EXTERNAL EVALUATIONInitial contributions and future monitoring of the SCHOOLS2030 programme

Information and knowledge production for action in school environment

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External evaluation:

main goals

- Follow the national development of the Schools 2030 programme;
- Analyse and consider its implementation in specific school contexts;
- Generate <u>useful knowledge and information</u> for intervention in these contexts;
- Identify its main outcomes and impacts.
- These aims are consistent, in its procedures, with the programme's global guidelines for evaluation.



Main activities:

carried out and in progress

- Preparation of a <u>Theory of Change adapted to the national evaluation</u> (preparatory phases— Annual Report/July 2022)
 - Bibliographical and documental analysis;
 - Statistical analysis (DGEEC Info-escolas: 2018/19 and 2019/20);
 - Interview with the Schools2030 Portuguese Programme Coordination;
 - Focus groups with the participating School Clusters' principals and interviews with the principals and/or responsible for the Programme in the School Clusters.
- Definition of the structure and target of a <u>national Schools2030 Observatory</u> (conception 1st proposal in the Progress Report/ February 2022; revised proposal in the Annual Report /July 2022).
- List of <u>indicators</u> (education statistics, DGEEC) for analysis and evaluation work identification of the required primary indicators (April 2022).

Guidelines for a Theory of Change applied to the Programme and its evaluation

- The focus on <u>outcomes</u>, at different <u>time frames</u> and <u>levels</u>
- The description of <u>strategies</u> and <u>activities</u>
- The importance of <u>context</u>
- The <u>iterative</u> process
- The involvement of the <u>actors</u>
- The other <u>impacts</u>
- The support for monitoring and evaluation



Schools2030 Theory of Change



KEY INPUTS

KEY ACTIVITIES

OUTPUTS

OUTCOMES

IMPACT

GOAL

Provide long-term and flexible financial support to develop global public goods for school-level learning assessment, human-centred design, and policy engagement.

Provide long-term technical and human resources to develop global public goods for school-level learning assessment, humancentred design, and policy engagement.

Convene and coordinate local, national and global communities of practice and platforms to connect and strengthen multistakeholder engagement and collaboration in education.

Co-develop and co-test new holistic learning assessment resources with and for educators.

Co-develop and co-test new school-based HCD tools and resources with and for educators.

Conduct school and/or classroom-level professional development training sessions on holistic learning assessment and HCD approaches.

Provide flexible response funds and/or support for teachers to design, test, and iterate new school-level innovations to improve teaching and learning outcomes.

Showcase teacher-led innovations and Schools2030 global resources through virtual and in-person platforms and communities of practice.

Generate evidence about scalable approaches to improving teaching and learning outcomes.

Engage local, national, and global-level education system stakeholders about school-led approaches to inform and influence sector dialogue.

Developed and tested new holistic learning assessment resources with and for educators.

Developed and tested new school-based HCD tools and resources with and for educators.

Conducted professional development training sessions on holistic learning assessment and HCD approaches.

Provided flexible response funds and/or support for teachers to design, test and iterate new school-level innovations to improve teaching and learning outcomes.

Showcased teacher-led innovations and Schools2030 global resources through virtual and in-person platforms and communities of practice.

Supported the generation of evidence about scalable approaches to improving teaching and learning outcomes.

Engaged local, national, and global-level education system stakeholders about school-led approaches to inform and influence sector dialogue.

Enhanced capacity of educators to measure, design, and implement innovations in education to improve holistic learning outcomes.

Improved learning outcomes and quality teaching and learning environments in challenging contexts.

Increased capacity and opportunities for educators to engage in education sector dialogue.

Generated policy-relevant evidence about school-led approaches to improving quality education. Disadvantaged children and young people are equipped with the knowledge, skills, attitudes and values they need to thrive and to be contributing members of society.

Educators and schoollevel stakeholders are recognised as experts and leaders in education innovation and are actively engaged in education sector dialogue and planning.

Adaption, adoption and implementation of global resources and innovation to scale and influence national and global dialogue, policy and practice

Through the generation and dissemination of evidence

about school-led scalable approaches to improving teaching and learning and child holistic outcomes, AND

connect and strengthen multi-stakeholder engagement and collaboration in education between local, national, and global-level education system stakeholders in challenging

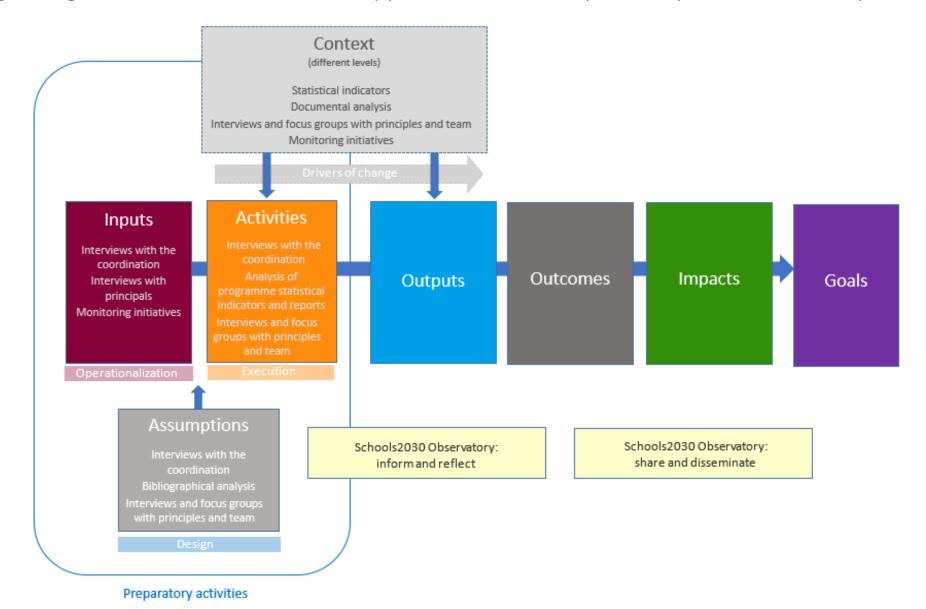
contexts THUS

Education system stakeholders will adapt, adopt and implement innovations and global resources n to scale and influence policy and practice

National and global sector dialogue, policy and practice will improve inclusive and equitable quality education and promote lifelong learning opportunities for all

The Theory of Change adapted to the national external evaluation

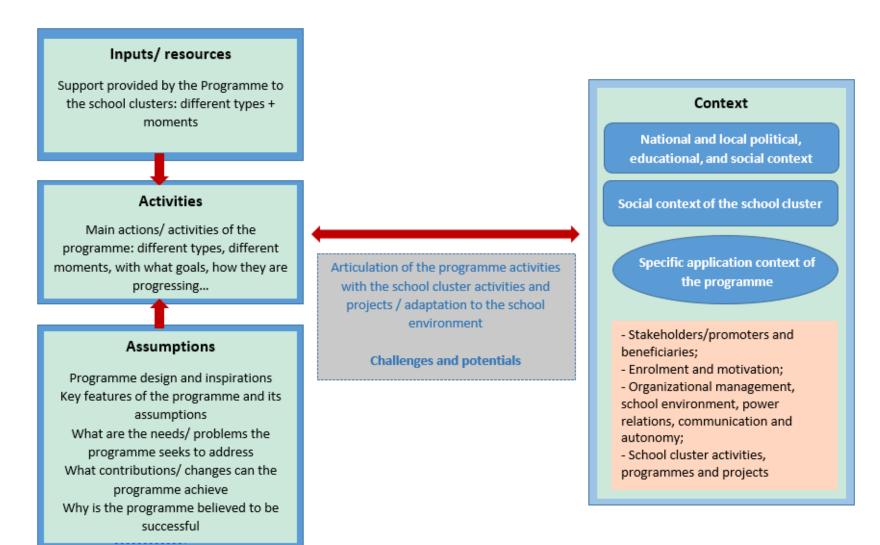
The global guidelines and the national approach and development: quantitative and qualitative data





The Theory of Change adapted to the national external evaluation

Main dimensions and topics of analysis in a first phase of the programme





Schools2030 Observatory

A national platform that fundamentally provides two functions:

- The <u>provision of information</u> (quantitative and qualitative), suitably analysed and processed, for the reflection around the issues of the quality in education; and
- The <u>dissemination of observed outcomes and impacts</u>, based in scientific research, on the experiences from Programme implementation.

Indicators presented in the platform will cover different thematic dimensions and observation levels.



^{*} Awaiting the creation of the technological infrastructure of the programme itself.

Strengths and risks

Contributions at an early stage of information collection

• Strengths/enablers:

- long-term programme. the opportunity to have continuous support and monitoring of actions;
- joint and shared reflection to improve practices and results; dissemination...
- focused on teacher's agency.

Barriers/challenges:

- lack of time, workload, excessive demands in schools/ the problem of human resources allocation for multiple involvements;
- pressure of national exams/tests;
- lack of motivation of some team members/ the way teams are set up to respond to these requests (school projects and programmes).

Risks:

- difficulties in understanding the programme's approach and methodology by school actors;
- it may create a sense of insecurity in teachers (it is a programme that has an open strategy and methodology that can be very different from the professional teaching culture and the school's organizational culture);
- the way it is communicated within the organizational framework of the school (communication and decision-making that values the involvement and participation of all actors).

Sometimes we don't need more to do better. (...) it is having more capacity (...). It is trying to do different. (...) That is, with my closest working group, my colleagues in the 1st cycle, having more resources so we can work in a different way.

(Representative of the Schools2030 team in one of the participating School Clusters)

Here we have part of the tools which will give that support for reflection, right? And that allow us to conduct an assisted and reflected work; and since we are working with other school clusters, to have other perspectives (...).

(Representative of the Schools2030 team in one of the participating School Clusters)



Next steps 2022 2023 2023 2023 2nd trimester 3rd trimester 4th trimester 1st trimester Update of bibliographical and documental analysis (of the Programme and other projects, and scientific literature) Update of statistical indicators analysis (new indicators and more recent data)* Consolidation of a ToC for the Focus groups with Interviews to Focus groups with monitoring and directions or other teachers in the students in the evaluation of the Programme** Programme** responsible national Programme Interview with Focus groups with Learning school principals **Monitoring Team** and others** Consolidation of the Schools 2030 Preparation of contents*** national observatory Preparation and submission of article Scientific dissemination Organization of seminar for presentation of activities results Meetings with national and international partners Management and Semi-annual report Annual report

(December)

administration



(July)

^{*} waiting for institutional indicators; **according to the implementation activities; *** dependent on the technological support and infrastructure