Evaluating the Impact of *TOY to Share, Play to Care*

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Project Background and Context

- Impact evaluation integral part of evaluation and monitoring framework of *TOY for Inclusion*
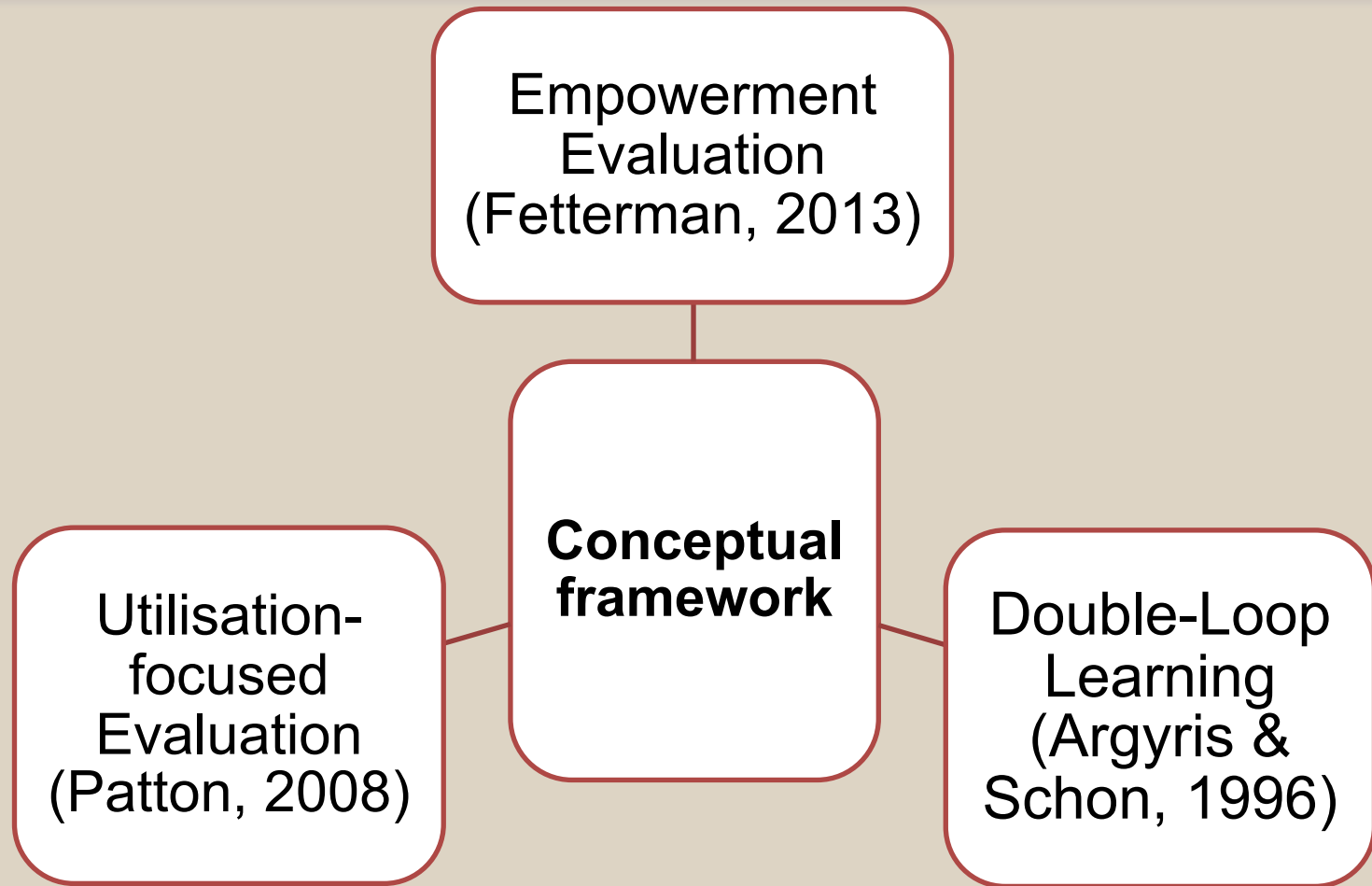
TOY to Share, Play to Care

- To engage the **'hard to reach' young children and families from migrant and ethnic minority backgrounds (but not only!)** in **quality inclusive non-formal community-based Early Childhood Education and Care (ECEC) initiatives** (with the goal of facilitating a smooth transition into primary education and improving their educational experience and performance in the long term).

Conceptual Framework

Empowerment Evaluation (Fetterman, 2013)

Conceptual framework

Utilisation-focused Evaluation (Patton, 2008)

Double-Loop Learning (Argyris & Schon, 1996)

Conceptual Framework

- *Empowerment evaluation:*
  - provides programme stakeholders with tools for assessing the planning, implementation, and self-evaluation of their programme
  - mainstreams evaluation as part of the planning and management of the programme/organisation.
- Widely used by agents including:
  - NASA, US Department of Education, and in diverse contexts, e.g. community health initiatives in South African townships, Native American peoples and schools in academic distress

Conceptual Framework

Utilization-focused Evaluation (UfE)

- systematically draws attention to the uses of programme evaluations by internal and external stakeholders of an organisation

- judged by utility and actual use and how it will affect use from beginning to end

Double-loop Learning (Schön)

- a process of asking critical questions about the taken-for-granted assumptions

- enables re-adjustment and re-invention

Impact Evaluation - RQs

- **What does impact mean to actors *in relation to inclusive early years community initiatives i.e. this project*?**

- **What will help to make a difference to actors *in relation to inclusive early years community initiatives*?**

- **What will make it difficult to make a difference *in relation to inclusive early years community initiatives*?**

- **Mission**

- **Taking Stock**

- **Planning for the Future**

Methodology

- Case study approach providing data on *shared understandings* of local impact

Methodology

- Data collection at local and project level:
  - Focus groups
  - Workshop activities
  - Semi-structured interviews
  - Unstructured observations

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Sample

- Local Action Teams in all countries
- Project Partners:
  - Open Academy Step by Step (OASbS)
  - Education Research Institute
- Intended users, i.e. policy makers at local, national and EU level

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Analysis

- At Meta-level - Thematic Analysis (Braun & Clarke, 2006)
- Open Coding
- Supported by QDA Miner

Implications of Research

- Draft impact evaluation report for TOY for Inclusion and its upscaling against its overall aims and EU policies
- Draft recommendations for policy and practice at local, regional, national and EU level

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Thank you!

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