

Summative evaluation Quality Inclusive Education - QIE

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QIE Model



Relevance

- Quality Inclusive Education was highly relevant – all relevant target groups, different territories, tackled more than barriers to participation to school but took a step forward - quality education.
- QIE objectives, activities and results are highly relevant in relation to the European and national strategic and legislative framework.
- A strong feature of QIE from a relevance perspective (but also impact) **is its “integrated” approach.**
- The implemented activities have a high degree of relevance as they addressed directly most causes of school dropout - **a number of additional activities beneficial.**
- The most useful activities were: **microgrants, didactic training, technical assistance for microgrants,** training for parental counselling and parental education, regional workshops (peer learning), trainings carried out during the annual school visits – principals.
- A degree of **flexibility** maintained throughout the implementation process – needs for modelling projects
- The theory of change proposed was developed on the basis of relevant statistics and on previous experiences of UNICEF and partners – room for improvements in terms of logical articulation and connection between layers and monitoring/indicator system.
- The child rights approach was embedded already in the project ToC - QIE addresses issues related to equity and human / child rights associated with inclusive access to quality education - **activities addressing different needs of boys and girls were not developed.**

Efficiency and Impact

QIE triggers changes in terms of increased participation to school as well as improved “atmosphere”, i.e. better communication and collaboration among all stakeholders.

Overall effects identified by the evaluation - redefining and strengthening:

- the concept of pupils at risk - category more visible and pupils who can be supported by joint school-family efforts
- the “inclusive school” concept in the perspective of school principals and of the other stakeholders
- the school-local authorities relations
- the school - teacher-parent relations

Positive effects of QIE in terms of school participation:

- “total number of students enrolled”,
- “number of students enrolled at the end of the year”,
- “number of students promoted”
- “repeating students”.

Efficiency and Impact

- QIE had an important positive effect in terms of **improved relationship with the community in general**, including parents and local authorities.
- QIE made many participating schools more **child-friendly** - a more welcoming environment and a more friendly learning space - decorated during non-formal activities - less than 20% of children consulted feel safer when they study/ go to school compared to some years before.
- Changes are more limited at CSI and CCRAS level – important actors also in the event of replication.
- Support delivered by UNICEF in the form of technical assistance for drafting legislative acts, methodologies, strategies and different studied to fundament policy alternatives has been in all case perceived as highly relevant, of high quality and useful.

Efficiency

- QIE used its budget in an economical way, with smaller unit cost compared to other intervention in the field of education.
- The average cost of QIE implementation is EUR 11,220/school/year and EUR 105/child or student for the entire implementation period.
 - **Six times less** than the average unit cost for each children or student supported by the RO10-CORAI programme (“Children and young people at risk and local and regional initiatives to reduce national inequalities and promote social inclusion”) funded by EEA Grants 2009-2014
 - Projects funded by the European Social Fund, through the Operational Programme Human Capital (OPHC) 2014-2020, planned to use over EUR 2,500/beneficiary children /students, over **20 times more than QIE**
- The management costs of implementing partners are 15,64% of the total overall budget - good distribution of costs.
- CSI Bacău and nine schools participating in QIE raised - RON 865,000 (EUR 158,800) from Erasmus+ and other European and national programmes – **more than the investment in TA**
- Scaling up the model (as it stands) at national level requires less than 2% of the of the budget of the Ministry of Education in the first year of implementation and less than 1% every year afterwards

Sustainability and rolling out QIE

- Stakeholders generally have an adequate understanding of the need to continue all activities proposed by QIE.
- Capacity of schools is insufficient for further development and facilitation of involvement of parents/ community in school activities, parenting education and parenting counselling activities, counselling and mediation support services for children from vulnerable groups, project writing activities / funding applications.
- It is unlikely that the comprehensive approach - on all components of the QIE model - will be sustainable in schools, without additional allocation of human and financial resources.
- QIE can be rolled out and scaled up entirely or partially, starting with the most disadvantaged schools and / or counties. Initiatives including almost all QIE components show that replication is possible at local and national level.
- The integrated and holistic approach of QIE (targeting school managers, teachers, parents, a large range of activities with students, including anti-discrimination and multicultural activities) **is an important strength of the model**. However, replication of the entire QIE package (all components) for all schools in the country, in the near future, **might prove challenging, given the difficulties currently faced by schools and the school system**.

Ownership, Partnership and Policy Development

- Build national, county and local ownership from the beginning of the initiative, starting with the design;
- Develop capacities for monitoring and evaluation and using the data for quality inclusive education at all levels;
- Build a broad partnership for quality inclusive education (from local to international level);
- Strengthen local capacities for sustainability and scaling up;
- Proactively nurture a cross-sector work culture;
- Connect modeling with policy development and implementation;
- Create synergies with similar/ complementary projects.



Thank you!

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