

## Unit 5.3 Evaluation design and data gathering methods

### Learning aims:

#### Learning aims

1. Explain qualitative and quantitative methods of collecting data for the evaluation
2. Interpret different techniques used to collect data
3. Select data collection methods for Lab evaluation
4. Select suitable data analysis methods.

### Content

- 5.3.1. Methods and techniques of collecting data
  - 5.3.1.1 Survey
  - 5.2.1.2 Document review
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References

Quiz

### 5.3.1. Methods and techniques of collecting data

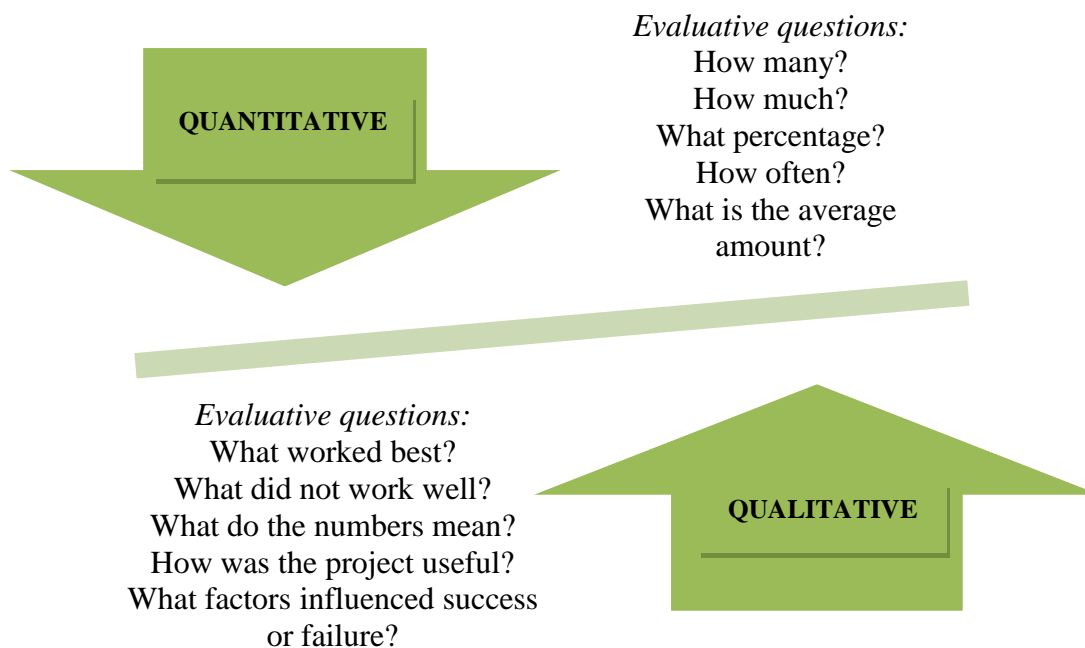
Collecting data to answer evaluation question involves the use of different methods in gathering evidence. An evidence trawl is conducted to identify existing data that will provide best evidence for expected outcomes and highlighting the Lab impacts.

This is often followed by the social inquiry process, where interviews are conducted with people who can provide additional information about program outcomes and impacts. Specific questions are asked and recorded to provide stories of significant changes that have occurred as a result of the program. Program evaluation usually combines both *quantitative* and *qualitative* methods.

- Quantitative methods gather numerical data that can be summarized through statistical procedures.
- Qualitative methods collect non-numerical data, often textual, that can provide rich details about your project.

Each approach has its particular strengths and, when used together, can provide a thorough picture of program in *mixed method* approach. Selection of the type of method is based on the *evaluation question* (see Diagram 5.3.1).

**Diagram 5.3.1: Choosing Type of Method**



*Adapted from: Olney and Barnes 2013, p.2.*

**Table 5.3.1: Methods and processes for answering impact evaluation questions**

Task	Options
<p>Sampling</p> <p>Probability samples</p> <p>Purposeful samples</p> <p>Convenience samples</p>	<p>Multi-stage; simple random sample; stratified random sample</p> <p>Confirming and disconfirming; criterion sample; critical case; homogenous; intensity; maximum variation; outlier; snowball; theory-based; typical case, extreme case</p> <p>Convenience sample; volunteer sample</p>
<p><b>Use measures and indicators</b></p>	<p>Targets, index, standards</p>
<p><b>Collect and retrieve data</b></p> <p>From individuals</p> <p>From groups</p> <p>Observation</p> <p>Existing data</p>	<p>Interviews; opinion polls; questionnaires and surveys; assessment scales or rubrics; goal attainment scales; logs and diaries; mobile phone logging; expert reviews; polling booth; postcards; projective techniques; seasonal calendars; mapping; stories and anecdotes</p> <p>Focus groups, after action review; brainstorming; concept mapping; Delphi study; dotmocracy; fishbowl technique; hierarchical card sorting; keypad technology; mural; ORID technique; Q-methodology; SWOT analysis; world cafe; writeshop</p> <p>Biophysical; geographical</p> <p>Big data; official statistics; previous evaluations and research; project records; reputational monitoring dashboard</p>
<p><b>Combine data in terms of</b></p> <p>when qualitative and quantitative data are gathered</p> <p>when qualitative and quantitative data are combined</p> <p>of the purpose of combining data</p>	<p>Parallel data gathering; sequential data gathering</p> <p>Component design; integrated design</p> <p>Enriching: using qualitative work to identify issues or obtain information on variables not obtained by quantitative surveys.</p> <p>Examining: generating hypotheses from qualitative work to be tested through the quantitative approach.</p> <p>Explaining: using qualitative data to understand unanticipated results from quantitative data.</p> <p>Triangulation (confirming/reinforcing; rejecting): verifying or rejecting results from quantitative data using qualitative data (or vice versa)</p>

*Adapted from: Rodgers et al., 2015, pp. 32*

### 5.3.1.1 Survey

A survey is a way of collecting information with that represents the views of the whole community or group in which you are interested. It is a method of collecting quantitative data, and in evaluation usually a satisfaction survey is used as a way to gather information from participants of the program in a certain period of time, usually with particularly designed or standardized questioner. When constructing questioner, align survey items with evaluation questions, by asking a manageable number of:

- Two option questions for factual information (Yes/ No/ Not sure)
- Best option – chose one questions for respondent's attributes and behaviors (e.g. for level of education, role in organization, etc; provide "other" response)
- Multiple option questions to check all that apply
- Rating scale questions about attitudes, feelings, beliefs and options (e.g. from 1 -Strongly Disagree to 5 – Strongly Agree)
- Open ended questions (for description and explanation, yields qualitative data).

**Sampled surveys**, which often deal with satisfaction or changes in the service user's life, are helpful in evaluating the Lab. This type of survey sample portion of a group to answer questions. If done well, the results for the sample will reflect the results matching by surveying the entire group. For the sample to accurately represent the larger group, it must be carefully chosen. For small scale program and Lab evaluation, a random or convenience sample is usually used.

It is beneficial to compare before (*pre*) with after (*post*) survey some time during the program. One option is to use a single questionnaire that asks participants to detail their experience from the program (*pre*), and then to reflect back and detail their experience before the program began (*post*) in so called a retrospective post-pre survey. It is even more reliable to compare changes in program participants (target group) with changes in a similar group that didn't participate in the program (control group).

Surveys can be **cross sectional**, means the surveys are given to many people in the same time frame, for example in the same month or year. This is a snapshot of the population during a single time period. Cross sectional surveys can be used to compare different groups. Surveys can ask people about past events, but usually the further back or less important past events are, the less accurate the memory (recall bias). Surveys can also be **longitudinal**, follow the same people over time. Longitudinal surveys can study how people change over time and the order of events associated with the changes. Longitudinal surveys can help to reduce recall bias, and show whether changes came before or after events, and so can help in establishing causality. Potential problems with longitudinal surveys have to do with how people leave the survey group.

Surveys are usually written, although sometimes the surveyor reads the questions aloud and writes down the answers for another person; they can be distributed by mail, fax, e-mail, through a web page, such as SurveyMonkey (<http://surveymonkey.com>) and Zoomerang (<http://www.zoomerang.com>), or the questions can be asked over the phone or in person. Surveys collect information in as uniform a manner as possible - asking each respondent the same

questions in the same way so as to insure that the answers are most influenced by the respondents' experiences, not due to how the interviewer words the questions.

#### **Useful resources**

- AAPOR REPORT (2016). *Evaluating Survey Quality in Today's Complex Environment*. American Association for Public Opinion Research <https://www.aapor.org/Education-Resources/Reports/Evaluating-Survey-Quality.aspx>
- Fisher, S. (2023). *How to create an effective survey in 15 simple tips*. <https://www.qualtrics.com/blog/how-to-create-a-survey/>

#### **5.2.1.2 Document review**

A document review is a systematic process of reviewing existing qualitative documentary evidence in order to answer specific evaluation questions. The types of documents reviewed (administrative data, program reports, procedural documents, service users records, etc.) will depend on the evaluation questions, and is rarely used without other data sources. A document analysis allows efficient way to collect data as it requires minimal time or disruption to routines by using existing documents which are available and accessible, and focus on historical data or trends by using existing data available.

Document review in evaluation should be used:

- To gather background information.
- To determine if implementation of the program reflects program plans
- To develop other data collection tools for evaluation

Document offers a lens into the complex layers of meaning, context, and perspective found within textual materials. Through careful and systematic examination, it unveils the richness and depth of the information housed in documents, providing a unique dimension to evaluation findings.

- **Administrative data.** Analysis of administrative data is just using statistical analysis on program data that is already collected. Administrative data has advantages, as no new data collection is required, many databases are relatively large and data may be available electronically. Disadvantages includes: data were gathered for another purpose, so may not have necessary variables, and in all administrative data sets, some fields are likely to be more accurate than others.
- **Service user's record** review is a process aimed at obtaining retrospective data to answer clinical queries, evaluating users' problem or need characteristics and course over time as well as intervention (treatment) outcomes. This kind of data collection requires less effort and time because enables easy collection of information which is routinely recorded (including assessments' results data during time, interventions data- type, intensity, time frame, goals attainments, other changes in the user's and family's life etc. It minimizes recall bias for an event in the past. It also reduces the need for intrusion into service users' time.

## Useful resources

- CDC (2018). Data Collection Methods for Evaluation: Document Review. Brief No. 18. <https://www.cdc.gov/healthyyouth/evaluation/pdf/brief18.pdf>
- SOCIAL WORK PORTAL. Best Social Work Evaluation Methods for Social Workers | Practice, Program, and Tools. <https://www.socialworkportal.com/evaluation-in-social-work/#Evaluation-Methods>

### 5.3.1.3 Interviews

Interviews are performed with one person, and are an opportunity to gain a deeper insight about a topic and yield direct quotations about experiences, opinions, feeling, and knowledge. There are many different types of interview approaches and techniques, Generally speaking, all interviews fall into one of three categories: structured, semi-structured, and depth/unstructured interviews who are routinely combined in practice.

- In **structured interviews**, the interviewer presents the interviewee with a standardized set of questions, often in questionnaire form. These questions usually have pre-set answers from which the interviewee selects, rather than ‘open-ended’ questions. Each individual interview features the same set of questions, asked in a fixed order.
- **Semi-structured interviews** include a mixed framework of general themes and pre-established questions, which can be adapted in the context of individual sessions. The interviewer is thus free to leave certain questions out, mix the order of questions, or ask certain standard questions in different ways depending on context.
- **Unstructured interviews** include only topic areas and themes rather than standard questions, and allow the interviewer to introduce follow-up questions or new lines of discussion as they see fit.

Develop **list of topic and questions** and create **interview protocol** (script). Include essential elements that help participants feel comfortable answering sensitive questions, allow you to gather the kind of information you seek, and give participants a sense of closure before they leave. Questioning route or sequence should make logical sense, and gradually lead interviewees to main questions. It is helpful to start broad, and then become more narrow and detailed. When interviewees are asked to give both positive and negative points of view, begin with the positive to avoid the tendency to dwell on the negative.

#### Box 5.3 2 Interview protocol

##### Introduction

- Thank the interviewee for their time and participation
- Your name
- Purpose
- Confidentiality
- Duration
- How interview will be conducted
- Opportunity for questions

- Signature of consent

### Questions

- Maximum 15 open-ended questions
- Ask factual before opinion:
  - What strategies, interventions and tools were used? Please list.
  - Which of these strategies, interventions and tools would you consider to be key program elements? Please explain.
  - To what extent did participation in the program partnership advance or hinder project implementation? Please explain.
  - What worked well? Please elaborate.
  - What would you do differently next time? Please explain why.
  - What strategies, interventions, tools, etc., would you recommend be sustained and/or scaled up? Please explain.
  - What strategies, interventions, tools should be discontinued? Why?
  - What were some barriers, if any, that you encountered? Staff turnover? Lack of key support? Lack of technical assistance?
  - How did you overcome the barrier(s)?
  - What effect, if any, do you feel the project had on the community in which you work? (list possible effects and or impacts)
  - What recommendations do you have for future efforts such as these?
- Use probes as needed

### Closing

- Additional comments
  - Is there anything more you would like to add?
- Explain next steps
- Thank the interviewee for their time and participation

*Adapted from: Boyce & Neale, 2006, p. 5.*

**Key informant interviews** are qualitative, in-depth interviews of 15 to 35 people selected for their first-hand knowledge about a topic of interest. Although key informant interviews are more informal than other forms of data collection, they still require a structure to be effective. Your respondent is more likely to take you seriously (and provide better information) if you are prepared and the conversation has direction. Begin by introducing your project and purpose. Start with an easy question and ask your most important questions first.

### Box 5.3.1 Interview Question Tips

- Questions should be open-ended rather than closed-ended. Instead of asking “Do you know about the clinic’s services?” ask “Please describe the clinic’s services.”
- Start with Warm-up question “Tell me about how often you used the ...”
- Introduce Topic question 1 (board) “What did you like best about the ...?”

What did you like least?

- Introduce Topic question 2 (more narrow) How useful were the...? Tell me how you used them. What recommendations do you have for improving the...?
- Warp-up question “Is there anything else you’d like to say about your experience with the...?”
- You should ask factual question before opinion questions. Ask “What activities were conducted?” before asking, “What did you think of the activities?”
- Use non-leading questions, posed in a neutral fashion
- Use probes as needed:
  - Would you give me an example?
  - Can you elaborate on that idea?
  - Please give me more detail.
  - Would you explain that further?
  - Say more.
  - I’m not sure I understand what you’re saying. How can you say that in a different way?
  - Is there anything else?

Interviews are an affordable way to gain a big picture idea of a situation, since the information gathered comes from people who have relevant knowledge and insight. They allow for new and unanticipated issues and ideas to emerge. Limitations include respondents’ selection bias, potential for the interviewer to unwittingly influence the responses given by informants. Furthermore, systematic analysis of a large amount of qualitative data can be time-consuming.

### Useful resources

- BETTER EVALUATION. *Key informant interviews*.  
<https://www.betterevaluation.org/methods-approaches/methods/key-informant-interviews>
- Boyce & Neale (2006). *Conducting in-depth interviews: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input*. Pathfinder international tool series. Monitoring and Evaluation 2.  
<https://web.archive.org/web/20221006165744/https://www.pathfinder.org/wp-content/uploads/2017/06/A-Guide-for-Designing-and-Conducting-In-depth-Interviews-for-Evaluation-Input.pdf>
- ETR. (2013). *Best Practices in Research & Evaluation: Interviews*. ETR Best Practice Guides. Scotts Valley CA.  
[https://www.etr.org/ebi/assets/File/etr\\_best\\_practices\\_interviews.pdf](https://www.etr.org/ebi/assets/File/etr_best_practices_interviews.pdf)



### 5.3.1.4 Focus Groups

Using focus groups in the evaluation process will yield qualitative data and rich descriptions of a topic area, such as satisfaction with a program capturing perspectives from Lab programme implementers, partners and service users. Focus groups are structured discussions about selected topics with planned questions, while allowing for interesting, new or unplanned follow up questions. They include a small number of carefully selected people brought together to provide their opinions.

Focus groups generate data through the give and take of group discussion (Chinman et al., 2004). Listening as people share and compare their different points of view provides a wealth of information, not just about what they think, but why they think the way they do. Therefore, focus groups are an excellent method to learn about attitudes and get suggestions for improvement, and the group dynamic can provide useful information that individual data collection does not provide. It is useful to include a trained moderator for conducting a focus group.

Typical focus group questions are like these:

- What is your overall impression of the program? / What did you think of the program?
- Tell me about positive experiences you've had with...?
- Tell me about disappointments you've had with...?
- Where do you get new information?
- What have you gained in this program?
- When you decide to join ... what do you look for? Take a piece of paper and jot down three things that are important to you when you join ...?
- Let's list these on the flip chart. If you had to pick only one factor that was most important to you, what would it be? You can pick something that you mentioned or something that was said by others,
- If you have not noticed any changes in yourself, what do you think are the reasons?
- Of all the things we've talked about, what is most important to you?

It is vital to avoid Yes/No questions, use the sequence that goes from general to specific, and to be cautious of phrases such as "how satisfied" or "to what extent". Besides, Use reflection, examples, choices, rating scales, drawings, etc., is also recommendable for focus group conducting. For ending, it is recommended to use "All things considered question" (Kruger, 2002), to asks participants to reflect on the entire discussion and then offer their positions or opinions on topics of central importance to the researchers. In final question, the moderator reviews the purpose of the study and then asks the participants: "Have we missed anything?"

#### 5.3.2 Tips for conducting focus groups

- **Create a goal:** what do you want to accomplish with a focus group?
- **Recruit 6-12 participants:** more than 12 will be difficult to manage, and less than 6 can make it difficult to stimulate discussion. Decide on the number of focus groups to conduct.
- **Create a focus group protocol:** the guide should have questions or at least areas in which you want to create the discussion. Start with

broader questions and then go to the specific ones.

- **Find a moderator:** moderator should facilitate the discussion, encourage people to participate, makes sure everybody participates, summarises the discussion and handles “difficult” participants.
- **Conduct the Focus Group or Groups:** they usually take one to one and a half hours. It can be useful to have a second person present as co-facilitator to take notes on the process, discussion and group dynamics.
- **Analyze the Focus Group Data.** Usually the focus groups are audio taped and transcribed. You can use thematic analysis which consists of counting number of times different themes appear in the transcript as a measure of importance of that theme.

Source: Chinman et al, 2004, p.105.

#### Useful resources

- CDC (2018). Data Collection Methods for Program Evaluation: Focus Groups. Evaluation Briefs No.13, <https://www.cdc.gov/healthyyouth/evaluation/pdf/brief13.pdf>
- Klagge, Y. (2018). Guidelines for Conducting Focus Groups. [https://www.researchgate.net/publication/327607001\\_Guidelines\\_for\\_Conducting\\_Focus\\_Groups](https://www.researchgate.net/publication/327607001_Guidelines_for_Conducting_Focus_Groups)
- Krueger, R. A. (2002). *Designing and Conducting Focus Group Interviewing*. <https://www.eiu.edu/ihec/Krueger-FocusGroupInterviews.pdf>

#### 5.3.1.5 Case studies

A **case study design** is frequently used when the evaluator wants to gain in-depth understanding of a process, event, or situation and explain why results occurred. It is useful when the question deals with how something works or why something happens or for assessing when the intervention is innovative or experimental or not well understood. A case study focuses on a particular unit - a person, a site, a project and often uses a combination of quantitative and qualitative data. Case studies can be particularly useful for understanding how different elements fit together and how different elements (implementation, context and other factors) have produced the observed impacts.

Case studies emphasize more than descriptions; they also include interpretations of situations by those most knowledgeable about them. They can consist of a single case or multiple cases. Their intention and objective is to focus on in-depth understandings of the effects of an intervention on organizations, communities, programs, cities, or countries.

Case studies can be designed to meet a variety of goals but generally fall into one of three categories: exploratory, descriptive, or explanatory.

- An **exploratory** case study is aimed at defining the questions and hypotheses of a subsequent and larger study.
- A **descriptive** case study (sometimes called an **illustrative** study) presents a complete description of an event within its context. Studies in this category primarily describe what

is happening and why, in a limited number of instances, in order to show what a situation is like.

- An **explanatory** case study focuses on establishing cause - and - effect relationships, explaining which causes produced which effects.

Data collection in case study evaluations designed to answer the typical questions: who, what, when, where, and why. Specifically, the case study evaluator needs to know (Balbach, 1999):

- 1) Who was involved in the program?
- 2) What did they do, in terms of activities?
- 3) In what context were they working: political, organizational, cultural, etc.?
- 4) When did the program activities take place?
- 5) Where did the activities take place?
- 6) Why did participants do what they did?
- 7) What, if anything, about the actions taken caused the observed changes to take place (if indeed there were changes)?

The principal sources of information in doing case study evaluation are individual interviews and focus groups, observations, and documents. With multiple sources of data, it is feasible to draw a more complete picture of what happen and why.

An in depth case study can be used to demonstrate the connection between the intervention and the outcome. An in-depth case study documents in detail what a group of participants experienced in a program and any ways in which they have changed so that the evaluator and users of the evaluation can make a judgment about the likelihood that the program led to the observed changes. For example, a group of chronic alcoholics go through a residential chemical dependency program. Their participation is fully documented. They return home maintaining their sobriety. They attribute their sobriety to the program as do their families, friends, and program staff. These multiple sources agree on the documented causal chain. The links between what they experienced and the outcomes attained are reasonable, empirically validated, and based on multiple sources and data. The linkages between program and outcomes are direct and observable.

A case study evaluation approach can be incredibly useful in monitoring and evaluating Lab programs. It is particularly useful for evaluating unique programs, programs with unique outcomes, and programs carried out in turbulent or unpredictable environments. By exploring key themes, patterns and relationships, organizations can gain a detailed understanding of the successes, challenges and limitations of their program. This understanding can then be used to inform decision-making and improve outcomes for those involved.

#### **Useful resources**

- BETTER EVALUATION. Using Case Studies to do Program Evaluation. California department of health services.  
<https://www.betterevaluation.org/sites/default/files/ProgramEvaluation.pdf>
- EVAL Community. *Case study evaluation approach.*  
<https://www.evalcommunity.com/career-center/case-study-evaluation-approach/>

### 5.3.1.6 Human interest stories

Storytelling is a powerful mode of human expression that helps make sense of the past and to understand possible futures. Evaluations also use personal stories through different narrative techniques to get information on the impact of development initiatives. An individual narrative provides a perspective at one point in time from a particular point of view. The tacit, experience-based knowledge that comes up more easily in stories can be more important in problem-solving than information coming through more formal methods. Stories are used in evaluation to provide insights into programme processes, show impact, demonstrate innovation, and support numerical data. They have been used to identify issues, support project development, and facilitate reflection on experiences.

A human interest story is not there to simplify the topic, but rather to give a human angle. These stories complement to other evaluation data collection techniques that provide a different account of project impact.

There are two types of human interest stories: the success story and the learning story.

- A **success story** illustrates a project's impact by detailing an individual's positive experiences in his or her own words. Success stories include the when, what, where, how, and why of a project's impact.
- A **learning story focuses** on the lessons learned through an individual's positive and negative experiences with a project. Learning stories examine individual responses to challenges that arise out of the project.

In addition to contributing another dimension to evaluation, stories can be shaped to target different audiences, from funders and policymakers to the media and the general public. They are useful as qualitative background to monitoring and evaluation, for organisational learning and programme learning, for campaigns and media communications, and for funding and marketing departments looking for story leads.

Human interest stories are useful for evaluation because of their following attributes (McClintock, 2004):

- Storytelling lends itself to participatory change processes as it relies on people to make sense of their own experiences and environments.
- Stories can be used to focus on particular interventions while also reflecting on the array of contextual factors that influence outcomes.
- Stories can be systematically gathered and claims verified from independent sources or methods.
- Narrative data can be analysed using existing conceptual frameworks or assessed for emergent themes.
- Narrative methods can be integrated into ongoing organisational processes to aid in programme planning, decision making, and strategic management.

#### **Box 5.3.2 Examples of topics for stories for Lab evaluation**

##### **Organisational topics**

- How I perceive the functioning of the team
- A major change and how we handled it

- A time when I needed help and couldn't get it
- A time when I was delighted with the help I received

**Programme topics**

- Something happened that was wonderful was...
- The best/worst thing about the programme was...

**Learning and change topics**

- I learned something that changed how I work
- The biggest change I've ever made was...
- The most important thing I've ever learned was...

*Adapted from:* Krueger, R. (2001). A. Storytelling. <https://web.archive.org/web/20170113045845/http://www.tc.umn.edu/~rkrueger/story.html>

Seven key steps are outlined to guide and support effective project impact report writing (Hagens, 2008; De Ruiter et al, 20)

**a. Select the right type of human interest story**

Determine what to document: success stories or learning stories, considering the primary audience for the story. Both types of stories can contribute greatly to a range of information needs. Success stories are often more appropriate for agency marketing and funding proposals. Learning stories are usually better suited as a contribution to ongoing monitoring and evaluation systems and reporting. Both types of stories may be useful for the impact report. In this case, make sure to differentiate between the two types of stories when developing the tools, choosing sites, and selecting participants.

**b. Determine the story focus**

Identifying a specific focus will help guide the development of the tools and to structure the writing. Decide whether the story will concentrate on one sector or all sectors of a project (if applicable) and which type(s) of learning or success are to be highlighted.

**c. Write a scope of work, identify a team, and draft an action plan**

The scope of work should include the project staff's expectations in developing the stories, the deliverables or final products, and the responsibilities of different team members in the process. Make sure to reference how the stories will fit in with broader evaluation objectives and methods:

- Define major issues and questions that the story should address
- Suggested data-gathering methods
- Explicit reference to the need for respecting the security, dignity, and self-worth of individuals being interviewed and photographed
- Decide on story format.

Determine whether it is appropriate to rely solely on internal staff or whether a consultant would add value by providing needed technical assistance and increasing the validity of the findings for a broader audience. Develop a draft action plan that outlines the logistical support required, the estimated number of person-days for each task, the staff assigned to the process, recommendations for sites and participant selection, and the dissemination plan.

#### **d. Select sites and participants**

For areas that are similar in context, in level, and in project impact, fewer sites or interviews are needed. Sites should be selected based on the story focus and the site's relevance to the story. Human interest stories require information from multiple sources including a combination of project participants, individuals, households, and committee members, such as non-project households, private voluntary organization staff, partner staff, and local leaders. Include enough participants to validate the data and the information collected. In human interest stories, data is collected only from individuals who have been successful or learned from the project. This element of bias is not necessarily negative, but it is important to be transparent and explicit in explaining how subjects were selected and state the limitations in generalizing the results in representing the broader population in the evaluation report.

#### **e. Gather the information needed**

There are many methods for collecting information for human interest stories, but a combination of secondary information, a review of project documents and reports, observations and photographs, and semi-structured interviews have proven to be very effective and efficient. Semi-structured interviews use open-ended questions and allow the interviewer to ask follow-up questions to gather more detailed information. Data for these stories can be separated into several components:

- Basic project information
- Project-specific information
- Participant-specific information
- Story subject.

The tools for the semi-structured interviews should be tailored to the information needs of each human interest story and developed either by or with input from the person responsible for writing the stories. Field-test all tools prior to use.

#### **f. Write the story**

The opening paragraph of evaluative human interest story should answer the basic six questions: who, what, where, when, why, and how. If appropriate, begin with an anecdote about the subject that quickly engages the reader in the story. The body of the story should focus on either the success or learning achieved, depending on story type, as recounted by the subject. Include enough background information on the household and community, and on project activities so that readers are able to frame the success or learning in the local context. Keep the story short. Between 500 and 750 words is ideal for maintaining readers' interest and conveying the information.

#### **g. Disseminate the story**

Plan in advance when, how, and with whom the story will be shared to increase the timeliness of the information shared. Be sure that the plan includes adequate time for these managers to review and finalize the stories before they are disseminated. In addition to pursuing standard dissemination audiences and avenues, think creatively about how and when these stories can be best shared. Tailor the submission to each audience. Within the story, edit the level of background information for different audiences and, provide more background information for those less familiar with the project and context.

### Useful resources

- BETTER EVALUATION. Personal stories.  
<https://www.betterevaluation.org/methods-approaches/methods/personal-stories>
- OXFAM INTERNATIONAL (2019). *Researching human interest stories*.  
[www.oxfam.org.uk/policyandpractice](http://www.oxfam.org.uk/policyandpractice)
- Krueger, R. (2001). A. Storytelling.  
<https://web.archive.org/web/20170113045845/http://www.tc.umn.edu/~rkrueger/story.html>
- WIKI HOW. How to Write a Human Interest Story.  
<https://www.wikihow.com/Write-a-Human-Interest-Piece>
- UNICEF (2013). Writing human interest stories for UNICEF. A guide for field staff. <https://jessiemawson.com/wp-content/uploads/2013/05/writing-human-interest-stories-training.pdf>

### 5.3.2 Participatory techniques for collecting evaluation data

Numerous techniques and tools have been developed and tested for collecting data for evaluation, which can be used in diverse stages of the process - from deciding on the purpose of the evaluation to interpreting, presenting, and using the results, such as (Bradley & Schneider, 2004):

- Ranking, Rating, Sorting, Matrices tools can help to prioritise key issues.
- Stakeholder Analysis/Venn Diagrams to identify who should be involved.
- SWOT Analysis, Mobilize the Structures, Forcefield Analysis, Problem Trees, Flow Diagrams, Community Records or Accounts to understand more about the situation/ context and make informed choices.
- Visual evaluation tools may help to highlight key points, satisfaction or vision expectations and goals.
- Mapping and Transects to bring out territorial/resource/social/spatial issues can help to evaluate the current situation
- Thought Shower and other version of brainstorming to develop some options
- Timelines to see when and where things happen, enabling a greater understanding of possible futures and how to get there.
- Guided Visualisation, Bridge Model, and different Drawing or development theatre techniques for establishing aspirations, future goals and how to work towards them
- Development theatre and Open- Ended stories for evaluating opinions and testing possible solutions.

Participatory evaluation tools are specific activities designed to encourage joint analysis, learning and action. Special techniques can be very powerful ways of getting people involved, but no one tool or technique is applicable to all situations. It is necessary to consider aim or purpose of technique, stakeholders, setting, available resources, and expected level of participation.

For collecting data and evaluating Lab activity, different techniques are presented in text below (see Table 5.3.2).

**Table 5.3.2 2: The use of techniques**

<b>TECHNIQUES</b>	<b>THE USE</b>
<b>Brainstorming</b>	Captures a ‘pool’ of group knowledge on a topic in a short time
<b>Hierarchical card sorting</b>	Designing of evaluation to categorize and rank different phenomena. Conducting of evaluation in order to rank and evaluate different phenomena.
<b>Evaluation Valerie</b>	Conducting of evaluation in order to gather feedback regarding a service, event, session, or Lab activity.
<b>Evaluation thermometer</b>	Conducting of evaluation in order to evaluate opinions of stakeholders ‘in the moment’.
<b>Evaluation target</b>	Conducting of evaluation in order to evaluate opinions of stakeholders ‘in the moment’.
<b>Hot Air Balloon</b>	Designing of evaluation in order to gather feedback regarding different phenomena, phases of evaluation, and indicators. Conducting of evaluation in order to evaluate opinions of stakeholders, for example regarding impact Lab activity.
<b>Mapping</b>	Designing of evaluation in order to develop a conceptual framework for evaluation guide or planning. Conducting of evaluation to map impact project, Lab activity.
<b>Impact diagram</b>	Conducting of evaluation to gather information about the observed changes or 'impacts' produced by an intervention or Lab activity.
<b>Evaluation wheel</b>	Conducting of evaluation to collect information on project or Lab outcomes.

### **5.3.2.1 Brainstorming**

Brainstorming also known as ‘Thought shower’ or ‘Freethinking’, this is a form of group discussion in which members take turns offering ideas related to a specific topic (Bradley & Schneider, 2004). The shower of thoughts captures a ‘pool’ of group knowledge on a topic in a short time. Initial thoughts are often sketchy and not always thought through. Hence, this tool is a common introduction to other techniques that examine and expand on these ideas. Topics for problem solving, answers and ideas may be selected by brainstorming with a wider group of stakeholders. Rules of brainstorming are to follow the rule of quantity over quality, that there are no bad ideas, and moderator and a group must respect all people and ideas. The goal is to create a large enough pool from which to pull the best ideas or combine ideas for the best solution or strategy.



Role of moderator is to ensure no interruption, comment, contradiction, competition or argument during the brainstorming, and they should help anybody who is struggling to express themselves. Moderator should avoid offering their own ideas and judgements as this can disempower the group.

Process:

- The moderator asks each participant to give an idea related to a specific topic or question.
- The moderator writes each idea on a flipchart or other writing surface.
- Participants may take turns, or the process may be spontaneous.
- Repeat until all ideas are exhausted.
- Discuss ideas with the group. Encourage discussion and clarification.
- Record the results.

Variation of this activity includes:

- If there are difficulties in communication (low literacy, second language, people with speech difficulties, children, etc.) record ideas as symbols/pictures, or read out all the contributions.
- Tackle shy groups or sensitive issues by asking for ideas on individual cards.
- When all ideas on the topic are exhausted, immediately ask for ideas on a completely different issue about their everyday lives for two minutes. Then return to the original question and ask for further ideas. Check which ideas you would have missed if you had just stopped at the end of the first brainstorming session.

Brainstorming produces a quick overview or rough assessment of a specific subject. It is useful for discovering 'What', but can also ask 'Why', 'How', 'Who', 'When', and 'Where'. Furthermore, it can lead into further information gathering, or feed into setting priorities and raises group awareness about their own knowledge.

#### **Useful resources**

- LUCICHART. *When inspiration strikes: 12 effective brainstorming techniques.*  
<https://www.lucidchart.com/blog/effective-brainstorming-techniques>
- MINDTOOLS. *Brainstorming.*  
<https://www.mindtools.com/acv0de1/brainstorming>

### **5.3.2.2 Ranking, rating and sorting**

Participative Ranking Methodology (PRM) is a data collection approach, in which a group of well-informed participants are guided in generating responses to a specific question or set of questions. It is an approach for generating rich and contextualized data by counting, ranking and comparing across or within groups. It promotes an engaged and participatory process, which quickly highlights key findings while providing the opportunity for deeper analysis. Collected in a structured manner, results can be rapidly consolidated and used to develop action plans.

addressing identified priorities. During session, more than one question may be asked of a group, but efforts should be made to delineate each question into separate exercises. Although participation is at the individual level, questions posed should elicit responses about the community, not the individual.

Group activities follow a P-R-M sequencing method:

- **Pile (P).** The moderator poses a question to the group, and then works to elicit responses from the individuals in the group. Themes are recognized and given representative objects that are selected by participants to represent key themes of their discussion. Selection process is iterative, in that the facilitator works with participants to negotiate which object represents which theme and may need to prompt participants to elicit feedback and responses on specific issues. As participants' responses are linked to specific themes or topics, objects representing these issues are 'piled' in front of the group.
- **Ranking (R).** The facilitator defines a continuum along which participants can rank the importance of the issues represented by each of the objects in the pile. Participants are then encouraged to place objects along the continuum in an order that reflects their relative importance. Responses can be written on pieces of paper, or sticky notes and these papers ordered along the continuum. Ranking can also be done via 'voting', using emoji, images, symbols, stones, nuts, fruits, or any other objects locally available. Identified problems are here represented by objects, which are then placed in the top row of a table drawn on a piece of paper. The two rows below – "before" and "now" – allow participants to vote as to the importance of each problem at each point in time.
- **Meaning (M).** Understanding of the meaning of each theme is sought throughout the exercise. The moderator asks others if they agree with it's positioning, inviting others to reposition it as appropriate. Adjusting the positions of objects continues until a final ordering is agreed among the group (Ager, et al. 2010).

One group exercise lasts roughly 30 minutes. At each step of the process, responses are recorded, including all of the responses free-listed in the 'pile' section, as well as the final 'rank' of each agreed after that. It is vital to record the reasons stated any participant, their 'account' for the positioning of any object. These accounts are usually expressed as clear, propositional statements, and often provide a rich insight into local circumstances, attitudes and challenges.

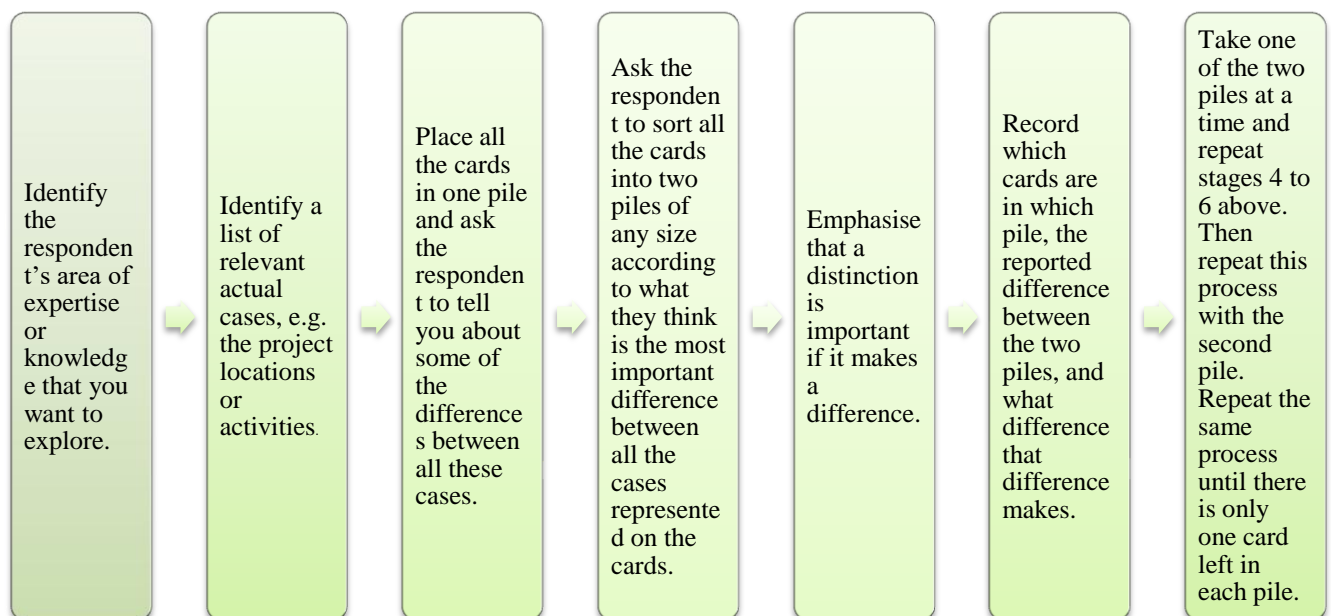
By using participatory ranking techniques in evaluation, four types of data are produced:

- **Categories** of relevance and meaning for the community
- **Frequencies** of the times these categories are raised in group discussions
- **Rankings** of these categories are indicated in terms of perceived importance
- **Statements** are elicited, vivid and persona, justifying and contextualizing the importance of specific issues.

## *Hierarchical card sorting*

Hierarchical card sorting (HCS) is a participatory ranking technique designed to provide insight into how people categorize and rank different phenomena. It focuses on interactive comparisons between different subjects around a shared theme (decisions, plans, actors, etc), typically written on cards that are in turn sorted in line with the participant's own value judgments, criteria, and standards. The steps for hierarchical card sorting are shown in Diagram 5.3.1.

**Diagram 5.3.1 Steps to hierarchical card sorting**



### **Useful resources**

- Ager, A., Stark, L., & Potts, A. (2010). Participative Ranking Methodology: A brief guide. Program on Forced Migration & Health, Mailman School of Public Health Columbia University, New York [https://www.susana.org/\\_resources/documents/default/3-4520-7-1640779272.pdf](https://www.susana.org/_resources/documents/default/3-4520-7-1640779272.pdf)
- BETTER EVALUATION. Hierarchical card sorting. <https://www.betterevaluation.org/methods-approaches/methods/hierarchical-card-sorting>
- MHPSS KNOWLEDGE HUB. Participatory Ranking Methodology (PRM). <https://mhpsknowledgehub.sph.cuny.edu/measures/participatory-ranking-methodology-prm/>

### 5.3.2.3 Evaluation Valerie

Evaluation Valerie is an interactive and visual evaluation tool that's great for feedback gathering regarding a service, event, or session. Gain a more in-depth idea of people's thoughts and feelings that can help you improve your future work and hold more engaging future sessions.

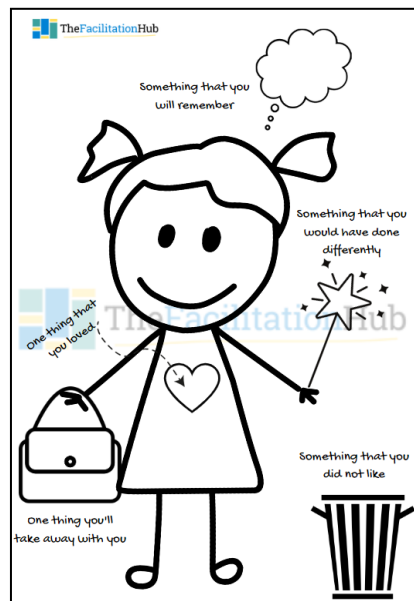
Process: Participants are asked to imagine and draw Valerie has a big heart, a bag, a trash can, a magic wand, and a thought bubble. Instruct them that in the part that represents:

- A big heart – writing something that you loved or enjoyed.
- A handbag – writing something that you'll take away with you to use in the future, or something that you learned.
- A trash can – writing something that you didn't like or find helpful
- A magic wand – Valerie has a magic wand that can make one change! What would that be?
- A thought bubble – writing something that you will remember.

Ask participants to spend a few minutes writing down their thoughts on a post-it note, and then stick them on Valerie in the relevant place.

These can then be collected and collated after the event/workshop to inform and improve future sessions or services.

#### Illustration 5.3.1: Evaluation Valerie



Source: The Facilitation Hub (2023)

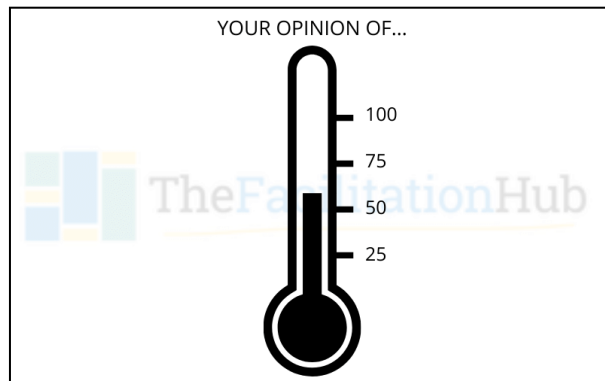
### 5.3.2.4 Evaluation thermometer

Evaluation thermometer is a tool that can help you gauge whether your participants are 'hot' or 'cold' about the content of your session or event. Gain a quick snapshot/poll of people's opinions while they were 'in the moment'.

Process:

- Ask participants to stick a sticker onto a pre-printed thermometer to rank their opinion on something or to evaluate an event or session.
- Pre-print some large thermometer images onto blank paper. Add labels and a rating scale to the target if you wish.
- Give each participant a sticker at the end of a session, event, or workshop and ask them to place it onto the thermometer in a place that represents how they feel.
- An example of an evaluation thermometer. You can change the scale of numbers to suit your needs.

**Illustration 5.3.2: Evaluation Thermometer**



*Source:* The Facilitation Hub (2023)

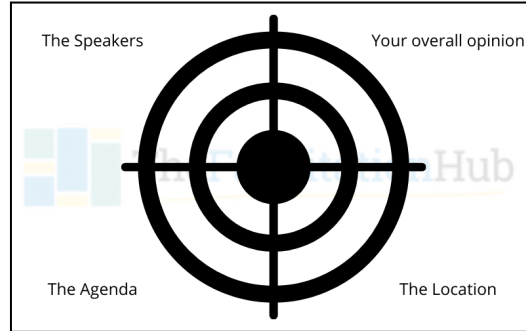
### **5.3.2.5 Evaluation target**

Evaluation target is a quick and easy ‘stick and go’ evaluation tool to use at in-person events, meetings, and workshops. Gain a quick snapshot/poll of people’s opinions while they were ‘in the moment’.

Process:

- Ask participants to stick a sticker onto a pre-printed target to rank their opinion on something or to evaluate an event or session.
- Pre-print some large target images onto blank paper. Add labels to the target if you wish.
- Give each participant a sticker at the end of a session, event or workshop and ask them to place it on the target in a place that represents how they feel.

### Illustration 5.3.3: Evaluation target



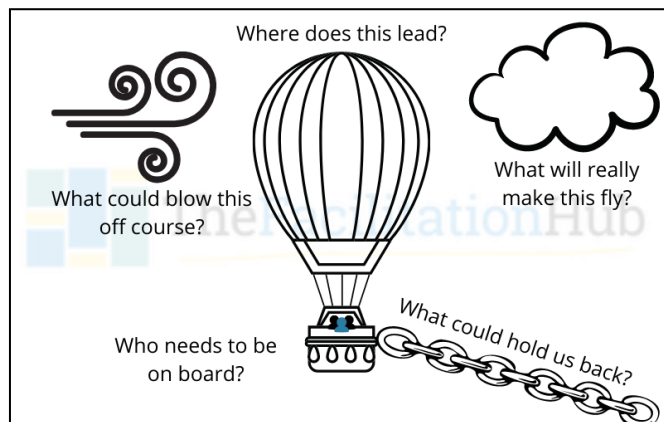
Source: The Facilitation Hub (2023)

This target has 4 quadrants for participants to rank 4 different elements of a session, event, or workshop. The middle = higher satisfaction, and the outer edge = lower satisfaction.

#### 5.3.2.6 Hot Air Balloon

Hot Air Balloon Workshop Tool is simple technique use for the ‘Why’ questions. The basic concept is that you just keep asking “why” until you can’t anymore.

#### Illustration 5.3.4: Hot Air Balloon



Source: The Facilitation Hub (2023)

Process:

- Prepare a large hot air balloon image with the following labels:
  - The basket: who needs to be on board?
  - The wind: what could blow this off course?
  - The cloud: what could really make this fly? What would give us a clear path ahead?
  - The sky: where does this lead?
  - The chain: what could hold us back?

- In small groups, ask all participants to consider each stage of this hot air balloon journey, writing their thoughts on post-it notes and sticking them directly onto the balloon diagram.
- At the end, ask everyone to summarize their discussions and read through the important points they recorded or wrote down during this activity.

### 5.3.2.7 Evaluation wheel

Evaluation wheel is a creative and flexible tool to collect information on outcomes in a simple and accessible manner.

Process:

- Decide on the information you want to collect (most probably outcome indicators).
- Decide if you want numbers on the “spokes” of evaluation wheel.
- Decide whether this will be a 1-1 or group exercise.
- Explain that for each indicator the participant draws a line out from the centre of the wheel. The closer their line is to the circumference the happier they are with that indicator.
- Responses can be discussed further with the person or group.

**Diagram 5.3.2: Evaluation wheel**



Adapted from: [https://evaluationsupportscotland.org.uk/wp-content/uploads/2020/08/pdf\\_method\\_-\\_evaluation\\_wheel.pdf](https://evaluationsupportscotland.org.uk/wp-content/uploads/2020/08/pdf_method_-_evaluation_wheel.pdf) )

### Useful resources

- ESS EVALUATION METHOD: *Evaluation Wheel*.  
<https://evaluationsupportscotland.org.uk/resources/evaluation-wheel/>
- EVALUATION METHOD: *Evaluation Wheel*.  
[https://evaluationsupportscotland.org.uk/wp-content/uploads/2020/08/pdf\\_method\\_-\\_evaluation\\_wheel.pdf](https://evaluationsupportscotland.org.uk/wp-content/uploads/2020/08/pdf_method_-_evaluation_wheel.pdf)
- THE FACILITATION HUB (2023).
  - *Evaluation Valerie*. <https://thefacilitationhub.com/engaging-participative-evaluation-methods/>
  - *Evaluation Thermometer*. <https://thefacilitationhub.com/engaging-participative-evaluation-methods/>
  - *Evaluation Target*. <https://thefacilitationhub.com/engaging-participative-evaluation-methods/>
  - *Hot Air Balloon Workshop*. <https://thefacilitationhub.com/engaging-participative-evaluation-methods/>

### 5.3.2.8 Concept mapping

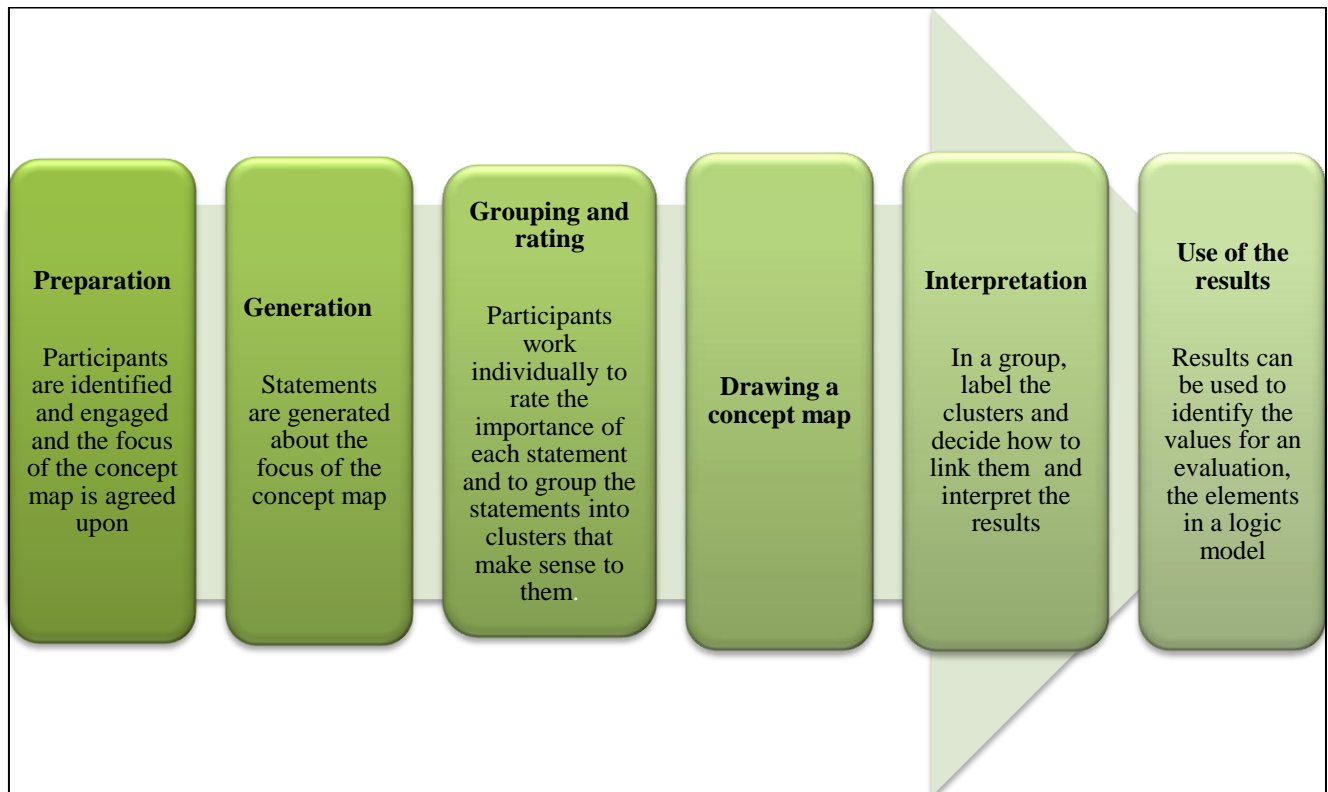
Mapping can be used before, during, or after the implementation of a project, program or policy. It is necessarily done in a group and it requires sufficient time (the group needs to provide input individually and then meet).

**Concept mapping** is a general method that can be used to help any individual or group to describe their ideas about some topic in a pictorial form. There are several different types of methods that all currently go by names like concept mapping, such as *mental mapping* or concept webbing (<https://conjointly.com/kb/concept-mapping/>).

Concept mapping is a type of structured conceptualization that groups can use to develop a conceptual framework to guide evaluation or planning. Links may be made between concepts at any level, and are depicted with labelled arrows, thus forming webs of “propositions”.



**Diagram 5.3.2: Concept mapping steps**



**Useful resources**

- BETTER EVALUATION. *Concept Mapping*. <https://www.betterevaluation.org/methods-approaches/methods/concept-mapping>
- CONJOINTLY. *Concept Mapping*. <https://conjointly.com/kb/concept-mapping/>

**5. 3.2.9 Causal mapping**

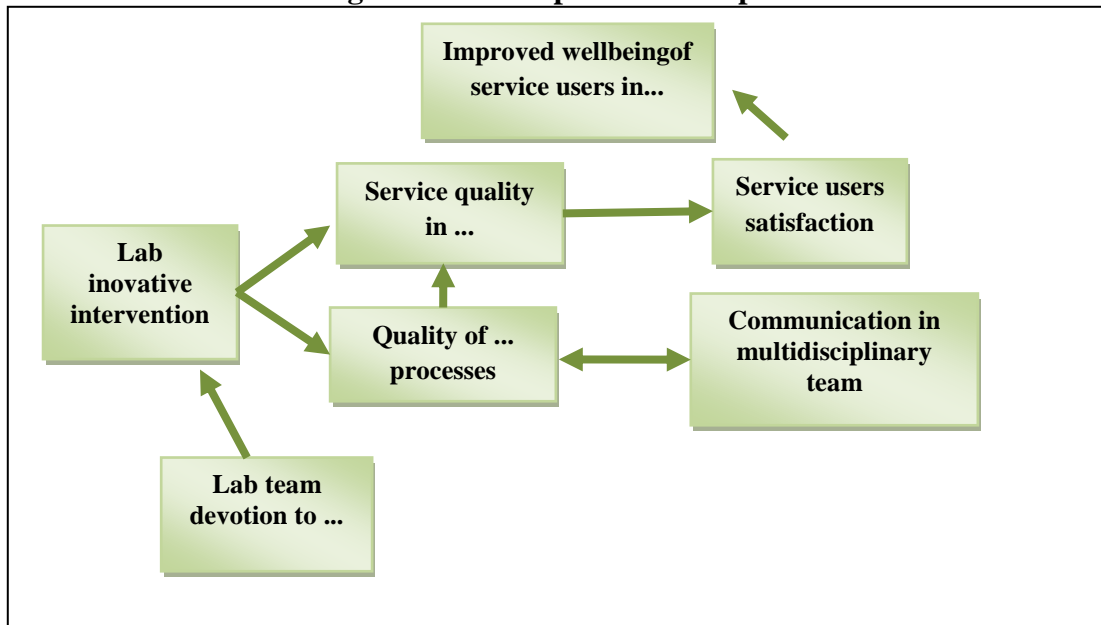
An impact evaluation must establish the cause of the observed changes. Identifying the cause is known as 'causal attribution' or 'causal inference'. If an impact evaluation fails to systematically undertake causal attribution, there is a greater risk that the evaluation will produce incorrect findings and lead to incorrect decisions. Different data collection methods can contribute to answers to questions: what causes what? Or what contributed to this...? Collecting, storing, processing, combining, analysing and displaying causal data forms the set of tasks in **causal mapping** (Powell et al, 2033), the collection, coding and visualisation of interconnected causal claims and summarizing causal information by highlighting:

- Does X causally influence Y?
  - ...directly or indirectly? ...if so, how much?
- Did B contribute to C?
- What else has to happen?
- How sure can we be?

Urgent, unexpected, and unwelcome information is treated at face value. The evaluator does not need to have any preconceived conceptual framework; types of causal claims are identified in the data inductively and iteratively. This is a partly creative process, however the decisions made by the evaluator are transparent as the underlying text is always available.

A causal map consists of boxes (factors) joined by arrows (links). A link from factor 1 to factor 2 means that someone believes that 1 in some sense causally influences 2. Every link represents one causal claim.

**Figure 5.3.3: Simple causal map**



### Useful resources

- CEDIL Video on Impact evaluation: causal maps, mechanisms and the elusive quest for useful middle range theory. <https://guide.causalmap.app/causal-mapping/>
- IMPACT FRONTIERS. Five dimensions of impact. <https://impactfrontiers.org/norms/five-dimensions-of-impact/>

### 5.3.2.10 Impact diagram

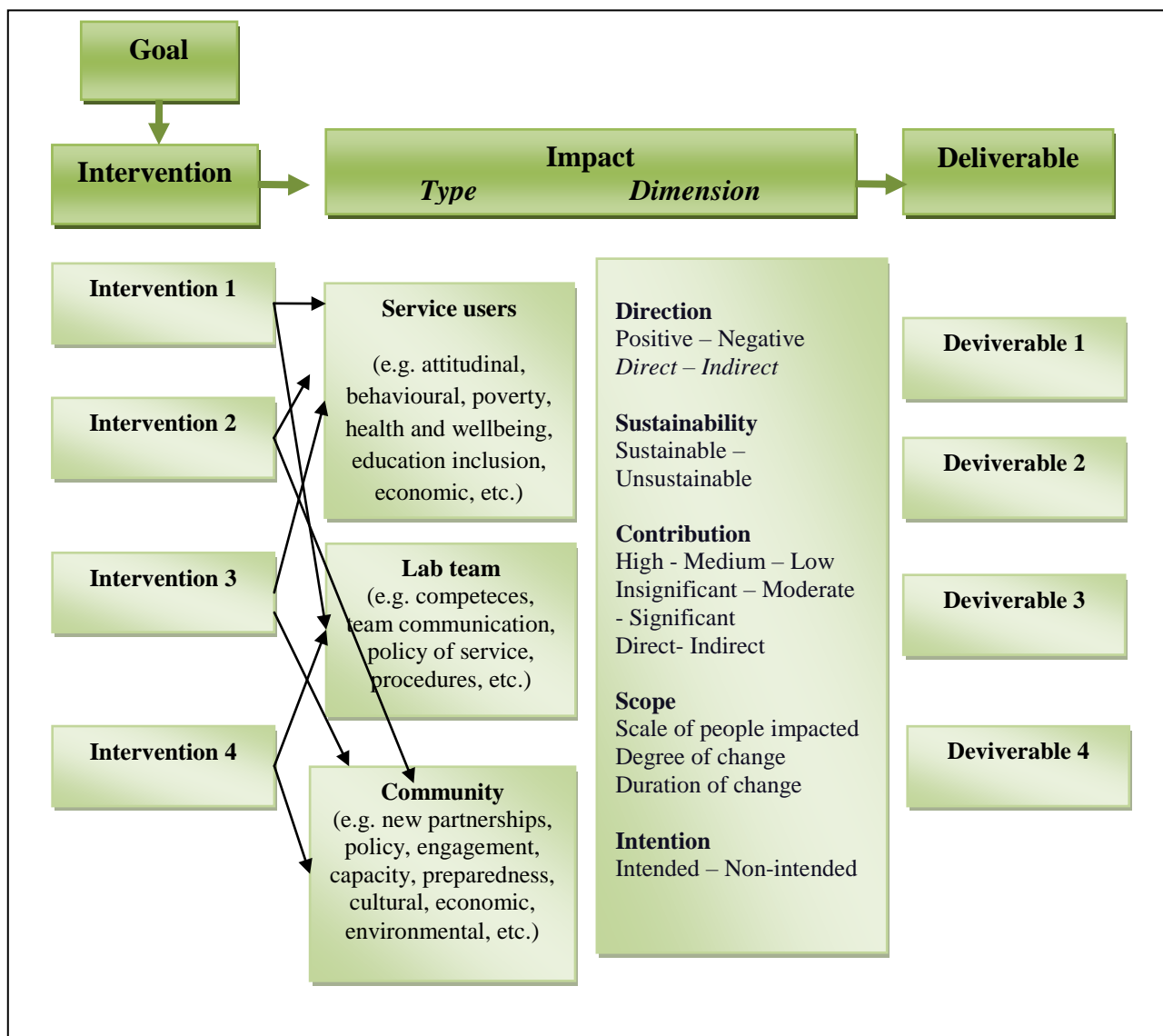
Impact mapping is part of an impact evaluation that provides information about the observed changes or 'impacts' produced by an intervention. These observed changes can be positive and negative, intended and unintended, direct and indirect.

Impact diagram show assumptions and a connection between program goals, impacts on service users and stakeholders, and team deliverables. They usually take the form of a mind map, or a hierarchical outline. Structuring information in a map allowing description of many different dimensions of a Lab program milestone plan in a single visualisation. After sorting the data

obtained from different sources, use colours, letter type and size, position (hierarchical, vertical/horizontal and relative), outline shades and shapes and additional symbols such as asterisks to describe importance, priority, grouping or impact. Each impact is connected to those deliverables that Lab make, which achieve those impacts. A participative sessions creating one of these usually involves sticky notes on a whiteboard, and it's typically laid out as a mind map expanding from left (goal) to right (deliverables).

Specific interventions of the Lab program are connected in impact diagram with different types and dimension of impact and each is given a particular dimensional weight. One intervention can produce several different impacts, which are shown graphically in the impact diagram.

**Diagram 5.3.4: Impact diagram**



### 5.3.3. Data analysis

Data analysis is a process of systematic examination, study, and evaluation of collected information. Review the data you've collected and analyze it to identify patterns, trends, and insights. This will help in determining the strengths and weaknesses of the workshop or meeting and how they can be improved. In an integrated data analysis, quantitative and qualitative data are analysed to identify evidence corresponding to the outcomes in the program logic and integrated within the results chart.

Quantitative and qualitative data can be analyzed together according to the outcomes in the program logic or separately. Quantitative methods deal most often with numbers that are analyzed with statistics to test hypotheses and track the strength and direction of effects. You can perform quantitative data analysis in the following programs: SPSS, Excel, etc. Qualitative data is information about an intervention gathered in narrative form by talking to or observing people and serves to illuminate evaluation findings derived from quantitative methods. You can perform qualitative data analysis on the following platforms: Nvivo, MonkeyLearn, etc.

**Table 5.3.2: Data analysis steps and options**

<b>Task</b>	<b>Options</b>
<b>Analyze data</b>	Correlation; cross-tabulations; data mining; exploratory techniques; frequency tables; measures of central tendency; measures of dispersion; multivariate descriptive; non-parametric inferential statistics; parametric inferential statistics; summary statistics; time series analysis
Numerical data	
Textual analysis	Content analysis; thematic coding; framework matrices; timelines and time-ordered matrices
<b>Investigate possible alternative explanations</b>	Force field analysis; general elimination methodology; key informant interviews; process tracing; ruling out technical explanations; searching for disconfirming evidence / following up exceptions; statistically controlling for extraneous variables
<b>Visualize data</b>	
See relationships among data points	Scatter plot; matrix chart; network diagram
Compare a set of values	Bar chart; block histogram; bubble chart
Track rises and falls over time	Line graph; stacked graph
See the parts of a whole	Pie chart; tree map; icon array
Analyze a text	Word tree; phrase net; word cloud
See the world	Demographic mapping; geo tagging; GIS Mapping; interactive mapping; social mapping

*Adapted from: Adapted from: Rodgers et al., 2015, pp. 33*

### 5.3.3.1 Analyzing quantitative data

Quantitative data is based on numbers. Simple math or more advanced statistical analysis is used to discover commonalities or patterns in the data. The results are often reported in graphs and tables. Applications such as Excel, SPSS, or other program can be used to calculate things like:

- The number of times a particular answer was given
    - Frequencies describe how many times something has occurred within a given interval, such as a particular category or period of time.
    - A percentage is the given number of units divided by the total number of units and multiplied by 100. Percentages are a good way to compare two different groups or time periods.
    - A ratio shows the numerical relationship between two groups.
  - Measures of central tendency
    - A mean, or average, is determined by summing all the values and dividing by the total number of units in the sample.
    - A median is the 50th percentile point, with half of the values above the median and half of the values below the median.
    - A mode is the category or value that occurs most frequently within a dataset.
- Review and interpret your data.

Following data analysis, review your findings to identify patterns in data. Consider similarities and differences between responses from participants with different characteristics. Determine whether there are any extreme data that fall significantly above or below the mean, median, or mode (. Those extreme data points may alter some statistics, such as the mean. Summarize your data. Develop tables, graphs and charts to summarize your data findings. One common way to summarize data findings is a crosstabulation table. These tables consist of rows displaying values for one variable of interest and columns displaying values for another variable of interest. Cross-tabulation tables can compare several groups or time periods at.

In more comprehensive quantitative data analysis, the correlation or causation between two or more variables and the reliability and validity of the results can be used.

### 5.3.4.1 Analyzing qualitative data

Qualitative data evaluation concentrates on non-statistical, less rigid, and more nuanced information beyond complex numerical values. While quantitative data analysis addresses “what” and “when”, qualitative analysis is more adept at answering questions related to “why” and “how”. This analysis process typically explores open-ended, subjective data, such as interviews among focus groups, and expert opinions. While challenging to incorporate into mechanical or mathematical processes, qualitative data provides valuable context for decision-making and comprehending abstract concepts.

Evaluating qualitative data is less formulaic yet essential, requiring a human touch. This assessment may include posing questions about potential biases, study limitations, or the potential for outdated information. Asking these questions proves crucial when evaluating clinical report data or other processes demanding transparency about information biases in several steps (Olney & Barnes, 2013):

1. Transcribing or summarizing qualitative information. Start data analysis as soon as you start collecting data. Present data in sufficient detail, from multiple sources.
2. Read through all the data, and systematically **code** material, by identifying units of information and categorizing them under one of your themes. A unit is a collection of words related to one main **theme** or idea and may be a phrase, sentence, paragraph or several paragraphs. Note that not all information may be relevant to your evaluation questions.
3. Create a **codebook** for keep tracking, listing a category label (a short phrase that can be written easily in margins or with qualitative software).
4. Organize your categories into major **themes** and **subthemes**. Combine categories that seem redundant. Refine categories until you have 3-8 major themes.
5. To **describe themes**, identify common viewpoints along with contradictory opinions or special insights. Highlight quotes that seem to present the essence of a category. The analysis might even involve some counting. Numbers are only describing the group of people that you interviewed; they cannot be generalized to the whole population. Describe both the typical and the unusual cases in each category, and look for contradictory findings or findings that differ across groups.
6. **Interpret** the findings with judgments about the links between the program as it was delivered and its observed impacts, or lack of observed impacts, while answering questions such as:
  - What worked well?
  - What were the challenges?
  - What can be improved?
  - What stories and quotes demonstrate the positive outcomes of our project?
  - What unexpected findings were reported?

#### Useful resource

- SIMPLE LEARN (2024). *What is Data Analysis: A Comprehensive Guide*. <https://www.simplilearn.com/data-analysis-methods-process-types-article>
- UNICEF. Preersman, G. (2014). *Overview: Data Collection and Analysis Methods in Impact Evaluation*. Methodological Briefs Impact Evaluation No. 10. [https://www.betterevaluation.org/sites/default/files/Data\\_collection\\_and\\_Analysis\\_ENG.pdf](https://www.betterevaluation.org/sites/default/files/Data_collection_and_Analysis_ENG.pdf)

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## Quiz

1. **Qualitative methods of collecting data are (choose all that apply):**
  - a. **Focus groups**
  - b. Survey
  - c. Questionnaires
  - d. Experiments
  - e. **Case studies**
  - f. Brainstorming
  
2. **In-depth interviews with a carefully selected group of people is the method named:**
  - a. Group discussion
  - b. Case studies
  - c. **Focus groups**
  
3. **Which of the following is an example of a qualitative data analysis method?**
  - a. Statistical analysis
  - b. **Content analysis**
  - c. Regression analysis
  - d. Cost-effectiveness analysis
  
4. **The average of all value in statistical sample is given by**
  - a. Frequencies
  - b. **Median**
  - c. Code
  
5. **Which of the following are data collection methods? (choose all that apply)**
  - a. **Survey**
  - b. Searching on Google
  - c. Impact diagram
  - d. **Case studies**
  - e. Grouping and rating
  
6. **A structured interview is one**
  - a. Where the participant has to choose between a small list of possible responses
  - b. The interview is structured around symbols.
  - c. **That follows a pre-set list of open questions.**
  - d. Where a group of participants is asked questions according to a set order, for example the oldest participant first.
  
7. **Choose the most appropriate statement:**
  - a. Questionnaires are easy to design.
  - b. Questionnaires are the first choice for data collection because a computer package will do all the work for you.
  - c. **Questionnaires are quite difficult design.**
  - d. The most appropriate way to administer a questionnaire is by post because you will get a high response rate



**8. What is quantitative data (choose all that apply)**

- a. Type of non-numerical data, collected through interviews and focus groups.
- b. Type of numerical data collected through questionnaires and similar methods.**
- c. Type of data who can be e represented by a name, symbol, or a number code.

**9. What is a document?**

- a. A service bulletin
- b. A service protocol
- c. A diary
- d. A government publication
- e. All of the above**

**10. Sampled surveys**

- a. Determine if implementation of the program reflects program plans.
- b. Sample portion of a group to answer questions.**
- c. Use structured discussions about selected topics with planed questions.

**11. Exploratory case study**

- a. Establishing cause - and - effect relationships.
- b. Defining the questions and hypotheses of a subsequent and larger study.**
- c. Is participatory evaluation tool.

**12. Types of human interest stories are (choose all that apply)**

- a. Success story.**
- b. Personal story
- c. Overall impression story
- d. Learning story.**
- e. Newsletter story.

**13. Participatory data collection techniques are (choose all that apply)**

- a. Thought Shower**
- b. Survey
- c. Ranking and rating**
- d. Service user's records
- e. Semi structured interview

**14. What is the primary goal of data analysis?**

- a. Making predictions
- b. Summarizing and interpreting data**
- c. Designing databases
- d. Data visualization

**15. Quick evaluation tool with which you can gain a poll of people's opinions while they were 'in the moment' is?**

- a. Hierarchical card sorting

- b. SWOT analysis
- c. **Evaluation target**

**16. What is the difference between mean and median?**

- a. Mean is the middle value; median is the average.
- b. **Mean is the average; median is the middle value.**
- c. Both represent the average.
- d. Mean and median are used interchangeably.

**17. Qualitative analysis in evaluation is often superior to quantitative when the purpose of an evaluation is to:**

- a. Analyze numerical data to arrive at a conclusion.
- b. Determine the magnitude of a response.
- c. Calculate the mode of a set of numerical data.
- d. **Better understand of social impact.**

**18. Quantitative analysis is different from qualitative analysis in that quantitative analysis:**

- a. Is largely inductive.
- b. **Mainly deals with textual data.**
- c. Is guided entirely by the researchers.
- d. Employs member checking.
- e. Tends to be ongoing and iterative.

**19. In the context of qualitative data analysis, a document that lists the different themes or categories for a particular study is called a**

- a. Vision statement.
- b. Multiple-item sheet
- c. **Codebook**

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**20. Surveys are usually used when;**

- a. **You need a quick and efficient way of getting information.**
- b. You need to reach a specific limited number of people.
- c. When you need in-depth information about some topic.

**21. Identify the sequence of data analysis steps in qualitative evaluation**

- a. Labelling the segments with codes
- b. Data transcription
- c. Collapsing codes into themes
- d. Reading through data
- e. Dividing text into segments

Chose the correct answer from the options given below

- 1. **b, d, e, a, c**
- 2. a, e, d, c, b
- 3. b, c, e, d, a
- 4. e, b, a, c, d

**22. In analyzing numerical data, we can use (choose all that apply)**

- a. Framework matrices
- b. Time series analysis**
- c. Network diagram
- d. **Correlation**
- e. Block histogram

**23. Dimension of impact are (choose all that apply)**

- a. **Sustainability**
- b. Validity
- c. **Direction**
- d. Community
- e. Behavioral

**24. Causal map**

- a. Is satisfaction evaluation tool.
- b. Showing attribution factors and links between observed changes.**
- c. Is rating technique.

**25. Which is not a level of quantitative analysis?**

- a. Descriptive statistics
- b. Multivariate analysis
- c. Thematic analysis**
- d. Inferential statistics