



Education
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Measuring and evaluating the impact of partnerships

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Where to start?

Key steps in evaluation

Use and users

- Determine how the evaluation results will be used and by whom

Stakeholders

- Identify and engage evaluation stakeholders

Describe

- Develop a logic model to depict the partnership's theory of change

Focus

- Brainstorm and then finalise a list of questions the evaluation (processes, partnership activities, expected outcomes)

Evidence

Determine how you will answer the evaluation questions (indicators, data sources, data collection, timeline)

Justify

Analyse, interpret, consider contextual factors

Use and share

- Distribute and use evaluation results

Evaluation plan



- **Evaluation questions** – what do you want to find out?
- **Indicators** – measures needed to answer the evaluation questions
- **Data sources** – who will provide this data?
- **Data collection methods** – How will you get this data?

Monitoring matters



- **Evaluation questions** – what do you want to find out?
- **Indicators** – measures needed to answer the evaluation questions
- **Data sources** – who will provide this data?
- **Data collection methods** – How will you get this data?

Helpful resources



- www.betterevaluation.org
- Implementation and process evaluation guidance for EEF evaluations

Suffolk Challenge Fund



- Partnership with Suffolk County Council's Raising the Bar programme in 2016
- £600k excellence fund to use for programmes that been evaluated by the EEF and have achieved positive results in raising educational attainment.
- Suffolk schools were invited to bid for money to implement those promising programmes, for which they could obtain 50% of funding towards the costs.
- Over 120 schools (more than 1/3 in the county) offered funding to train a total of more than 600 school staff in a range of approaches.

Suffolk Challenge Fund (cont.)



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- Independent evaluation by UCL IOE
- RQ: Is incentivising schools to adopt the EEF promising programmes a viable way of scaling up an evidence-based approach to improving teaching and learning in schools?
- Design: Mixed methods, a light touch evaluation, descriptive account to inform judgement about the promise, feasibility, and further scalability of such incentive based initiatives

Suffolk Challenge Fund (cont.)



Results

- Clear appetite amongst schools to learn how to use research and evidence to inform decisions about teaching and learning
- Enablers: Meeting schools' improvement priorities, matched funding, the EEF reputation; leadership capability and staffing capacity
- Good and better schools (Ofsted) overrepresented
- Perceived as a scalable approach given that schools found it attractive