

2 Policy Evaluation and Evaluation Research

DEFINITIONS, CONCEPTS, AND TYPES OF EVALUATION

Evaluation in the field of public policy may be defined, in very general terms, as an analytical tool and procedure meant to do two things. First, evaluation research, as an analytical tool, involves investigating a policy program to obtain all information pertinent to the assessment of its performance, both process and result; second, evaluation as a phase of the policy cycle more generally refers to the reporting of such information back to the policy-making process (see Wollmann 2003b, 4).

Yet, a bewildering array of concepts and terms has made its appearance in this field, especially given the recent “third wave” development of new vocabulary (such as management audit, policy audit, and performance monitoring). In light of a definition that focuses on the function of evaluation and, thus, looks beneath the surface of varied terminology, it becomes apparent that the different terms “cover more or less the same grounds” (Bemelmans-Videc 2002, 94). Thus, analytical procedures, which have come to be called “performance audit” would be included in our definition, except, however, “financial audit,” which checks the compliance of public spending with budgetary provisions and would not be counted as evaluation (see Sandahl 1992, 115).

TYPES OF EVALUATION: FUNCTIONS AND TIMING

In terms of the different temporal and functional linkages with the “policy cycle,” often the following distinctions are made (see Wollmann 2003b).

Ex-ante evaluation, preceding decision making, is meant to (hypothetically) anticipate and pre-assess the effects and consequences of planned or defined policies and actions in order to “feed” the information into the upcoming or ongoing decision-making process. If undertaken on alternative courses of policies and actions, ex-ante evaluation is an instrument of making the choice between alternative policy options (ideally) analytically more transparent, more foreseeable, and politically more debatable. It includes *implementation pre-assessment* is meant to analytically anticipate the course of policy implementation in focusing on its process, as well as *environmental impact assessment*, designed for anticipating or predicting the consequences which envisaged policies and measure may have on the environment.

Ongoing evaluation has the task of identifying the (interim) effects and results of policy programs and measures while, in the policy cycle, the implementation and realization thereof is still under way. The essential function of “ongoing” evaluation is to feed relevant information back into the implementation process at a point and stage when pertinent information can be used in order to adjust, correct or redirect the implementation process or even underlying key policy decisions. In a nearly synonymous usage, some speak of *accompanying evaluation* running parallel to the policy implementation process. Within “ongoing” or “accompanying” evaluation one can discern

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Worsham,2013-10-31 This book provides information about best practices in guidance and counseling It provides examples of innovative programs which meet students personal needs such as school wide discipline programs peer mediation student activities etc H.R. 4271, the National Science Education Act; H.R. 4272, the National Science Education Enhancement Act; and H.R. 4273, the National Science Education Incentive Act United States. Congress. House. Committee on Science,2001 **American Educational History Journal** Donna M. Davis,2015-09-01 The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well articulated argument that deals substantively with questions of educational history *Resources in Education* ,1997 **Compendium of HEW Evaluation Studies** ,1980 **Compendium of HEW Evaluation Studies** HEW Evaluation Documentation Center,1980

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