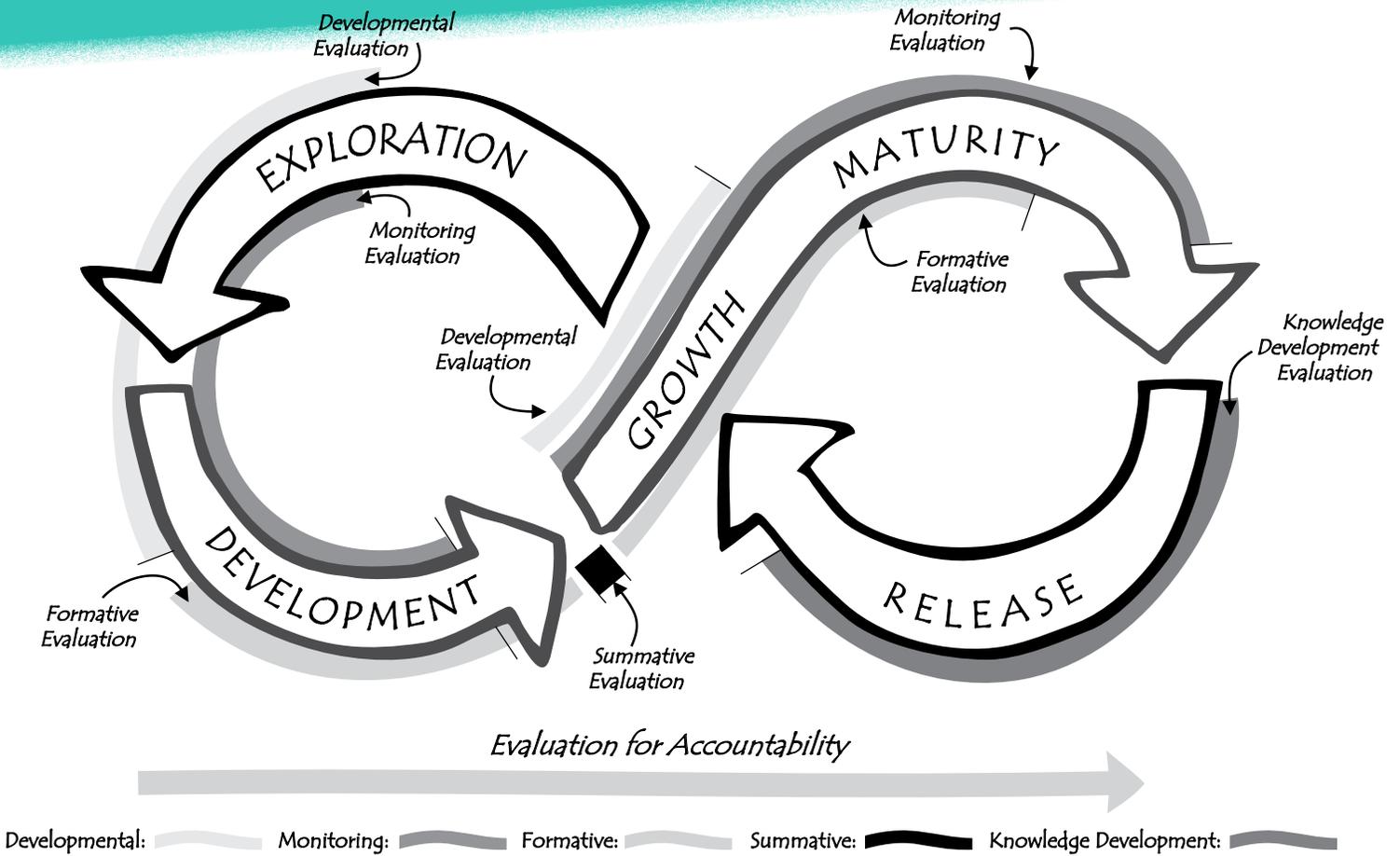


SIX MAJOR TYPES OF EVALUATION

PURPOSE	PRIORITY QUESTIONS	COMMON METHODS	KEY FACTORS AFFECTING USE
Developmental Creation and adaptation in complex, emergent and dynamic conditions.	What is happening in the context in which the program operates? What can we control and not control? What is developing? What are the effects of the program? What are the options for the next iteration of the program?	Emergent evaluation Complexity frameworks Ex ante evaluation	<ul style="list-style-type: none"> • Innovators interest in using data to inform their decisions • Tolerance for ambiguity and uncertainty • Balancing quality and speed of feedback • Integrate and synthesize multiple and conflicting sources of data
Formative Improve the design and delivery of program/model.	What is working and what is not? What are the strengths and weaknesses of the program? What works for whom, in what context, and why? How can results be increased and costs reduced?	Quality enhancement Learning reviews Reflective practice Participant feedback Appreciative Inquiry	<ul style="list-style-type: none"> • Creating a learning climate, openness to feedback and change • Trust • Evaluator skills in facilitated learning • Relevance of findings
Summative Determine the value and future of the program/model.	To what extent does the program achieve its goals? Does the program have value for money? How do its outcomes and costs compare with other options? To what extent can outcomes be attributed to the interventions? Should this program be sustained, wound down, replicated or scaled?	Impact Evaluation Cost-Benefit Analysis Randomized Controlled Trials	<ul style="list-style-type: none"> • Independence and credibility of the evaluator • Rigor of the design: validity and generalizability • Significance of the findings to decision-makers • Timeliness
Accountability Demonstrate that resources are well managed and efficiently implemented.	Are funds being used for intended purposes? Are goals and targets being met? Are problems being handled? Is implementation following the approved plan? Are quality-control mechanisms in place and being used?	Program audits and inspections Performance measurement and monitoring Accreditation and licensing End-of-project lists Scorecards	<ul style="list-style-type: none"> • Government and funder mandated reporting • Validated indicators • Integrity and credibility of the system and those reporting • Balance and consistency of reporting.
Monitoring Manage a program, routine reporting.	Are inputs and processes flowing smoothly? What are participation and dropout rates? Are these changing? Are outputs being produced as anticipated and scheduled? What bottlenecks are emerging? What variations occur across sub-groups?	Management information systems Quality control systems Continuous quality improvement, Six Sigma, routine reporting, performance indicators	<ul style="list-style-type: none"> • Timeliness, regularity, relevance, and consistency of reporting • Incentives to input data at field level and to use it at management level • Capacity and resources to manage system • Appropriate links to accountability system
Knowledge Generation Enhance general understandings and identify generic principles about effectiveness	What are the general patterns and principles of effectiveness in programs, projects and sites? What lessons being learned? What principles can be extracted across results to inform practice?	Cluster evaluation Meta-analyses Synthesis evaluation Lessons Learned Effective practice studies	<ul style="list-style-type: none"> • Quality and comparability of source used • Quality of synthesis • Capacity of users to extrapolate • Rigour of triangulation • Identifying principles that can inform practice

EVALUATION FOR LEARNING



People working on complex issues should employ the right type of evaluation for the different phases of their efforts.



Mark Cabaj
Here to There
CONSULTING INC.
<http://here2there.ca/>

Source: Patton, M.P., McKegg, K., Wehipeihana, N. 2016. Developmental Evaluation Exemplars: Principles in Practices. New York, NY: Guilford Press. p. 292.
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