

Evaluating whatever (including iCCM): the enemy's name is 'Bias'

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*Bias is
unknown!*

Biased evidence



Wrong decisions



Bad outcomes

*Error is
known!*

Erred evidence



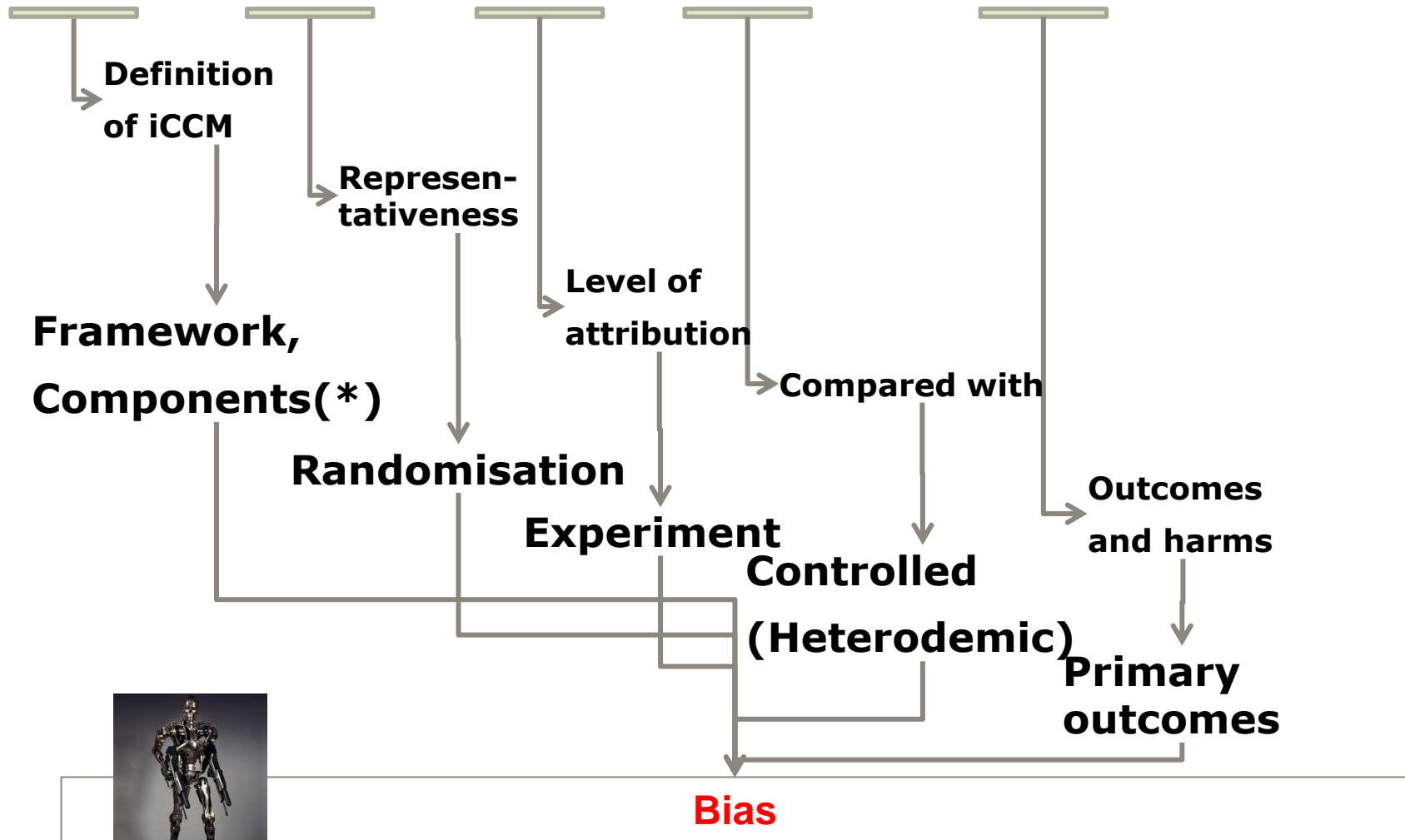
Right decisions



Good outcomes
(often)



iCCM programmes are effective in improving treatments



(*) See T Diaz. Multi-country analysis



The good news

- **There are non-effectiveness questions, equally relevant**
- **Complex interventions \neq complex evaluations**
 - **existing evidence!**
 - **'nice' designs**
- **Quality of evidence \neq Strength of recommendations**
- **Weak recommendations \neq weak implementation (M&E)**



Examples from the iCCM review (Swiss TPH)

- Behaviour mapping helps program staff reach vulnerable households in need and motivates community volunteers.
- Norms gradually but steadily being re-shaped and re-aligned with key messages, thereby setting standards for acceptable behaviour.
- Training large numbers of CHW led to the reduction in the use of traditional healers
- The baseline was a semi-randomised stepped wedge trial design.



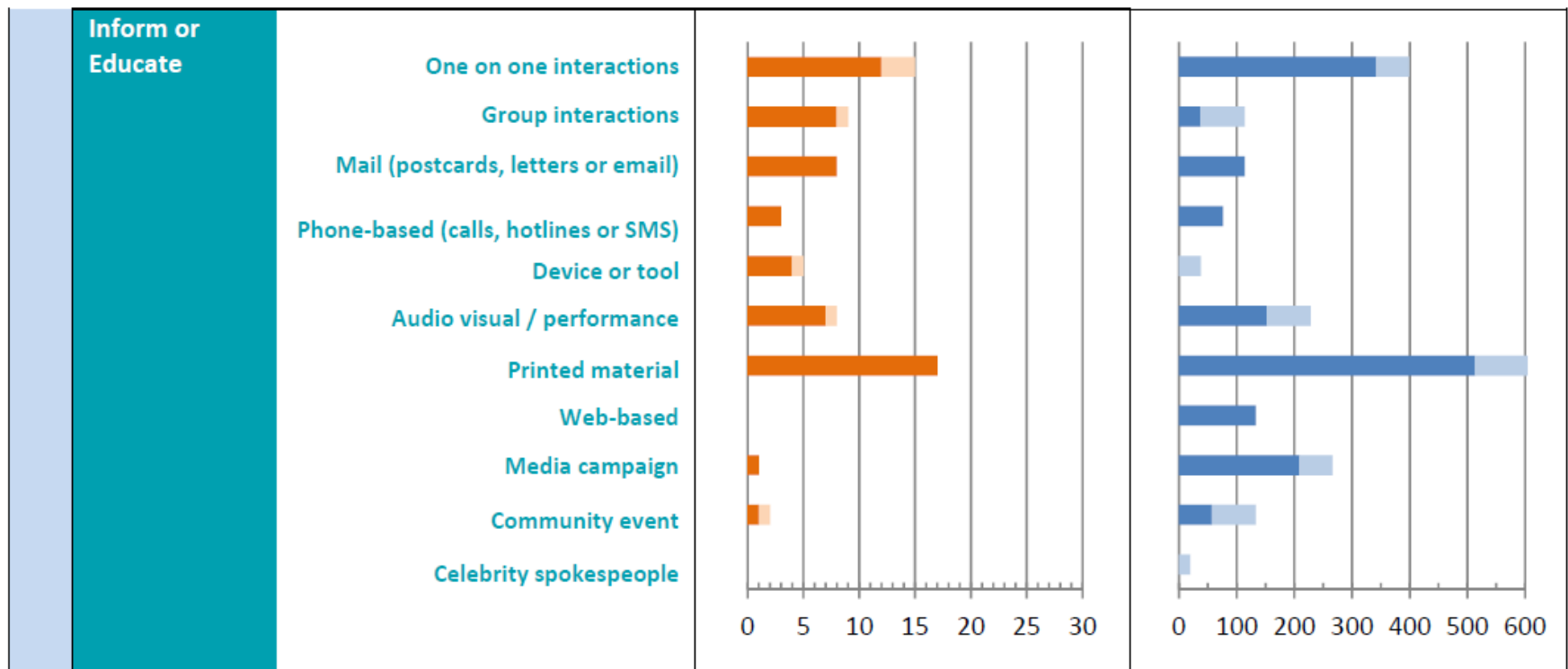
Examples from COMMVAC: taxonomy

		TARGET			
		Parents or soon-to-be parents	Communities, community members or volunteers	Health professionals	
PURPOSE	Inform or Educate Interventions to enable consumers to understand the meaning and...	One on one interactions e.g. Immunisation education delivered after birth at hospital	One on one interactions e.g. Programme publicity through	Audio visual / performance e.g. Television documentaries	Phone-based (calls, hotlines or SMS) e.g. Immunisation
	Remind or Recall Interventions to remind consumers of required vaccinations and to recall those who are overdue.	One on one interactions e.g. Parent reminded about child's next vaccination at clinic Mail (postcards, letters or ...)			One on one interactions e.g. Nurses checks for immunisation status at every
	Teach Skills Interventions to provide individuals with the ability to operationalise knowledge through the adoption of practicable skills.	Training in how to communicate/ provide education to others e.g. Health visitor at child health clinic offered suggestions for mother about how to communicate about	Training in how to communicate/ provide education to others e.g. Teachers taught to focus teaching on child survival and development topics		Training in how to communicate/ provide education to others e.g. Peer training for nurses about how to provide

Natalie Willis, et al.



Examples from COMMVAC: mapping evidence





Way forward

- iCCM framework -> Coordination
- Evidence mapping -> Identify evidence gaps
- Establish evidence standards specific to iCCM
- Establish reporting standards specific to iCCM
- Include standards in project development
- Coordinate a single structured repository of evidence on iCCM



Thanks for your patience!