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

December 2018

# 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 Health[1] (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.

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[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

Buse, K., May, N., Walt, G. (2005). Making Health Policy. London, England: London School of Hygiene & Tropical Medicine, Open University Press.

Gutierrez, J.P. Lecture notes, INSP.

Mbi-njifor, C. Lecture notes, UP.

Weimer, D.L., Vining, A.R. (2017). Policy Analysis. Concepts and Practice, 6th edition. New York, New York, USA: Routledge, Taylor & Francis Group.

## Recommended Readings

Frenk, J. (2006). Bridging the divide: global lessons from evidence-based health policy in Mexico. *The Lancet,* 368(9539):954–961. doi:10.1016/S0140-6736(06)69376-8.

Marmot, M.G. (2004). Evidence based policy or policy based evidence? *BMJ,* 328(7445):906–907. doi:10.1136/bmj.328.7445.906.

*Case study:*

Boulle, J., Davids, M., Mabogoane, T., & Goldman, I. (2012). Early Childhood Development: Evidence-Based Policy Making and Implementation Case Study. Retrieved from https://evaluations.dpme.gov.za/images/gallery/ECD%20Evidence%20Based%20Policy%20Making%20Case%20Study.pdf

## 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**

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

## 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

Buse, K., May, N., Walt, G. (2005). Making Health Policy.  London, England: London School of Hygiene & Tropical Medicine, Open University Press.

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## Recommended Readings

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Marmot, M.G. (2004). Evidence based policy or policy based evidence? *BMJ,* 328(7445):906–907. doi:10.1136/bmj.328.7445.906.

*Activity 2:*

Colchero, M.A., Popkin, B.M., Rivera, J.A., & Ng, S.W. (2016). Beverage purchases from stores in Mexico under the excise tax on sugar sweetened beverages: observational study. *BMJ,* 352. doi:10.1136/bmj.h6704.

Colchero, M.A., Rivera-Dommarco, J., Popkin, B.M., & Ng, S.W. (2017). In Mexico, evidence of sustained consumer response two years after implementing a sugar-sweetened beverage tax. *Health Affairs,* 36(3):564–571.

## Materials Needed

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

**Table 2. Session 2 plan**

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

## 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:

    ▪ Colchero, M.A., Popkin, B.M., Rivera, J.A., & Ng, S.W. (2016). Beverage purchases from stores in Mexico under the excise tax on sugar sweetened beverages: observational study. *BMJ;* 352. doi:10.1136/bmj.h6704

    ▪ Colchero, M.A., Rivera-Dommarco, J., Popkin, B.M., & Ng, S.W. (2017). In: Mexico, evidence of sustained consumer response two years after implementing a sugar-sweetened beverage tax. *Health Affairs*; 36(3):564–571.

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