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# Fundamentals of Program Evaluation

## Course 380.611

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### Overview of Evaluation Concepts



# Topics to cover:

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



# Objectives of course

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- 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

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- (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?

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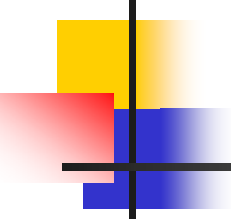
- How to conduct, process the data, and analyze a survey
- How to do multivariate analysis required to analyze the designs discussed in class (e.g., randomized trial)
- Calculations of sample size, power
- Surveillance techniques
- Additional qualitative methods



# Assigned readings

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- Textbook (optional)
- Journal articles
- Manuals



# Assignment for class: write an evaluation plan (4 parts)

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- TB Control Program
  - Baltimore
  
- Stop AIDS Love Life
  - AIDS prevention in Ghana



# Professor's background in program evaluation

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- 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

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- Worked on USAID-funded EVALUATION Project (1991-96) and MEASURE Evaluation Project (1997-2001):
  - 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

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



# Background in program evaluation

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- 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*)



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# Overview of Program Evaluation



# What is evaluation?

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



# Why do evaluation?

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- 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

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- 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

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- 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

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- 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

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- 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

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## What do we measure?

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

## What is the terminology?

Formative	Process evaluation	Summative evaluation
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Monitoring	Monitoring outputs			Monitoring outcomes			Impact Assessment
Inputs	(functional) outputs	Service Outputs	Outputs	Initial	Intermediate	Long-term	<ul style="list-style-type: none"> <li>• RCTs, exp. design</li> <li>• Quasi exp. design</li> <li>• Cross-sectional survey with advanced statistical analysis</li> </ul>

Performance monitoring

Monitoring and evaluation (M & E)

Programme evaluation



# Important distinction

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- Theory failure
- Implementation failure
  
- Example: mass media program to reduce HIV transmission

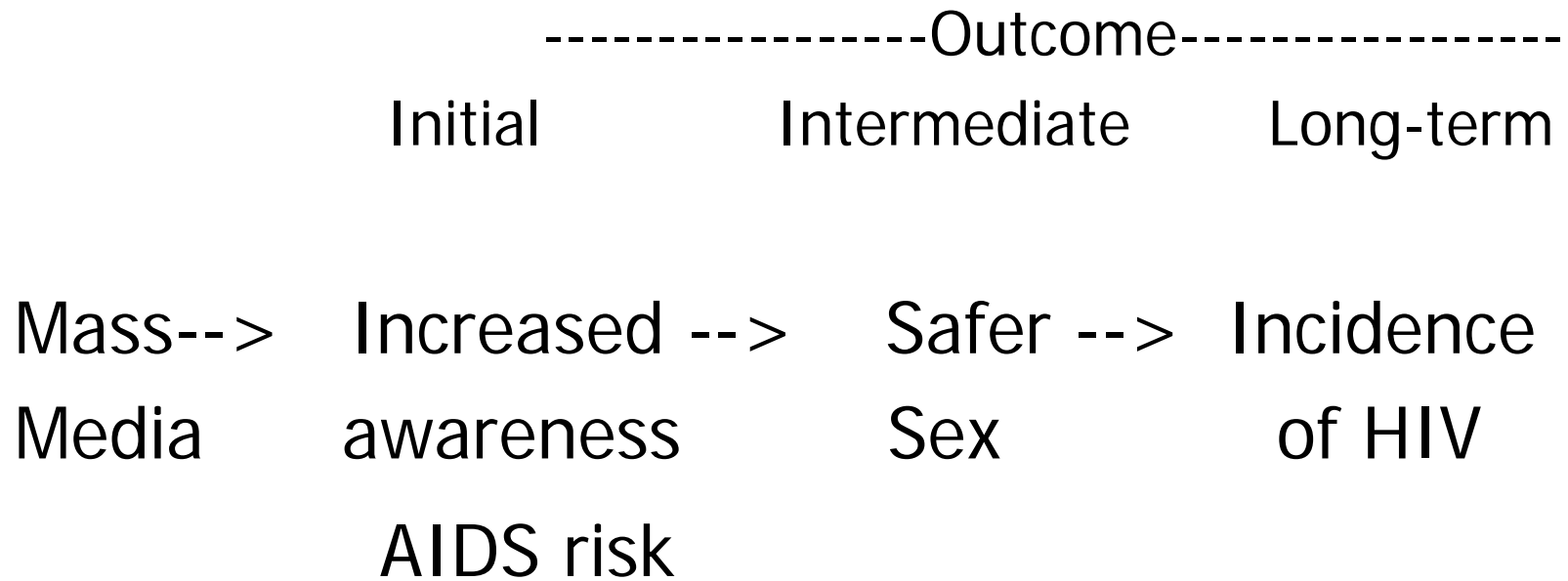


# Measures of outcome (Rossi, Lipsey, Freeman)

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- 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





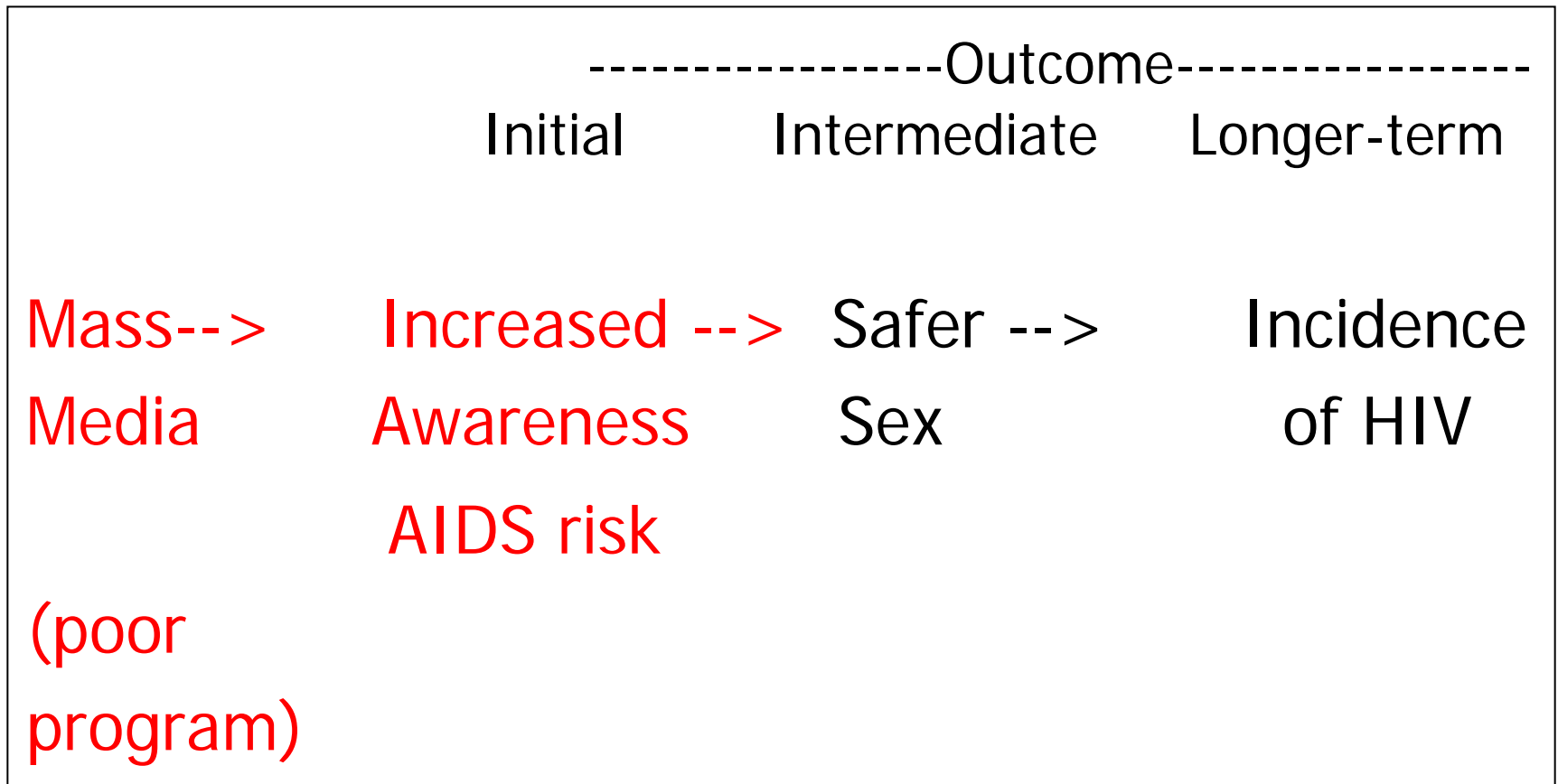
# Implementation failure versus theory failure

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- 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





# Theory failure

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-----*Outcome*-----

*Initial*

*Intermediate*

*Long-term*

Mass-->  
Media

Increased -->  
Awareness  
AIDS risk

Safer -->  
Sex

Incidence  
of HIV

(incorrect assumption)

