The role of evaluation in vocational education

The Role of Evaluation in Vocational Technical Education An Assignment By Achukwu Chimezie B 2009196024F Submitted Impartial fulfilment of the course TED 631 Evaluation in Industrial Education and Technology Department of Vocational Education Nnamdi Azikiwe University, Awka Lecturer: Prof. I. T. Eze Date: 10th August, 2010

Abstract Evaluation in education involves the collection of data and the use of such data to assess the effectiveness or quality of a programme or performance.

Programme in education is established for some purpose and it is the function of programme evaluation to determine the extent to which the purpose of this programme is achieved. Vocational technical education (VTE) like any other programme is no exception. This paper discusses what is evaluation as well as its steps and main roles. The three purposes was not left out and its roles in vocational Technical education. It also provides an opportunity to look at the distinction between formative and summative evaluation, which has become a widely accepted distinction within evaluation methodology.

INTRODUCTION Many people think of evaluation as taking a snapshot of outcomes at the end of a program to prove that it worked or failed. These same people don't hold evaluation in much regard because they feel they are getting too little information too late in the day, especially if their program fell short of expectations or made no difference at all. Evaluation can, and should, however, be used as an ongoing management and learning tool to improve a project or programme effectiveness. Well-run organizations and effective programs are those that can demonstrate the achievement of results.

Results are derived from good management. Good management is based on good decision making. Good decision making depends on good information. Good information requires good data and careful analysis of the data. These are all critical elements of evaluation. Evaluation refers to a periodic process of gathering data and then analyzing or ordering it in such a way that the resulting information can be used to determine whether your organization or program is effectively carrying out planned activities, and the extent to which it is achieving its stated objectives and anticipated results.

Managers or school administrators can and should conduct internal evaluations to get information about their programs so that they can make sound decisions about the implementation of those programs. Internal evaluation should be conducted on an ongoing basis and applied conscientiously by administrators at every level of an organization in all program areas. In addition, all of the program's participants (Administrative personnel, External personnel, Teachers and students) should be involved in the evaluation process in appropriate ways.

This collaboration helps ensure that the evaluation is fully participatory and builds commitment on the part of all involved to use the results to make critical program improvements. Although most evaluations are done internally, conducted by and for program managers and staff, there is still a need for larger-scale, external evaluations conducted periodically by individuals from outside the program or organization.

Most often these external evaluations are required for funding purposes or to answer questions about the program's long-term impact by looking at

changes in demographic indicators such as graduation rate or performance of students. In addition, occasionally a manager may request an external evaluation to assess programmatic or operating problems that have been identified but that cannot be fully diagnosed or resolved through the findings of internal evaluation. Program evaluation, conducted on a regular basis, can greatly improve the administration and effectiveness of an institute and its programs.

To do so requires understanding the differences between monitoring, research and evaluation, making evaluation an integral part of regular program planning and implementation, and collecting the different types of information needed by managers at different levels of the organization. Research, Evaluation and Monitoring. The main difference between research, evaluation and monitoring is that research is usually conducted with the intent to generalize the findings from a sample to a larger population.

Evaluation, on the other hand, usually focuses on an internal situation, such as collecting data about specific programs, with no intent to generalize the results to other settings and situations while monitoring, though different from them go hand in hand and are usually taken together. Monitoring is basically getting aware of a system, people or an organization. It is observing a certain situation for any changes that occur over a period of time. In other words, research generalizes, evaluation particularizes and monitoring observe.

What Is Evaluation? As defined by the American Evaluation Association, evaluation involves assessing the strengths and weaknesses of programs,

policies, personnel, products, and organizations to improve their effectiveness. -Wiki Evaluation is the process of determining significance or worth, usually by careful appraisal and study. Evaluation is the analysis and comparison of actual progress vs. prior plans, oriented toward improving plans for future implementation.

It is part of a continuing management process consisting of planning, implementation, and evaluation; ideally with each following the other in a continuous cycle until successful completion of the activity. Evaluation is the process of determining the worth or value of something. This involves assigning values to the thing or person being evaluated. Evaluation in education according to Okoro M. O. (2000) involves the collection of data and the use of such data to assess the effectiveness or quality of a programme or performance.

From these definitions of evaluation, one can see that evaluation has an important role to play in the sustainability and successful operation of vocational technical education programme in our institutions of learning. Below, is an overview of the steps of a " typical" evaluation process. The Main Roles of Evaluations People working in the field of programme evaluation have attempted to summarise this wide range of roles into categories so that it is easier to write about and discuss evaluation purposes.