

Evaluation Forms: orientation, typical issues and key approaches

	Proactive	Clarificative	Interactive	Monitoring	Impact
Orientation	Synthesis	Clarification	Improvement	Checking/refining/ accountability	Learning/accountability
Typical issues	<ul style="list-style-type: none"> • Is there a need for the program? • What do we know about this problem that the program will address? • What is recognised as best practice in this area? • Have there been other attempts to find solutions to this problem? • What does the relevant research or conventional wisdom tell us about this problem? • What do we know about the problem that the program will address? • What could we find out from external sources to rejuvenate an existing policy or program? 	<ul style="list-style-type: none"> • What are the intended outcomes and how is the program designed to achieve them? • What is the underlying rationale for this program? • What program elements need to be modified in order to maximise the intended outcomes? • Is the program plausible? • Which aspects of this program are amenable to a subsequent monitoring or impact assessment? 	<ul style="list-style-type: none"> • What is this program trying to achieve? • How is this service going? • Is the delivery working? • Is delivery consistent with the program plan? • How could delivery be changed to make it more effective? • How could this organisation be changed so as to make it more effective? 	<ul style="list-style-type: none"> • Is the program reaching the target population? • Is implementation meeting program benchmarks? • How is implementation going between sites? • How is implementation now compared with a month ago? • Are our costs rising or falling? • How can we fine-tune the program to make it more efficient? • How can we fine-tune the program to make it more effective? • Is there a program site which needs attention to ensure more effective delivery? 	<ul style="list-style-type: none"> • Has the program been implemented as planned? • Have the stated goals of the program been achieved? • Have the needs of those served by the program been achieved? • What are the unintended outcomes? • Does the implementation strategy lead to intended outcomes? • How do differences in implementation affect program outcomes? • Is the program more effective for some participants than for others? • Has the program been cost-effective?
State of Program	None	Development	Development	Settled	Settled
Major focus	Program context	All elements	Delivery	Delivery/outcomes	Delivery/outcomes
Timing (vis-à-vis program delivery)	Before	During	Mainly during but could be at other times	During	After
Key Approaches	<ul style="list-style-type: none"> • Needs assessment • Research synthesis (evidence-based practice) • Review of best practice (Benchmarking) 	<ul style="list-style-type: none"> • Evaluability assessment • Logic development • Ex-ante 	<ul style="list-style-type: none"> • Responsive • Action research • Developmental • Empowerment • Quality review 	<ul style="list-style-type: none"> • Component analysis • Devolved performance assessment • Systems analysis 	<ul style="list-style-type: none"> • Objectives-based • Needs-based • Goal-free • Process-outcome • Realistic • Performance audit
Assembly of evidence	Review of documents and data bases, site visits and other interactive methods. Focus groups, nominal groups and delphi technique useful for needs assessments.	Generally relies on combination of document analysis, interview and observation. Findings include program plan and implications for organisation. Can lead to improved morale.	Relies on intensive onsite studies, including observation. Degree of data structure depends on approach. May involve providers and program participants.	Systems approach requires availability of management information systems (MIS), the use of indicators and the meaningful use of performance information	Traditionally required use of pre-ordinate research designs, where possible the use of treatment and control groups, and the use of tests and other quantitative data. Studies of implementation generally require observational data. Determining all the outcomes requires use of more exploratory methods and the use of qualitative evidence.