EXTERNAL EVALUATION
Initial contributions and future monitoring of the SCHOOLS2030 programme

Information and knowledge production for action in school environment

Portuguese external evaluation team of the Schools2030 Programme: CIES-Iscte

Susana da Cruz Martins, Ana Rita Coelho, Diana Carvalho, and Patrícia Ávila

September 28th 2022

cies _ iscte
Centro de Investigação e Estudos de Sociologia

iscte
INSTITUTO UNIVERSITÁRIO DE LISBOA

ESCOLAS 2030

External evaluation:

main goals

- Follow the national development of the Schools2030 programme;
- Analyse and consider its implementation in specific school contexts;
- Generate useful knowledge and information 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:

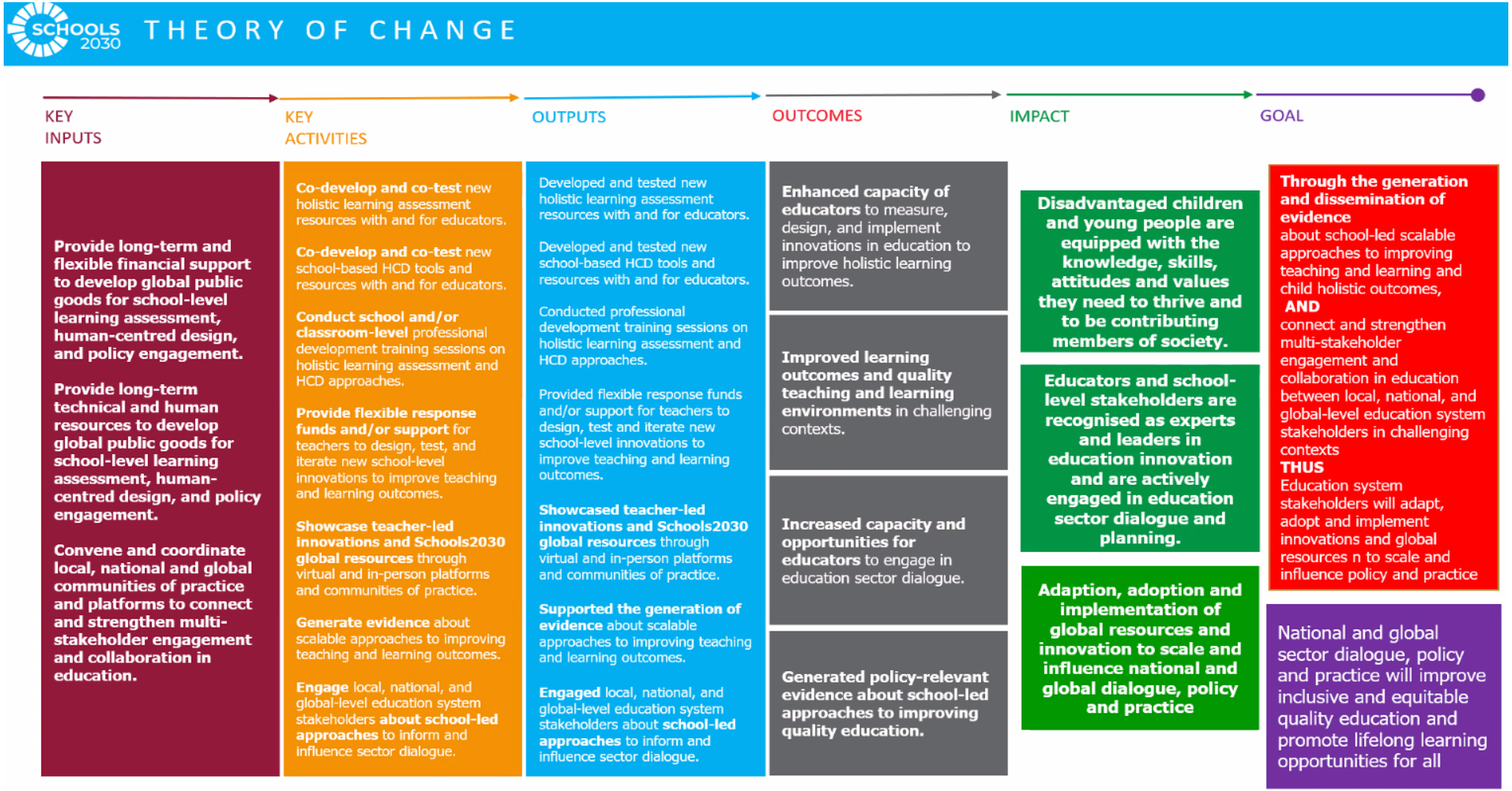
carried out and in progress

- Preparation of a Theory of Change adapted to the national evaluation (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 national Schools2030 Observatory (conception – 1st proposal in the Progress Report/ February 2022; revised proposal in the Annual Report /July 2022).
- List of indicators (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 outcomes, at different time frames and levels
- The description of strategies and activities
- The importance of context
- The iterative process
- The involvement of the actors
- The other impacts
- The support for monitoring and evaluation

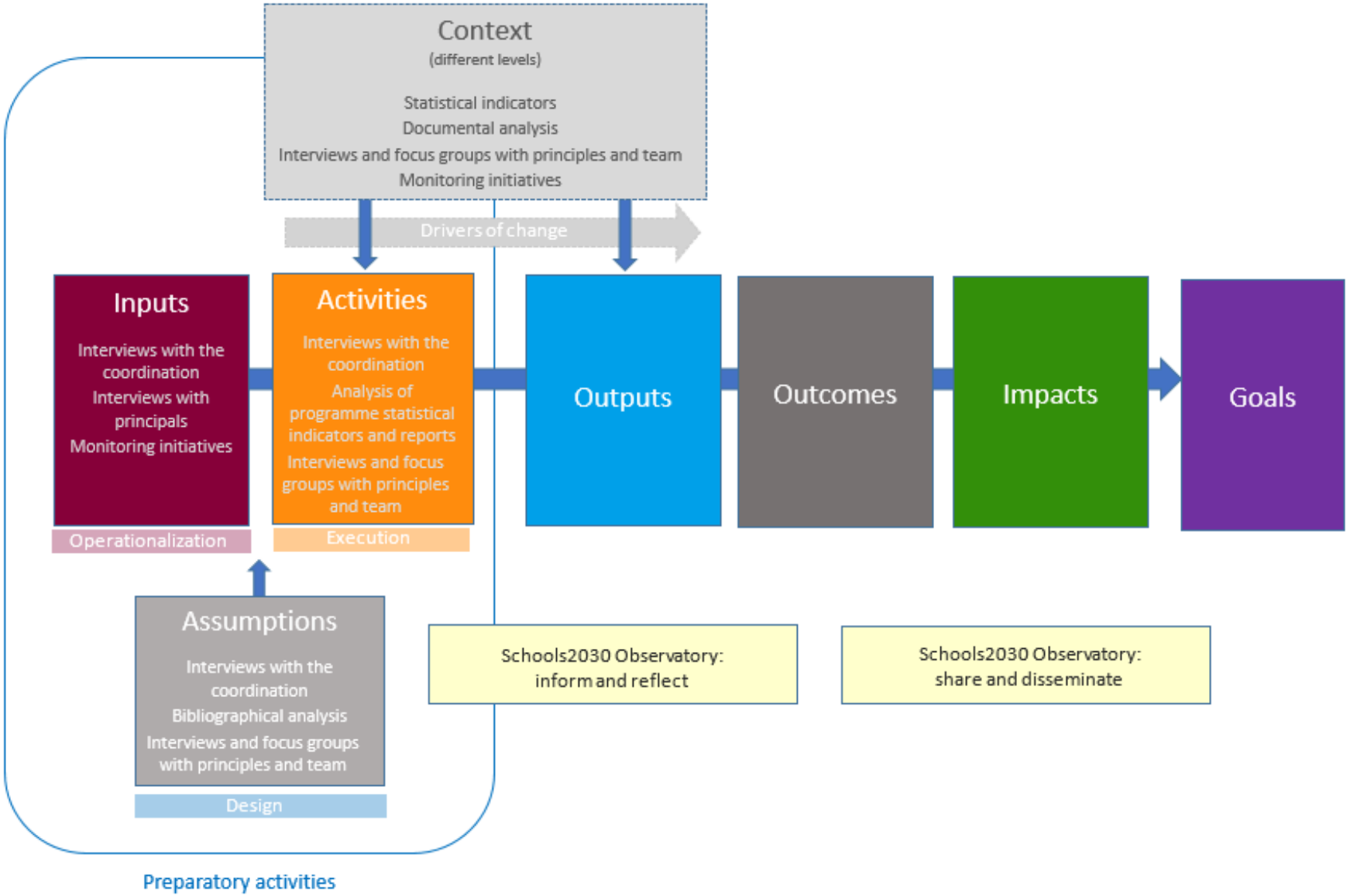
Schools2030 Theory of Change



Source: Khulisa, 2022

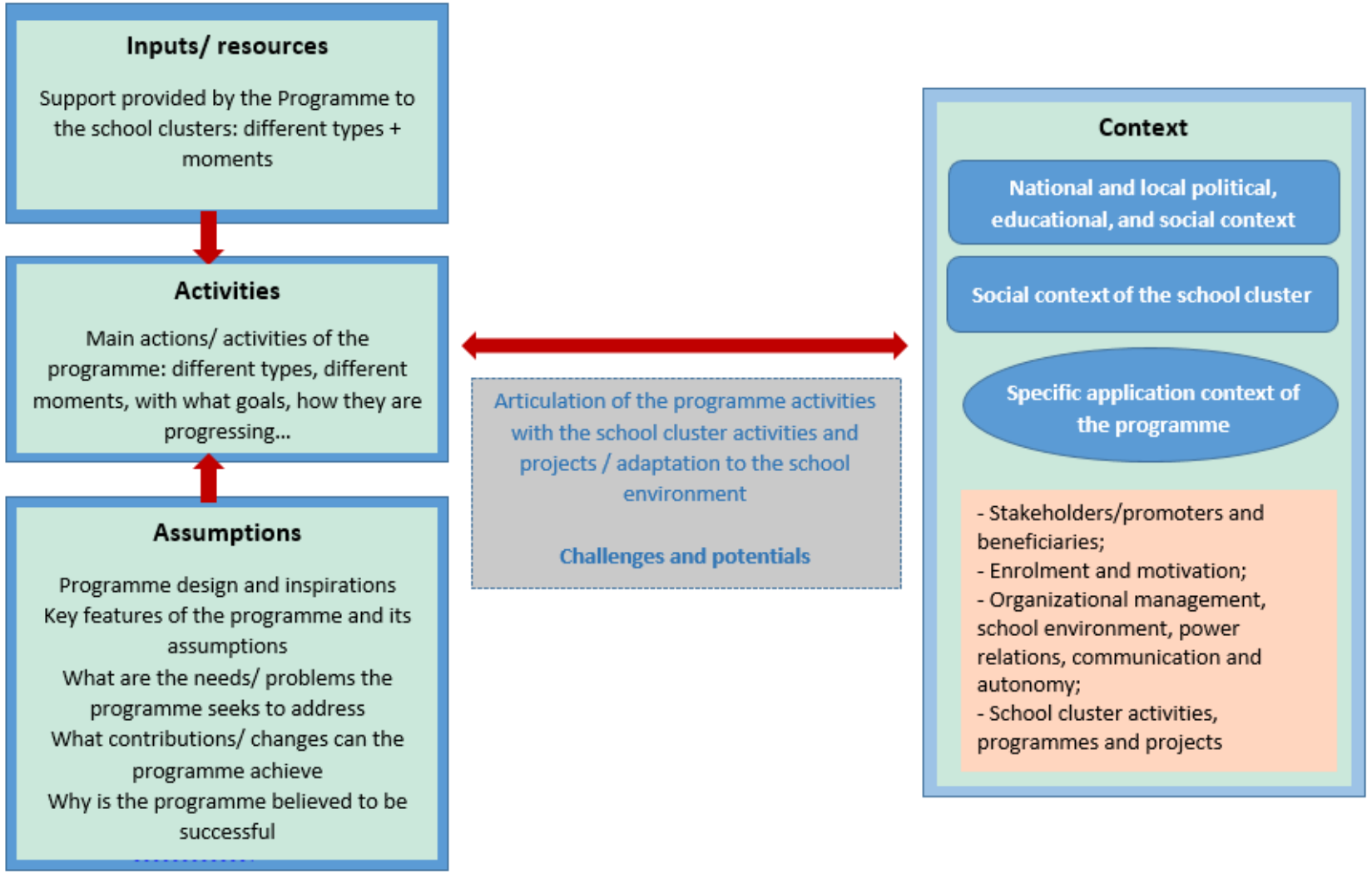
The Theory of Change adapted to the national external evaluation

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 provision of information (quantitative and qualitative), suitably analysed and processed, for the reflection around the issues of the quality in education; and
- The dissemination of observed outcomes and impacts, 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.

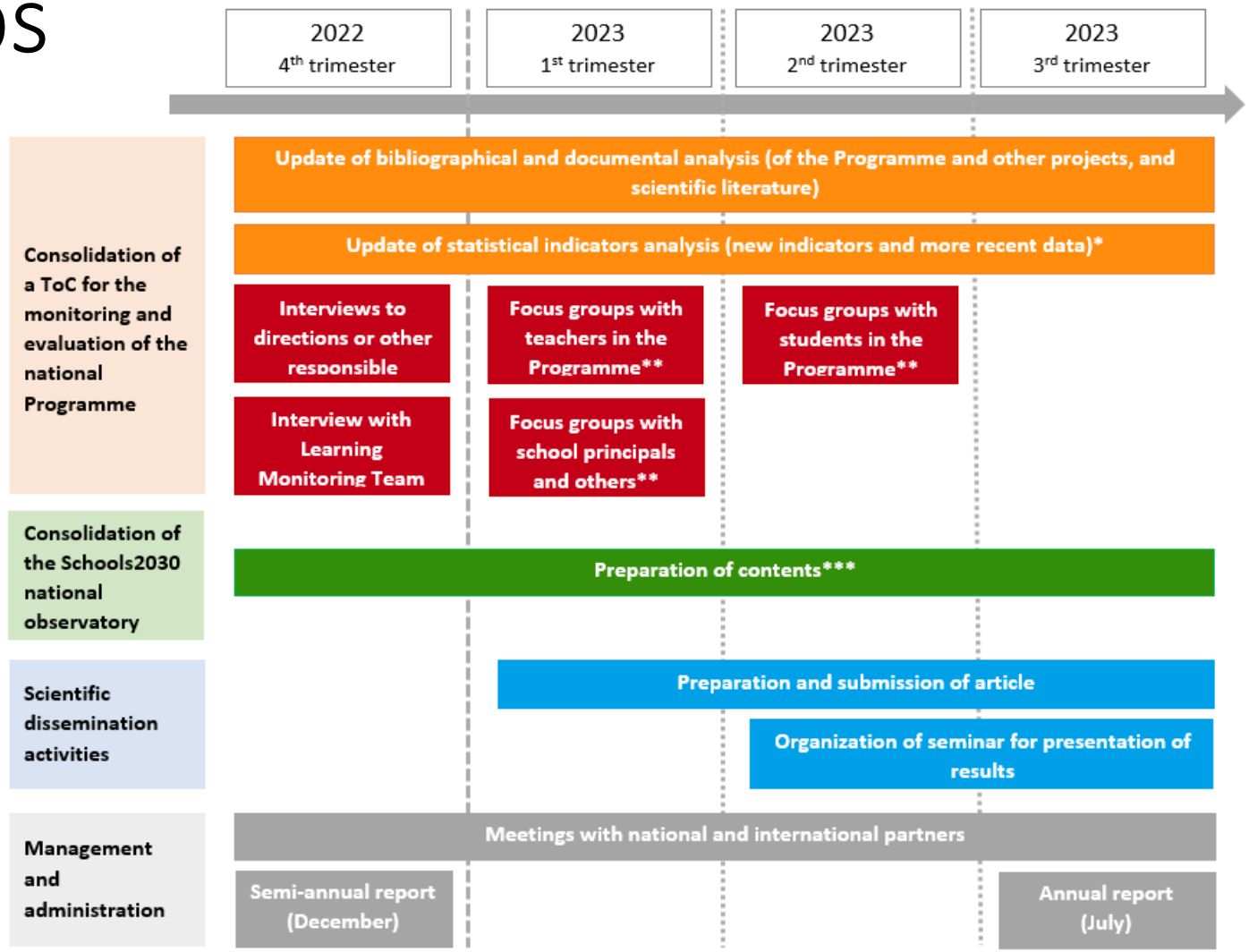
(Representative of the Schools2030 team in one of the participating School Clusters)

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)

ESCOLAS 2030

Next steps



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