



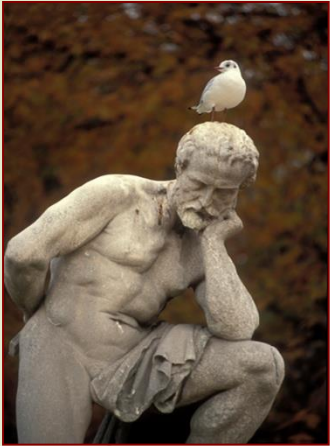
Basic Evaluation principles

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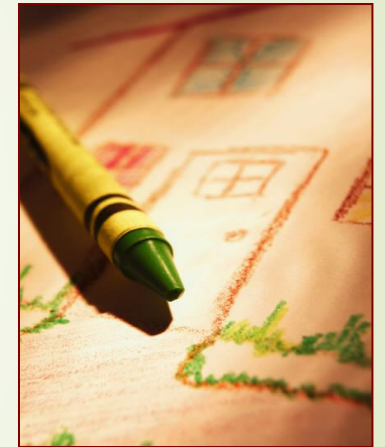
WHAT is Activity Evaluation?

Think/Draw/Pair



Draw the first image that comes to mind when you hear or see the word ***evaluation***

Label your drawing with a word or two that describes the image



Share your image in padlet (using text, photo, picture....)

Evaluation defined...

- Utilization-focused program evaluation: done for and with specific intended primary users for specific, intended uses. (Patton, 2008)
- What? So what? Now what? (Patton, 2008)
- Systematic determination of the merit or worth of an object. (Scriven, 1967)
- A judgement on an activity
- Numerous additional definitions.

Common misconception #1

Evaluation is only about numbers
(quantitative data)



Common misconception #2

RESEARCH is about numbers;
evaluation is NOT about numbers.

Instead, evaluation is about words, stories, and
anecdotes (qualitative data)



Rather. . .

Research **AND** evaluation
use **BOTH**

quantitative **AND** qualitative methods





WHY would I use Activity Evaluation?

Top 10 reasons you might use evaluation...

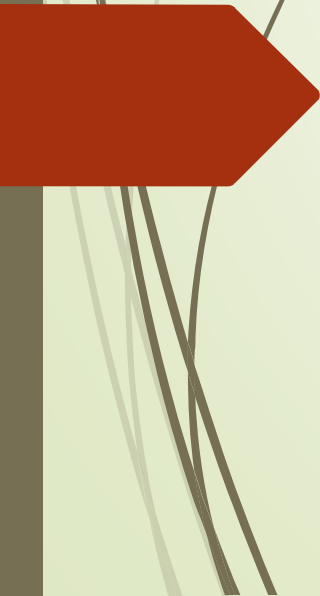
- 10 To establish the **impact** of the activity
- 9 To see if a program achieved its **outcomes**
- 8 To make **informed decisions** about a program, policy, product
- 7 To determine the **need** for an activity
- 6 To improve an activity

Top 10 reasons you might use evaluation...

- 5 To figure out how an activity can be or has been implemented
- 4 To determine an activity's merit, worth, or value
- 3 To examine *how* an activity works
- 2 To distinguish what works from what doesn't
- 1 And thus, to make the world a better place

What's in it for my group/organization?

- Clarifies purpose & direction
- Develops common language
- Provides opportunities for collaboration
- Contributes to credibility & helps secure funding
- Promotes motivation & excitement
- Promotes organizational learning & improvement
- Increases effectiveness
- Furthers good decision making



What evaluation *is* and what you and your organization *get* from evaluation depend on the **purpose** you establish for the evaluation

Evaluation Purposes

Two main purposes:

- Valuing (Michael Scriven)
- Decision-making
(Daniel Stufflebeam and Michael Quinn Patton)

Accountability
Development

More recently discussed purposes:

- Evaluation for learning
(Torres & Preskill, 2001; Preskill, 2008)
- Evaluation for social betterment
(Mark & Henry, 2003; 2004)
- Evaluation for deliberative democracy
(House & Howe, 2000)

**HOW can I begin the use
of evaluation?**



So it all starts with a Question...

What do you want to know about your activity?



How does your activity work?

What is the **impact** of your activity?

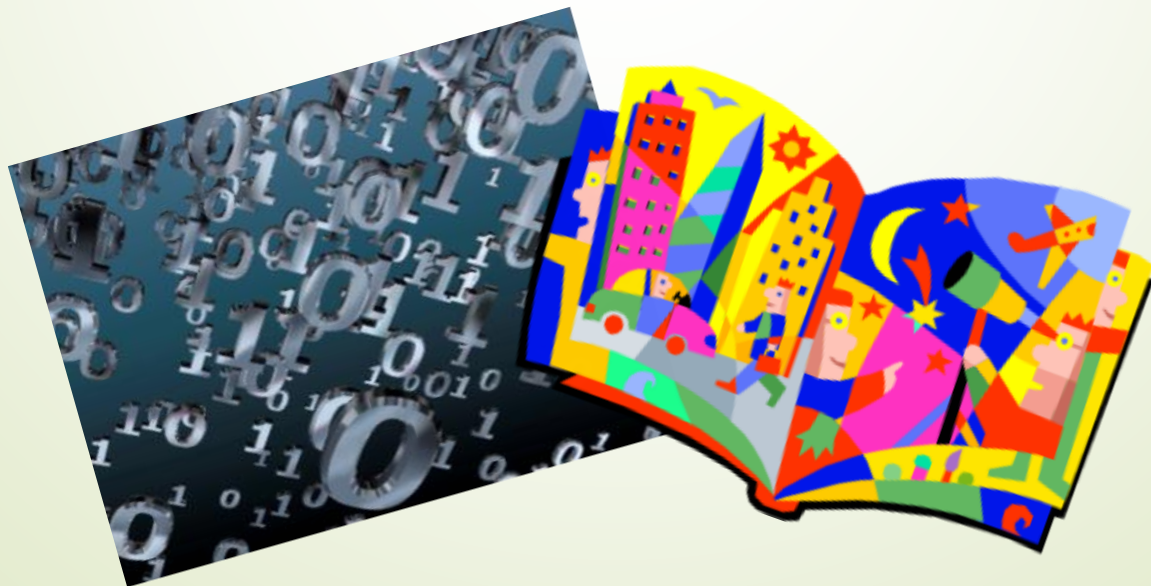
What opportunities do you have to expand your activity to serve others?

How or to what degree do the resources and activities meet the needs of stakeholders?

Answering the question requires...

Systematic collection and analysis of data

- This might mean using quantitative measures, qualitative measures, or both



Possible ways to collect data for an evaluation

Quantitative:

- Surveys
- Participant assessments
- Cost-benefit analysis
- Statistical analysis of existing program data
- Some kinds of record and document review

Qualitative:

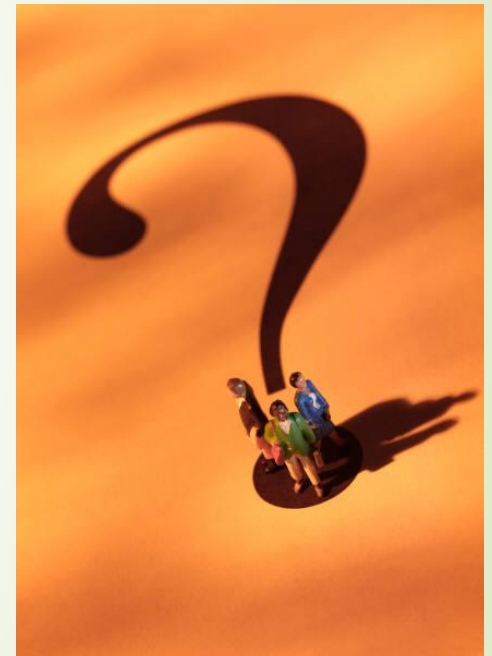
- Focus groups
- Interviews
- Observations
- Appreciative inquiry
- Case studies
- Some kinds of record and document review

What are the best methods for your evaluation??

It all goes back to the question you started with...

Some data collection methods are better than others at answering your questions

And some tools are more appropriate for the audience you need to collect information from



The Evaluation Process

1. Determine the object (activity, process, etc.) for evaluation and available resources
2. Define the quality you want to obtain with dimensions and indicators you want to reach
3. Develop guiding evaluation question(s) and purposes
4. Design the evaluation, including methods
5. Implement the evaluation: collect information, analyze and interpret findings
6. Report and use evaluation

Very important: Which phase of an activity are you looking for:

INPUT resources you put in the activity

PROCESS different part of an activity

OUTPUT results

OUTCOMES effects on beneficiaries

	ACTION	EVALUATION
Actors (who)	Decision makers People Beneficiaries (Stakeholder)	Internal and external evaluators
Means	Resources (humans, material)	Knowledge technique methodologies
Phases (when)	design implementation conclusion	Ex ante In itinere Ex post
Objectives (why)	Effectiveness and efficiency of the action	Formulation of a judgment Improve the action
Results (what you get)	Output Outcome	Formulation of a judgment
Impact		Analysis of the results



Case Study

- ▶ A group of family in a rural area decide to start a primary school for children aged 5 to 10. There are 100 children of 30 families; an adult from the community provides a space where lessons can be held. In the village there are three trained teachers who can start the activity.
- ▶ The families organized a meeting to decide all the activities to be carried out and how they intend to evaluate this initiative over time
- ▶ Evaluation design: what do you want to evaluate, who are the actors involved in the evaluation, which purposes, who are the stakeholders, who will conduct the evaluation, which kind of evaluation activities