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**FORMING OF SOCIAL PROGRAM EVALUATION AS AN AREA
OF RESEARCH AND PROFESSIONAL ACTIVITIES:
NATIONAL SCHOOLS OF SOCIAL PROGRAM EVALUATION**

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Abstract. The article deals with analysis of program evaluation development as a branch research and professional activities in different countries, reviewing its transformation from measurement procedures to complex evaluation.

Key words: assessment; estimation; monitoring; program evaluation.

**СТАНОВЛЕНИЕ ЭВАЛЮАЦИИ СОЦИАЛЬНЫХ ПРОГРАММ
КАК ОТРАСЛИ ПРОФЕССИОНАЛЬНЫХ ИССЛЕДОВАНИЙ:
НАЦИОНАЛЬНЫЕ ШКОЛЫ ОЦЕНКИ ПРОГРАММ**

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Аннотация. Статья посвящена анализу становления эвалюации программ как отрасли профессиональных исследований и деятельности в разных странах, рассмотрению ее трансформации от измерительных процедур до комплексной оценки.

Ключевые слова: оценивание, оценка, мониторинг, программная эвалюация.

Today evaluation approved its effectiveness as a complex activity to implement social programs in majority European countries and USA. Now it is formed as a separate discipline. In the Russian and Ukrainian science literature, it is claimed as assessment, evaluation, or even as an English term «evaluation science», «program evaluation». Knowledge about Forming of Social Program Evaluation as Industry of Professional Studies, the allocation of the national evaluation schools gives a clearer understanding of its nature, as well as an understanding of the principles of effective social problems solutions. Thus, the topic of the retrospective analysis of Program Evaluation is very actual.

Among researchers in the program evaluation theory and practice we should stress R. Shedish, T. Kuk and L. Leviton, S. Donaldson, M. Skriven, R. Alkin, D. Mertens and E. Wilson, K. Wice, D. Tsigankov, L. Korporovich.

The **goal** of article – to consider Forming of social program evaluation as an area of research and professional activities in different countries, to highlight its national schools, including in Ukraine, where have been already made first steps of its institutionalization .

Scientists refer to the appearance of different chronological framework for assessment and its representatives. According to the same data, performance measurement appears in ancient times. For example, the civil government of ancient Egypt systematically evaluated the rich harvest of the Nile delta by comparing the harvest of the previous year and thereafter, to factor in climatic conditions [3, p. 861-862]. However program evaluation as a discipline and as a practice appeared in 1930-s.

The most famous study of program evaluation is an eight-year study led by R.W. Tyler (1933-1941), which was designed to evaluate the work of thirty schools to determine the level of student achievement. R. Tyler' principle of assessing the effectiveness of educational programs formed the basis of European methods of evaluation of educational reform. Also we can say that this scientist is a father of program evaluation. He was the first, who settled

the term of «evaluation». However his research was more like a performance measurement program than program evaluation in the modern sense. In 1965, by the initiative of Senator R.F. Kennedy, in the USA at the government level were implemented compulsory evaluation of educational programs in primary and secondary schools. Also were subjected to assessment programs of legal services providing, municipal health services, vocational training, and supplementary nutrition for pregnant women and children, pre-school education, innovation in the field of crime prevention and the psychological adjustment of mental health. Already in the 1970-s and 1980-s marked we can observe the peak of program evaluation practice. It becomes a tool of economic cost-benefit analysis and a way to monitor government programs. At this time, there are professional organizations, published the first professional standards (1981), a lot of scholars of that time re-classified by the evaluators. A little later in the United States appears professional organization American Association of Assessment.

As for program evaluation in Europe, here it is actively developed since the mid -1970-s. First studies in Europe, as in the United States, have been associated with the improvement of the quality of education. It is known that in Europe the school program evaluation actively developed through the European Structural Funds budget. Case analysis evaluation research in Europe shows that most of them are kind of comparative research on the effectiveness of the use of Structural Funds in different industries. In studies of the EU we can see the trends of use of developmental approach, which aims for developing of positive social change. The most developed European evaluation societies are considered the UK Evaluation Society, DeGEval Evaluation Society and the Polish Evaluation Society. About social program evaluation institutionalization claims a lot of special courses, electives, workshops and evaluation conferences at universities and other organizations.

Officially, on the post-soviet space, particularly in Russia, the elements of the monitoring and program evaluation have appeared at the turn of XX-XXI centuries. However, in the socio-economic planning of the USSR had existed approaches, that were analogous to the west estimation (forecasting techniques; targets; benchmark comparison, the annual reports on the implementation of the plan). In the early 1990-s estimate was «imported» with the project approach as one of the management functions of foreign companies, and later – local non-profit organization with a wide range of services. In general, the ideology of administrative reform in Russia influenced the ideas of «public management» (governance). We can say that this is the concept behind the provision of public services. At the moment, Russia uses only the most basic forms of evaluation – monitoring and performance measurement as a simple cost control and evaluation of the immediate results [4, p. 16].

It is noted that in Ukraine is forming social program evaluation (as a professional activity and theoretical discipline at high school). To begin with, in 2008 was created the NGO «Center of evaluation and scientific, educational and social programs» in Kiev, headed by V.B. Evtukh and the implementation of the discipline «Evaluation» (2011), which was read by the author at the Institute of Sociology, psychology and social Communications at M.P. Dragomanov National Pedagogical University. Also, we have carried out the evaluation of volunteers training program within the framework of Euro-2012 at National Pedagogical University to improve the methods of teaching and training in such programs in the future.

During the research we have been able to allocate national schools of program evaluation. Modern American School of evaluation of implementation is characterized by a large number of educational programs with the support of the government, the extensive use of anthropological methods (observation, description), the active promotion of the science and evaluation practice in the world. National School of evaluation in countries of

the European Union's remarkable that aims for developing of the regions, improving the ecological environment, the employment of the population with the wide use of economic methods (cost-benefit, cost-effectiveness). School evaluation in the post-soviet space, in particular in Russia and Ukraine, extends the period of origin rather than the active institutionalization. Evaluation here is similar to monitoring and measuring the effectiveness, cost control and a simple evaluation of immediate results. We know that in Russia now popular assessment of regulatory acts and some of evaluations of social programs.

In general, the history of program evaluation is complex and non-linear. It goes a long way from the birth of evaluation in the ancient world to the separate discipline of the XX-XXI centuries. In the United States, Europe, the post-soviet countries. We are sure that for Ukrainians very important to develop a national concept program evaluation. And this concept must include experience in implementing programs in U.S.A., EU, Russia, etc. and would involve the adaptation of existing principles and approaches to the economic and political basis of the country.

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