This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike License. Your use of this material constitutes acceptance of that license and the conditions of use of materials on this site.
Overview of Evaluation Concepts
Topics to cover:

- Objectives of course,
  - Assignments, readings, grading
- Why and when to evaluate
- Types of evaluation
- Implementation vs. theory failure
Objectives of course

- By the end of the class, students will be able to:
- (1) Explain major concepts in program evaluation:
  - Type of evaluation and their purpose
  - Levels of measurement
  - Sources of data
  - Study designs, threats to validity
Objectives of course

- **(2) Perform skills required in program evaluation:**
  - Design a conceptual framework
  - Develop objectives, indicators
  - Conduct a focus group
  - Pretest a communication
  - Process service statistics
  - Use participatory evaluation techniques

- **(3) Write an evaluation plan**
What’s not covered?

- How to conduct, process the data, and analyze a survey
- How to do multivariate analysis required to analyze the designs discussed in class (e.g., randomized trial)
- Calculations of sample size, power
- Surveillance techniques
- Additional qualitative methods
Assigned readings

- Textbook (optional)
- Journal articles
- Manuals
Assignment for class: write an evaluation plan (4 parts)

- TB Control Program
  - Baltimore

- Stop AIDS Love Life
  - AIDS prevention in Ghana
Professor’s background in program evaluation

- Conducted formative, process, and summative evaluation work for Information-Education-Communication programs in Central America in 1970s

- Conducted operations research on family planning in Guatemala, Eastern Caribbean, and DRC in 1980s
Background in program evaluation

  - Wrote manuals on:
    - Evaluating FP Programs (and RH)
    - Compendium of Indicators for Evaluating RH
    - Evaluating HIV/AIDS prevention programs (with a focus on NGOs)
    - Quick Investigation of Quality methodology
Background in program evaluation

- Conducted program evaluations under MEASURE Evaluation in:
  - Family Planning:
    - Morocco and Guatemala
  - HIV/AIDS
    - Central America
Background in program evaluation

- In current position (Director of CCP)
  - Working to build the evidence base for the effects of communication programs

- Most recent article (with Sweat, Denison):
  - Lit review: assessing the effectiveness of communication programs on HIV/AIDS-related behaviors (*Health Education Research*)
Overview of Program Evaluation
What is evaluation?

- The use of social science research procedures to systematically investigate the effectiveness of social intervention programs...designed to improve social conditions.
Why do evaluation?

- To determine the effectiveness of the program:
  - Did it achieve its objectives?
  - Were effects similar across subgroups?
- To identify ways of improving on the existing program design
- To satisfy donor requirements
- For “political” reasons, PR
Tailoring evaluation to the specific context

- What questions will the evaluation answer?
- What methods/procedures will be used?
- What will be the evaluator-stakeholder relationship?
  - Independent evaluation
  - Participatory/collaborative evaluation
  - Empowerment evaluation (e.g., COPE)
Other key factors: program structure and circumstances

- Stage of program development
- Political context (conflict over goals)
- Structure of the program
  - Scope of activities, type of services
  - Number and location of service sites
  - Characteristics of intended audience
- Resources available:
  - Human, $$$, support of management
Challenges in program evaluation

- Dealing with the “politics” of programs
- Having the program design change mid-course
- Balancing the tensions between scientific soundness and practicality (utility for decision-makers)
- Obtaining $$$ and support for strong designs
Primary types of evaluation

- **Formative**
  - Needs assessment/diagnostic
  - Pretesting (communication programs)

- **Process**
  - Implemented well? As planned?

- **Summative**
  - Monitoring of service utilization
  - Monitoring of behavior or health status
  - Impact assessment
  - Cost effectiveness
Figure 1. Overlap in Terminology used in Programme Evaluation
Developed by Jane T. Bertrand
© May 2005

### What do we measure?

<table>
<thead>
<tr>
<th>K-A-P, groups affected, barriers, channels, access</th>
<th>Funding, personnel, equipment, supplies, infrastructure</th>
<th>Activities completed, items produced</th>
<th>Quality Assess (Reach)</th>
<th>Distribution/sales data, service utilisation</th>
<th>Change in:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Psycho-social (knowledge, attitude, self-efficacy, etc.)</td>
<td>Behaviour, practice</td>
<td>Health status</td>
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<table>
<thead>
<tr>
<th>Change in:</th>
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<tbody>
<tr>
<td>Outputs or outcomes attributable to the intervention</td>
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### What is the terminology?

<table>
<thead>
<tr>
<th>Formative</th>
<th>Process evaluation</th>
<th>Summative evaluation</th>
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### Monitoring

<table>
<thead>
<tr>
<th>Monitoring</th>
<th>Monitoring outputs</th>
<th>Monitoring outcomes</th>
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</thead>
<tbody>
<tr>
<td>Inputs</td>
<td>(functional) outputs</td>
<td>Service Outputs</td>
</tr>
</tbody>
</table>

### Performance monitoring

### Monitoring and evaluation (M & E)

### Programme evaluation

- Impact Assessment
  - RCTs, exp. design
  - Quasi exp. design
  - Cross-sectional survey with advanced statistical analysis
Important distinction

- Theory failure
- Implementation failure

Example: Mass media program to reduce HIV transmission
Measures of outcome (Rossi, Lipsey, Freeman)

- Initial
  - Antecedents to behavior
  - Ex: knowledge, attitudes, efficacy

- Intermediate
  - Behaviors
  - Ex: contraceptive or condom use

- Long-term
  - Health status
  - Ex: fertility rates, HIV prevalence
Example: conceptual model of program impact

<table>
<thead>
<tr>
<th></th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Initial</td>
<td>Mass --&gt; Increased --&gt; Safer --&gt; Incidence</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Media awareness --&gt; Sex</td>
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<tr>
<td>Long-term</td>
<td>AIDS risk of HIV</td>
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Fundamentals of Program Evaluation

Implementation failure versus theory failure

- Implementation failure:
  - Program is not implemented as planned

- Theory failure:
  - Program is implemented as planned
  - Intervention doesn’t produce intermediate results, and/or
  - They don’t produce desired outcome
# Implementation failure

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<tr>
<th></th>
<th>Initial</th>
<th>Intermediate</th>
<th>Longer-term</th>
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</thead>
<tbody>
<tr>
<td>Mass--&gt;</td>
<td>Increased--&gt;</td>
<td>Safer--&gt;</td>
<td>Incidence of HIV</td>
</tr>
<tr>
<td>Media</td>
<td>Awareness</td>
<td>Sex</td>
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<tr>
<td></td>
<td>AIDS risk</td>
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</table>

(poor program)
Theory failure

-----------------Outcome-----------------
Initial        Intermediate    Long-term

Mass--> Increased --> Safer --> Incidence
Media         Awareness       Sex of HIV
              AIDS risk

(incorrect assumption)
Theory failure

-------------------Outcome-------------------

Initial   Intermediate   Long-term

Mass--> Increased --> Safer --> Incidence
Media     Awareness       Sex           of HIV
AIDS risk

(incorrect assumption)