Evaluation of Health Programs: A Postgraduate Overview Course

Module 1 Syllabus: Evaluation as a Strategic Tool for Public Programs and Policies

December 2018

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GEMNet Health
Global Evaluation & Monitoring Network for Health

MEASURE Evaluation
Evaluation of Health Programs: A Postgraduate Overview Course

Module 1 Syllabus: Evaluation as a Strategic Tool for Public Programs and Policies

December 2018

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MODULE 1 SYLLABUS

Module duration: 4 Hours

Background

As part of an effort to strengthen postgraduate education on evaluation of health programs, the Global Evaluation and Monitoring Network for Health¹ (GEMNet-Health) and MEASURE Evaluation have embarked on developing competency-based curriculum materials for a master’s degree level, overview course on evaluation.

In 2016, GEMNet-Health developed core competencies for a 60-hour master’s level overview course on evaluation. Subsequently, considering the need for additional materials to support the core competencies, GEMNet-Health began developing a set of modular curriculum materials that correspond to these core competencies.

Each module is designed to function both as a part of the larger course but also as a stand-alone module that can be incorporated into other courses, workshops, or other trainings. Each module includes a syllabus with competencies, topics and learning objectives specific to that module, session plans, PowerPoint presentations, case studies, and additional resources.

Competencies Covered

1. Discuss evaluation in the context of public policy
2. Analyze policy cycle/results chain
3. Assess the role of evaluation for policymaking and the link of strategic information to evaluation
4. Discuss practical constraints in evaluation research: List the key considerations in planning an evaluation and describe strategies for navigating these challenges
5. Identify and list the ethical and political implications of evaluation work

It is important to note that the competencies listed for this module may not be fully addressed by this module. Competency 4 (“discuss practical constraints in evaluation research: List the key considerations in planning an evaluation and describe strategies for navigating these challenges”) is also covered by Sessions 4, 5, 6, 7, and 8. Competency 5 (“Identify and list the ethical and political implications of evaluation work”) is also covered in session 8. Therefore, not all content related to each of these competencies is included in this session alone and additional content would be required for mastery.

¹ The Global Evaluation and Monitoring Network for Health (GEMNet-Health) is a global network of public health institutions whose purpose is to foster organizational growth, collaboration, and mutual support for monitoring and evaluation (M&E) of health programs globally through linkages among members. For more information, visit https://www.measureevaluation.org/resources/networks/gemnet-health
Learning Objectives

At the end of the module, students will be able to:

a) Identify the role of evaluation within the public policy cycle
b) Illustrate the use of evaluation to inform evidence-based policies and programs

Sessions

- Session 1. Monitoring and Evaluation within the Public Policy Cycle (2 hours)
- Session 2. Evaluation to Inform Evidence-Based Policies and Programs (2 hours)
SESSION 1. MONITORING AND EVALUATION WITHIN THE PUBLIC POLICY CYCLE (2 HOURS)

Session Learning Objectives

At the end of the module, students will be able to:

a) Identify the role of evaluation within the public policy cycle
   - Define key concepts used in monitoring and evaluation
   - Define key concepts used in the policy formulation environment
   - Describe how public policies (including health policies) are made
   - Discuss how evaluations contribute to public policies
   - Review and discuss examples of best practices in evaluation of policy
   - Analyze (critique) the policy process

Topics Covered

• Overview of monitoring and evaluation
• Policies, public policies and policy agendas, and programmes
• Process of making public policies
• Characteristics and cases of excellence in public policymaking

Teaching Methods

• Facilitator PowerPoint presentations
• Group exercises
• Plenary discussions

Works Consulted


Gutierrez, J.P. Lecture notes, INSP.

Mbi-njifor, C. Lecture notes, UP.


Recommended Readings


**Case study:**

**Materials Needed**

- PowerPoint presentations
  - Module 1. Evaluation as a Strategic Tool for Public Programs and Policies – Sessions 1A–1C
- Flip chart paper
- Markers
- Projection equipment
### Table 1.1. Session plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Title and description</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Introduction</td>
<td>Lecture with PowerPoint presentation</td>
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<tr>
<td></td>
<td>Objectives and expected learning outcomes</td>
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<tr>
<td>25 minutes</td>
<td><strong>1A. Background: Overview of Monitoring and Evaluation</strong></td>
<td>Lecture with PowerPoint presentation</td>
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<tr>
<td></td>
<td>- Definition of M&amp;E</td>
<td>Activity 1. Differences between M&amp;E</td>
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<tr>
<td></td>
<td>- Differences between M&amp;E</td>
<td>Interactive discussion</td>
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<td></td>
<td>- Definition of program components</td>
<td>Plenary discussion</td>
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<td>- Program logic model</td>
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<td>- Program theory of change</td>
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<td>- Types of evaluation</td>
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<tr>
<td>30 minutes</td>
<td><strong>1B. Policies, Public Policies, Policy Agendas, and the Process of Making Public Policies</strong></td>
<td>Lecture with PowerPoint presentation</td>
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<tr>
<td></td>
<td>- Define policy</td>
<td>PowerPoint presentation with interactive discussions</td>
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<td></td>
<td>- Types of policies: public policy and health policy</td>
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<td></td>
<td>- Policy cycle and role of evidence</td>
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<tr>
<td>15 minutes</td>
<td><strong>1C. Evaluation and Public Policies</strong></td>
<td>Lecture with PowerPoint presentation</td>
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<td></td>
<td>- Characteristics of excellence in public policymaking</td>
<td>Group discussion</td>
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<td></td>
<td>- Case study discussion</td>
<td>Activity 2. Process of Public Policies Case Studies</td>
</tr>
<tr>
<td>5 minutes</td>
<td><strong>Summary/conclusion</strong></td>
<td>Q&amp;A; lecture</td>
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<td>Debriefs</td>
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### Session Activities

**Activity 1. Differences between M&E (20 minutes)**

- Either in small groups or as a class, go through research questions on PowerPoint slide. Have the group/class call out whether it is evaluation or monitoring. If there is not agreement, have someone from the group make a case for each response. The facilitator sums up after each question and again at the end of the activity.

**Activity 2. Process of public policies case studies (40 minutes)**

- Small groups brainstorm (1) potential obstacles to research being accepted and used by policy makers, and (2) strategies to overcome these obstacles.
- Groups take notes on both topics. Groups report back and a class list is made for each topic. Each subsequent group adds any additional ideas to be recorded on the exhaustive list.
- Facilitator sums up discussion.
SESSION 2. EVALUATION TO INFORM EVIDENCE-BASED POLICIES AND PROGRAMS (2 HOURS)

Session Learning Objectives

By the end of the session, students will be able to:

a. Illustrate the use of evaluation to inform evidence-based policies and programs
   - Define and identify evidence-based policies
   - Describe how evaluation can contribute to evidence-based policies

Topics Covered

- What are evidence-based policies?
- How evaluation informs and influences policy
- How politics affect evaluation work: speaking truth to power
- Examples of policymaking in practice:
  - Where policies went wrong because of lack of information
  - Evaluations that contribute to inform policies

Teaching Methods

- Lecture
- Group discussion
- Case study

Works Consulted


Gutierrez, J.P. Lecture notes, INSP.

Mbi-njifor, C. Lecture notes, UP.


Recommended Readings


**Activity 2:**


**Materials Needed**

- PowerPoint presentation: Module 1, Session 2. Evaluation to Inform Evidence-Based Policies and Programs
- Projection equipment
- Readings
Table 2. Session 2 plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Title and description</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Introduction</td>
<td>Lecture with PowerPoint presentation</td>
</tr>
<tr>
<td>40 minutes</td>
<td>Evaluation to inform evidence-based policies and programs</td>
<td>Lecture with PowerPoint presentation</td>
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<td></td>
<td>• Evidence-based policies</td>
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<td>• Policy-formation: Theory</td>
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<td></td>
<td>• Policy-formation: In practice</td>
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<td></td>
<td>• Discussion and activities</td>
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<tr>
<td>30 minutes</td>
<td>Activity 1. Evaluation as a tool to generate evidence for policies</td>
<td>Small-group discussions and class discussion</td>
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<tr>
<td>40 minutes</td>
<td>Activity 2. Case-study: Policy example</td>
<td>Small-group discussions</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Summary/conclusion</td>
<td>Q&amp;A Lecture with PowerPoint</td>
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Session Activities

Activity 1. Evaluation as a tool to generate evidence for policies (30 minutes)

- In small groups, students will discuss the following questions/issues (15–20 minutes):
  1. How does evaluation contribute to evidence? Explain the different levels of evidence and how each can contribute to better policies. Propose examples of these levels.
  2. What are the main barriers to using evidence in the design of public interventions? Who are the relevant stakeholders in this process?
  3. Thinking as an implementer, what are the main issues that limit the use of evidence in designing interventions?
  4. How can evaluators contribute to increased use of evidence in the design of public interventions?

- After discussion, each group will present the main points to the class (10–15 minutes)

Activity 2. Case study (45 minutes)

- Review and discuss a case where the use of evaluation/lack of evaluation affected a policy or program. One option is to use the example of the sugar-sweetened beverage tax implemented in Mexico. For this case study, have students read the following two articles before the session: