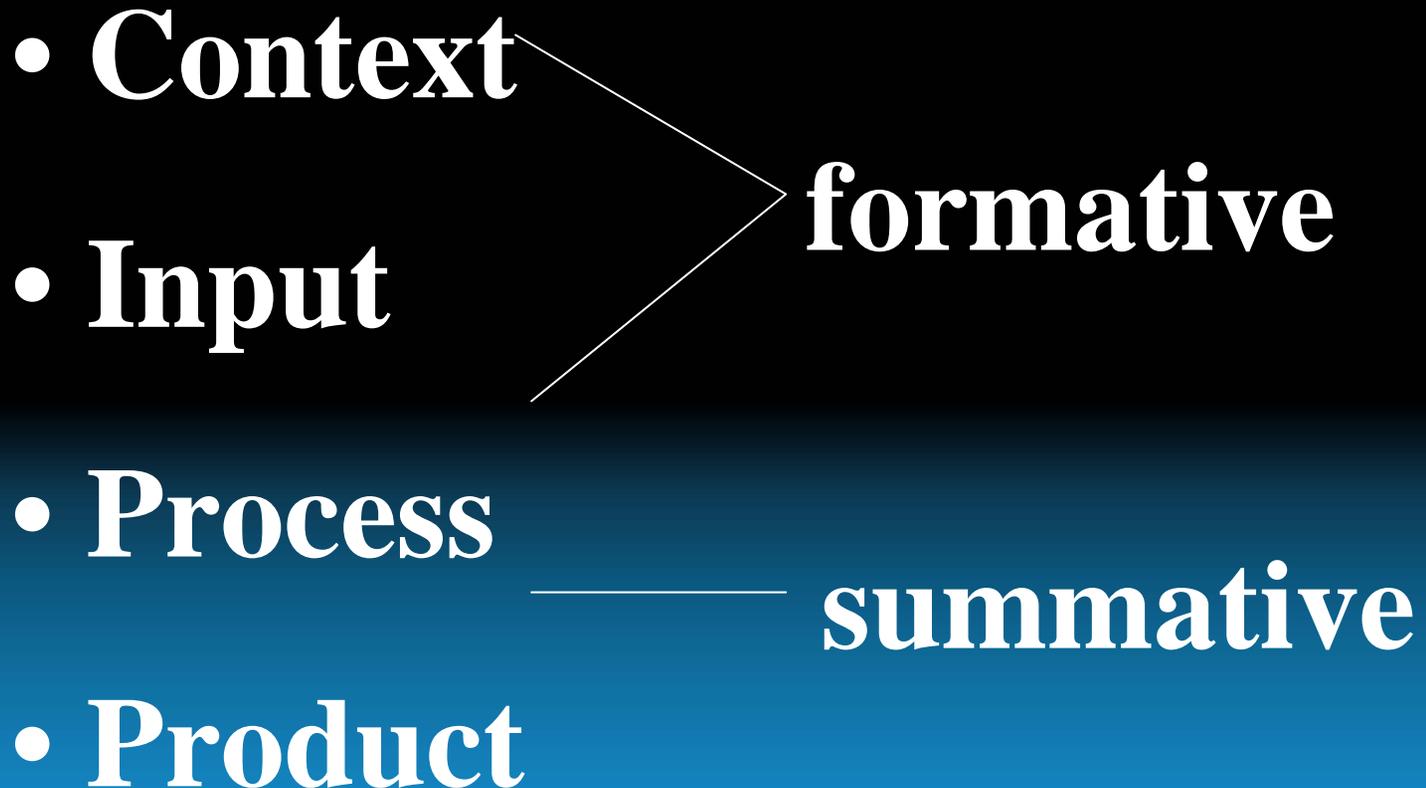
Eva. definition.

**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.**



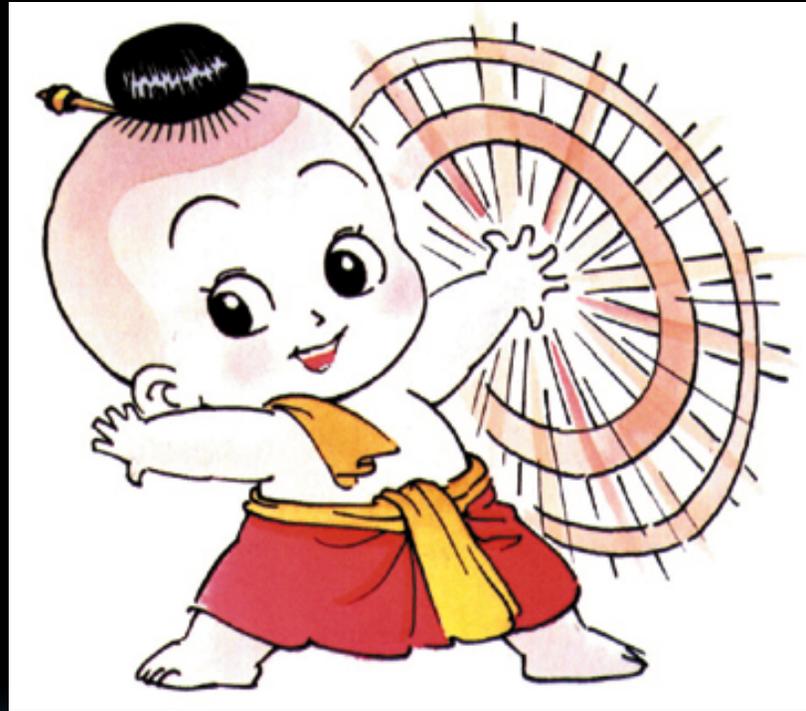
V. Evaluation Design

- **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.