

Module 15

# Programme Evaluation

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# Programme Evaluation

## 15a Content and Comments

This module illustrates that programme evaluation is not only important to satisfy donors and sponsors, but it is a means to improve programmes and empower organizations by more accurate needs assessments and a critical assessment of results. We will discuss the fact that for many NGO staff evaluation is low on the list of priorities, and present several reasons why there is so much reluctance to do a proper evaluation.

The module also offers a lot of practical material on how to go about a programme evaluation.

## 15b Objectives

- to understand the practical value of programme evaluation.
- to understand the meaning of evaluation as an empowering process.
- to explore different types of evaluation.
- to apply basic evaluation principles and methods in planning needs assessment evaluation, summative evaluation and formative evaluation.

## 15c Suggested Training Schedule

	<b>In minutes</b>
15.1 Introductory Exercise	30
15.2 Presentation: What is Programme Evaluation and Why is It Important?	30
15.3 Exercise: For and Against Evaluation	15
15.4 Presentation: Evaluation Objectives	45
15.5 Presentation: On Needs Assessment Evaluation	45
15.6 Exercise: How to Plan an Evaluation of Needs?	120
15.7 Presentation: Formative Evaluation – Process Evaluation	30
15.8 Presentation: Summative Evaluation – Impact Evaluation	30
15.9 Exercise: Planning Process and Summative Evaluation	120
15.10 Presentation: Critical Issues Regarding Programme Evaluation	180
15.11 Presentation: Critical Issues Regarding the Evaluation Process	30
15.12 Wrapping Up	30

## 15d Ideas and Suggestions for Trainers

1. This module should be offered by a trainer with extensive evaluation experience. It is recommended to work with examples to illustrate the given theory.
2. If necessary the trainer can use the following materials to illustrate: “Trauma healing and peaceful problem solving programme for primary

schools” (Uzelac, 1997). (For quasi-experimental model with comparable groups).

“Mental health care for helpers” (Ajdukovic, M., Ajdukovic, D. and Ljubotena, D., 1997) (for one group time series evaluation model).

It is also possible to use examples of questionnaires from the book “Group approach in psychosocial work” (Ajdukovic, M., 1997) or from the “Project evaluation workbook” (Saur, Ajdukovic, D. & Ajdukovic, M., 1997).

3. The participants receive a lot of information. It is wise to have the text of the sheets available as additional handouts. If the handouts are distributed at the beginning of the course the participants will know when to make notes.
4. It is important to encourage the participants to share their own examples, their personal experiences with process and impact evaluation.
5. The training can be completed in two days or in about three three-hour sessions

## 15e Training Material

- Flipchart and markers
- Post-it pads
- Flipchart papers
- Handouts 1-6
- Printed material of all sheets

# 15 Contents of the Module on Programme Evaluation

## 15.1 Introductory exercise (15 min)

**Objective:** Introduction and summary of questions.

**Method:** Individual answer to questions.

**Material:** Post-it pads.

**Steps:**

1. Explain that this training is about evaluation.
  2. Ask the participants to write down their answers to the following questions on the post-it pads:
    - What do you expect of an evaluation?
    - What questions do you have about evaluation?
  3. The post-it pads are put on a flip chart paper and discussed briefly.
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## 15.2 Presentation: What is Programme Evaluation and Why is It Important? (30 min)

Project evaluations are studies of programmes or interventions at different stages of planning, implementation and impact. Evaluations are periodic reviews that help people to judge the quality and effectiveness of a project.

Due to several reasons the evaluation of the complex interventions of projects like the “Psychosocial care for survivors of war and sexual violence” is a challenging task (*sheet 1*):

1. Project evaluation should answer several key questions (*sheet 2*):
  - Is the project needed?
  - Is the project doing what it promised it would do?
  - How can the project be adjusted to be more effective?
  - Did the project achieve its objectives?
  - What effect/impact did the project have on the beneficiaries?
2. The project evaluation should give reliable and relevant information on the project to different groups of people that are interested in the project: donors, community at large, those involved in development and implementation of the project.
3. The process of evaluation should carefully integrate research data with the needs and guidelines for good practice of different training and helping interventions.
4. Basically, evaluation is a managerial tool. It is an organized way of obtaining information about the quality and effectiveness of a project. Therefore each evaluation should focus on and integrate information about the process and impact of programme implementation.

Evaluation is a continuous process. Its planning should start even before a project begins and end after the programme is completed. During that process, different aspects of formative and summative evaluation are gathered, internal and external sources of evaluation are used, and qualitative and quantitative approaches are integrated. The process ends with an evaluation report, which integrates the collected data, answers relevant questions and renders recommendations for future practice.

Although evaluation is crucial it is not often part of different relief projects. There are several reasons (*sheet 3*):

- The misconception that evaluation requires some specific knowledge and skills, which cannot be expected from practitioners.
- Evaluation is often identified with scientific studies and research which is believed to be useless by many practitioners.
- Evaluation is linked with terms of 'success' and 'failure'. This leads to anxiety and the feeling that evaluation is something threatening as it may have potential negative consequences for the project if it fails to reach the predefined goals.
- Concern that the 'excessive' emphasis on evaluation will change the atmosphere around the project and influence teamwork.
- Practitioners are worried that the complexity and richness of the healing/helping process could be lost.
- Finally, evaluation is a very complex process. Sometimes it is hard to determine precisely the effects of an intervention on the individuals, groups or community.

No matter how complex evaluation may be, or better, how challenging it may be to plan it, it offers numerous practical benefits (*sheet 4*):

- An evaluation procedure may help reduce disorientation of project implementation. Defining clear and measurable goals, which is crucial to an evaluation process, brings clarity and predictability into the entire project.
- An evaluation procedure contributes to the development and achievement of individual, group and community goals.
- Results of evaluation can be significant feedback to the project staff. They support self-confidence and help identify a project's strengths and achievements. They can also identify necessary changes.

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### 15.3 Exercise: For and Against Evaluation (15 min)

**Objective:** To think about reasons not to have a project evaluation and weighing them against the benefits.

**Method:** Discussion in pairs.

**Material:** Handout 1, sheets 3 and 4 put together.

**Steps:**

1. The participants discuss in pairs their reasons for not evaluating projects, or

only partly. Do they recognize the reasons mentioned? Do they have other ones? How do the objections weigh against the benefits?

2. Short plenary discussion.

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#### **15.4 Presentation: Evaluation Objectives (45 min)**

In general, evaluation may improve the quality of services provided by a team or organization and ensure that planning and implementing activities are purposefully directed toward results. Evaluation is not only a scientific measurement but also a critical consideration of the practice. Evaluation is a continuous process, not an addition at the end of certain interventions or a project as a whole.

To sum up, “good” evaluation is (*sheet 5*):

- Useful - Practical and project specific
- Organized - Systematic and logical
- Accurate - Honest and correct
- Planned - Anticipated and sequential

#### **Evaluation objectives**

The basic purpose of evaluation of any intervention or project is to answer the following question (*sheet 6*):

Does the combination of materials, activities and methods of implementation that constitute this intervention/project seem to lead to the achievement of its objectives?

This implies that the starting point of programme evaluation is a clear definition of its goal and objectives, but evaluation is much more than this. An evaluation of any intervention/project consists of the following activities (*sheet 7*):

1. Defining evaluation goals and related questions
2. Setting criteria to assess efficiency and effectiveness
3. Designing the evaluation procedure and data collection schedule
4. Collecting information
5. Analyzing data
6. Reporting results

A comprehensive evaluation should integrate the following dimensions (*sheet 8*):

A. Three types of evaluation:

1. Evaluation of needs
2. Formative evaluation
3. Summative evaluation

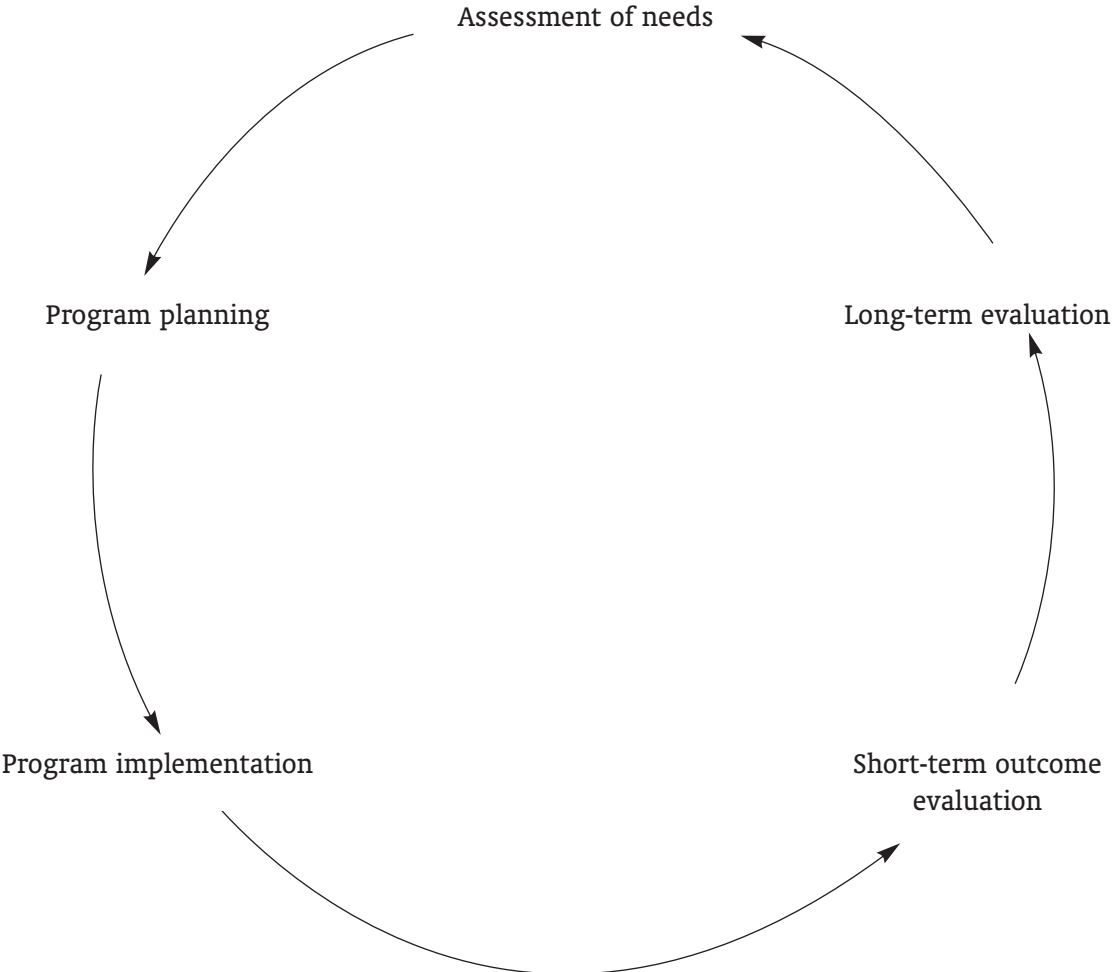
B. Three levels

1. Impact on clients/clients' families
2. Impact on community
3. Impact on helpers

C. Three time points

1. Evaluation before intervention
2. Evaluation immediately after completion of the programme
3. Evaluation several months after.

**Figure 1. The Evaluation Cycle** (sheet 9)



## Purpose and Types of Project Evaluation

### Purpose

- To evaluate project planning →
- To evaluate project implementation →
- To evaluate project impact →

### Types of Evaluation

- needs assessment
- formative evaluation
- summative evaluation

### To evaluate project planning

#### *Do a needs assessment*

- At the beginning, before the start of the project
- Answer question I - Is this project necessary?
- Write a proposal

#### *Evaluate project implementation and / or process*

- Execute a formative evaluation
- Usually at midterm, while the project is running
- Answer question II - Is the project doing what it said it would do?  
question III - How can the project be changed to be more effective?
- Write a progress report

#### *Evaluate project impact and or / outcome*

- Execute a summative evaluation
- Usually at the end, when the project is completed
- Answer question IV - Did the project achieve its objectives?  
question V - What effect did the project have on the people it served?
- Write a final report

(Distribute handouts to the participants, allow some time for reading, questions and answers)

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## 15.5 Presentation: On Needs Assessment Evaluation (45 min)

### NEEDS ASSESSMENT EVALUATION

#### **Goals** (sheet 10):

- To determine if a particular problem or need exists in a community
- To inquire if the community is interested in addressing the problem or need
- To inquire if the community is interested in a specific response to the problem or need

#### **Relevant questions** (sheet 11):

- Is there a problem?
- What should be done about the problem?
- What can be done about the problem?
- Is this a way to respond to the problem?

## **Sources of information** (*sheet 12*):

### 1. Documents

- Statistic profiles of the community
- Reports of problems or needs in other communities
- Reports of projects in other communities

### 2. People

- People with the problem or need (potential beneficiaries)
- People with expertise about the problem or need (key informants)
- People with decision making power or influence (key informants)
- General public

## **Data collection methods** (*sheet 13*):

- Document Review
- Interviews
  1. Narrative
  2. Structured
- Informal Survey
  1. Self administered questionnaire
  2. Interviewer administered questionnaire
- Public Forums
  1. Open
  2. Structured
- Other Methods
  1. Observation
  2. Questionnaires
  3. Focus groups
  4. Single case studies

Continue the training with some reading on focus groups.  
(Distribute handout 2 to the participants)

### *Handout 2*

#### **What are focus groups?**

Focus group refers to a specific data collection method in all three types of evaluation. Although focus group interviews were already described in the classic work of Robert Merton, Patricia Kendal and others, their use in applied social sciences has recently been updated. Therefore, we give some additional information.

#### **Definitions**

Focus groups are group discussions exploring a specific set of issues. They are

ideal for exploring people's experiences, opinions, wishes and concerns (Barbour & Kitzinger, 1999).

A focus group is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment (Krueger, 1994).

#### **When to use focus groups?**

1. The method is useful to stimulate participants to generate their own questions, frames, and concepts and to pursue their own priorities on their own terms, in their own vocabulary.
2. It allows us to examine people's different perspectives within a social network.
3. It enables us to explore how points of view are constructed and expressed.

#### **How to use focus groups?**

Critical aspects of successful focus groups are: (1) the composition of the participants, (2) the preparation of significant questions, (3) the facilitators' skills, (4) the recording and transcribing of the focus group discussion, (5) analyzing and presenting data.

Ethical issues (i.e. questions of informed consent, confidentiality) are relevant at all stages of focus group planning, implementation and presentation.

(After discussing the handout on focus groups, allow some time for questions and discussion)

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### **15.6 Exercise: How to Plan an Evaluation of Needs? (120 min)**

#### **Objectives:**

- To become aware of the different aspects of needs assessment evaluation.
- To make a practical plan for a needs assessment evaluation.

#### **Materials:**

- Form for planning needs assessment evaluation (handout 3)
- Flip-chart paper

#### **Steps:**

1. The participants are invited to work in the same small groups as in which they plan a social action in a community. All groups will use the evaluation procedure written in protocol to design a needs assessment including objectives, sampling and data collection methods for an already planned social action. (60 min)
2. A representative of each small group will report briefly on the needs assessment to the other participants. Feedback and comments should be encouraged. (60 min)

*Handout 3*

**FORM FOR PLANNING NEEDS ASSESSMENT EVALUATION**

What is a social action plan/intervention/programme?

What are the reasons for doing an evaluation of needs?

What do you want to find out?

What specific questions do you want answered?

What factors or variables are important to consider?

What documents might help answer your questions?

What people might help answer your questions?

Who will you ask?

How many people will you ask?

What methods will you use to collect information?

What methods will you use with what people?

How and when will data be collected?

Who will collect data?

How and when will the data be analyzed?

Who will analyze the data?

How and to whom will the data be presented?

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**15.7 Presentation: Formative Evaluation- Process Evaluation (30 min)**

The aim of formative evaluation is to evaluate project implementation and /or the implementation process of its activities. A formative evaluation is supposed to answer the following questions (*sheet 14*):

1. Is the project doing what it promised to do?
2. How can the project be redirected to be more effective?

**Goals** (*sheet 15*):

1. To define what progress has been made towards goals and objectives of the project.
2. To propose adjustments or modifications in project objectives and / or operations as needed.
3. To assess the beneficiaries' satisfaction with the implementation process.

**Relevant questions** (*sheet 16*):

- Is the project making progress towards its objectives?
- Who are served by the project?
- What services are provided by the project?
- What could the project do differently?
- What unexpected issues have occurred?
- What is the quality of the provided services?

**Data collection methods** (*sheet 17*):

- Document reviews
- Structured interviews
- Focus groups
- Observations
  1. Participant observer or onlooker
  2. Narrative or specific
- Other methods
  1. Questionnaires
  2. Single case studies
  3. Nominal groups

(Allow some time for questions and discussion)

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**15.8 Presentation: Summative Evaluation- Impact Evaluation (30 min)**

This type of evaluation includes an analysis of the immediate and long-term outcomes and of the impact of a particular programme. It is usually completed at the very end, after the project has finished. The summative evaluation is supposed to answer the following questions (*sheet 18*):

- Did the project achieve its objectives?
- What effect did the project have on the people that were served with it?

**Goals** (*sheet 19*):

- To determine if the project provided appropriate services to the appropriate beneficiaries
- To define what immediate effects the project had on the beneficiaries
- To explore whether the immediate effects had a lasting impact on the beneficiaries' lives

**Relevant questions** (*sheet 20*):

- Did the project provide services to the appropriate beneficiaries?
- Did the project provide appropriate services to the beneficiaries?
- What immediate effects did the project have on the beneficiaries?
- Did the immediate effects influence the lives of the beneficiaries?
- Did the effects on the lives of the beneficiaries continue over time?

**Sampling and design models** (*sheet 21*):

To gain a clear picture of an individual, a group or of community progress they have to be systematically monitored. There are many models that can be used in order to assess a project impact/outcome:

### *Non-Experimental*

1. One group; Post-test only
2. Two non-equivalent groups; Post-test only

### *Pre-Experimental*

1. One group; Pre-test and post-test
2. Two comparable groups, Post-test only

### *Quasi Experimental*

1. One group; Time series test
2. Two comparable groups; Pre-test and post-test

### *Experimental*

Two equivalent groups; Pre-test and post-test

### **Basic Guidelines** (sheet 22):

- All evaluations should be based on comparisons, therefore non-experimental designs are of very little value.
- Small projects often use pre-experimental designs for evaluation.
- With the planning at the start of a project, quasi-experimental designs can be used for many minor project evaluations.
- Because of complexity and expense, experimental designs are rarely used for small project evaluations.
- In general, comparisons of one group over time are preferable to comparisons between two groups.

### **Sources of information** (sheet 23):

1. Documents - Internal reports of monitored data
2. People
  - Beneficiaries
  - Family and / or colleagues of beneficiaries
  - Other professionals and collaborators

### **Data collection methods** (sheet 24):

1. Document reviews
2. Formal questionnaires
  - Established or standardized questionnaires
  - Project specific questionnaires
  - Standardized psychological test
3. Observations - Open or specific
4. Interviews - Structured or narrative
5. Other Methods - Focus groups

(Allow some time for questions and discussion)

## 15.9 Exercise: Planning Process and Summative Evaluation (120 min)

### Objectives:

- To master basic evaluation skills.
- To plan evaluation for future trainings.
- To think about how the knowledge and skills mastered during the training “Psychosocial care for violence survivors” can be used for future training.

### Materials:

- Handout 4: Figure “Programme Impact Refraction”
- Handout 5: Form for planning process and impact/outcome evaluation
- Flip chart paper

### Steps:

#### 1. Introduction.

Remind the participants that one of their future tasks is to plan and implement training programmes related to psychosocial care of violence survivors for groups in their community. Show them the figure “Programme impact refraction” and explain that although the direct beneficiaries of their training activities are sometimes professionals or paraprofessionals it is also important to evaluate the impact of their training activities on violence survivors (indirect beneficiaries) and the community as a whole. Emphasize that this makes evaluation of their training efforts complex and demanding. Their evaluation plan should integrate all types and all levels of evaluation. It should also consider a timeframe. (10 min)

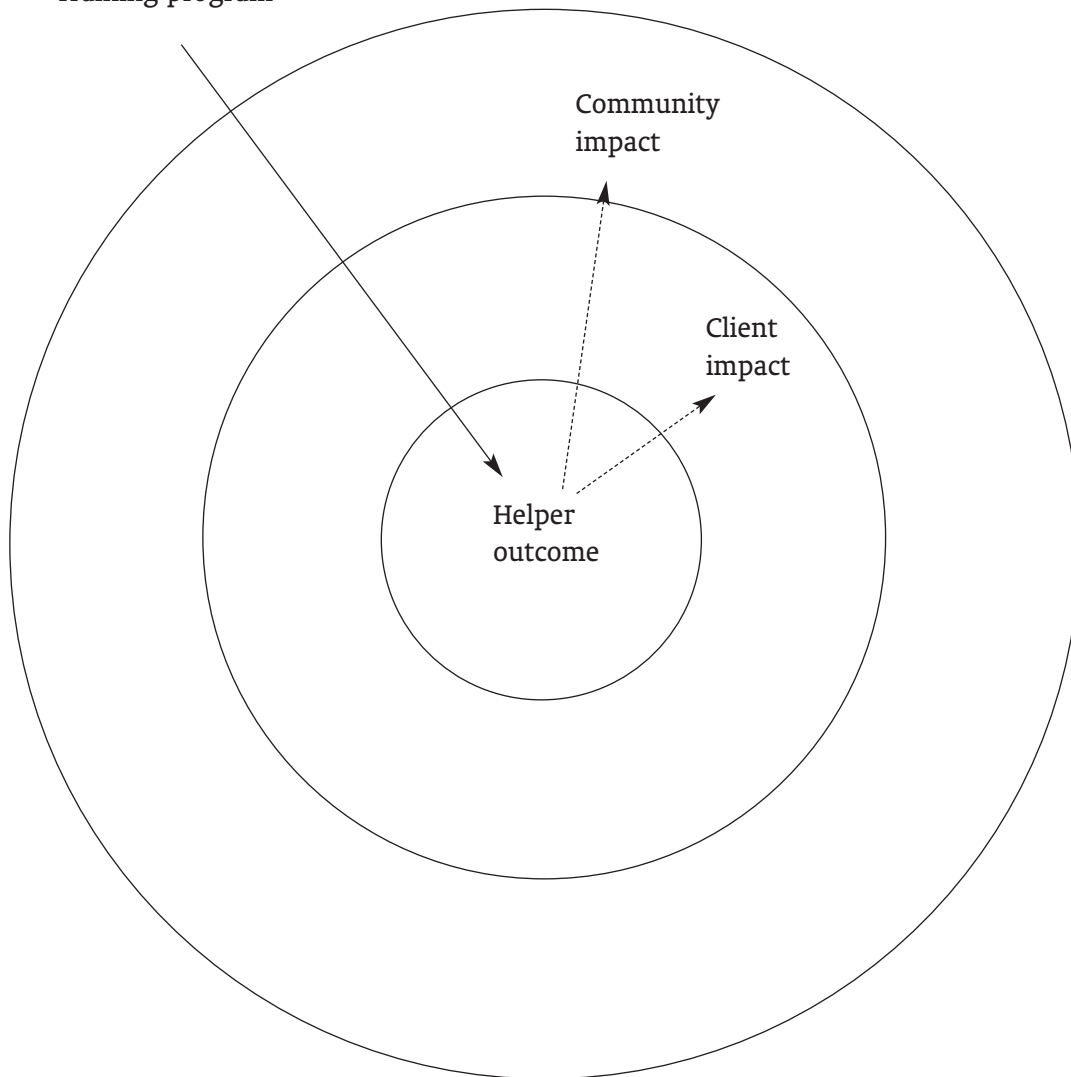
#### 2. Planning a training evaluation

The participants split up into small groups (4 to 6 members). Each group thinks of a future training they plan to implement. Part of planning a training is process development and outcome/impact evaluation. The groups prepare the assignment on the attached form and use the handouts on evaluation presentations. They also prepare a poster with brief notes related to the assignment. (50 min)

#### 3. The participants share their plans in the plenary. The trainer should stimulate feedback and comments from the other participants. (60 min)

**Programme Impact Refraction**

Training program



**FORM FOR PLANNING EVALUATION OF TRAINING FOR PSYCHOSOCIAL CARE FOR VIOLENCE SURVIVORS – PROCESS AND IMPACT EVALUATION**

**1. TARGET GROUP**

1. To whom will the training be delivered?
2. What are the needs of the target group that will be addressed? How will their needs be evaluated?
3. Who are the indirect beneficiaries? What are their needs?

**2. AIM**

What is the general goal?

**3. OBJECTIVES/EXPECTED OUTCOMES**

1. What should be achieved in concrete, measurable terms on the level of direct and indirect beneficiaries?
2. What changes can be expected on a community level

**4. TRAINING DESIGN**

Basic characteristics of a training programme i.e. number and composition of participants, length, format.

**5. PROCESS EVALUATION**

1. What relevant questions should be answered?
2. How and when will the quality of the programme implementation be measured?
3. Are there any ethical considerations? How should they be addressed?
4. Example of data collection method.

**6. IMPACT EVALUATION**

1. What relevant questions should be answered?
2. What model of summative evaluation will be used?
3. What will be the criteria for evaluation?
4. How will the impact on indirect beneficiaries and community be measured?
5. What data will be gathered and how?
6. Are there any ethical considerations? How should they be addressed?
7. Example of data collection method.

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**15.10 Presentation: Critical Issues Regarding Programme Evaluation  
(30 min)**

*(Sheet 25)*

- At the early planning phase of any psychosocial project it is important to insist on the development of a programme plan evaluation which includes a definition of the evaluation goals and criteria for process, outcome and impact evaluation.
- If the project will be implemented in a country/community with little history of evaluation practice, it is important to sensitize programme implementers

and beneficiaries about the benefits of evaluation. This can be done by:

1. Clearly and simply describing and illustrating the value and scope of evaluation;
  2. Conveying a sense of its feasibility by describing how practitioners might use an evaluative approach in their everyday work;
  3. Challenging common prejudices against evaluation through discussion. For example, people may think that evaluation is only a control mechanism or that evaluation is primarily for research purposes and requires extensive knowledge of scientific methodology;
  4. Relating evaluation results to the overall image of the organization and better access to future funding.
- It is necessary for the organization to be committed to evaluation. Even the best evaluation plan is without any value if it is not carried out properly. A mid-term project/programme evaluation is often an excellent way to emphasize the importance of evaluation.
  - Concerning data collection: requests to project beneficiaries that are too elaborate, extensive or far beyond usual professional practice in the community could greatly decrease motivation for participation and endanger the significance of collected data.
  - Developing evaluation instruments is a pioneering job that, typically, starts with translating foreign instruments. However, they are of limited use, though widely accepted concepts are helpful. The war-related traumatization of the civilian population within the given social context has to be taken into account when developing useful evaluation instruments.
  - It is necessary to allow time for gathering follow-up data and preparing evaluation reports. In many programmes, important information and experiences were lost and did not reach the broader community because there was no time to prepare an in-depth evaluation report. It is useful and efficient to plan a follow-up data gathering procedure to collect information simultaneously for a long-term evaluation and for a further needs assessment.
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### **15.11 Presentation: Some Critical Issues Regarding the Evaluation Process (30 min)**

*(Sheet 26):*

- A careful needs assessment is a very important part of the overall evaluation process, especially when there is potential conflict between donors' priorities ("donor driven project") and the beneficiaries' needs as assessed by the local professionals and experts ("needs driven projects"). A conflict like this usually results in different views on the success of a project and its evaluation. Therefore, a mutual agreement between donors and implementing partners regarding the beneficiaries' needs is the first critical point of an evaluation.
- Many programmes, especially large, use both internal and external evaluators. Internal evaluators are the staff members who are primarily concerned with evaluation. The external evaluators are experts that are completely independent from the project implementation. They are usually hired by donors to insure an objective evaluation of the project impact. It is important that they collaboratively shape the final report. The aim of their collaborative work should be to arrive at a description of the project that both the internal

evaluators and project staff agree on. This may require a continued back and forth process until a final product is achieved. Although it may be time-consuming, it is a worthwhile effort.

- If external evaluators are involved, it is important to ensure their input right from the planning stage, especially around defining criteria, measures and documents that are important for overall evaluation. It is time-consuming, inefficient and painful if certain documentation for the project has to be produced retrospectively.
- It is essential to appreciate the context of evaluation. A critical characteristic of an evaluation report is that it provides the best possible information that could have been collected under the circumstances, and that this information meets the credibility requirements of its evaluation audience. External evaluators who disregard the objective of “real life” circumstances of project development and implementation are dangerously close to demonstrating a lack of cultural sensitivity.
- Serious relationship problems can emerge when donors redefine their priorities thus affecting programme implementation and all aspects of evaluation. Programme staff, evaluators and other stakeholders should be aware of changes in evaluation goals.

(Discuss the contents of handout 6 with the participants)

#### *Handout 6*

#### **Ethical Guidelines for Project Evaluation**

1. Evaluations should cause no harm to participants but benefit the general welfare of participants and public.
2. Participation in evaluations should be voluntary.
3. Participants should give informed consent, that is, agree to participate in an evaluation, after being told about the consequences of evaluation.
4. Participants should be told whether their participation will be anonymous (identity not known), confidential (identity known to evaluator but not publicly) or public (identity known publicly).
5. An evaluation report should be complete and honest, “negative” results or “no” results should be noted in particular.
6. At times, there may be dilemmas between beneficiaries’ rights to receive services and an NGO’s responsibility to evaluate the effectiveness of services.
7. At times, there may be dilemmas between potential harm or risk of harm of individual beneficiaries and potential benefits to the general welfare of the public.

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#### **15.12 Exercise: Wrapping Up (30 min)**

At the beginning of this module the participants have been asked to write down their expectations and questions regarding evaluation. These should still be displayed on the flip-chart paper. Go back to these questions and expectations. Divide the participants into two groups. One group analyzes to what extent the expectations were met, and the other if there are any questions that are still not answered. (15 min)

A representative of each group sums up their discussion. (15 min)

## 15f Acknowledgements

This module was developed and written by by Dean Ajdukovic of the Society for Psychological Assistance (SPA), Zagreb.

## 15h Suggestions for Further Reading

- Ajdukovic, M., *Evaluation models for trauma training project: Importance, development and barriers*. In: Ajdukovic, D. (Ed.), *Trauma recovery training: Lessons learned*. Zagreb: Society for Psychological Assistance, p.83-96.1997.
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- Uzelac, M. (Ed.), *School-based health and peace initiative. Trauma healing and peaceful problem solving programme for primary schools*. Evaluation report. Zagreb: UNICEF & CARE. 1997.

# Sheets and Handouts

Module 15

## Programme Evaluation

## **Challenges of Project Evaluation:**

- It should answer key questions
- It should give reliable information
- It should integrate research with guidelines for good practice
- It should be a managerial tool to help programme implementation

## **Project evaluation should answer several key questions:**

- Is the project needed?
- Is the project doing what it promised it would do?
- How can the project be adjusted to be more effective?
- Did the project achieve its objectives?
- What effect/impact did the project have on the beneficiaries?

## **Doubts About Evaluation:**

- It requires specific knowledge and skills, not enough training.
- It is identified with scientific studies, thought to be useless in practice.
- Evaluation is linked with terms of “success” and “failure”.
- Putting emphasis on evaluation might change the atmosphere around the project.
- Worries that the complexity of the healing/helping process could be lost.
- Evaluation is a very complex process.

## **Benefits of Evaluation:**

- Defining clear goals brings clarity to the project.
- It contributes to the development of individual, group and community goals.
- It can be significant feedback to the project staff.
- It can identify necessary changes.

## **“Good” evaluation is:**

- Useful - Practical and project specific
- Organized - Systematic and logical
- Accurate - Honest and correct
- Planned - Anticipated and sequential

## **The basic question of evaluation:**

Does the combination of materials, activities and methods of implementation that constitute this intervention/project seem to lead to the achievement of its objectives?

## **Evaluation of intervention/project consists of the following activities:**

1. Defining evaluation goals and related questions
2. Setting criteria to assess efficiency and effectiveness
3. Designing the evaluation procedure and data collection schedule
4. Collecting information
5. Analyzing data
6. Reporting results

# **A comprehensive evaluation should integrate the following dimensions:**

## **A. Three types of evaluation:**

- 1. Evaluation of needs**
- 2. Formative evaluation**
- 3. Summative evaluation**

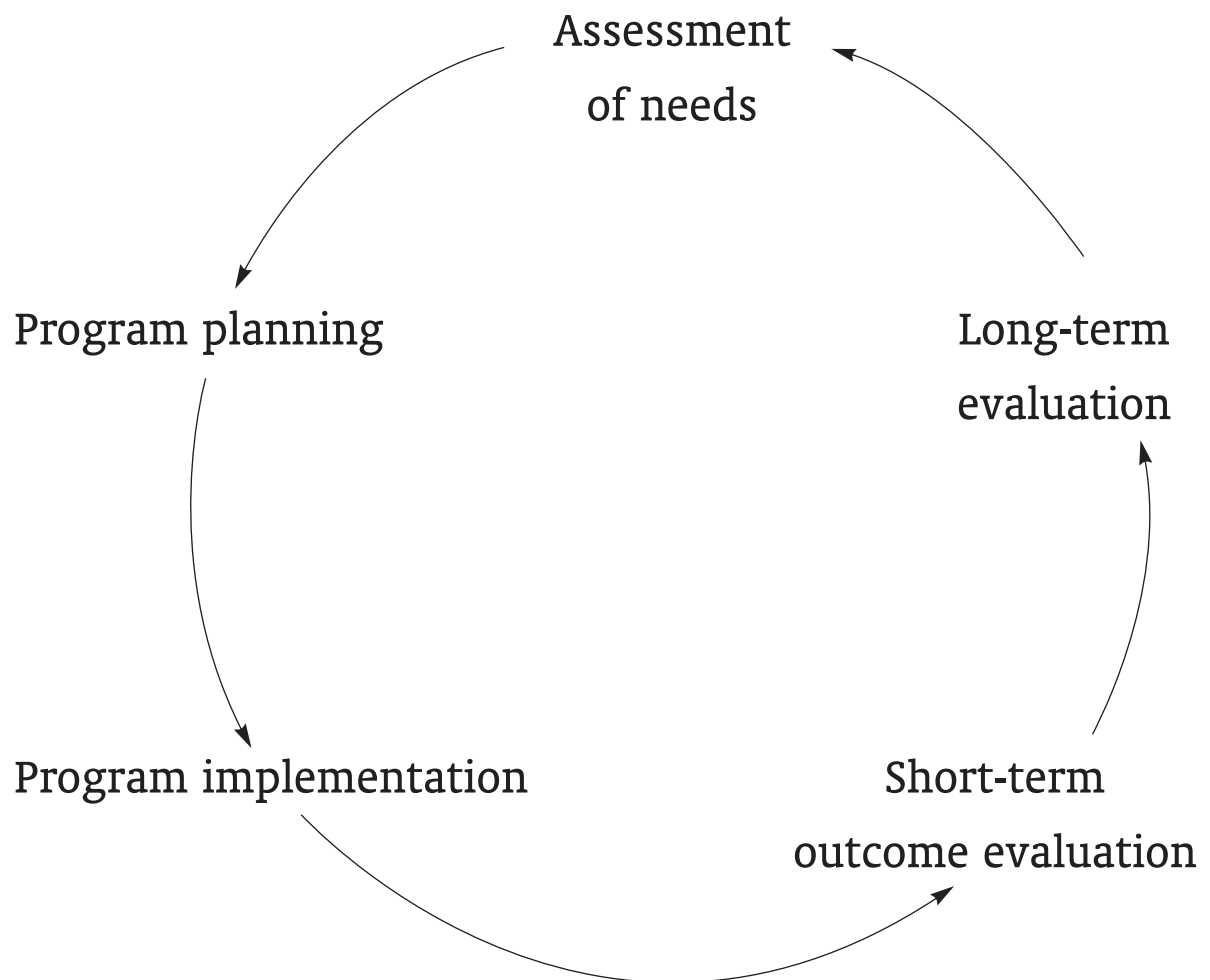
## **B. Three levels**

- 1. Impact on clients/clients' families**
- 2. Impact on community**
- 3. Impact on helpers**

## **C. Three time points**

- 1. Evaluation before intervention**
- 2. Evaluation immediately after programme ending**
- 3. Evaluation several months after**

# The Evaluation Cycle



## NEEDS ASSESSMENT EVALUATION

### **Goals:**

- To determine if a particular problem or need exists in a community
- To inquire if the community is interested in addressing the problem or need
- To inquire if the community is interested in a specific response to the problem or need

## NEEDS ASSESSMENT EVALUATION

### **Relevant questions:**

- Is there a problem?
- What should be done about the problem?
- What can be done about the problem?
- Is this a way to respond to the problem?

# NEEDS ASSESSMENT EVALUATION

## Sources of information:

### 1. Documents

- Statistic profiles of the community
- Reports of problems or needs in other communities
- Reports of projects in other communities

### 2. People

- People with the problem or need (potential beneficiaries)
- People with expertise about the problem or need (key informants)
- People with decision making power or influence (key informants)
- General public

# NEEDS ASSESSMENT EVALUATION

## **Data collection methods:**

- Document review
- Interviews
  1. Narrative
  2. Structured
- Informal Survey
  1. Self administered questionnaire
  2. Interviewer administered questionnaire
- Public Forums
  1. Open
  2. Structured
- Other Methods
  1. Observation
  2. Questionnaires
  3. Focus groups
  4. Single case studies

## **Formative Evaluation- Process**

### **Evaluation:**

1. Is the project doing what it promised to do?
2. How can this project be redirected to be more effective?

## **Goals of formative evaluation:**

1. To define what progress has been made towards goals and objectives of the project
2. To propose adjustments or modifications in project objectives and / or operations as needed.
3. To assess the beneficiaries' satisfaction with the implementation process

## **Relevant questions for formative evaluation:**

- Is the project making progress towards its objectives?
- Who are served by the project?
- What services are provided by the project?
- What could the project do differently?
- What unexpected issues have occurred?
- What is the quality of provided services?

## **Data collection methods:**

- Document reviews
- Structured interviews
- Focus groups
- Observations
  1. Participant observer or onlooker
  2. Narrative or specific
- Other methods
  1. Questionnaires
  2. Single case studies
  3. Nominal groups

## **Summative Evaluation- Impact**

### **Evaluation:**

- Did the project achieve its objectives?
- What effect did the project have on the people that were served with it?

## **Goals of summative evaluation:**

- To determine if the project provided appropriate services to the appropriate beneficiaries
- To define what immediate effects the project had on the beneficiaries
- To explore whether the immediate effects had lasting impact on the beneficiaries' lives

## **Relevant questions for summative evaluation:**

- Did the project provide services to the appropriate beneficiaries?
- Did the project provide appropriate services to the beneficiaries?
- What immediate effects did the project have on the beneficiaries?
- Did the immediate effects influence the lives of the beneficiaries?
- Did the effects on the lives of the beneficiaries continue over time?

## **Sampling and design models:**

- Non-Experimental
  1. One group; Post-test only
  2. Two non-equivalent groups;  
Post-test only
- Pre-Experimental
  1. One group; Pre-test and post-test
  2. Two comparable groups, Post-test only
- Quasi Experimental
  1. One group; Time series test
  2. Two comparable groups;  
Pre-test and post-test
- Experimental  
Two equivalent groups;  
Pre-test and post-test

## Basic Guidelines:

- All evaluations should be based on comparisons, non-experimental designs are of very limited value.
- Small projects often use pre-experimental designs for evaluation.
- With planning at the start of the project, quasi-experimental designs can be used for small project evaluations.
- Because of complexity and expense, experimental designs are rarely used for small project evaluations.
- In general, comparisons of one group over time are preferable to comparisons between two groups.

## **Sources of information:**

1. Documents - Internal reports of monitored data
2. People
  - Beneficiaries
  - Family and / or colleagues of beneficiaries
  - Other professionals and collaborators

## **Data collection methods:**

- Document reviews
- Formal questionnaires
  1. Established or standardized questionnaires
  2. Project specific questionnaires
  3. Standardized psychological test
- Observations - Open or specific
- Interviews - Structured or narrative
- Other Methods - Focus groups

## Critical Issues Regarding Programme Evaluation:

- At the early stages of planning insist on programme plan evaluation
- Sensitize programme implementers and beneficiaries about the benefits of evaluation. This can be done by:
  1. Clearly describing the value of evaluation
  2. Conveying a sense of its feasibility
  3. Challenging common prejudices against evaluation
  4. Relating evaluation endeavours to image and access to future funding.
- It is necessary for the organization to be committed to evaluation
- Data collection, keep it simple
- Developing evaluation instruments is a pioneering job that starts with translating foreign instruments
- It takes time to gather follow-up data and to prepare evaluation reports

# Critical Issues Regarding the Evaluation Process:

- Potential conflicts between donors' priorities ("donor driven project") and beneficiaries' needs ("needs driven projects") need to be settled by a mutual agreement.
- Discuss benefits of using both internal and external evaluators.
- If external evaluators are used ensure their input right from the planning stage.
- It is essential for external evaluators to appreciate the context of evaluation.
- Serious relationship problems can emerge when donors redefine their priorities.  
Be aware of changes in evaluation goals.

## Purpose and Types of Project Evaluation

### Purpose and Types of Project Evaluation

#### Purpose

- To evaluate project planning →
- To evaluate project implementation →
- To evaluate project impact →

#### Types of Evaluation

- needs assessment
- formative evaluation
- summative evaluation

### To evaluate project planning

#### *Do a needs assessment*

- At the beginning, before the start of the project
- Answer question I - Is this project necessary?
- Write a proposal

#### *Evaluate project implementation and / or process*

- Execute a formative evaluation
- Usually at midterm, while the project is running
- Answer question II - Is the project doing what it said it would do?  
question III - How can the project be changed to be more effective?
- Write a progress report

#### *Evaluate project impact and or / outcome*

- Execute a summative evaluation
- Usually at the end, when the project is completed
- Answer question IV - Did the project achieve its objectives?  
question V - What effect did the project have on the people it served?
- Write a final report

### **What are focus groups?**

Focus groups refers to a specific data collection method in all three types of evaluation. Although focus group interviews were already described in the classic work of Robert Merton, Patricia Kendal and others, their use in applied social sciences has recently been renewed. Therefore, we give some additional information.

#### *Definitions*

Focus groups are group discussions exploring a specific set of issues. They are ideal for exploring people's experiences, opinions, wishes and concerns (Barbour & Kitzinger, 1999).

A focus group is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment (Krueger, 1994).

#### *When to use focus groups?*

1. The method is useful to stimulate participants to generate their own questions, frames, and concepts and to pursue their own priorities on their own terms, in their own vocabulary.
2. It allows us to examine people's different perspectives within a social network.
3. It enables us to explore how points of view are constructed and expressed.

#### *How to use focus groups?*

Critical aspect of successful focus group are (1) the composition of the participants, (2) the preparation of significant questions, (3) the facilitators' skills, (4) the recording and transcribing of the focus group discussion, (5) analyzing and presenting data. Ethical issues (i.e. questions of informed consent, confidentiality) are relevant at all stages of focus group planning, implementation and presentation.

## **FORM FOR PLANNING NEEDS ASSESSMENT EVALUATION**

What is a social action plan/intervention/programme?

What are the reasons for doing an evaluation of needs?

What do you want to find out?

What specific questions do you want answered?

What factors or variables are important to consider?

What documents might help answer your questions?

What people might help answer your questions?

Who will you ask?

How many people will you ask?

What methods will you use to collect information?

What methods will you use with what people?

How and when will data be collected?

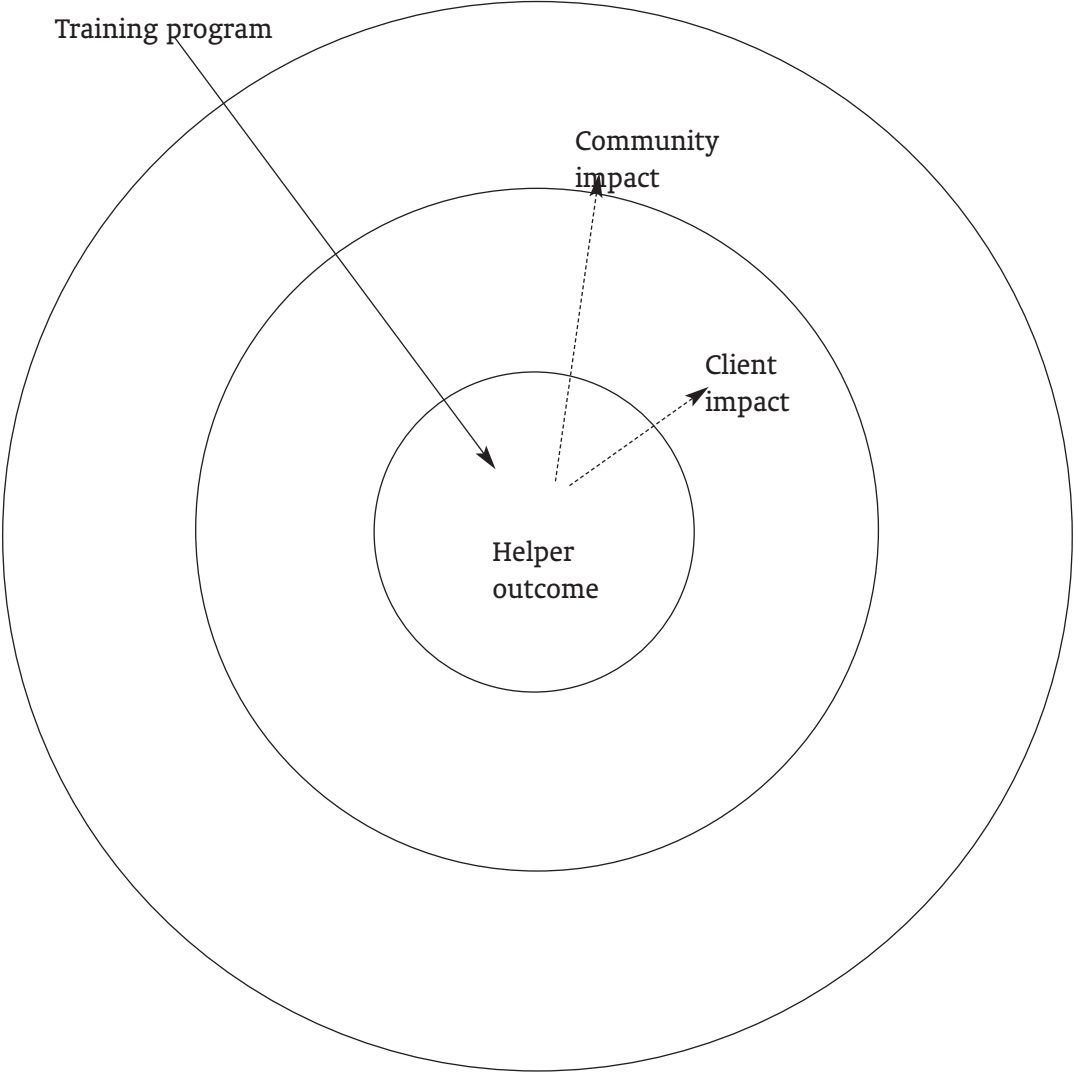
Who will collect data?

How and when will the data be analyzed?

Who will analyze the data?

How and to whom will the data be presented?

**Programme Impact Refraction**



## **FORM FOR PLANNING EVALUATION OF TRAINING FOR PSYCHOSOCIAL CARE FOR VIOLENCE SURVIVORS – PROCESS AND IMPACT EVALUATION**

### **1. TARGET GROUP**

1. To whom will the training be delivered?
2. What are the needs of the target group that will be addressed? How will their needs be evaluated?
3. Who are the indirect beneficiaries? What are their needs?

### **2. AIM**

What is the general goal?

### **3. OBJECTIVES/EXPECTED OUTCOMES**

1. What should be achieved in concrete, measurable terms on the level of direct and indirect beneficiaries?
2. What changes can be expected on a community level

### **4. TRAINING DESIGN**

Basic characteristics of a training programme i.e. number and composition of participants, length, format.

### **5. PROCESS EVALUATION**

1. What relevant questions should be answered?
2. How and when will the quality of the programme implementation be measured?
3. Are there any ethical considerations? How should they be addressed?
4. Example of data collection method.

### **6. IMPACT EVALUATION**

1. What relevant questions should be answered?
2. What model of summative evaluation will be used?
3. What will be the criteria for evaluation?
4. How will the impact on indirect beneficiaries and community be measured?
5. What data will be gathered and how?
6. Are there any ethical considerations? How should they be addressed?
7. Example of data collection method.

### **Ethical Guidelines for Project Evaluation**

1. Evaluations should cause no harm to participants but benefit the general welfare of participants and public.
2. Participation in evaluations should be voluntary.
3. Participants should give informed consent, that is, agree to participate in an evaluation, after being told about the consequences of evaluation.
4. Participants should be told whether their participation will be anonymous (identity not known), confidential (identity known to evaluator but not publicly) or public (identity known publicly).
5. An evaluation report should be complete and honest, “negative” results or “no” results should be noted in particular.
6. At times, there may be dilemmas between beneficiaries’ rights to receive services and an NGO’s responsibility to evaluate the effectiveness of services.
7. At times, there may be dilemmas between potential harm or risk of harm of individual beneficiaries and potential benefits to the general welfare of the public.