Impact

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IMPACT

Levels of impact

- Learning outcomes
- Impact on the curriculum
- Effects on the Organisation
- System effects

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Line of thought of the European Commission

1. Which problem needs to be solved
2. Why is that a problem?
3. What can we do about it?
4. What do we want to achieve?
5. To which questions do we seek an answer?
6. What are the paths along which we may find a solution?
7. What might be the effects of these options and to whom?
8. What solutions appear to be the most successful and efficient ones?
9. How could we monitor and evaluate all of this?

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Longitudinal impact

- Projectactivities
- Project products
- Learning activities
- Enhanced perfomance
- Effects
- Transfer
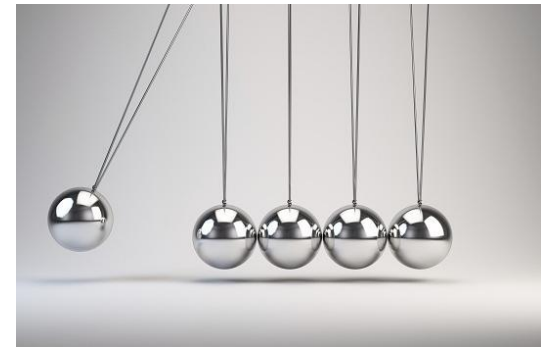
Transversal impact
(dissemination and transfer)

- To what subject areas
- To what programme parts
- To what organisational parts
- To what policy areas

Vertical impact

- Policy makers
- Governors
- Managers
- Teachers
- Other

Horizontal impact

- Students
- Teachers
- Other colleagues
- Other institutions
- Other target groups
- Other regions/countries
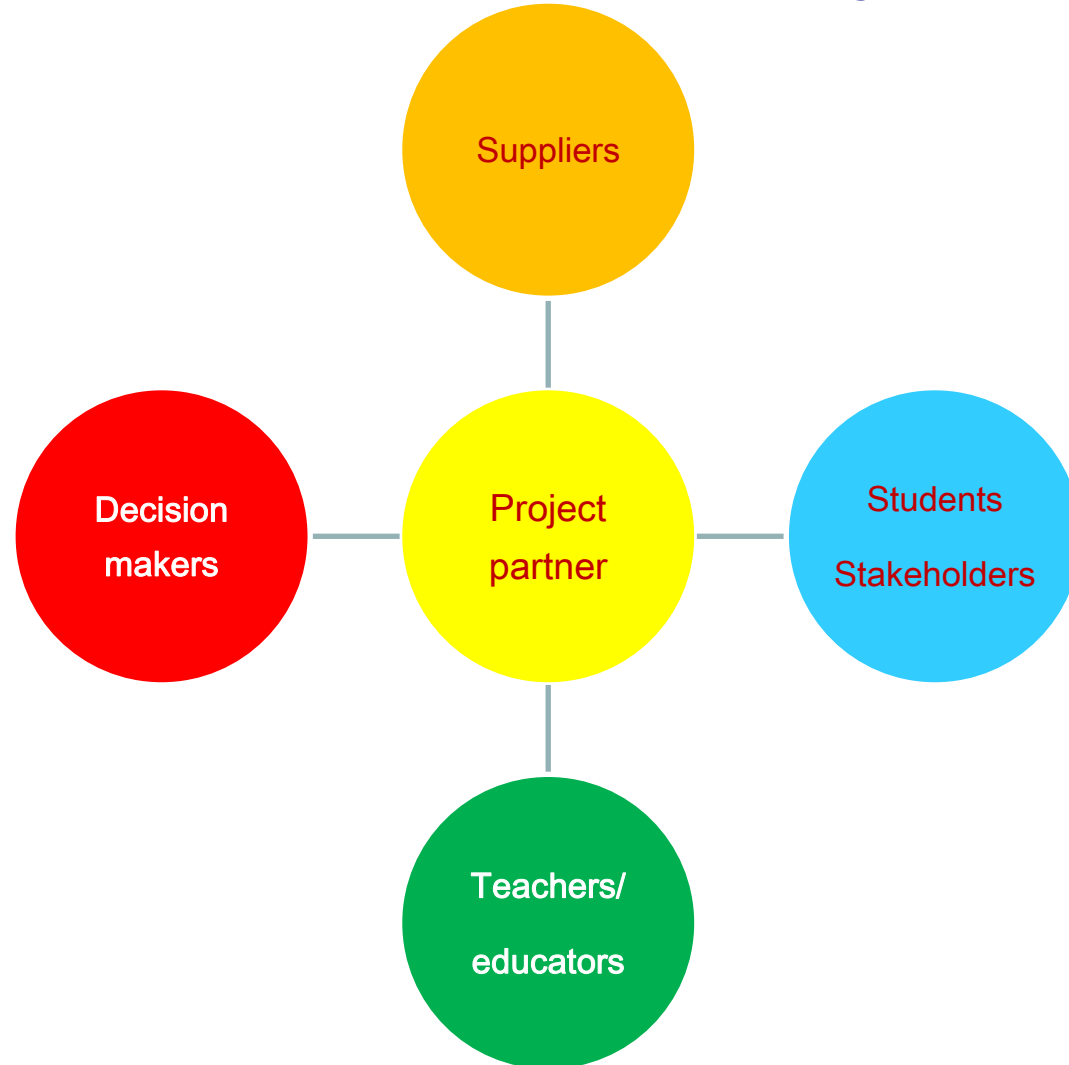
3.   Impact improvement

Impact issues

- Who do we target (Target group)
- What is special about our message/offer? (profiling)
- How to we make our project known (publicity)
- How doe we wish to be percieved? ("branding")
- What media/channels do we use? (distribution)
- How do we mobilise te target group?
- (consult, involve)

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Netwerk analysis

Kinds of communication

- Netwerking
- Reaching
- Informing
- involving
- Comforting
- Seducing
- Persuading
- Challenging

Critical factors

- Selection of partners
- Two way communication
- Innovation capacity/learning potential
- Support
- Momentum
- Timing

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4. Evaluating Impact

- Evaluation is learning

- Evaluation is a dialogue

- Evaluation itself has to be impact oriented

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Evaluation is learning

Learning   Action

Reflection

Evaluation as a learning process should be:

- Motivating
- Referring to a (practice) theory
- Interactive
- Providing feedback to actions taken

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Evaluation is a dialogue

Selecting instruments and methods

M.C. Questionnaire
Checklist

log
news flash
Guidelines

Individual

Reactive

Constructive

Closed group interview
Group observation

plans for the future

presentation

creating a model

Collective
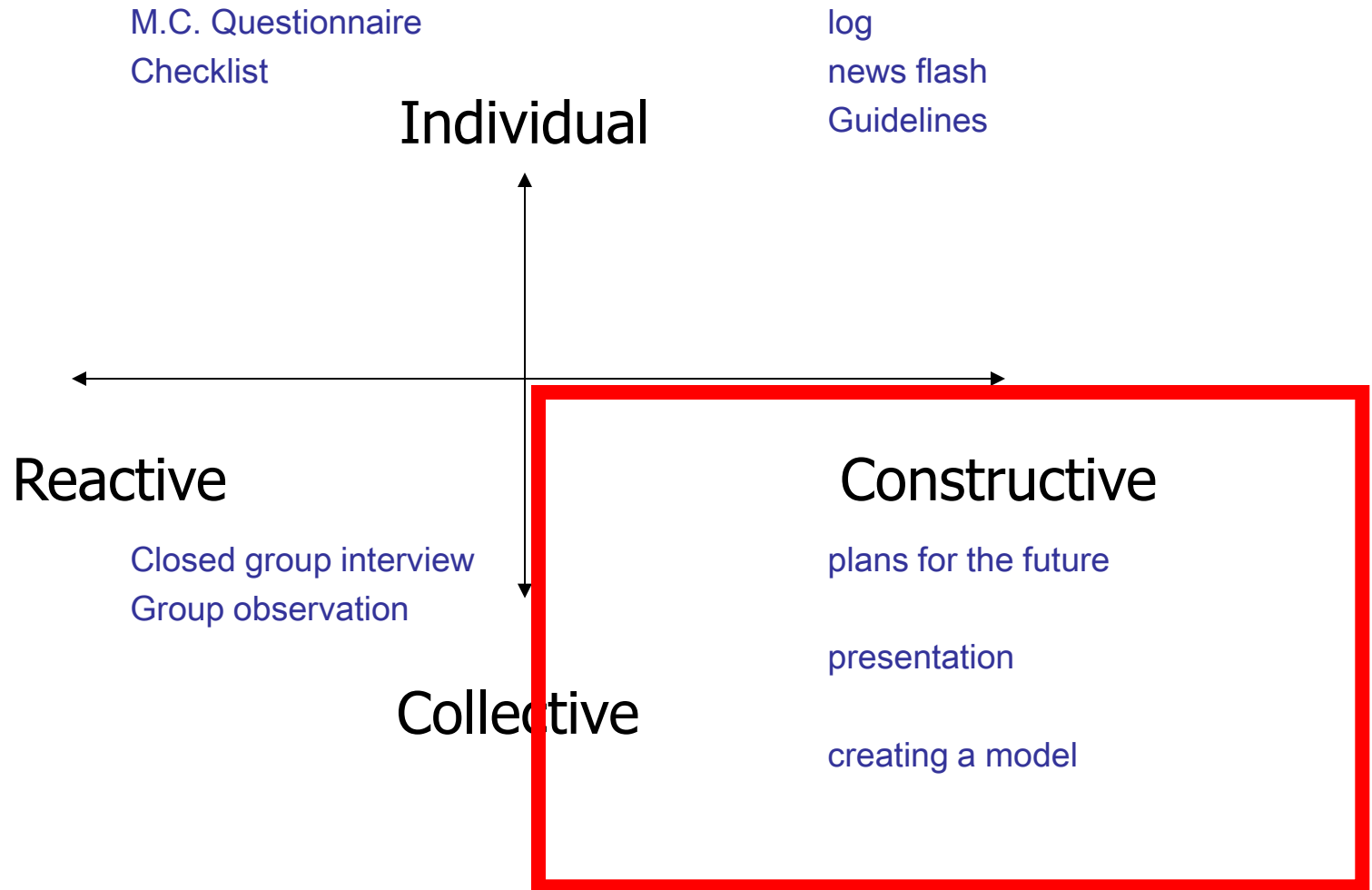
Indicators of impact

- Reach (whom, how many, how often)
- How many curriculum parts are influenced? (to what extent)
- Learning outcomes?
- What is done with those outcomes in further study?
- How are others affected by this?

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Evaluating with impact

- Organised as a learning process
- With methods suiting the kind of dialogues that concerned
- With an open eye for context, opportunities and the support

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Evaluation results

- What has been learned?
- What are the effective factors, or mechanisms?
- Where do we need adaptations/revisions?
- What is needed for that?
- Who is responsible for that?

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Questions?

Exchange

- Experiences
- Suggestions
- Pitfall
- Opportunities