

WALGA Community Road Safety Grants Program - A Guide to Evaluation

Evaluation is defined as the process by which we judge the worth or value of a project (Hawe Degeling & Hall 1990). This is done by

1. Observation and measurement
2. Comparison of what you observe with some criterion or standard of acceptability, or standard of what you would consider an indication of good performance.

Evaluations can either be done using quantitative methods or by qualitative methods. The quantitative method is where data is recorded as frequency of response and probability theory is used to generalise from the study to the population (Hawe Degeling & Hall 1990). For example you may conduct a survey before to find out the number or percentage of people who speed all of the time. Qualitative methods are not concerned with numbers or percentages but records data, which describes the range of response and the variation between two responses (Hawe Degeling & Hall 1990). It is all about looking for the pattern/s in the data. For example you would gather all of the participants responses during a focus group to your questions about speeding attitudes and look for patterns and differences to help you explain why people made the behaviour change.

There are four types of evaluation and these are:

1. Formative Evaluation – Evaluation for the purpose of improving the program as it is being implemented
2. Process Evaluation – It is the first part of program evaluation. It measures the activity of a program and whom it is reaching and determines the extent to which the program is being implemented as planned. Key measures for this type of evaluation include; program reach, participant satisfaction, implementation of program activities, performance of materials or other components and ongoing quality assurance.
3. Impact Evaluation – This type of evaluation corresponds to the measurement of program objectives and is the first step in measuring the performance of a completed program. It is concerned with the immediate effects of the program that is its effect on those factors, which contribute to or cause the health problem in question.
4. Outcome Evaluation – It is the second step of measuring the performance of a program and is concerned with the longer-term effects of the program and as such corresponds with the program goal/s (Hawe Degeling & Hall 1990). This type of evaluation answers the question of whether the project has achieved its goal – whether or not the program been able alleviate the road safety problem and at what cost (Hawe Degeling & Hall 1990)?

Why do you need to evaluate?

- o To ensure that your program is making a useful contribution to road safety and at the very least not making the problem worse.
- o To provide rewarding feedback, recognition and greater support for your activities by reinforcing to others the value of your activities. .
- o Evaluation contributes to improving the quality of road safety activities run everywhere. A program or activity that brings about improvement shown by good evaluation should and can be communicated to others so that more people can benefit.
- o While it is disappointing when your evaluation shows that your program has not achieved its goal, it is important and valuable to find this out. If your program does not work out as planned you can investigate to find out why and this can be used to improve yours and other group's future road safety programs or activities (Hawe Degeling & Hall 1990).

Where does evaluation start?

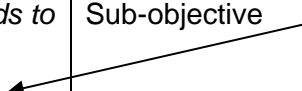
Evaluation begins at the start of your program or activity in it's planning stages to ensure that the project or activity can be evaluated. In planning your program or activity consider:

- o The goals, objectives and strategies of the project – Are they achievable and measurable?
- o Your own expertise – not sure what to do, see if anyone can help, talk to your RoadWise Officer ect.
- o Funding available – as a guide 10-15% of your total budget should be for evaluation
- o Purpose of the evaluation report – To show that you has or has not achieved your program's goals and objectives.

You need to make sure that there is a rationale fit between your problem, the goals, strategies and your evaluation to ensure that program you are planning is appropriate, well designed, achievable and evaluable. Table 1 shows the relationships between these aspects of a program.

Table 1: The links between the problem/issue, the goals and objectives and evaluation (adapted from Hawe Degeling & Hall 1990).

Road Safety Problem	<i>Corresponds to</i>	Goal	<i>Is measured in</i>	Outcome evaluation
Risk Factor	<i>Corresponds to</i>	Objective	<i>Is measured in</i>	Impact evaluation
Contributing factor (Predisposing, reinforcing and enabling factors)	<i>Corresponds to</i>	Sub-objective	<i>Is measured in</i>	Impact Evaluation
Sub-objectives (Any desired change in a predisposing, enabling or reinforcing factor and represent the components of a risk factor)	<i>Correspond to</i>	Strategy –Objective (What your program is going to provide and deliver)	<i>Is measured in</i>	Process Evaluation



When developing your evaluation, always consider what information you need, and if the information you are collecting will actually show that your program has meet the objectives. If you measure more items than are required you will not only increase the cost of it in terms of resources and your time, but your evaluation will also be diminished as you will be measuring items which you have not provided any intervention for.

Designing your evaluation

There is no perfect evaluation design made for all road safety programs. Choosing and evaluation design will depend of what information you want and need and what you are practically able to get given your resources and time constraints. Table 2 describes some of the options.

Table 2: Evaluation Designs - Key: X = Intervention (implementation of your strategies) O = Observation (Data Collection) - Continues Page 3

Design	Diagram	Description	Advantages	Disadvantages
Single Group, Post Test only	X____O	Involves having the intervention and then conducting a single evaluation afterwards on only members who received it	Inexpensive	Provides no evidence of behaviour change. Unable to attribute changes to program.
Single Group, Pre-test and Post-test	O1__X__O2	Involves collecting data before you implement your strategies (intervention) to ascertain what your target group is like. Then after you implement your strategies you collect the same data again to see if there has been any change	Inexpensive Able to detect change	Unable to attribute changes to program
Design	Diagram	Description	Advantages	Disadvantages
Non-Equivalent Comparison Groups Pre-test and Post-test	Group 1 O1_X_O2 Group 2 O1__O2	Involves observing two groups twice with only one of the groups getting the intervention. What you are aiming to show in your results is that there was a greater improvement in the attributes you are measuring in the group that got the intervention compared to the group, which did not receive the intervention	Able to detect change.	Expensive Unable to attribute changes 100% to your intervention. Difficult to stop contamination of your comparison group. Limits the extent to which your results can be generalised to the entire population.
Randomised Controlled Trial	Population ↗ O1_X_O2 Randomised ↘ O1__O2	Involves the random selection of test subjects into two groups. The intervention group who receives and participates in your programs strategies and the control group who do not receive any of your program's strategies. Both groups are observed twice, once before any intervention and once after.	Able to detect change. Results attributable to intervention.	Expensive Requires large amount of time and resources as well as some knowledge and experience with statistical theories to get the most benefit

Data Collection - How are you going to observe what is happening?

There are a variety of ways that data can be collected off the target group so you can measure the performance of your program or activity. These data collection methods can either collect qualitative data or quantitative data depending on what you want. Table 3 describes these.

Table 2: Data Collection Method

Method	Description	Evaluation Types
Self Administered Surveys	Pen and paper surveys presented in a way that the participants could complete themselves. They usually use structured close-ended questions and are a popular way of collecting quantitative data. However the questions can be unstructured and open ended and used to collect qualitative data or a mixture of both	Formative, Process, Impact, Outcome
Telephone Interviews	This method of data collection is completed one on one and uses a structured approach. A detailed protocol is required so that the interviewer can ensure that you get the information you need	Process, Impact, Outcome
Focus Groups	This method is most commonly used to collect qualitative data and allows researchers to explore the “why” of the topic. It takes place in the form of a group interview or discussion focusing on a particular topic were the facilitator guides the discussion usually with a few open-ended questions while the participants talk freely	Formative, Process, Impact
Face to Face Interviews	Are similar to self-administered surveys except they are conducted one – on – one by a trained interviewer. They are good at collecting both quantitative data and qualitative data and can be structured or unstructured using both closed and open ended questions	Formative, Process Impact, Outcome
Observation	A Rater (the researcher) observes individuals and groups and uses a measurement instrument to record observations. This is extremely useful in observing subjects actual behaviours. If deciding to use this method you must ensure that ethical standard for research are met.	Process, Impact Outcome
Readability Tests and Peer Reviews	Test the readability and appropriateness of materials produced for the interventions. Readability test include SMOG and FLESCH reading ease.	Formative, Process
Program Checklists, Record Keeping and Activity Assessments	Creating program checklists and having good record keeping practices are good ways of ensuring that you are implementing your project as intended, while period activity assessments such as calculating the number of participants, recording the number of activities having been implemented and asking people regularly if they are satisfied with the way the program is going, are all good ways of ensuring the program is reaching it’s target group and the participants are happy and feel they are getting some benefit from their involvement	Process

In Conclusion

Evaluation is a necessary step for all road safety projects and activities and will help everyone improve the quality of projects all around the state leading to greater reductions in road trauma. When planning your program for a Community Road Safety Grant remember:

- Plan to evaluate in the early stages
- Understand the problem you are addressing first, next write you goals and objectives, then decide upon your strategies and plan how you are going to evaluate if these activities have been successful in making a positive change in the target group.
- Make sure that there is a good rational fit between what activities/strategies you are planning to implement and the objective and goals you have set.
- When designing your evaluation consider both the pros and cons of each of your options as well as the resources and skills that are available.
- Only start your impact and outcome evaluation once you have completed your process evaluation and you know that your program was implemented as planned.
- Ensure that you use appropriate data collection methods and only collect the information you need. Consider whom you are writing the evaluation report for and if there are any special requirements.
- Always make known your results – even if your program has not been successful. Let yourself and everyone learn from both your successful activities as well as your not so successful activities.

RoadWise Officers around the state are available to help you plan, implement and evaluate your project. A good textbook that may be of assistance to you is “Evaluating Health Promotion – A Health Workers Guide” written by Penelope Hawe, Deirdre Degeling and Jane Hall and published by MacLennan and Petty (1990).

9. References

1. Green, L.W. & Kreuter, M.W. 1991. *Health Promotion Planning: An Educational and Environmental Approach*, Mayfield Publishing Co, London.
2. Hawe, P., Degeling, D. & Hall, J. 1990. *Evaluating Health Promotion A Health Worker’s Guide*, MacLennan and Petty, Sydney.

TOWARDS ZERO



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